

Report of the Revisit to Pasadena Unified School District January 2024

Overview

This agenda item presents the accreditation report on the revisit to **Pasadena Unified School District (PUSD)** that was conducted on January 9-10, 2024. This item includes the [January 2023](#) site visit report and the January 2024 revisit team findings as well as the current recommendation

Background

PUSD hosted an accreditation site visit on November 14-16, 2022. The report of that visit was presented to the Committee on Accreditation (COA) at its [January 2023](#) meeting. The COA made a decision of Accreditation with Major Stipulations for the institution and its credential programs. The stipulations issued by the COA were as follows:

1. Teacher Induction Precondition 4: That evidence is provided that Pasadena Unified School District immediately establish, implement and enact a plan to develop goals for each participating teacher within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher's enrollment in the program. Within one year the institution take action on the following:
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.
3. That the unit actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for the teacher induction program.
4. That the institution provide 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.
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. Report of the Site Visit Team to

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6. That the program evaluates and demonstrates how it is having a positive impact on candidate learning and competence.
7. That the program demonstrate how it is meeting the requirements of Program Standard 3 Designing and Implementing Individual Learning Plans within the Mentoring System. This includes that the program demonstrates how the Individualized Learning Plan (ILP) addresses the California Standards for the Teaching Profession and provides the road map for candidates' Induction work during their time in the program along with guidance for the mentor in providing support.
8. That the program has a system based in the Individual Learning Plan by which the program assesses candidate competency and progress toward mastery of the California Standards for the Teaching Profession, with guidance and feedback from program staff on progress given to the candidate.
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 in a systematic manner and that the program regularly assesses the services of the mentors to candidates and retain only qualified persons to provide support to candidates.
10. The program demonstrate that mentors receive training and support in the program's design, the ILP purpose and within the requirements of Program Standard 3.
11. That Pasadena Unified School District not be permitted to propose new educator preparation programs for approval by the Committee on Accreditation until the stipulations have been lifted.
12. That Pasadena Unified School district provide quarterly written documentation to the Commission documenting steps taken to address to address the stipulations noted above.
13. That within one year Pasadena Unified School District host a revisit to confirm all stipulations have been addressed.

Quarterly Reports

As part of the [January 2023](#) COA accreditation decision, PUSD was required to submit quarterly reports documenting the action taken and/or progress made to address each stipulation.

Quarterly reports have been presented at the [March 2023](#), [August 2023](#) and [October 2023](#) COA meetings.

The Accreditation Revisit Team Recommendation

The January 2024 accreditation revisit focused on the stipulations from the November 2022 original site visit. Based on the evidence provided through the document review and interviews conducted during the January 2024 revisit, the team recommends that the COA remove all stipulations and that PUSD’s accreditation status be changed from **Accreditation with Major Stipulations** to **Accreditation**.

**California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Revisit Report**

Institution: Pasadena Unified School District

Dates of Revisit: January 9-10, 2024

Accreditation Revisit Recommendation: Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of relevant institutional and programmatic information and materials available prior to and during the accreditation site revisit as well as interviews with relevant constituent groups. Reviewers obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation.

Overall Recommendation

After reviewing the documentation and interviews with all relevant constituencies the team recommends removal of all stipulations and an accreditation status of **Accreditation**.

The team recommendation is based on the evidence on the following stipulations:

1. Precondition Stipulation:	2024 Revisit Recommendations
a. Teacher Induction Precondition 4: That evidence is provided that Pasadena Unified School District immediately establish, implement and enact a plan to develop goals for each participating teacher within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher's enrollment in the program.	Remove

2. Common Standards Stipulations: That within one year the institution take action on the following:	2024 Revisit Recommendations
a. 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.	Remove
b. That the unit actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for the teacher induction program.	Remove
c. That the institution provide 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.	Remove
d. 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.	Remove
e. That the program evaluates and demonstrates how it is having a positive impact on candidate learning and competence.	Remove

3. Teacher Induction Stipulations: That within one year, for the Teacher Induction program, the institution take action on the following:	2024 Revisit Recommendations
a. That the program demonstrate how it is meeting the requirements of Program Standard 3 Designing and Implementing Individual Learning Plans within the Mentoring System. This includes that the program demonstrates how the Individualized Learning Plan (ILP) addresses the California Standards for the Teaching Profession and provides the road map for candidates' Induction work during their time in the program along with guidance for the mentor in providing support.	Remove
b. That the program has a system based in the Individual Learning Plan by which the program assesses candidate competency and progress toward mastery of the California Standards for the Teaching Profession, with guidance and feedback from program staff on progress given to the candidate.	Remove
c. 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 in a systematic manner and that the program regularly assesses the services of the mentors to candidates and retain only qualified persons to provide support to candidates.	Remove
d. The program demonstrate that mentors receive training and support in the program's design, the ILP purpose and within the requirements of Program Standard 3.	Remove

