

Discussion of the 3rd Quarterly report of Pasadena Unified SD to Address Stipulations October 2023

Overview of this Report

This report provides the third quarterly report submitted by Pasadena Unified School District (PUSD) on October 2, 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 Schol District to Address Precondition Stipulation](#). This report documents the ongoing 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. The PUSD Site Visit Revisit will be held in January 2024 and following this staff looks forward to bringing the revisit report to the Committee on Accreditation.

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 taken thus far 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(s)

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.

In this new school year 23-24, the Induction program Lead was very intentional in communication around this stipulation through the following actions:

- Including this messaging and communication with Candidates at their Advisement Meeting
- Including this messaging and communication with the Mentors at their Mentoring 101 meeting
- Including this messaging and communication in every newsletter updating candidates on Induction news

Including this messaging and communication in the ILP form itself

Evidence of Enactment

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

As of the new school year 23-24: the program has been proactive in its actions to avoid future stipulations in this area.

- Candidate Communication
 - [Candidate Orientation/Advisement Meeting slideshow](#) slide 29 and slide 31.
- Mentor Communication
 - [Mentoring 101](#) slide 32
- [Sample Newsletter](#): see "Pay attention: Important Milestone Dates."
- [ILP form](#): see Milestone 1 messaging on the ILP on the top of page 2.

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 completer 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

After an assessment of last year's processes, starting in 23-24, the Induction Lead has worked to better implement improved processes to systematically collect Candidate intake data in preparation for Candidate entrance to the professional practice.

As new certificated hires fill out their onboarding paperwork,

- The Credentials Analyst adds their name to an ongoing spreadsheet of "23-24 New Hires" and checks the new hire's credentials status.
- Any new hires that are potential Candidates to Teacher Induction are asked to fill out a "Notification of Eligibility for Teacher Induction" form. A copy then goes to the Induction lead.
- The Induction Lead within 14 day or earlier of receiving the referral, makes contact with the new hire to inform and encourage them of program participation and procedures and the need to attend a mandatory Orientation (Advisement Meeting)
- Within 30 days of Enrollment (defined as the day that the Candidate attends the Advisement Meeting), the Candidate is assigned a Mentor teacher.

Starting in 23-24, the Induction Lead has worked to better implement improved processes to systematically collect Candidate "completer" data to ensure all program requirements are met before a clear credential recommendation is made.

This is done by analyzing the data and taking appropriate actions in response to ensure that a Clear recommendation can be made to the CTC (and if so, the date of recommendation is recorded) or whether continued follow-up and support to complete all outstanding requirements is needed on an on-going basis.

For continuous improvement, the Induction Lead at the end of 22-23 regularly assessed the effectiveness of the Teacher Induction program through a systematic collection of data via surveys to Mentors and Candidates.

The Induction Lead created and shared End-of-Year (EOY) Surveys to collect data on the Teacher Induction Program which was distributed to both **Mentors** and **Candidates** to prepare for analysis.

Further collection of data was then gathered by the Induction Lead:

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

The collection of data was then further analyzed by key stakeholders: the **Advisory Board** and appropriate recommendations were made in response to the 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 collection of data was then further analyzed by key stakeholders: the **Steering committee** and appropriate recommendations were made in response to the findings:

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.

The institution develops **appropriate modifications in response to the program recommendations** from key stakeholders. These are modifications made in response that affect:

- Candidate Professional Development (e.g., Candidates want to make sure PD includes 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 want to make sure mentors are better vetted and matched with candidates based on content areas
- Candidates want improved Mentor feedback delivery (i.e., how to best give actionable feedback)
- Candidates want to ensure 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, understand clearly 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 by the Induction Lead throughout 23-24 to inform improvements and modifications to the program.

The institution develops appropriate modifications in response to the program

recommendations for mentors from key stakeholders.

:

- 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.

Feedback from key stakeholders: **Site Administrators** was welcomed at a Principals Operation Meeting on the program effectiveness.

Site admin felt that the Teacher Induction program in previous years had not been effective in the systematic collection and communication of who on their sites needed to complete Induction. Site administrators also felt they were not aware of some of the roles and responsibilities they held in regard to hosting participating Candidates at their sites.

