

Report of Actions Taken by Pasadena Unified School District to Address Stipulations August 2023

Overview of this Report

This report provides the second quarterly report submitted by Pasadena Unified School District (PUSD) on July 21, 2023 on the actions taken to address the Teacher Induction Program stipulations. Following its decision at the [January 2023](#) COA meeting the Committee on Accreditation directed PUSD to provide information at the March 2023 meeting on the [Report of Actions Taken by Pasadena Unified School District to Address Precondition Stipulation](#). This report documents further progress PUSD has made toward addressing remaining stipulations. The contents of that report, including progress to date and next steps, are outlined in this report.

Recommendation

It is the staff's recommendation that the Committee on Accreditation accept this report from PUSD but take no further action at this time as the program continues to address the stipulations placed upon it by the COA.

Background

A site visit was held for Pasadena Unified School District on November 2022, and the report of that visit was presented to the COA at its January 2023 meeting. Following discussion and deliberation of the report and its recommendations, the COA determined that PUSD be granted Accreditation with Major Stipulations. The stipulations and program evidence of steps to address them are following.

Pasadena Unified School District Teacher Induction Program Compliance Plan

The following are actions implemented since meeting Precondition 4 on March 9, 2023.

Stipulation 1

Precondition 4: PUSD immediately establishes, implements and enacts a plan to develop goals for each participating teacher within the context of the ILP within the first 60 days of the teacher's enrollment in the program.

Implementation and Purpose

PUSD immediately took action to ensure that there was clear communication and understanding within the context of the ILP that a candidate must create goals within the first 60 days of enrollment.

Evidence of Enactment

[Plan](#) was approved by COA on March 9, 2023.

Stipulation 2

That the institution develop and implement a comprehensive continuous improvement process in which both the unit and the teacher induction program regularly assess their effectiveness and make appropriate modifications based on findings. This process must include the systematic collection, analysis, and use of candidate and program completion data as well as data reflecting the effectiveness of unit operation and include multiple sources of data including

- 1) The extent to which candidates are prepared to enter and are retained in the professional practice and
- 2) Feedback from key stakeholders such as employers and community partners about the quality of the preparation.

Implementation and Purpose

To regularly assess the effectiveness of the Teacher Induction program, systematic collection of completion data was immediately gathered:

End-of-Year (EOY) Surveys of the Teacher Induction Program are created and distributed to both Mentors and Candidates to prepare for analysis.

Qualitative follow-up interviews were implemented with those candidates that opted to be contacted to collect additional information for analysis.

From the collected data, an analysis was conducted:

The PUSD Advisory Board and the Steering Committee met separately to analyze the data from surveys and make recommendations based on the survey findings.

The purpose of the establishment of the Advisory Board is to assure quality of program services between all members of the Induction system.

The purpose of the establishment of the Steering Committee (which is made up of 6 lead mentors) is to provide advice to the Induction Coordinator and create buy-in from the mentors on impending future modifications to the program. It also allows members a forum for collaborative decision making within Teacher Induction.

Based on data and data analysis, appropriate modifications are implemented in response:

Modifications in response to recommendations for Candidates within the program affect:

- Candidate Professional Development. (e.g., Candidates requested professional development include more topics around classroom management, dealing with challenging behavior, differentiation of instruction, more support with data analysis, etc.)
- Mentor Selection and Matching Criteria (i.e., Candidates requested mentors be better vetted and matched with candidates based on content areas.)
- Candidates want improved delivery of Mentor feedback (i.e., feedback that is actionable)
- Candidates requested assurance that weekly Mentor support is being carried out with fidelity by the mentor, recorded by the mentor, and that various topics can be discussed.
- Candidates want to better understand the ILP overall purpose and trajectory, clearly understand the requirements, and have examples to all forms to know what is expected of them.

The continued systematic collection of data will be gathered from Candidates on a regular basis throughout 23-24 to inform improvements and modifications to the program.