4. Additional stipulations for the Teacher Induction program:	2024 Revisit Recommendations
a. That Pasadena Unified School District not be permitted to propose new educator preparation programs for approval by the Committee on Accreditation until the stipulations have been lifted.	Remove
b. That Pasadena Unified School district provide quarterly written documentation to the Commission documenting steps taken to address to address the stipulations noted above.	Remove

4. Additional stipulations for the Teacher Induction program:	2024 Revisit Recommendations
c. That within one year Pasadena Unified School District host a revisit to confirm all stipulations have been addressed.	Remove

Accreditation Revisit Team

Team Lead:

Dr. Melissa Meetze-Hall
 Riverside and San Bernardino County Office
 of Education

Team Reviewer:

Elizabeth Heinberger
 Sutter County Superintendent of Schools

Staff to the Visit:

Karen Sacramento
 Commission on Teacher Credentialing

Documents Reviewed

Learning Management System (LMS)
 Meeting Minutes
 PUSD Accreditation Website
 Coach Training Schedules
 Coach Training Content and Resources
 Data-driven decisions
 Survey Results
 Training documents and slide deck
 Program Review Submission
 Mentor and Candidate Collaborative Logs
 Program Review Addendum
 Precondition Responses

Mentor-Candidate Shared Google Drive
 Induction documentation including
 Individualized Learning Plan (ILP)
 Credential tracking documents
 Monthly newsletters
 Edjoin application
 Mentor and Candidate Memorandum of
 Understanding (MOU)
 Candidate and Mentor Professional
 Development calendar
 Milestone rubrics

Interviews Conducted

Constituents	TOTAL
Candidates	81
Site Administrators	18
District Leadership	4
Program Director	1
Mentors	34
Steering Committee	9
Credential Analysts and Staff	2
Advisory Board Members	11
TOTAL	160

Note: In some cases, individuals were interviewed more than once due to multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Findings of the Revisit Team

The revisit team analyzed action(s) taken by PUSD to address the stipulations. Below is a summary of the findings of the revisit team.

Stipulations Related to the Preconditions

November 2022 Stipulation 1:

Teacher Induction Precondition 4: That evidence is provided that Pasadena Unified School District immediately establish, implement and enact a plan to develop goals for each participating teacher within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher's enrollment in the program.

Rationale for Stipulation:

Following the November 2022 site visit, PUSD began work immediately to address this stipulation as evidenced in the Pasadena Unified School District Teacher Induction Program Precondition 4 Compliance Plan that was presented to and accepted by the COA at the [March 2023](#) meeting. The COA accepted this report and supporting evidence and removed the precondition stipulation.

January 2024 Revisit Findings on Stipulation:

Based on the evidence the program provided, the COA March 2023 decision and that there were no further concerns during the revisit regarding this precondition, the team concurred that this precondition is fully met.

January 2024 Revisit Team Recommendation: Remove Stipulation

Stipulations Related to the Common Standards

November 2022 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.

November 2022 Rationale for Stipulation:

Evidence indicates that Pasadena Unified School District's infrastructure lacks requisite elements of the Common Standard. Specifically, there was no evidence that:

- The institution involves faculty, instructional personnel and relevant stakeholders

- in the organization, coordination, and decision making
- The advisory board has met to provide decision making for the program;
- The retention of mentors is based on qualifications (given that mentors are not assessed once assigned);
- The unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Furthermore, there was inconsistent evidence that:

- The institution and education unit articulate a research-based vision;
- The institution provides the unit with sufficient human resources for the effective operation (given the lack of replacement of the induction coordinator position);
- The institution retains only qualified persons to teach courses, provide professional development

January 2024 Revisit Findings on Stipulation:

Since the initial site visit (November 2022), leadership at Pasadena Unified has instituted significant changes to staff assignment, policies, processes, and systems. These range from a dedicated Induction Lead Teacher on Special Assignment (TOSA); the establishment of a functioning “Steering Committee”; the addition and fiscal support for lead mentors, mentor stipend increases, and the contract for a new Learning Management System (LMS). This investment in infrastructure and human resources was deemed to contribute to the system of support for induction candidates. The LMS allows the dedicated program leader (TOSA) and lead mentors to monitor candidate progress and completion. The LMS also provides the vehicle for the revision and strengthening of lead mentor feedback on induction learning (via review of the Individual Induction Plans which are housed within the LMS).