In response, the Induction Lead developed appropriate modifications:

Based on Site admin feedback, since the 23-24 year, the Induction lead began the following implementations:

- Induction lead Informed all site admin if they had a Candidate and/or Mentor serving at their site through an “Admin Agreement” document.
- Induction Lead provided clarity to all Site admin in their roles and responsibilities within the Teacher Induction program at a Principal’s Meeting
- Induction Lead with the assistance of the Credentials Analyst generated a report of all preliminary credential holders in the district who have yet to clear their credentials, but who have not yet been identified or accounted for
- Induction Lead will plan to regularly elicit feedback from site administrators at the middle-of-the-year and end-of-the-year through a planned survey to see if they have any additional questions or feedback on the quality of the preparation.

Evidence of Enactment

Evidence of improved processes to systematically collect Candidate data in preparation of entering the professional practice.

- [23-24 New Hires](#) (see second tab) (reviewed by Commission staff)
- [“Notification of Eligibility for Teacher Induction”](#) form
- Example of Induction lead contacting the new hire to inform them of program participation and procedures. (reviewed by Commission staff)

- Spreadsheet where enrollment date and date the Candidate is assigned a mentor is recorded. (reviewed by Commission staff)

Evidence of improved processes to systematically collect Candidate data of those completing Teacher Induction requirements is gathered and analyzed after each year of participation:

- Year 2 Completer Data gathered and analyzed (reviewed by Commission staff)

Evidence of appropriate actions are taken in response to the collection and analysis of Completer data:

- Sample 1 and Sample 2 of email communication between Induction lead and a previous year's Y2 Completer who requires regular follow-up and support to complete outstanding requirements before recommendation for a Clear credential with CTC. (reviewed by Commission staff)
- These follow-ups are scheduled on the calendar on an on-going basis (beginning of the year, mid-year, and towards the end-of-year) by the Induction lead to ensure these Candidates are not forgotten.

Examples of the systematic collection of completer data from various stakeholders (Mentors and Candidates) was gathered via surveys in regard to the quality of the preparation:

- [Mentor EOY Survey Results](#) (survey completed with a 75% completion rate)
- [Candidate EOY Survey Results](#) (survey completed with a 92% completion rate)

Evidence of the further collection of data by the Induction Lead:

- Qualitative Follow ups: Reached out to 9 candidates who opted to consent. Only 2 responded to actual follow-up.
 - Held 1 meeting on May 18th, 2023 with a Y2 completer.
 - Held another meeting on May 19th, 2023 with a Y1 completer.

Examples of collected data presented, analyzed and appropriate recommendations made in response to the findings by the Advisory Board:

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

Examples of collected data presented, analyzed and appropriate recommendations made in response to the findings 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 key stakeholders:

- New PD line-up: [Professional Development for Candidates](#) for the 23-24 school year is

responsive to those topic requests from candidates.

- Mentor Selection: All mentors are asked to (re)apply or apply to become a mentor teacher for the 23-24 school year to ensure that the quality of mentors aligns with the vision and mission of the program and the candidates it wishes to support.
 - Information shared at a Mentor Meeting held on April 10, 2023 for reapplication.
[Agenda](#)
 - [Edjoin application](#) is posted to all certificated staff on April 21st, 2023.
 - [Application information](#) is posted on the district website on April 21st, 2023
 - [Mentor qualifications and responsibilities](#)
- More content diverse mentors are recruited and selected to ensure better alignment with future candidates' content areas, especially in the Arts, music, P.E. and SPED.
 - Mentors for the 23-24 school year (see 1st tab: 23-24 Mentors)
- Future PD training for Mentors on “How to give feedback and engage in Reflective practices” (see [Mentor Teacher Professional Development](#) for the month of October of 2023)
- [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 on upcoming ILP requirements (see recurring “ILP Requirements and Upcoming Expectations” on the [Mentor Teacher Induction PD Plan Series](#)) to support their candidate in successful ILP completion.
- [A fully completed sample of an ILP](#) is shared so that Candidates and Mentors can see what a finished product should look like

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 more clear 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.

