

Discussion of the Third Quarterly Report from Montebello Unified School District March 2019

Overview of this Report

Montebello Unified School District (MUSD) submitted their third quarterly report on February 28, 2019 as required by the COA, documenting progress they have made toward addressing all the stipulations resulting from their Accreditation site visit in March 2018. The contents of that report, including progress to date and next steps are outlined in this report.

Staff Recommendation

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

Background

A site visit was held on March 5-7, 2018 at the Montebello Unified School District (MUSD). Upon hearing the site visit report at their May meeting, the Committee on Accreditation (COA) placed MUSD on **Accreditation with Probationary** status. Six stipulations were placed on the program and work began to address those stipulations immediately. A preconditions report, a first quarterly report, and a second quarterly report have previously been presented to the COA.

Contents of the Report

[Appendix A](#) contains MUSD's third quarterly report in its entirety, including evidence presented in support of the narrative provided. For easier reflection and analysis, the third quarterly report is presented in the furthest right column, alongside information from the two previous reports. A summary of the actions taken by the institution as well as staff comments is provided below:

Notification Letters: The district continued hiring teachers into the new year. All have received notice of the program's probationary status, with signed notification letters linked to the report as evidence.

Stipulation One—Compliance with Program Specific Preconditions: Procedures and monitoring of the program's compliance with Preconditions have been developed and used throughout the program. Enrollment and IIP development appear to be in compliance but the weekly meetings between mentors and candidates is still showing low numbers, with some candidates showing zero numbers in hours spent with their mentor that month. An explanation of these entries would be helpful.

Stipulation Two—Evidence of a District-level Leadership Structure: MUSD continues to strengthen the relationship between the program and other district departments, committees, and employees. The report outlines participation, presentations and interactions throughout the district.

Stipulation Three—Implementation of a Continuous, Comprehensive Program Improvement Process: Efforts continue in the program’s collection of data to inform them of candidate satisfaction and program effectiveness. A list of various stakeholder groups and the feedback opportunities given them is provided. Analysis of the data now occurs at weekly leadership meetings and regularly scheduled Advisory Board meetings, but it is unclear what program-level data has been used to make changes or what those changes might be.

Stipulation Four—Transition to full Implementation of the 2015 Program Standards: The program reports on the progress of candidates, grouped by their enrollment in the program. Access to candidate work has been provided for those conducting the revisit in May

Stipulation Five—Evaluation of Mentors: Both the full-release and classroom-based mentors now have a formative evaluation of their services, with the leadership team monitoring the process. It is unclear if, when, and how evaluation results are shared with the mentors.

Stipulation Six—Host a Focused Revisit: Preparations are underway for a focused site visit on May 29-31, 2019. Interviews will be held with all stakeholder groups pertinent to the new structures implemented this year. A revisit report will be presented to the COA in June.

Next Steps

The focused site visit will occur in late May. A report from the revisit team will be presented to the COA for its consideration and potential action with respect to the stipulations and accreditation status.

Appendix A
Third Quarterly Report from Montebello Unified School District
Received February 28, 2019

Stipulation	Quarterly Report #1 Response August 31, 2018	Quarterly Report #2 Response November 30, 2018	Quarterly Report #3 Response February 28, 2019
Notification of Probationary Status sent to all candidates	<ol style="list-style-type: none"> 1. Induction candidates were identified and notified of their eligibility to participate in our teacher induction program upon completing the new teacher hire paperwork. The certificated Human Resources Office Manger then notified the induction program staff. Induction program staff contacted induction candidates with date of MTIP orientation meeting, held August 29, 2018. 2. Induction candidates were notified of the program’s probationary status, and new components for implementation of current induction standards were explained during the orientation meeting. Teachers had an opportunity to ask questions and make inquiries prior to enrollment. 3. Each induction candidates signed a letter notifying them of probationary status of our program. The signed letter copy was given to induction candidates and one was kept for the induction program files. 	<ol style="list-style-type: none"> 1. Notification is complete for current hires enrolled in program on August 29, 2018. 2. MTIP program staff continues its ongoing collaboration with certificated Human Resources personnel. Following an established process for notifying program specialist of new hires eligible to participate in the district’s induction program identified in the new teacher survey. 3. Three new hires have enrolled since last report. These induction candidates were informed of the program’s probationary status during Induction Program Orientation meetings held on September 10, 2018 and November 16, 2018. A copy of the notification letter of probationary status signed by the induction candidate is retained for program documentation. <p>Attachments: New Teacher Survey - Sample Induction Program Orientation - Agenda</p>	<ol style="list-style-type: none"> 1. Notification is complete for current hires enrolled in the program on August 29, 2018, September 10, 2018, and November 16, 2018. 2. MTIP program staff and MUSD certificated Human Resources staff has continued to collaborate and communicate to identify new hires eligible to participate in the district’s induction program. 3. Eight new hires have enrolled since the submission of the 2nd quarterly report. Four induction candidates enrolled on December 6, 2018, three enrolled on February 7, 2019, and one enrolled on February 26, 2019. These induction candidates were informed of our probationary status during the induction program Orientation meetings. A signed copy of the notification letter of probationary status is retained for program documentation. <p>Attachments: New Teacher Survey Sample Induction Program Orientation Meeting Agenda 2.26.2019 December Probationary Status Letter</p>