With increased support, including the steering committee, Advisory Board and lead mentors, the institution has expanded their ability to collect and analyze data and use these data to make decisions. Across all constituent groups, the participants understood and were able to articulate that their role was, “to support the work of induction to provide an experience focused on educator growth”. The interviewees reported collaborative interactions where they examined qualitative and quantitative data to make decisions. These data points included surveys, Individual Development plans (IDP), CSTP growth goals.

January 2024 Revisit Team Recommendation: Remove Stipulation

November 2022 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.

November 2022 Rationale for Stipulation:

Reviewers could not confirm that the institution involves faculty and instructional personnel in the collaboration and decision making for the educator preparation program. The inclusion of relevant constituent groups in the organization, coordination, and governance of the program is not currently evident in the Pasadena USD Induction program. The composition of the advisory board and areas of focus are not yet clear, given that there are no minutes or agendas to date. While a group interview included those who were identified as members of the advisory group, the members confirmed that they had not met this year.

January 2024 Revisit Findings on Stipulation:

Document review and revisit interviews with multiple constituent groups confirm the following changes in regard to the active involvement of personnel and constituent groups (as per the language of the standard above). Since the November 2022 site visit:

- A Steering Committee has been formed, met, reviewed data, and used multiple data sources to inform program practice
- A new constituent group, Lead Mentors, has been added (including fiscal support to provide stipends). This group supports other mentors, reviews data, and provides feedback to induction candidates.
- The Advisory Board and Site Administrators spoke highly of the positive impact that Triad meetings had for the candidates and mentors. The strength of these meetings supports the goal that induction not be separate from their teaching, but rather that induction is integrated into the new teacher experience and in alignment with the district vision.
- The new role of the Induction Lead has been created, providing for a 1.0 FTE induction lead.

January 2024 Revisit Team Recommendation: Remove Stipulation

November 2022 Stipulation 4:

That the institution provide 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.

November 2022 Rationale for Stipulation:

Evidence indicates that Pasadena Unified School District’s infrastructure lacks requisite elements of the Common Standard. Specifically, at the time of the initial visit there was no evidence that the faculty and instructional personnel systematically collaborated with the broader educational community.

January 2024 Revisit Findings on Stipulation:

With the identification of a full-time induction lead and the addition of lead mentors and an additional credential analyst, the program and unit have reached out for expanded collaboration and support with other program leadership (induction colleagues) in the field. The most recent examples include participation in the Credential Counselors and Analysts of California (CCAC) conference, Cluster 4 participation, collaboration with Residency programs and the Transformation Center (Pacific Oaks College). Within the P-12 setting, there is evidence of greater collaboration between departments and the integration of district initiatives, including the Multi-Tiered System of Support (MTSS), Cultural Competence district work, and the Curriculum, Instruction and Professional Development Department.

January 2024 Revisit Team Recommendation: Remove Stipulation

November 2022 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.

November 2022 Rationale for Stipulation:

Evidence indicates that Pasadena Unified School District’s infrastructure lacks requisite elements of the Common Standard. Specifically, there was inconsistent evidence that the institution provides the unit with sufficient human resources for the effective operation (given the lack of replacement of the induction coordinator position). At the time of the November site visit, there had been a vacant position for an induction coordinator. The former program leader had been providing induction oversight but was also serving in another capacity within the district.

January 2024 Revisit Findings on Stipulation:

Since the original site visit, the institution not only has new leadership for the induction leader role, there are also new cabinet-level personnel who understand the important role of induction and hold a research-based vision of what an exceptional program can provide. From document review and interviews with the Interim Superintendent and Chief Human Resource Officer, it is evident that they understand and value induction and have put the fiscal resources in place to support effective implementation. This includes the funding for the full-time lead position, additional money for lead mentors, an increase in mentor stipends, fiscal support for multiple observation opportunities (mentors and candidates) and the investment in a Learning Management System (LMS) which provides a tool for mentors, staff, and induction candidates. Executive leadership believes, “it is our role to provide tools, resources, and support” so that the induction program can positively impact teachers and students.

