

Report of the Actions Taken by South San Francisco Unified School District to Address Stipulations February 2020

Overview

On February 6, 2019, the Committee on Accreditation, on behalf of the California Commission on Teacher Credentialing, assigned the status of **Accreditation with Stipulations** to South San Francisco Unified School District (SSFUSD) and its Teacher Induction program. This 2020 report provides information on the actions taken by SSFUSD to address the following areas of concern:

- Common Standard 1: Institutional infrastructure to Support Educator Preparation
- Common Standard 3: Fieldwork and Clinical Practice
- Program Standard 2: Components of the Mentoring System
- Program Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System
- Program Standard 4: Qualifications, Selection and Training of Mentors
- Program Standard 6: Program Responsibilities for Assuring Quality of Program Services
- Teacher Induction Precondition 3

Recommendation

The COA remove the stipulations for SSFUSD and change its accreditation status from **Accreditation with Stipulations** to **Accreditation**.

Background

A site visit was held at SSFUSD from February 4-6, 2019; the report of findings from that visit was presented to the Committee on Accreditation at its March 14, 2019 meeting, the full team report can be found here: [South San Francisco USD 2019 Report](#). The accreditation status granted to SSFUSD by the COA was Accreditation with Stipulations. SSFUSD was required to provide a report within one year of COA action substantiating actions taken to address the following stipulations:

1. The institution provide evidence that faculty and instructional personnel regularly and systematically collaborate with college and university units and members of the broader educational community to improve educator preparation.
2. The institution provide evidence of efforts to recruit and hire a diverse teaching staff that mirrors the diversity in their schools.
3. The institution provide evidence that the mentor selection criteria and hiring protocols ensure the consistent implementation of a process to select effective and knowledgeable mentors that demonstrate 1) commitment to professional learning and collaboration and 2) ability, willingness, and flexibility to meet candidate needs for support.
4. The institution provide evidence that site administrators are consistently involved in collaborative development of the candidates' ILP.

5. The institution provide evidence of a system, which ensures that mentors are receiving formative feedback on their work from induction program leadership to support a systematic evaluation process.
6. SSFUSD must take immediate action to come into compliance with Precondition 3 and report these actions to the Administrator of Accreditation at the Commission on Teacher Credentialing prior to the March 14, 2019 meeting of the Committee on Accreditation.

1. Stipulation: The institution provide evidence that faculty and instructional personnel regularly and systematically collaborate with college and university units and members of the broader educational community to improve educator preparation.

- **Action Taken by SSFUSD**

- [Collaboration of Institutes of Higher Learning and Teacher Induction \(CITI\)](#)

- [California Induction Conference \(attendees\)](#)

- [Agenda from SC/SVNTP meeting 11.22.19](#)

- [Registration from SC/SVNTP meeting 11.22.19](#)

- [Capital Region Induction/Intern/IHE Network meetings](#)

Upcoming Spring 2020 Capital Region Induction/Intern/IHE Network Cluster 2 Meeting has not yet been scheduled.

- **Staff Summary and Recommendation**

At the time of the site visit, opportunities to collaborate were limited. Since the visit, SSFUSD has actively participated in regional collaboration meetings with Induction partners that include institutions of higher education. Additionally, SSFUSD participates in and attends meetings hosted by the Santa Cruz/Silicon Valley New Teacher Project.

Based on the documentation and institution response provided, staff recommends that this stipulation be removed.

2. Stipulation: The institution provide evidence of efforts to recruit and hire a diverse teaching staff that mirrors the diversity in their schools.

- **Action Taken by SSFUSD**

- [SSFUSD Teacher Recruitment materials](#)

- [Educator Job Fairs](#)

- [Classified Teacher Grant flyer](#)

- [Classified Teacher Grant and participants](#)

We attend a variety of educator job fairs throughout California in order to recruit a diverse field of candidates. Additionally, our district offers a teacher credential pathway program to our classified staff, many of whom live in South San Francisco and are representative of our diverse student population. If accepted, classified staff can receive

a grant toward obtaining their teaching credential. In 2018-19, eight classified staff members took advantage of this program.

- **Staff Summary and Recommendation**

At the time of the visit, there was little evidence regarding recruitment efforts of diverse candidates. SSFUSD has shared that teacher recruitment expands outside the South San Francisco Bay Area in search of diverse candidates include the Central Valley and Sacramento area. The district was also awarded grant funding to offer a teacher credential pathway for classified employees within the district. SSFUSD has indicated that many of the classified staff who participate in the grant program are local to SSFUSD and are a representation of their diverse student population.

Based on the documentation and institution response provided, staff recommends that this stipulation be removed.

3. Stipulation: The institution provide evidence that the mentor selection criteria and hiring protocols ensure the consistent implementation of a process to select effective and knowledgeable mentors that demonstrate 1) commitment to professional learning and collaboration and 2) ability, willingness, and flexibility to meet candidate needs for support.