Planned continuous collection of data in 23-24:

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

Evidence of Feedback Sought from Site Administrators:

- Induction Lead attends Principals Operations meeting on 9/6/23
 - [Principal’s Meeting slideshow](#)
- Example of feedback shared from a site administrator (reviewed by Commission staff)

In 23-24: Evidence of Teacher Induction program regularly assessing its effectiveness and making appropriate modifications based on findings from Site admin feedback:

- Induction lead attends the Principals Operations Meeting held on 9/26/23
 - [Principal’s Meeting slideshow](#)
- Induction lead sends informs and sends each site admin an [“Administrator Agreement”](#) listing their roles and responsibilities and who on their site is participating in Teacher Induction (either as a mentor or candidate)
- Generated report of “unaccounted” preliminary credential holders still needing to undergo Teacher Induction.
All of these now identified employees will be notified within the month of October 2023 along with their site admin via email of their need to participate in the program to begin in January 2024 or in the 24-25 year. (reviewed by Commission staff)
- Planned surveys in the middle-of-the year and end-of-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

The Induction lead actively involved faculty, instructional personnel and other relevant stakeholders for decision making and recommendations for the program:

A Steering Committee was effectively organized for coordination and decision making in 22-23:

The Induction Lead brought forth a proposal 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.

In the 23-24 school year, the active coordination and organization of a Steering Committee was continued by the Induction lead to ensure decision making for the Teacher Induction program.

An Advisory Board was effectively organized and coordinated for shared decision making:

The Induction Lead saw a need for an Advisory Board towards the end of 22-23 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.) to be enlisted to help with decision making for the Teacher Induction program.

In the 23-24 school year, the active coordination and organization of an Advisory Board was continued by the Induction lead to ensure decision making for the Teacher Induction program.

The Induction Lead organized and coordinated a close partnership with the Curriculum, Instruction and Professional Development (CIPD) department Coordinator who is the 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.

In the 23-24 school year, the Induction Lead continues to involve the CIPD Coordinator in the active coordination and decision making of PD for the Induction program.

The Induction Lead actively involves the **Credentials Analyst and Assistant to the HR Director** for Teacher Induction to help with the organization and coordination of the program.

In the 23-24 school year, the Induction Lead continues to actively involve the **Credentials Analyst** in the organization and coordination of the program.

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

In the 23-24 school year, the Induction Lead continues to partner with key HR personnel: **Chief of HR and Director of HR** to actively involve, update and make decisions for the program.

Evidence of Enactment

Evidence of a Steering Committee organized and coordinated immediately:

- Proposal for a steering committee is shared at a Mentor Meeting held on April 10, 2023. [Agenda](#)
- Email on April 12th, 2023 announcing application for Steering Committee members (reviewed by Commission staff)

Evidence of the Steering Committee involvement on decisions for the Teacher Induction program:

- 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 27th, 2023. (see [here](#) and [here](#) for recommendations)
- Second Meeting: Updates on Program and Data Review of End-of-Year Surveys
 - [Agenda](#) for May 31st, 2023

Evidence of Continued organization, coordination and decision making for the Teacher Induction program:

- Email to recruit new Steering Committee members for 23-24 (reviewed by Commission staff)
- The Committee will be calendared to meet on the second Monday of every month
 - [9/11](#), 10/9, 11/13, 12/11, 1/8, 2/12, 3/11, 4/8, 5/13

Evidence of an Advisory Board organized and coordinated immediately for decision making:

- To first support understanding of the purpose of and how to host an Advisory Board meeting: the Induction Lead met with and attended Advisory Board meetings for
 - Foothill Consortium on May 5th and
 - Tri-County Induction program May 9th
- The Induction Lead then selected and invited constituents to participate in the PUSD Advisory Board. (reviewed by Commission staff)

Evidence of the organization and coordination of an Advisory Board for involvement on decisions for the Teacher Induction program:

- First meeting was hosted to establish purpose, review End-of-year survey data and

provide updates on the Teacher Induction program.

- [Agenda](#) on May 30th, 2023 and 3 future meetings scheduled for 23-24 on 9/26/23, 1/30/24,5/14/24.