January 2024 Revisit Team Recommendation: Remove Stipulation

November 2022 Stipulation 6:

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

November 2022 Rationale for Stipulation:

Uniform and consistent evidence from the Pasadena Unified School District was not present in the following areas:

- That the assessments used indicate that candidates meet the Commission adopted competency requirements as specified in the program standards
- That the unit and its programs evaluate the impact on candidate learning.

January 2024 Revisit Findings on Stipulation:

At the time of the site visit several facets of data collection and analysis were not in place. Concurrently, the structure for the active involvement of faculty instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs was inconsistently evidenced. This stipulation was written to have the program provide evidence on actions leading to the collection and analysis of impact data (as per Common Standard 5). Data review and interviews confirmed the inclusion of a feedback loop, inclusive of surveys, feedback on Professional Development, ILP goals, CSTP focus areas and student data. Mentors and candidates alike spoke strongly about the analysis of student outcomes as part of the ILP, their weekly meetings, and candidate reflection. Candidates especially appreciated the data analysis used for reflection, the mentor feedback and triad meetings where they could address student needs. Furthermore, the candidates felt that the ILP provided for the collection, organization, and reflection upon progress toward goals (both for teachers and students in their classrooms).

January 2024 Revisit Team Recommendation: Remove Stipulation

Stipulations Related to the Teacher Induction Program Standards

November 2022 Stipulation 7:

That the program demonstrate how it is meeting the requirements of Program Standard 3 Designing and Implementing Individual Learning Plans within the Mentoring System. This includes that the program demonstrates how the Individualized Learning Plan (ILP) addresses the California Standards for the Teaching Profession and provides the road map for candidates' Induction work during their time in the program along with guidance for the mentor in providing support.

November 2022 Rationale for Stipulation:

Reviewers found no evidence that the Individualized Learning Plan (ILP) provided a road map for the candidates' induction work during their time in the program, nor guidance on the ILP from program staff. No defined nor measurable outcomes for the candidate in the ILP goals was

evident, nor planned professional learning and support opportunities for candidates to practice and refine effective teaching practices. The program leaders did not have access to induction candidate documents prior to submission and were therefore unable to provide feedback nor assistance to candidate and mentor. There was inconsistent evidence that the program ensured dedicated time for observations of colleagues and peers by the candidate.

January 2024 Revisit Findings on Stipulation:

Since the initial site visit, an Individualized Learning Plan (ILP) has been developed to provide the road map for candidates' induction work during their time in the program. The Advisory Board met to address concerns from the previous site visit and to establish needs regarding a new support system. The teacher induction Program Leader researched and collaborated with induction peers, discovered the inductionsupport.com platform, presented it to the Advisory Board who voted on its acceptance, and worked collaboratively with Human Resources to secure funding for it. It has been purchased and implemented as an LMS as of fall 2023. Mentors and candidates have been trained on this new system and there are video tutorials and samples available for reference in a shared Mentor-Candidate Google Drive. Evidence from interviews with both mentors and with candidates confirmed the mentor guides the candidate in the selection of a focus Standard of the Teaching Profession (CSTP) and uses this to focus the development of an ILP goal. Mentors and candidates reflect weekly together on the progress of the candidate. Triad meetings between mentor, candidate and site administrator are now required, during which the trio discuss potential learning goals for the candidate. Candidates are required to attend six of nine professional development seminars of their choice as it connects to their individualized learning goal. Candidates have the opportunity to observe teacher colleagues at the expense of the district. A committee was formed of Lead Mentors who will be trained in evaluating and providing feedback to teacher candidates on their documentation after each milestone submission throughout the entire school year.

January 2024 Revisit Team Recommendation: Remove Stipulation

November 2022 Stipulation 8:

That the program has a system based in the Individual Learning Plan by which the program assesses candidate competency and progress toward mastery of the California Standards for the Teaching Profession, with guidance and feedback from program staff on progress given to the candidate.

November 2022 Rationale for Stipulation:

Reviewers found no evidence of required guidance on the ILP from program staff. There were no defined and measurable outcomes for the candidate in the ILP goals, nor planned opportunities to reflect on progress and modify the ILP as needed. The program leaders do not have access to Induction candidate documents until they were turned in, and thus could not assist the candidate and the mentor with assuring the availability of resources necessary to accomplish the ILP.

