

Discussion of the 7th Year Follow-up Report Submitted by Glendale Unified School District May 2025

Overview

This item provides information on the 7th Year Follow-up Report for Glendale Unified School District.

Recommendation

No action is required, beyond accepting the report from Glendale Unified School District, as there were no stipulations.

Background

Glendale Unified School District hosted an accreditation visit on April 29 – May 1, 2024. The COA granted a status of **Accreditation** to the institution. The full team report, [GUSD, 2024, Site Visit Report](#), is available.

As a part of the accreditation decision, the COA also required that the institution provide a 7th Year Report. As identified below, the topics that were to be addressed in the 7th year report are:

Common Standard 1: Institutional Infrastructure to Support Educator Preparation – Met with Concerns:

Site Visit Team Rationale:

Reviewers found inconsistent evidence of the following elements of Common Standard 1:

- The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.
- The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.

The site visit team found that while the candidates were waiting to be enrolled, the unit did not have appropriate staffing resources to support all the new teacher candidates. In addition, while the district may attest to the application process for mentors, through the interview process and reading of submitted documentation, it was not evident that mentors have specific knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation.

2025 Institutional Response:

After the visit, program leadership met to review the concerns the site visit team had regarding Common Standard 1 and determined how to best address these concerns. The table below shows evidence of program modifications in those areas.

Concerns from the site visit team regarding Common Standard 1	Institutional updated procedures and evidence
While the candidates were waiting to be enrolled, the unit did not have appropriate staffing resources to support all the new teacher candidates.	<p>The situation wherein the program has not had mentors to serve eligible candidates has not been an issue this past year or any other years and is not anticipated to happen again. The year it occurred was a one-time extenuating COVID related circumstance.</p> <p>Per the Collective Bargaining Agreement (CBA), Mentor Teachers, also referred to as Consulting Teachers, are hired by the Human Resources Department based on the confidential decisions of a separate Peer Assistance and Review (PAR) Panel, who select mentors based on criteria delineated in the CBA. These criteria include conducting an observation and interview and reviewing the required candidate document submission. Typically, the process of hiring and training Consulting Teachers can take up to three to four months from the time the position is flown until the newly selected mentors have participated in <i>Mentoring Matters</i> training provided by an external consultant.</p> <p>Should a circumstance arise wherein one or more eligible candidates cannot be paired with an available mentor, while the situation is being rectified the Induction Program will do the following:</p> <ol style="list-style-type: none">1. Provide an initial visit from Program Leadership and subsequent bi-weekly check-ins with the candidate and provision of resources as needed

	<p>2. The program will provide professional development sessions especially geared to the needs of any candidates who have not been paired with a mentor including “Meet with a Mentor” office hour sessions.</p>
<p>While the district may attest to the application process for mentors, through the interview process and reading of submitted documentation, it was not evident that mentors have specific knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation.</p>	<p>As noted above, mentors are selected by a separate PAR Panel with confidential selection criteria including an observation and interview, per the CBA.</p> <p>To ensure that mentors have specific knowledge of diversity including “diverse abilities, culture, language, ethnicity, and gender orientation,” the program has instituted a minimum of three mentor training sessions per year focusing on coaching for equity and inclusion.</p> <p>The program has provided 3 hour-long interactive training sessions that focused on:</p> <ul style="list-style-type: none"> • Personal values, stereotypes and biases • Noticing inequity and promoting inclusiveness • Coaching for equity and inclusion <p>The link below includes links to the slides, agenda, and handouts for each session. Attendance at each session was taken via a sign-in sheet.</p> <p>Mentor Equity and Inclusion Sessions</p> <p>The equity and inclusion sessions are mandatory for all mentors. A Google Classroom make-up assignment is sent to each mentor who cannot attend the in-person meeting with slides and handouts to complete.</p> <p>In addition, equity and inclusion sections have been added to the Mentor Individualized Learning Plan (ILP).</p>

	<u>Mentor ILP Template 2024-2025</u> <u>Sample Completed Mentor ILP</u>
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