Based on data and data analysis, appropriate modifications are implemented in response:

Modifications in response to recommendations for Mentors within the program should affect:

- Professional development received, specifically around
 - Training on monthly processes, expectations, and requirements to share a

- common understanding for upcoming items
- New mentor onboarding
- Relevant, timely PD topics (ex. building relationships, having difficult conversations, etc.)
- Opportunities for more mentor collaboration on just-in-time issues

The continued systematic collection of data will be gathered from Mentors on a regular basis throughout 23-24 to inform improvements and modifications to the program.

Evidence of Enactment

Examples of Systematic collection of completer data gathered:

- [Mentor EOY Survey Results](#) (survey completed with a 75% completion rate)
- [Candidate EOY Survey Results](#) (survey completed with a 92% completion rate)
- Qualitative Follow ups: Reached out to 9 candidates who opted to consent. Only 2 responded to actual follow-up.
 - Held one meeting on May 18, 2023 with a Year 2 completer
 - Held another meeting on May 19, 2023 with a Year 1 completer
 -

Examples of collected data analysis from the Advisory Board:

- [Agenda](#) from Advisory Board Meeting
- [Slide deck](#) from Advisory Board Meeting
- [Recommendations](#) slide from Advisory Board

Examples of collected data analysis from the Steering Committee:

- [Agenda](#) from Steering Committee
- [Slide deck](#) from Steering Committee
- See slides 8-9 of [Slide deck](#) for observations and recommendations from the Steering Committee

Examples of appropriate modifications implemented based on recommendations from data and data analysis:

- New PD line-up: [Professional development for candidates](#) for the 23-24 school year is responsive to those topic requests from candidates.
- Mentor Selection: Interested individuals are asked to apply or reapply to become a mentor teacher for the 23-24 school year. The application process helps to ensure that the quality of mentors aligns with the vision and mission of the program and the candidates it wishes to support.
 - Information on reapplying was shared at a Mentor Meeting held on April 10, 2023. Please see meeting [agenda](#)
 - An [Edjoin application](#) was posted to all certificated staff on April 21, 2023.
 - [Application information](#) was posted on the district website on April 21, 2023.
 - [Mentor qualifications and responsibilities shared on the district website.](#)
- More content diverse mentors have been recruited and selected to ensure better

alignment with future candidates' content areas, especially in the areas of Art, Music, P.E. and Special Education.

- An October 2023 training has been scheduled for Mentors on “How to give feedback and engage in Reflective practices.” (See [Mentor Teacher Professional Development for a full list of mentor professional development activities for 2023-24.](#))
- [New Learning Management System \(LMS\) purchase](#): PUSD has purchased for the 23-24 year an LMS called Inductionsupport.com. The purpose of this investment is to help the Induction Coordinator with tracking completion of candidate and mentor requirements on a regular basis.
 - Mentor Weekly Support must now be logged on a regular basis on Inductionsupport.com.
 - Candidates are asked to verify the dates/times and select from a range of topics covered during weekly meetings.
- An overview of the entire ILP and the milestones required within it, will be explained and reviewed at the Mentor and Candidate Orientation (See first month topic of [Teacher Candidate PD Series](#)).
- Mentors will also receive monthly overviews at each mentor PD session on upcoming ILP requirements to support their candidate in successful ILP completion (See recurring “ILP Requirements and Upcoming Expectations” on the [Mentor Teacher Induction PD Plan Series](#)).
- The new [PUSD ILP](#) now includes examples in red font of how to fill out certain sections.

Planned Collection of Data in 23-34

- Candidate Mid-year survey
- Candidate EOY survey
- Candidate surveys or exit tickets after each Professional development taken throughout the year.

Examples of appropriate modifications in response to recommendations for Mentors include:

- Training on Monthly Processes/Requirements:
 - See recurring topic each month entitled, “ILP Requirements for the month and upcoming Expectations from the [Mentor Teacher Professional Development Mentor Teacher Induction PD Plan](#)
 - New Mentor Onboarding: ALL mentors (new and returning) will receive training to re-calibrate our systems and processes this year for a clearer understanding of expectations and requirements. (See “Mentor Launch” for August and “ILP Requirements” listed monthly on the [Mentor Teacher Induction PD Plan](#)).
- However, new and returning mentors will also be paired with each other for support

throughout the year.