January 2024 Revisit Findings on Stipulation:

Since the initial site visit, the program has developed a system of measuring candidate growth and progress by adoption of the inductionsupport.com LMS, through which the Individual Learning Plan is the focus document of evaluation. This new system divides the Individual Learning Plan into a series of milestones and has been approved by the program’s new Advisory Board and new Steering Committee, as confirmed through interviews. In this Individualized Learning Plan, the candidate selects a focus standard from the California Standards for the Teaching Profession and develops a job-embedded, actionable goal in conjunction with the mentor. The mentor uses the ILP as a grounding tool as the mentor and mentee meet weekly to discuss growth on the goal and as an educator. Feedback from Lead Mentors, a newly established selected veteran group of guiding mentors, is provided to the candidate after each milestone submission throughout the school year based on a competency rubric. The candidate self-assesses their progress toward mastery of the California Standards for the Teaching Profession with their mentor as they hold their regular weekly meetings, and receives feedback from program staff, including Lead Mentors.

January 2024 Revisit Team Recommendation: Remove Stipulation

November 2022 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 in a systematic manner and that the program regularly assesses the services of the mentors to candidates and retain only qualified persons to provide support to candidates.

November 2022 Rationale for Stipulation:

There was no evidence of an established system in place to regularly assess the quality of services provided by mentors to candidates, nor that program leadership provided required formative feedback to mentors on their work nor was there evidence of clear procedures in place for the reassignment of mentors. There was inconsistent evidence that the Teacher Induction Program provided mentors with guidance and clear expectations on providing support for candidates in accordance with the ILP, facilitation of candidate growth and development through modeling, guided reflection on practice, and feedback on classroom instruction, connecting candidates with available resources to support their professional growth and accomplishment of the ILP, and periodic review of the ILP with candidates to make adjustments as needed.

January 2024: Revisit Findings on Stipulation:

Since the initial site visit, a mentor professional development system has been developed in coordination with the Curriculum, Instruction and Professional Development department of Pasadena Unified. A yearlong calendar of monthly events has been developed, beginning with a full day of mentor training, during which veteran mentors were also required to participate to reset the bar of mentoring. This training includes topics such as the new LMS walkthrough,

documentation process, coaching needs, connections with local resources such as Diversity, Equity, and Inclusion (DEI) instruction and Special Education. A multitude of surveys have been developed and implemented, including midyear surveys to candidates on their mentors. As evidenced in interviews with candidates and mentors, program staff shares both individual and overarching feedback from these surveys with mentors as well as with the Steering Committee and the Advisory Board. A clearly established hub of resources in a shared Mentor-Candidate Google Drive was created to house program policies such as the reassignment of mentor policy and other documents of reference where all candidates and mentors can easily find them.

January 2024 Revisit Team Recommendation: Remove Stipulation

November 2022 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.

November 2022 Rationale for Stipulation:

No evidence was found to demonstrate an overall system of support through collaboration, communication, and coordination between candidates, mentors, school and district administrators, and all members of the induction system. There was inconsistent evidence that mentors were provided with guidance and clear expectations on providing support for candidates in accordance with the ILP, facilitation of candidate growth and development through modeling, guided reflection on practice, and feedback on classroom instruction, nor connecting candidates with available resources to support their professional growth and accomplishment of the ILP. There was no evidence of periodic review of the ILP with candidates to make adjustments as needed. No evidence was found that mentors were provided with ongoing training and support in the areas of goal-setting, use of appropriate mentoring instruments, nor best practices in adult learning.

January 2024 Revisit Findings on Stipulation:

Since the initial site visit, all new and veteran mentors attended a full day orientation on mentoring in order to recalibrate all mentors' understanding of goal-setting, observation tools, coaching tools, building trust, training in the new LMS, etc. This is evidenced in the orientation Slide Deck and verified by mentors during interviews. Additionally, mentors attend monthly trainings developed by induction in collaboration with the Curriculum, Instruction Professional Development (CIPD) department through which mentors are connected to community and district resources in addition to gleaning coaching skills. The CIPD also works collaboratively with teacher induction in developing and facilitating professional development sessions for candidates, based on district initiatives and bringing in local resources in the site and community, connecting new teachers with resources such as DEI, Special Education, topics on race and equity, etc. Triad meetings between mentor, candidate and site administrator are structured and a sounding board for all three participants to work collaboratively in streamlining the goal setting process. Lead Mentors were selected to support mentors in their support of candidates in teacher induction. In addition to the required monthly mentor training, the inclusion of the lead mentors has expanded

support so that there is now an optional monthly roundtable through which mentors can voluntarily attend monthly mentor meetings to collaborate with other mentors and further build the community of trust and culture of support.

January 2024 Revisit Team Recommendation: Remove Stipulation