	<p><u>Attachments:</u> Agenda with Links to documents and Evidence Samples Memo to Teacher Eligibility for Teacher Induction 8.29.2018 Induction Orientation Sign-Sheet Notification of Probationary Status Letter Orientation PPT</p>		
<p>1. By October 15th, the program provides systemic evidence of compliance with the following Program Preconditions:</p> <p>a. candidates are matched with their assigned mentor within 30 days of enrollment;</p> <p>b. candidates' initial Individual Learning Plan is developed within 60 days of enrollment; and</p> <p>c. candidates receive an average of one hour of support weekly from program personnel</p>	<p>In June 2018, our teacher induction program began their recruitment for a mentor pool. These mentors are referred to as consulting mentors, who will collaborate, coordinate, and consult with the full-time release Teachers on Special Assignment (TOSAs) assigned to the induction candidates. Both the TOSA and consulting mentor will support the induction candidates with all aspects of induction program requirements, based on teaching assignment, credential and instructional setting in the developing of the Individual Learning Plan (ILP) and professional growth in the identified CSTP goals and needs. The induction candidate will receive one-hour weekly support from the TOSA and a maximum of 4 hours a month from the consulting mentor.</p> <p>All induction candidates received a letter notifying them of their assigned mentor(s) on August 29, 2018.</p> <p>Candidate's Individual Learning Plan (ILP) will be developed within the 60 days of enrollment (8-29-18) on or before November 7, 2018. The Triad meetings</p>	<p>Full-time release (FTR) Mentors continue to collaborate with Consulting Mentors (site Mentors) to provide just in time support and coordinate individualized mentoring support for each Induction Candidate (IC) based on their teaching credential and instructional setting.</p> <p>a. All ICs have been assigned a credential-alike Mentor within 30 days of program enrollment.</p> <p>b. ICs enrolled on August 29, 2018 have submitted their ILP within 60 days of enrollment in the program.</p> <p>c. IC weekly support is documented in InductionSupport.com. The Program Lead reviews these entries regularly.</p> <p><u>Attachments:</u> Mentor Assignment Letter – Sample Revised IC-Mentor Assignment Log</p>	<p>Induction candidates (ICs) continue to receive support by the full-time release (FTR) mentor. The mentors collaborate with classroom based consulting mentors to provide the ICs support and guide them through the program elements, and their Individual Learning Plan goals and activities.</p> <p>a. All ICs have been assigned a credential-alike Mentor within 30 days of program enrollment.</p> <p>b. Induction candidates enrolled on <i>August 29, 2018</i> and <i>September 10, 2018</i> have completed a cycle of inquiry during the fall semester. These candidates will have an opportunity to reflect on their progress and revise their ILP goals at the Mid-Year point. Induction candidates enrolled on <i>December 6, 2018</i>, <i>February 7, 2019</i>, and <i>February 26, 2019</i> are collaborating with their mentors to develop their standards-based goals Individual Learning Plan (ILP), which will be finalized within the 60 days of their enrollment.</p> <p>c. Mentors continue to provide not less than an average of one hour of weekly support to IC. Weekly support is documented on InductionSupport.com for program</p>