- Relevant and Timely PD: the line-up of PD for 23-24 specifically addresses the topics requested by Mentors (see [Mentor Teacher Induction PD Plan](#))
- Mentor Collaboration through a Mentor Roundtable: this new addition to the [Calendar of Events for Mentors](#) for the 23-24 school year is the Mentor Roundtable which offers 3 in-person opportunities for mentors to collaborate around just-in-time issues throughout the year.

In addition, new and returning mentors will be paired with each other for support throughout the year as an additional opportunity for mentor collaboration.

- Mentor Mid-year survey
- Mentor EOY survey
- Mentor surveys or exit tickets after each Professional development taken throughout the year.

Stipulation 3

That the unit actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for the teacher induction program.

Implementation and Purpose

Relevant stakeholders were immediately organized and coordinated to help with recommendations and decision making for the program:

A Steering Committee was organized:

A proposal is brought forth to mentor teachers to have a Teacher Induction Steering Committee whose purpose is to provide advice and allow for collaborative decision making on some of the proposed organizational changes to the Teacher Induction program requirements for next school year. This will also help to create buy-in from the mentors on all the impending changes. This committee would be made up of no more than 6 current mentors from the 22-23 group total of 25 mentors.

An Advisory Board was organized:

The need for an Advisory Board consisting of relevant stakeholders which consist of members from the IHE community, principals, mentors and leaders within the key departments serving within PUSD (Curriculum and Instruction, Technology, Special Education, etc.) will be enlisted to help with decision making for the Teacher Induction program.

Close partnership with the Curriculum, Instruction and Professional Development (CIPD) department who are key instructional personnel to help establish and coordinate PD for the Teacher Induction program.

CIPD works closely with all teachers, but especially those new to the profession to ensure that candidates have a good understanding of the key curricular components and initiatives of the district. The plan is to schedule and organize PD for candidate support while in the Teacher Induction program.

Close partnership with other key personnel: namely the Credentials Analyst and Assistant to the Coordinator for Teacher Induction to help with the organization of admissions into the program.

Close partnership with other key personnel: Chief of Human Resources to align the organization and coordination of the Teacher Induction program with the district's vision.

Evidence of Enactment

Steering Committee participation and advice sought:

- Proposal for a steering committee was shared at a Mentor Meeting held on April 10, 2023. [Agenda](#)
- [Email](#) was sent on April 12, 2023 announcing application for Steering Committee members
- First Meeting: Recommendations and approval of the revised ILP was sought in addition to the proposal of a new LMS to help support ILP submission.
 - [Agenda](#) for April 27, 2023. (see [here](#) and [here](#) for recommendations)
- Second Meeting: Updates on Program and Data Review of End-of-Year Surveys
 - [Agenda](#) for May 31, 2023

Advisory Board:

- To first support understanding of the purpose of and how to host an Advisory Board meeting: met with and attended Advisory Board meetings for
 - Foothill Consortium on May 5 and
 - Tri-County Induction program on May 9
- Selected and [invited constituents](#) to participate in the PUSD Advisory Board.
 - First meeting was hosted to establish purpose, review End-of-year survey data and provide updates on the Teacher Induction program.
 - [Agenda](#) on May 30, 2023 and 3 future meetings scheduled for 23-24 on 9/26/23, 1/30/24, 5/14/24.

Curriculum, Instruction and Professional Development (CIPD):

- Met with the Coordinator of Professional development for PUSD on June 13, 2023 to discuss and plan an overview of PD topics for Candidates as seen in the [Professional Development for Candidates](#)
- Met again with the Coordinator of Professional Development on July 11, 2023 to discuss and plan a more comprehensive plan for PD topics for Mentors for the 23-24 school year as seen in the [Calendar of Events for Mentors](#) and associated [Mentor Teacher Induction PD Plan](#)
- Met to review current Admissions procedures ensuring streamlining of procedures and timely candidate and mentor assignments into the program.
 - A spreadsheet of Teacher Induction Candidates has begun for the 23-24 school year.