Evidence of Continued organization, coordination and decision making from the Advisory Board for the Teacher Induction program:

Advisory Board

- Met on
 - 9/26 [Agenda](#) and [slide deck](#) to discuss and vote on
 - Potential candidates in PUSD with prelim. Credentials
 - Early Completion Option (ECO)
 - Dual Credential holders
 - Budget
 - Mentor Stipend Increase
 - Hiring of Lead mentors
 - Upcoming Accreditation visits
- Future meetings on
 - 1/30 and 5/14 in 2024

Evidence of organization and coordination between Induction lead and Curriculum, Instruction and Professional Development (CIPD):

- Met with the Coordinator of Professional development for PUSD on June 13th, 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](#)

Evidence of continued active coordination and decision making in 23-24 of the Induction Lead and the Coordinator of CIPD department

- Met with CIPD coordinator before and after every PD to discuss plans and analyze feedback to make any necessary modifications thus participating in involved decision making for the program:
 - Thus far, met on 8/14, 8/17, 8/24, 9/20, 9/26 to analyze feedback.
 - Example of [modifications in response](#) to Candidate feedback on PD. (See section entitled, "Candidate Response to PD".

Met to review current organizational procedures ensuring streamlining of procedures of Candidates entering and exiting the Teacher Induction program.

- A spreadsheet of Teacher Induction Candidates has begun for the 23-24 school year. (reviewed by Commission staff)
- Met Credentials analyst on June 5,2023 and on July 24th, 2023 to discuss

admissions procedures.

- Met with the Administrative Assistant to the Coordinator for Teacher Induction on June 6, 2023 and July 17, 2023 to ensure that Y1 and Y2 completion letters were sent out.

Evidence of continued involvement of the HR team (Credentials Analyst) with Induction Lead to ensure proper organization and coordination of the program is established.

Several organizational procedures and forms were implemented.

- The Credentials Analyst populates an on-going 23-24 New Hires form (reviewed by Commission staff)
- The Credentials Analyst had all new hires fill out the following form: [“Notification of Eligibility for Teacher Induction”](#) form and provides a copy to the Induction Lead
- The Credentials Analyst generated a report of “unaccounted” preliminary credential holders (reviewed by Commission staff) still needing to undergo Teacher Induction. All of these now identified employees will be notified by the Induction lead within the month of October 2023 along with their site admin via email of their need to participate in the program to begin in January 2024 or in the 24-25 year.
- Induction lead continues to meet with the Credentials analyst on a weekly basis to provide updates on any new hires or status of clear credential recommendations (reviewed by Commission staff)
- 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)

Evidence of partnership with key HR personnel:

- Weekly updates at every Monday HR staff meeting led by Chief of HR to provide program quality updates.
- Once every 2 weeks with HR Director for guidance on program implementation and continuous improvement decisions for the program

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

In 22-23, the Induction Lead collaborated with colleagues in Educator Preparation programs to improve Educator preparation:

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.

In 23-24, the Induction lead continues to ensure that colleagues in P-12 settings, college and university units and members are actively met with to improve educator preparation.

Colleagues in P-12 settings and Teacher Prep colleges:

The Induction Lead meets with

- Pacific Oaks College Transformational Center and PUSD's Equity and Access Coordinator after every Mentor PD to review Mentor feedback and plan for Mentor training and support based on identified needs.
- Induction Lead meets with Alder Graduate School of Education on a weekly basis to discuss and improve educator preparation.
- Induction lead joins the South Bay IHE/Induction Collaborative Meeting

Collaboration with the broader Community: **Other Teacher Induction Program Directors**

The PUSD Teacher Induction Lead 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.

In 23-24, the Induction Lead continued to ensure collaboration with other Teacher Induction Program Directors to improve PUSD's Teacher Induction program.

The Induction Lead

- Attended Fall Collaborative Cluster 4
- Patrick McKee of Foothill Consortium
- Elizabeth Heinberger of Tri-County
- CA Induction Conference

Collaboration with the broader Community: Induction Lead meets with **CTC**

- Karen Sacramento, Educational Consultant for CTC
- Cheryl Hickey: CTC Commission Management Team Administrator

Evidence of Enactment

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

- Meet with [Alder Graduate School of Education](#) Clinical Faculty team every Thursday from 2-4 p.m. in the 22-23 school year.
- Meet periodically (about 4x/year) since Sep.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.