- **Action Taken by SSFUSD**

[Mentor Hiring Process and Evaluation System](#)

[Mentor Application](#)

[Mentor Interview Samples](#)

- **Staff Summary and Recommendation**

At the time of the visit, evidence of the selection and interview process for mentors was inconsistent. Since the visit, SSFUSD has documented the mentor hiring and evaluation process. The documentation includes the mentor recruitment, selection and hiring process, and evaluation of mentors. Additionally, there is evidence of the ongoing support and feedback mentors receive. The evidence provided shows that SSFUSD has implemented a consistent and formal process for mentor recruitment, selection and hiring, and evaluation.

Based on the documentation and institution response provided, staff recommends that this stipulation be removed.

4. Stipulation: The institution provide evidence that site administrators are consistently involved in collaborative development of the candidates' ILP

- **Action Taken by SSFUSD**

[Sample ILP - elementary](#)

[Sample ILP - secondary](#)

(Administrator consultation begins on page 2)

- **Staff Summary and Recommendation**

At the time of the visit, there was inconsistent evidence that the site administrator was involved in the development of candidate ILPs. The ILP now includes a place for site administrators to provide input on the ILP with regards to any instructional priorities at the school and within the department or grade level of the candidate. The site administrator input is consistently documented in the revised ILP.

Based on the documentation and institution response provided, staff recommends that this stipulation be removed.

5. Stipulation: The institution provide evidence of a system, which ensures that mentors are receiving formative feedback on their work from induction program leadership to support a systematic evaluation process.

- **Action Taken by SSFUSD**

- [Mentor Feedback Pilot Plan](#)
- [Mentor Observation Formative Feedback Form](#)
- [Mentor Side-by-Side Meetings](#)
- [Mentor Feedback Pilot Survey](#)

This year, we have consistently conducted side-by-side meetings with our mentors as needed (see Mentor Side-by-Side Meetings document above). This semester, we are piloting the mentor observation portion of our mentor feedback cycle. We have five teams of mentors and teacher candidates who will participate in the pilot. Some teams will try out video and/or audio observation, in which the mentor and teacher candidate record their conversation and the Induction program leadership staff member reviews the recording and debriefs with the mentor. This format allows for more flexibility in scheduling, since the program leadership staff member does not need to observe in person. It also allows the teacher candidate and mentor to stop the recording should a more sensitive topic arise. Additionally, some teams will try out in-person mentor observation, in which the Induction program leadership staff member is present during a coaching conversation between a mentor and teacher candidate. This format allows the program leadership staff member to participate in the coaching conversation (if appropriate) and to debrief with the mentor immediately following the coaching conversation.

The next step in our pilot will be to gather input from the mentors and teacher candidates who participate, share this input with our advisory committee members and gather their feedback, and then determine which format/s of mentor observation (audio, video, and/or in-person) will be used in 2020-21. We will make any other adjustments to our mentor feedback cycle as needed, and then present the final plan to our mentors and advisory committee this spring.

When this element of mentor feedback is fully integrated in 2020-21, every mentor will receive feedback through either a mentor observation or a side-by-side meeting.

(Mentors will alternate formats each year.) Additionally, please note that every mentor currently receives and will continue to receive feedback through:

- Mentor ILP (Induction program leadership staff feedback)
- Mid and End of Year Candidate Surveys (teacher candidate feedback)
- Mentor Seminars (peer feedback)

Overall, our goal is to provide meaningful feedback to mentors in order to maintain high quality teacher support. We strive to provide targeted feedback that is manageable for mentors to implement, as most of them are full-time classroom teachers, and we provide ongoing support as needed. Furthermore, we strive to align our feedback with the mentor's goals as stated on their mentor ILP.

- **Staff Summary and Recommendation**

At the time of the visit, there was no evidence that mentors were receiving individual formative feedback on their effectiveness of the support they provide. Over the last year, SSFUSD has begun to implement a well-documented process for providing mentor feedback and evaluation. During the 2019-20 year, all mentors participate in side-by-side meetings with Induction program leadership.

SSFUSD is currently piloting a mentor observation evaluation which will be fully implemented beginning in the 2020-21 year. The observation includes video and/or audio as well as in-in person mentor evaluation.

In addition to the side-by-side meetings and observation evaluation, all mentors currently receive feedback on their ILP from Induction program leadership, they receive feedback from candidate surveys, and peer feedback from participation in mentor seminars.

Based on the documentation and institution response provided, staff recommends that this stipulation be removed.

6. Stipulation: SSFUSD must take immediate action to come into compliance with Precondition 3 and report these actions to the Administrator of Accreditation at the Commission on Teacher Credentialing prior to the March 14, 2019 meeting of the Committee on Accreditation.

- **Action Taken by SSFUSD:** Evidence of [Collaboration Log](#) provided at March 14, 2019 COA meeting.
- **Staff Summary and Recommendation:** At the time of the visit there was no evidence that mentors and candidates were meeting for the required one hour per week. This precondition was addressed immediately following the site visit, and reported at the March 14, 2019 meeting. SSFUSD revised the candidate/mentor collaboration log to include the amount of time candidates and mentors meet weekly.

No further action is needed.