	<p>are in the process of being scheduled to include the induction candidate, mentor(s) and site administrator to begin the dialogue and commence development of the ILP.</p> <p>Induction Candidates enrolled on August 29, 2018 will be begin receiving one hour of support weekly on September 4, 2018 to assist in co-assessment using the teaching continuum of practice, which will be used to identify candidate’s areas of focus, growth and needed support.</p> <p>Attachments: MTIP 2018-2019 Mentor-Induction Assignment Spreadsheet Continuum of Teaching Practice</p>	<p>Induction Candidate ILP Submission Log Mentor Weekly Log – InductionSupport.com Sample Monthly Activity Summary Reports for September - November</p>	<p>monitoring. Program Lead reviews weekly collaborative meetings logs.</p> <p>Attachments: February Mentor Assignment Letter to IC Revised IC-Mentor Assignment Log 2.2019 Monthly Activity Summary Reports for December 2018 –February 2019 Meeting Log Sample 1.28.19</p>
<p>2. Within one year, the institution/unit provides evidence of a collaborative, cohesive, coordinated district-level leadership structure that allows for standards implementation at both the program and unit levels. (Common Standards 1 and Program Standard 6)</p>	<p>Our Educational Services department has had recent changes, with the addition of a new Director of Educational Services, Dr. Allison Garland. Ms. Angelica Paz is now the Program Specialist who oversees Montebello Teacher Induction Program (MTIP). In addition, our program has added one full-time release TOSA.</p> <p>During the District’s Leadership Colloquium held prior to the start of the school year, induction program TOSA began their collaboration by providing a professional development session to secondary school site leadership on instructional strategies (close reading, guided reading, collaborative discussions, and text dependent questions). These strategies are expected to be implemented in all content areas. Induction program</p>	<p>Our Induction Program serves within the Educational Services Division.</p> <p>Two additional Teachers on Special Assignment (TOSAs)/full-time release Mentors, have been added to staff since our last report. Our staff is now composed of a Program Specialist administrator and three TOSAs/full-time release Mentors.</p> <p>Our program has also received the support of Rosemary Garcia, TOSA, to assist us with program design and Mentor trainings. Ms. Garcia brings prior experience as a former MTIP Program Leader and understands all program aspects.</p> <p>Program staff continues to develop a strong working relationship with Certificated Human Resources staff, specifically with the Credential Analyst and the Administrator on Special Assignment. We are improving communication</p>	<p>MTIP program staff continues to be a resource for professional development for school site leadership within the district. They conduct professional development on various instruction strategies to support teaching and learning. Two induction program staff are members of the district’s technology committee. They are supporting the distribution and training of chrome books to classroom teachers across the district.</p> <p>In January, the Induction program staff participated in collaborative meetings with certificated human resource staff, special education leadership, as well as the Superintendent of Schools. The program lead continues to meet with school site administrators to share additional information regarding the program structure and requirements.</p> <p>Meetings with each stakeholder group provided an opportunity to review the current induction program process, and identify areas for further collaboration and improvements.</p>

	<p>mentors will support the induction candidates with these district focus strategies throughout the year. School site leaders were provided with information about how teacher induction program supports our candidates and impacts student achievement.</p> <p>Attachments: 8.10.2018 Leadership Colloquium Survey Results</p>	<p>and implementation of a cohesive process for identifying eligible program new hires.</p> <p>At the request of our Superintendent of Schools, we have presented at the Elementary Principals meeting to share the Induction Standards, our district’s Induction Program goals, and the mentoring system of support we provide to ICs.</p> <p>The program specialist and Full-Time Release Mentors collaborate with the Educational Services Director in the planning and delivery of professional learning at the monthly Leadership Collaborative meetings. The sessions are designed to match district instructional goals and initiatives. As a result, we have conducted professional learning sessions at individual sites to support teachers with best practices and evidences based instructional strategies.</p> <p>Mr. Ortiz, TOSA, is a member of the district Technology Committee. He supports our ICs and Mentors with implementation of technology in the classroom.</p> <p>Attachments: Human Resources New Teacher Survey and email Educational Services Chart Elementary Principal Agenda, Sign-In Sheet, Handouts School Site PD</p>	<p>For example, certificated Human Resources staff provided input to promote the induction program with new hires at the time of on boarding. As a result, MTIP staff will update the web page, and create an informational flyer to share with eligible teachers prior to attending an orientation meeting. Induction staff will be invited to attend upcoming Job Fairs for recruitment of new hires.</p> <p>The collaboration meeting with the Special Education department resulted from first quarter formative feedback. Staff discussion centered on coordinating appropriate assistance to the Education Specialist ICs with compliance concerns and curricular resources. In addition, educational specialist interns will be invited to attend induction program sponsored professional learning series to support their instructional practices.</p> <p>Quarterly meetings with the Superintendent of schools provide time for the MTIP Leadership to share program improvements made based on feedback collected from various stakeholder groups. The team communicates the progress made to address the individual stipulations, shares budget updates, seek input regarding program activities, personnel and support for the program.</p> <p>Sufficient resources have been allocated in the Local Control Accountability Plan (LCAP) for the effective operation of the program. This funds the induction program staff, which consists of a program specialist, three full-time release Teachers on Special Assignment, nine classroom based consulting teachers, and all program activities, and resources. The program specialist manages and monitors the budget. She collaborates with the Finance department personnel on a regular basis to ensure a</p>
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<p>3. Within one year, the unit leadership creates and implements a continuous comprehensive improvement process. (Common Standard 4)</p>	<p>Induction program staff has identified and invited stakeholders representing district and school site administrators, local association, IHEs, and classroom teachers, which include recent induction program completers to participate in the programs advisory board. Meetings dates have been scheduled for the 2018-2019. We are awaiting responses and confirmations.</p> <p>Attachment: Advisory Board Meeting Dates 2018-19</p>	<p>Stakeholder feedback from Induction Candidates, Mentors, and Advisory Board members is collected at individual group meetings via google surveys, weekly collaborative meetings, and logs.</p> <p>At weekly meetings, the program leadership team reads, discusses, and determines any response needed to the feedback received. The leadership team meets with the Director of Educational Services regularly to share analysis and next steps. At the same time, the team has an opportunity to provide their own feedback on program activities, personnel and support for the program.</p> <p>Induction Candidates:</p>	<p>The program continues to collect feedback from individual stakeholder groups after trainings, collaboration meetings, interviews and most recently mid-year surveys from induction candidates, mentors, and principals. This data is analyzed and used to identify effectiveness of program, and mentoring system of support.</p> <p>MTIP Leadership meets weekly to discuss program design, mentoring, and IC concerns. The program lead meets with induction candidate, mentor or site administrator to address concerns.</p> <p>Mid-Year Survey: Induction Candidates, Full-time Release (FTR) mentors, consulting mentors, and site administrators completed the Mid-Year survey to reflect and provide feedback on their experiences during Fall</p>