Evidence of continued collaboration in 23-24 with colleagues in teacher prep colleges to improve educator preparation:

Colleagues in P-12 settings and Teacher Prep colleges:

- Met with Transformational Center and Equity Coordinator thus far in 23-24 on:
 - 7/17, 7/26, 8/18, 10/3 to discuss Mentor PD line-up, feedback from Mentor PD's and how we can ensure that mentors are being developed to best support Candidates to meet PUSD's commitment to cultural responsiveness and academic excellence (PUSD Mission and Values)
- Alder Graduate School of Education
 - Weekly on Wednesdays since last quarterly visit until the 22-23 school year ended.
 - Weekly on Wednesdays as of 8/16 when 23-24 school year began.
- South Bay IHE Collaboration Meeting: [9/27/23 Agenda](#), 1/30/24, 3/20/24

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 on 3/27, 5/3, 5/24, 5/30

Evidence of Collaboration with other Teacher Induction Program Directors:

- [Fall Collaborative Cluster 4](#)
- Patrick McKee: 8/2, 8/3, 8/7, 8/8 and countless email exchanges
- Elizabeth Heinberger: 7/18,9/7, 9/25 and countless email exchanges
- [CA Induction Conference](#) to be held in San Diego on March 4-6th, 2024, including the "New Leaders" Academy.
- Karen Sacramento (CTC Staff to the Accreditation visit) met thus far on: 4/24/23, 6/1/23, 7/18/23, 9/25/23 to address stipulations and processes and provide ongoing support of the teacher induction program before the January 2024 Accreditation revisit.
- Karen Sacramento and Cheryl Hickey to meet with Sergio Canal (HR Chief) and Jennifer Alcazar (HR Director) on 10/5/23 via Zoom to discuss PUSD's report on Accreditation.

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 to ensure the effective operation of the Teacher Induction program.

The Induction lead assures that financial resources for the Induction program for the upcoming school year are reviewed with the Budget department for the new fiscal year.

In 23-24, the Induction Lead continues to meet with the Senior Accountant in the Business and

Accounting office on a regular basis to discuss financial resources of the program.

Sufficient Personnel Resources:

Hiring of a full-time TOSA 2 dedicated solely to Teacher Induction will allow for the more effective coordination and oversight of the Teacher Induction program in order to meet current stipulations and maintain a robust program meeting district initiatives.

In 23-24, sufficient personnel resources is approved to ensure the operation, coordination and admission of the program:

- PUSD Board approved for a full-time Teacher Induction TOSA 2 position to oversee the coordination and oversight of the Teacher Induction program.

Credentials Analyst

- PUSD currently has one full-time Credentials Analyst who supports all certificated employees in the district. The analyst dedicates a small portion of time to supporting the coordination and admissions process for Teacher Induction.

Sufficient Resources for the Coordination and Admissions into the program:

To further support the coordination and admission process, it was recognized that there was a need to work closely with the Credential Analyst in HR at PUSD (especially at the beginning of the school year) to review current procedures for timely admissions and record keeping of participating Candidates and Mentors in the Induction program.

Sufficient Resources for Advisement:

The Teacher Induction lead 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.

Sufficient Resources for 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.

23-24 Continued sufficient resources for Monitoring:

The Induction Lead has been using Inductionsupport.com to support the monitoring of the Teacher Induction program in the 23-24 school year.

The Induction Lead has also proposed the hiring of “Mentor Leads” to support the Induction Lead with monitoring of ILP requirements to ensure quality submissions meeting rubric standards.

This proposal is presently being reviewed by the district.

Sufficient resources for Professional Development:

The Induction Lead needs 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.

In the 23-24 school year, the Induction Lead continues to collaborate with the CIPD Coordinator to ensure that **sufficient resources** are tapped into to **provide professional development** for Candidates and Mentors.

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.

In 23-24, the Induction Lead continues to meet with

- Pacific Oaks College Transformational Center and PUSD's Equity and Access Coordinator after every Mentor PD to review Mentor feedback and plan for Mentor training and support based on identified needs.

Evidence of Enactment

Actions to support meeting sufficient Resources for the effective operation of the Teacher Induction program.

- Meeting on 7/17/23 with the Senior Accountant in the Budget department detailing budget amounts and allocations.

Sufficient Financial Resources for the Operation of the Teacher Induction program:

- Met with Senior Accountant in regards to budget allocations on: 7/17, 7/25, 8/23, 9/8 to ensure Mentor stipends, money for substitute teachers, etc. for the efficient operation of the program in the 23-24 year.

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.