- Met Credentials analyst on June 5, 2023 and on July 24, 2023
- Met with the Administrative Assistant to the Coordinator for Teacher Induction on June 6, 2023 and July 17, 2023.
- Met with the Chief of HR on 6/13/23, 7/10/23 and 7/20/23 to discuss
 - need for a full-time TOSA 2 position to support Teacher Induction program
 - Alignment of the program with PUSD's Board Strategic Pillar 2 (providing wrap-around services to new teachers in our district)

Stipulation 4

That the institution provides evidence that it ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.

Implementation and Purpose

Collaboration with Colleagues in Educator Preparation programs:

The current Teacher on Special Assignment (TOSA 2) (who supports the Teacher Induction Coordinator) regularly meets and collaborates with colleagues at the Graduate schools of Education to ensure that the Teacher Induction program is in alignment with the educator profile PUSD is seeking of its graduated preliminary teaching candidates.

The TOSA 2 also ensures that current best pedagogical practices being taught at IHE's are carried out in PUSD to align with what has been taught in educator credentialed programs.

On-Going Collaboration with the broader Community: Other Teacher Induction Programs and with CCTC:

The PUSD Teacher Induction program has established and built strong networking with other successful Teacher Induction programs in Southern California to better understand how to support PUSD's Teacher Induction program to meet current stipulations.

Evidence of Enactment

Examples of Collaboration with Colleagues in various settings to improve educator prep:

- Met with [Alder Graduate School of Education](#) Clinical Faculty team every Thursday from 2-4 p.m. in the 22-23 school year.
- Met periodically (about 4x/year) since September 2021 with Pacific Oaks College Teacher Preparation for the Transformation Center Branch Alliance for Educator Diversity which partners with Pasadena Unified School District. The last meeting was on July 17, 2023. This partnership will be on-going and continuous.

Examples of On-Going Broader Community partnerships: Other Teacher Induction Programs and with CCTC:

- Elizabeth Heinberger from the Sutter County (Ms. Heinberger was also the program reviewer for PUSD's accreditation visit) met on 3/27, 4/24, 4/27, 6/1, 7/18 in 2023

- Patrick McKee from the Foothill Consortium for Teacher Induction program met on 3/27, 5/3, 5/24, 5/30
- Karen Sacramento (CCTC Staff to the Accreditation visit) met on: 4/24/23, 6/1/23, 7/18/23

Stipulation 5

That the unit provides sufficient resources to allow for the effective operation of the teacher induction program, including, but not limited to, coordination, admission, advisement, monitoring and professional development.

Implementation and Purpose

Sufficient Financial Resources for Operation

Financial Resources for the Induction program for the upcoming school year are reviewed with the Budget department for the new fiscal year.

Sufficient Personnel Resources: Hiring of a full-time TOSA 2 dedicated to Teacher Induction

HR recognizes the need for a full-time position dedicated to the coordination and oversight of the Teacher Induction program in order to meet current stipulations and maintain a robust program meeting district initiatives.

Coordination and Admission:

Due to the need to work closely with the Credentials Admissions team in HR at PUSD for the 23-24 school year, current procedures were reviewed and new procedures discussed for timely admission and mentor assignment into the Teacher Induction program.

Advisement:

The coordinator for Teacher Induction ensures that all new eligible candidates are aware of and attend the mandatory Advisement meeting held at the beginning of the school year.

At this meeting, candidates will receive information on the Teacher Induction program and its requirements to obtain a Clear professional credential.

Monitoring:

PUSD established a contract with a Learning Management System (LMS) to support Teacher Induction for 23-24.

- The primary focus is to collect data and retention in support of audit and ILP requirements to organize, manage, communicate and record-keep all tasks required for Teacher Induction.

Professional Development:

A need to closely partner with the Curriculum, Instruction and Professional Development (CIPD) department (who are key instructional personnel) to collaborate around the organization of and coordination of PD for mentors and candidates in alignment with their stated needs and district initiatives.