		<p>ICs provided feedback in September via a professional learning needs survey used to identify professional learning support and needs. In November, ICs responded to a survey for attendance at a collaborative meeting.</p> <p><u>Mentors</u> Mentors were asked for feedback for the November training meeting. Mentors were also provided an opportunity to respond to survey regarding the quality of training and support they receive from the induction program.</p> <p><u>Advisory Board</u> Our Advisory Board member met in November. They reviewed feedback and data collected. The group had an opportunity to make suggestions and recommendations for next steps for program improvement.</p> <p><i>The attachments detail our program assessment process, describes collected feedback from individual groups, analysis of collected feedback, and next steps to support a consistent means of unit assessment for a continuous improvement process.</i></p> <p><u>Attachments:</u> MUSD Teacher Induction Program Annual Assessment Process 2018-19 Comprehensive Improvement Process (Common Standard 4)</p>	<p>semester. The information provided will assist the MTIP team in making meaningful program improvements to the system of support and program design.</p> <p><i>Full-time Release Mentors:</i> The full-time release mentors provided feedback on their support with candidates, collaboration with consulting mentors and needed support in order to further develop mentoring skills.</p> <p><i>Consulting Mentors:</i> Consulting mentors provided feedback on their experience working with their candidate as well as collaborating with the program lead and full-time release mentors. Mentors stated the support needed, such as with the program milestones as well as clarification of roles to support the ICs.</p> <p><i>Site Administrators:</i> MTIP is still in the process of collecting this data. This survey seeks feedback on understanding the needs of administration and the connection it makes for IC support and overall student learning.</p> <p><u>Advisory Board Meeting</u> The Advisory Board met on 2/27/19. We provided the Advisory Board members an update on candidate enrollment. They were also provided and update on the program’s accreditation status based on the January 31st COA meeting. The primary focus of the meeting was a discussion of defining teacher competency and growth in the induction program.</p> <p><i>The attachments details the Mid-Year Survey program assessment, describes collected feedback from individual groups, analysis of collected feedback, and next steps to support a consistent means of unit assessment for a continuous improvement process.</i></p>
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<p>4. Within one year, the program provides evidence that they have fully transitioned to the 2015 Induction Program Standards, featuring a mentor-based system of support that is individualized for each candidate, based upon their self-assessed needs as chronicled in their Individual Learning Plans. (Program Standard 3)</p>	<p>Induction support.com has been contracted as program management system to replace the New Teacher Center (NTC). We are currently in process of refining the documentation that will be utilized to chronicle our mentor-based system of support and program requirements. Training for mentors and induction candidate will take place on September 19, 2018.</p> <p>Our district has also transitioned to Google. We will be utilizing Google websites for digital portfolios.</p> <p>TOSA will begin providing a weekly one-hour support to induction candidates on September 4, 2018, to begin conversations and review the continuum of the teaching profession as they start to develop the ILP.</p>	<p>Several changes and revisions of our program components have been made to address the 2015 program standards.</p> <p>We have updated the program handbook, and created and revised our documentation tools. Google drive/website is the platform used to maintain the IC's digital portfolio. We now utilize InductionSupport.com to document weekly IC support, collaborative meetings, and create a central location for documents and resources.</p> <p>Consulting Mentors have added to collaborate with Full-Time Release (FTR) Mentors to provide "just in time" support and coordinate individualized mentoring for each Induction Candidate (IC) with specific needs related to content/grade level instructional setting and the development of their Individual Learning Plan (ILP).</p> <p>Our program restructured the sequence of experiences to collaboratively support and guide the IC as they development of their Individual Learning Plan (ILP), teacher inquiry and professional growth goals within the first 60 days of enrollment.</p> <p>This includes the following activities:</p> <ul style="list-style-type: none"> • <i>Site Orientation Triad Meeting</i> - Site administrator and mentor help IC better understand their teaching 	<p>Mentors continue to guide their candidates through the induction experience, documentation and activities during weekly collaborative meetings, and or just in time support.</p> <p>Induction candidates enrolled in August and September 2018 have recently completed the Fall cycle of inquiry aligned to their ILP goals. ICs implemented new concepts and strategies in their classroom, collected classroom data for analysis, and reflected upon the way in which these concepts and strategies have made an impact on student learning. These candidates will have an opportunity to revise their ILP goals at the Mid-Year point. FTRs are currently scheduling Mid-Year triad meeting with IC's site administrator to share their progress and needed support.</p> <p><i>Our CTC consultant and team lead have been given access to our Google folder to view tools and documentation completed by our induction candidates.</i></p> <p>Induction candidates who enrolled in December 2018, and February 2019 are being supported by the FTR and classroom based consulting mentors to complete a sequence of experiences to guide them as they develop their Individual Learning Plan (ILP), teacher inquiry and professional growth goals within the first 60 days of enrollment. These ICs will conduct a cycle of inquiry during the Spring semester (see attachment for</p>