In 23-24, evidence of sufficient Personnel Resources for the Operation, Coordination and Admission of the program:

- Board approval granted on August 3, 2023 as seen in the Board [agenda here](#) for the TOSA 2 to be assigned as the full-time Induction Lead
- In 23-24, PUSD projected the hiring of 2 full-time Credentials analysts ([Edjoin post](#)). This will help to dedicate more support to the coordination and admissions process for Teacher Induction amongst other duties.

Evidence of Sufficient Resources and 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](#)). A copy of that form is provided to the Induction Lead. The credentials analyst also adds the candidate's name to a 23-24 New Hires form (reviewed by Commission staff) which is an on-going spreadsheet so that the Induction Lead can cross reference the form to ensure no prospective Candidates are omitted. The Induction Lead within 14 day or earlier of receiving the notification of eligibility form, makes contact with the new hire to inform and encourage them of program participation and procedures and the need to attend a mandatory Orientation (Advisement Meeting)
- Within 30 days of Enrollment (defined as the day that the Candidate attends the Advisement Meeting), the Candidate is assigned a Mentor teacher.

Evidence of Sufficient Resources for Advisement:

- 2023-2024 [Orientation Meeting](#) (aka Advisement Meeting) to be held on two dates that the candidate may select from: Tuesday, August 15 or Tuesday, August 22.

Evidence of Sufficient Resources for Monitoring:

- [Inductionsupport.com](#)
 - Met with owner 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

23-24 Continued Evidence of Sufficient Resources for Monitoring

- The use of Inductionsupport.com has greatly helped with the Induction Lead monitoring aspects of the Induction program such as ensuring that weekly meetings between mentors and candidates are occurring.
See example of an email here (reviewed by Commission staff) in which Inductionsupport.com has helped with this monitoring.
- [See proposal #3](#) for hiring of "Mentor Leads" to help with the monitoring of ILP submissions and reviews.

Evidence of sufficient resources for Professional Development:

- Met with Mr. José Ortega who oversees Professional development for PUSD on June 13th, 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](#)

Evidence of continued collaboration between the Induction lead and Curriculum, Instruction and Professional Development (CIPD) Coordinator to provide effective PD:

- 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 with CIPD coordinator before and after every PD to discuss plans and analyze feedback to make any necessary modifications thus participating in involved decision making for the program:
 - Thus far, met on 8/14, 8/17, 8/24, 9/20, 9/26 to analyze feedback.
 - Example of [modifications in response](#) to Candidate feedback on PD. (See section entitled, “Candidate Response to PD”.
- Met on 7/25/23 with several core faculty members of Pacific Oaks College to discuss possible training topics to mentors to help the Induction Lead present throughout the year.

Evidence of continued collaboration between the Induction lead and the Transformational Center and PUSD’s Equity Coordinator to deliver effective PD:

- Met with Transformational Center and Equity Coordinator thus far in 23-24 on:
 - 7/17, 7/26, 8/18, 10/3 to discuss Mentor PD line-up, feedback from Mentor PD’s and how we can ensure that mentors are being developed to best support Candidates to meet PUSD’s commitment to cultural responsiveness and academic excellence (PUSD Mission and Values)

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 and Candidate learning** and competence:

In 22-23, 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.

Continued Evaluation of Positive Impact and Candidate learning and competence:

In 23-24, the Induction Lead continues to collect feedback after every Candidate PD. Feedback is reviewed by the Induction Lead along with the PD Coordinator to see what was effective and what needs to change.

- Induction leader publicly shares that feedback to Candidates and Mentors in a digital

newsletter to increase transparency and have Candidates and mentors see responsiveness to the feedback and hold Induction leader accountable.

- Feedback is also gathered and shared and analyzed at the Steering Committee Meeting from current mentors on how Candidates are feeling about their Induction experience.
- Several weeks before major submission timelines, Candidates have the opportunity to provide the program lead with feedback on how the mentor support is going in terms of their ILP work and “just-in-time” support. That feedback is reviewed by the program lead and guides the lead in providing any mentor feedback necessary.

Evidence of Enactment

Evidence of Evaluation of Positive Impact and Candidate learning and competence:

- [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).

