

Report of the 6th Month Follow-up from Pleasanton Unified School District January 2023

Overview of Report

This item presents the December 2022 follow-up report from the Pleasanton Unified School District (Pleasanton USD). This item includes a summary of the findings of the initial site visit in 2021, the revisit in 2022, and Pleasanton USD's subsequent progress. Pleasanton USD's 6th month follow-up report can be found on [the 2022-2023 Follow up Reports webpage of Pleasanton USD's accreditation website](#).

Staff Recommendation

Staff recommends that the COA accept this first follow-up report and provide any relevant guidance in preparation for the second follow-up report. Staff will continue to work with the Pleasanton USD to provide technical assistance in preparation for the second follow-up report to be presented to the COA by June 2023.

Background

Pleasanton USD hosted an initial accreditation site visit March 24 – 26, 2021. The [Pleasanton USD March 2021 Accreditation Site Visit Report](#) was presented to the Committee on Accreditation (COA) at its June 2021 meeting. Based on the accreditation team's report, the COA took action to grant an accreditation status of **Accreditation with Probationary Stipulations** for Pleasanton USD. As part of the stipulations, Pleasanton USD hosted a revisit April 27 – 28, 2022 in which a three-member BIR team focused on the stipulations from the initial site visit. The [Pleasanton USD April 2022 Revisit Report](#) was presented to the Committee on Accreditation (COA) at its June 2022 meeting. Based on the evidence provided through Pleasanton USD's Quarterly Reports and in subsequent documentation, in addition to interviews conducted during the revisit, the team recommended that all stipulations be removed, and that Pleasanton USD's accreditation status be changed from **Accreditation with Probationary Stipulations** to **Accreditation**.

The revisit team further recommended that the institution submit two follow-up reports in the 2022-2023 academic year at six-month intervals. At the time of the revisit, some actions to address stipulations were still being planned or initially implemented. The team felt continued attention to the development and establishment of these new practices was essential to meet accreditation standards and that the follow-up reports will provide opportunities for support and/or guidance from Commission staff. The information on the subsequent pages of this report summarizes the December 2022 follow-up report which includes information addressing the specific areas of attention discussed in the revisit report:

1. The impact of the Advisory Team (which may include, but is not limited to, providing meeting agendas, minutes, and attendance).

2. The evolution of the system of support for Education Specialist (EdSp) candidates, including the role and impact of the new EdSp Induction coach - who will begin the position in the 2022-2023 academic year - and the EdSp mentors.
3. The outcome of the May 2022 Colloquium and the subsequent process and planning for the Colloquium in the 2022-2023 academic year.

Summary of Pleasanton USD's 6th Month Follow-up Report submitted December 2022

Follow-up #1: Impact of the Advisory Team

Background:

During the initial site visit in March 2021, the team found that, although survey data was collected, evidence of how the program assesses the quality of services provided by coaches (the term used by Pleasanton USD to describe their Teacher Induction mentors) to candidates was lacking. Also, the team found no evidence of the unit involving all relevant stakeholders in the organization, coordination, and decision making for the program.

During the revisit in April 2022, the revisit team found that regular advisory team meetings were established and that, during these meetings, diverse educational partners met and analyzed program data, made program recommendations, and provided input and feedback on newly implemented policies, practices, and procedures to support induction candidates, Education Specialist (EdSp) mentors, and induction coaches. This was evidenced through documentation provided by the program, and through interviews where it was noted that, at advisory team meetings, participants now "have a voice and feel their participation is meaningful." In addition, the Pleasanton New Teacher Project (PNTTP) was moved from the Teaching and Learning division into the Human Resources division. Many constituents interviewed during the revisit commented on how this was a positive shift that allowed for continuity of support of the induction program.

The revisit team recommended documentation and evidence of subsequent advisory team meetings be included in the follow-up reports since this was a newly established practice.

Pleasanton USD's actions since the June 2022 COA meeting:

According to Pleasanton USD's December 2022 follow-up report, the purpose of the PNTTP Advisory Team "is to align and strengthen support systems for new teachers during pre-service and induction in order to accelerate their development, and therefore, positively impact student learning." The report notes that the Advisory Team includes "various professional partners including new teachers, induction graduates, school site administrators, district department representatives, university representatives and the PNTTP Coaches and Coordinator." Thus far, there have been five meetings, May 20, 2021, November 30, 2021, February 17, 2022, May 12, 2022, and November 16, 2022. During the most recent meeting, data from the PNTTP 2021-22 candidate year-end survey was analyzed. A suggestion was made that Diversity, Equity, and Inclusion (DEI) be a focus moving forward so, for next steps, the PNTTP Leadership Team (comprised of the Induction Coordinator and the four coaches) is currently

looking for ways to address DEI within the program. Questions on this topic will be included in the PNTP 2022-2023 candidate mid-year survey.