A partnership was established with the Pacific Oaks College Teacher Educator program (i.e., IHE) to help plan mentor PD.

The purpose is to help train mentors who will support candidates and exemplify the core competencies and dispositions that teacher preparation programs have helped prepare candidates for.

Evidence of Enactment

Actions to support meeting sufficient Resources for Operation

- Met on 7/17/23 with the Senior Accountant in the Budget department detailing next action steps surrounding budget allocations

Proposal for a full-time TOSA 2 is brought to the Board:

- [Proposal](#) for additional personnel to be voted on August 3, 2023 at the board meeting.

Actions to support Coordination and Admission:

- Met with Credentials Analyst on 6/5/23 and 7/24/23 and Admin Assistant to the Teacher Induction Coordinator on 6/6/23 to discuss and coordinate the actions that will take place once a new employee is on-boarded into the district.

The credentials analyst will determine if the employee's status qualifies the employee to be a Teacher Induction candidate.

If eligible, the candidate receives notification of Eligibility for Teacher Induction Participation ([see form](#)). The candidate must then reach out to the Induction Coordinator within 14 days of notification.

The credentials analyst also adds the candidate's name to an on-going spreadsheet so that the Coordinator may begin the process of mentor matching.

Advisement:

- 2023-2024 Advisement Meeting to be held on two dates that the candidate may select from: Tuesday, August 15 or Tuesday, August 22.
[See here](#) for established dates.
- Held last year's advisement meeting in August/September 2022: [Advisement PP 2022](#)

Monitoring:

- [Inductionsupport.com](#)
 - Met with Mr. John Meadows for introduction/Sales information about this LMS on 4/18/23
 - Received approval to move forth with a [contract](#)
 - Trained in LMS on Friday, 5/26/23 along with a mentor

Professional Development:

- Met with Mr. Jose Ortega who oversees Professional development for PUSD on June 13, 2023 to discuss and plan an overview of PD topics for Candidates as seen in the [Professional Development for Candidates](#)
- Will be meeting with Mr. Jose Ortega again to discuss and plan a more comprehensive plan for PD topics for Mentors for the 23-24 school year as seen in the [Calendar of Events for Mentors](#) and associated [Mentor Teacher Induction PD Plan](#)
- Met on 7/25/23 with several core faculty members of Pacific Oaks College to discuss possible training topics to mentors which the college is willing to help deliver and present throughout the year.

Stipulation 6

That the program evaluates and demonstrates how it is having a positive impact on candidate learning and competence.

Implementation and Purpose

Evaluation of Positive Impact:

End-of-Year (EOY) Surveys to collect data on the effectiveness of the Teacher Induction Program are established and given to Candidates to gather data on the impact of the Teacher induction experience for them.

Evidence of Enactment

Evaluation of Positive Impact:

- [Candidate EOY Survey Results](#)
 - Overall, out of 57 candidates who completed the survey (there are 62 in the program):
 - 94% of respondents said they feel that their mentor has had an impact on their teaching in the area of “Developing as a Professional” (CSTP Standard 6)
 - 82.5% of respondents said they feel their mentor has had an impact on their teaching in the area of “Engaging and Supporting all students in learning” (CSTP Standard 1)
 - 80.7% of respondents said they feel their mentor has had an impact on their teaching in the area of “Creating and Maintaining Effective Environments for Student Learning” (CSTP Standard 2).

Stipulation 7

That the program demonstrates how it is meeting the requirements of Program Standard 3: Designing and Implementing ILP’s within the Mentoring system. This includes that the program demonstrates how the ILP addresses the CSTP’s and provides the road map for candidates’ Induction work during their time in the program along with guidance for the mentor in providing support.

Implementation and Purpose

Program Standard 3: Designing and Implementing the ILP

The [New ILP](#) was created and reviewed with the Teacher Induction Steering Committee to obtain recommendations and approval.

The ILP now provides a clear roadmap for Teacher candidates addressing the CSTP's.

Evidence of Enactment

Program Standard 3: Designing and Implementing the ILP

- Steering Committee [Agenda](#) on 4/27/23 and the recommendations that came out of the ILP review.