23-24 Continued Evaluation of a Positive Impact on Candidate Learning and Competence:

- Sample of Candidate feedback collected from first PD given on 8/24 (reviewed by Commission staff)
- Digital Newsletter where [feedback transparency demonstrated and actions in response](#)
- Feedback from Steering Committee on [“Celebrations” and “Next Steps”](#) on Candidate experience
- [Sample survey](#) for Candidates of Mentor ILP and “just-in-time” supports.
- Sample of Candidate feedback on mentor supports (reviewed by Commission staff)

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 within the Mentoring system:

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 demonstrating the Candidate's journey while in Induction. It clearly addresses the CSTP's and reflection of those CSTP's at different points in the ILP document.

Evidence of Enactment

Evidence of Program Standard 3: Designing and Implementing the ILP within the Mentoring system:

- Steering Committee [Agenda](#) on 4/27/23 and the recommendations that came out of the ILP review.
(see [here](#) and [here](#) for recommendations)
- [ILP template](#). Please see pages 4, 13, and 21 specifically which has the Candidate reflect on the CSTP's throughout the Candidate's 2-year journey in Induction.
- Mentors were provided guidance on the ILP at different points:
 - [Mentor Teacher Orientation](#)
 - Time is dedicated at each monthly mentor PD to address upcoming ILP requirements. [See sample agenda here](#) for September 5th mentor PD.
 - [Mentor Roundtable Meetings](#)

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.

Guidance and feedback from program staff on progress given to the candidate.

The Induction program leader is proposing to hire "Lead Mentors" who will help the Induction program Lead to give Candidate feedback on their ILP's at 2 points in the year in 23-24 (Middle-of-the-Year, and End-of-the-year).

The proposal is that Lead Mentors also help the Induction program leader to review ILP at 3 points in the year in 24-25 (Beginning of the year, Mid-year and End-of-Year)

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.

Guidance and feedback from program staff on progress given to the candidate.

[Proposal](#) #3 going forth to the Superintendent Leadership Team on 10/3/23.

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.

In 23-24, continued Formative Feedback on Quality of Mentor services is gathered and reviewed and provided to mentors, as needed.

- The Induction Lead has created opportunities for Candidates to provide feedback via a survey several weeks before major submission timelines to provide the program lead with feedback on how the mentor support is going in terms of their ILP work and “just-in-time” support. That feedback is reviewed by the program lead and guides the lead in providing and sharing any private mentor feedback as necessary.

Retention of only 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.

Site-Based supervisors are oriented in supervisory role:

- Principals at each site that has Candidates and/or Mentors serving at their site are informed and asked to sign an “Administrator Agreement” that orients them to their supervisory roles and responsibilities.

The Induction leader presents to Principals at an Operations meeting, an orientation to their role and responsibilities.

Evidence of Enactment

Evidence of 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.

Evidence of Formative Feedback on Quality of Mentor Services:

- [Sample survey](#) for Candidates of Mentor ILP and “just-in-time” supports.
- Sample of Candidate feedback on mentor supports (reviewed by Program staff)

Evidence of Retention of only Qualified Mentors

- Information shared at a Mentor Meeting held on April 10, 2023 for reapplication. [Agenda](#)
- [Edjoin application](#) is posted on April 21st, 2023 and remains open until June 4, 2023.
- [Application information](#) is posted on the district website on April 21st, 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.

Site-Based supervisors are oriented in supervisory role:

- Sample [“Administrator Agreement”](#)
- [Principal’s Meeting slideshow](#)

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

Mentors receive training to support the program’s design and ILP purpose

To ensure that Mentors receive proper training, the Induction Lead will attend an Orientation training offered by Foothill Consortium for mentors of Teacher Induction to see how it is conducted and model after it.

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.

Evidence of Enactment

Evidence of Training and Orientation to Teacher Induction Supervisory Role

- August 7 from 8:30-12:00 and
- August 8 from 8:30-12:00 at 301 South Loraine Avenue, Glendora, California
- In 23-24, Mentors were provided guidance on the ILP at different points:

- [Mentor Teacher Orientation](#) on Friday, August 11th, 2023
- Time is dedicated at each monthly mentor PD to address upcoming ILP requirements. [See sample agenda here](#) for September 5th mentor PD.
- [Mentor Roundtable Meeting](#) (this is an optional drop-in opportunity for mentors to meet with the Induction Lead and ask timely questions around their role and the ILP.
- [Screenshot of Invite](#)