As noted in the report, the PNTP Leadership team will continue to gather feedback from induction candidates and school site administrators using the mid-year and year-end program surveys. Data from these surveys will be reviewed by the PNTP Leadership team and analyzed by the Advisory Team (during the upcoming meetings to be held on February 16, 2023, and May 18, 2023) to monitor progress and guide program improvements to best support all new teacher candidates.

Information from the Advisory Team's analysis of these surveys should be included in the second follow-up report. The outcomes from the focus on DEI and related survey questions should also be included. Finally, staff notes that PNTP is continuing to consider ways to increase the attendance in upcoming Advisory Team meetings by sending email reminders and calendar invitations to current members in addition to reaching out to additional individuals to invite them to attend. The goal is to ensure that the Advisory Team has representatives from as many various constituencies/ professional partners as possible.

Follow-up #2: System of Support for EdSp Candidates

Background:

During the initial site visit in March 2021, the team found the support of EdSp candidates in the program was sporadic and was supplemented by district Program Specialists and site administrators. None of the program coaches held EdSp credentials or added authorizations. The EdSp Coach position, originally posted in Spring 2020, remained unfilled at the time of the site visit. The team also found that the EdSp candidates lacked the support needed to demonstrate competencies required of the credential they seek.

During the revisit in April 2022, interviews confirmed that, within current funding allocations, the program receives sufficient resources to allow for effective operation, in addition to district staffing, to support EdSp candidates within the induction program. The EdSp Coach position was posted in the 2020-2021 and 2021-2022 academic years but remained unfilled due to the priority of filling classroom vacancies in special education. An EdSp could not be released from their contract to fill the EdSp coach position during the academic year. Thus, an offer was made in Spring 2022 and the individual hired for this position was set to begin in the fall of the 2022-2023 academic year. According to interviews, for the upcoming academic year, the role of the new EdSp coach will be to mentor EdSp candidates in the program in addition to working directly with the Department of Special Education (DOSE) to coordinate needed support for EdSp candidates. In the interim, during the 2021-2022 academic year, on-site/district EdSp mentors were assigned to provide "just-in-time" support to enrolled candidates and direct them to additional system-wide EdSp resources. The EdSp mentors are veteran teachers in the Pleasanton USD who work with EdSp candidates in the program and their induction coach to triangulate support. It was unclear in interviews with PNTP coaches and leadership, the new DOSE leadership, EdSp mentors, and other constituent groups exactly what role EdSp mentors would play in the 2022-2023 academic year, although many interviewees stated that they

believe that on-site EdSp mentor support would continue to be a part of the system of support for EdSp teachers in the district. As EdSp candidates described “they would not have made it through this year without their EdSp mentor.” An additional resource was the Special Education website. As expressed by an Education Specialist candidate, “This year they rolled out the SpEd website. I cannot express how excited I was to see that come alive and see so many questions be answered in one place.” EdSp candidates also shared how they accessed additional support, saying how “if they vented about a problem” their coach would “email them later with resources to resolve it.” It was clear that when the answer was not readily available, additional support was brokered for EdSp candidates within the system as it currently stands.

The revisit team recommended a follow-up report with documentation and evidence of continued support of EdSp candidates since these were newly established systems of support.

Pleasanton USD’s actions since the June 2022 COA meeting:

As noted in the December 2022 follow-up report, PNTP began the onboarding process in Spring 2022 for the new EdSp Induction Coach including training, job shadowing, and attending regional coach forums with other local districts to prepare them for the position. In August 2022, 14 new EdSp were hired to the district and each one is supported by the EdSp coach. Five of the 14 are participating in Induction, with the remaining on permits or on an intern credential. Additionally, five of the new EdSp hired receive an additional layer of individualized support from EdSp mentors or itinerant EdSp staff, in collaboration with the EdSp coach, on a case-by-case basis. The role of the EdSp coach, as noted by Commission staff in discussion with PNTP, is to broker additional layers of support for those EdSp who need it. The EdSp coach also attends the Department of Special Education (DOSE) meetings in the district and reports back to fellow PNTP coaches accordingly.