(see [here](#) and [here](#) for recommendations)

Stipulation 8

That the program has a system based in the ILP by which the program assesses candidate competency and progress toward mastery of the CSTP's, with guidance and feedback from program staff on progress given to the candidate.

Implementation and Purpose

Assessing Candidate Competency and Progress

In order to assess candidate progress and competency towards mastery of the CSTP's within the ILP, there are 5 milestone rubrics that are utilized for review of candidate work before the accepted submission milestone ILP dates. These rubrics must be reviewed by the candidate and verified by the mentor before submission to the Induction Coordinator.

Evidence of Enactment

Assessing Candidate Competency and Progress

The development of these [Milestone Rubrics](#) will greatly facilitate candidates, mentors and the Induction Coordinator to assess candidate competency and progress.

Stipulation 9

That the program demonstrates that it is meeting all the responsibilities of assuring quality of service including, that the program assesses the quality of mentor services provided to candidates and provides formative feedback to mentors, that site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated, and recognized a systemic manner and that the program regularly assesses the services of the mentors to candidates and retain only qualified persons to provide support to candidates.

Implementation and Purpose

Formative Feedback on Quality of Mentor Services:

It is necessary to collect feedback from teacher candidates on the quality of the services rendered to them throughout Teacher Induction from the mentor.

Training and Orientation to Supervisory Role as Mentor

All mentors (both new and those selected to return) will understand their roles and are familiar with the new ILP, systems and procedures to Teacher Induction this year by attending

orientations and monthly training topics to support this role.

Hanh will also attend Orientation training offered by Foothill Consortium for mentors of Teacher Induction to see how it is conducted and model after it.

Retention of Qualified Mentors

In order to ensure that mentors are interested in continuing their role and are qualified to mentor, all mentors (both new and those hoping to return) must re-apply. Applicants must submit all qualifying paperwork, answer supplementary questions regarding mentoring, and have received excellent evaluations and recommendations from their immediate supervisor.

Evidence of Enactment

Formative Feedback on Quality of Mentor Services:

- [Candidate EOY Survey Results](#) indicated that:
 - 93% of candidates felt the program was responsive to their individual needs
 - 96.5% agree that their mentor supports them in the reflection process and improves their teaching practice
 - 75% are very satisfied with the collaboration between their mentor and themselves

Training and Orientation to Supervisory Role as Mentor

- Friday, August 11, 2023 Teacher Induction Mentor Teacher Training to be held
- [Mentor Teacher PD series](#) for the school year and [Mentor Calendar of Events](#)
- August 7 from 8:30-12:00 and
- August 8 from 8:30-12:00 at 301 South Loraine Avenue, Glendora, CA

Retention of Qualified Mentors

- Information shared at a Mentor Meeting held on April 10, 2023 for reapplication. [Agenda](#)
- [Edjoin application](#) is posted on April 21, 2023 and remains open until June 4, 2023.
- [Application information](#) is posted on the district website on April 21, 2023
- Applications reviewed by HR director/Induction Coordinator.
 - Mentors for the 23-24 school year are selected and notified of their acceptance.
 - Mentors not selected for the 23-24 school year are informed and notified

Stipulation 10

The program demonstrates that mentors receive training and support in the program's design, the ILP purpose and within the requirements of Program Standard 3.

Implementation and Purpose

Training and Orientation to Teacher Induction Supervisory Role

All mentors (both new and those selected to return) will understand their roles and are familiar with the new ILP, systems and procedures to Teacher Induction this year by attending orientations and monthly training topics to support this role...

Hanh will also attend Orientation training offered by Foothill Consortium for mentors of Teacher Induction to see how it is conducted and model after it.

Evidence of Enactment

Evidence of Training and Orientation to Teacher Induction Supervisory Role

- Friday, August 11, 2023, Teacher Induction Mentor Teacher Training to be held
- [Mentor Teacher PD series](#) for the school year and [Mentor Calendar of Events](#)
- August 7 from 8:30-12:00 and
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