PNTP noted in the report that it will continue to work closely with the DOSE and school site administrators to identify needs and coordinate specialized support for EdSp candidates.

Commission staff recommend the continued collaboration between PNTP, DOSE, and school administrators to ensure the support of EdSp. Data regarding both the retention of EdSp candidates in the program and any information specific to their support – such as the impact of the new Special Education website – in addition to having representation on the Advisory Team, can also serve as additional opportunities to collect information on the strengths and areas of improvement regarding the system of support for EdSp in Pleasanton USD.

Follow-up #3: May 2022 Colloquium Outcome and subsequent plans

Background:

During the initial site visit in March 2021, the team found that the credential recommendation process was unclear to candidates finishing the program. The team also had concerns regarding the process by which clear credential recommendations are made and the discrepancies in program documentation and interviews about this process. The team was unable to find sufficient evidence that the unit monitors the credential recommendation process.

Documentation and interviews conducted during the April 2022 revisit confirmed that the new development of a robust and clear process for the clear credential recommendation ensures that only candidates who have met all credential requirements are recommended for a credential. Interviews confirmed a multi-step review process coordinated by coaches, the PNTP/HR Coordinator, and the Director of Human Resources/PNTP Director prior to handing off the Clear credential application for submission to the credential analysts. This process includes initial, mid-year, and end-of-year reviews with the candidate, EdSp mentor, and induction coaches. During interviews, candidates and coaches described how they meet to plan Individual Learning Plan (ILP) goals for the year. Finally, the PNTP conducted an end-of-year Colloquium which was set to include Advisory Team members, induction coaches, and EdSp mentors to showcase candidate growth in the CSTP. As heard in interviews, PNTP is “building the plane while flying it” for the upcoming Colloquium, and the revisit team noted that it will be essential that this new practice is subjected to the same continuous improvement process applied to other aspects of the program as it was established to confirm candidates demonstrate growth in the CSTP.

As such, the team recommended documentation and evidence of the May 2022 Colloquium and the 2022-23 Colloquium be included the follow-up reports.

Pleasanton USD’s actions since the June 2022 COA meeting:

In the December 2022 follow-up report, Pleasanton USD noted that, in Spring 2022, PNTP candidates, as guided by their coaches, engaged in a year-end reflection of their ILPs goals in which success, challenges, and next steps for each candidate’s focus standards in relation to the California Standards for the Teaching Profession (CSTP) and the Continuum of Teaching Practice (CTP) were discussed. Subsequently, candidates each completed a Year-End Overview document to reflect on their professional growth in relation to the discussion with their coach as noted above. After the individual reflection process, candidates attended the virtual colloquium meeting on May 12, 2022, in which they shared their Year-End Overview, key learnings from their ILP, and their experience in the induction program in small breakout rooms. Advisory Team members listened to candidates, shared feedback, and recorded data on a Google form to document candidates’ CSTP focus areas. Reviewing the data from the form revealed that over 67% of candidates selected CSTP 4: Planning Instruction and Designing Learning Experiences for all Students as a focus area. During the debrief of the colloquium, several Advisory Team members, as quoted in Pleasanton USD’s December 2022 follow-up report, shared positive comments about the experience and in the power in seeing candidates showcase their growth (throughout the year for Year 1s and through the program for Year 2s).

After the colloquium, the PNTP Leadership Team met to review each of the candidate’s ILP documents as part of the ILP review process. After the review, there is a classroom recognition for all Year 2 candidates. This is a highlight of the PNTP program in which candidates completing induction are recognized in their own classrooms, in the presence of their students and administrators. Coaches presented a *Certificate of Completion* to each of the Year 2 candidates and invited students and administrators to share comments and appreciations about each teacher. Coaches captured the comments and added them to a PNTP Celebration slide deck

along with candidate photos. This slide deck was shared with the school board and district community to both celebrate and recognize the PNTP candidates' accomplishments. Feedback from candidates, administrators, and students has been overwhelmingly positive and the process of recognizing candidates in this manner has been described as a valuable experience, as noted in the December 2022 follow-up report. PNTP states that, for spring 2023, the colloquium will occur in the same manner as described above.

PNTP may want to consider gathering data from candidates in the future regarding the success of the end-year process and the colloquium. The multi-layered process – individual and small group reflection, and classroom celebration – each provide opportunities for Year 1 and Year 2 candidates to reflect on their progress in the program.