		<p>assignment, learn about school community, discuss site focus goals, and identify school site support</p> <ul style="list-style-type: none"> • CSTP Self-Assessment – IC reflects on current practice to identify strengths and areas of growth. • <i>Veteran Teacher Observation</i> – Release time for IC to observe colleagues allows them to reflect on their own practice and identify professional learning and support. • <i>Video Observation Self-Reflection</i> – IC uses video, which captures a more authentic classroom environment to reflect on teaching practice. • <i>Revised Individual Learning Plan (ILP)</i> – With the guidance and support of the mentor, IC sets measurable professional goals, student outcomes, identifies the resources, professional learning needs, and action plan. The teaching continuum is used. <p>Professional learning workshops will be developed and offered to ICs based on their feedback from surveys. ICs will be able to select the professional development to attend based on their individual needs.</p> <p><u>Attachments</u> Program Handbook Developing your ILP Guide Individual Learning Plan Tool Professional Learning Flyer</p>	<p>Induction candidates are provided with Professional development opportunities based on their needs, through a variety of district-offered or district-sponsored workshop and trainings. During the month of January, the induction program staff offered professional development on Thinking Maps, and Google Sites. Five ICs attended the Thinking Maps training offered during the winter break. ICs attended a collaborative meeting for training on creating their Goggle website, which will serve as their digital portfolio. Year 1 Education specialist ICs attended Brigance assessment training. In addition, ICs in a K-5 teaching assignment attended a district sponsored Eureka math professional developments session. Induction candidates attend professional learning workshops at their individual school site throughout the year.</p> <p><u>Attachments:</u> Professional Learning Flyer Developing your ILP Guide Inquiry Cycle Graphic Inquiry Cycle Tools</p>
<p>5. Within one year, the program creates and implements a structured plan that</p>	<p>The Montebello Teacher Induction regularly assesses the quality of services provided through the following methods:</p>	<p>The MTIP Program Leadership regularly assesses the quality of mentoring support and quality of services from ICs, and Mentors</p>	<p>Mentors continue to receive training to enhance their mentoring skills. Effectiveness of the mentor and candidate pairings is monitored and assessed through candidate feedback, regular monitoring of</p>

<p>provides both formative feedback and evaluation of services provided by the mentors. (Program Standard 6)</p>	<ul style="list-style-type: none"> • Induction Candidate Yr. 1/Yr. 2/ECO Mid-Year and End-of-Year Surveys • Mentor Self-Assessment/ILP • Mentor feedback on ILP document • Mentor Formative Feedback <p>In addition to the formative feedback on the ILP (provided through conferencing and written narrative), MTIP administration provides feedback through mentoring observations and our mentor/candidate collaboration meetings.</p> <p>Attachments: Mentor Continuum MTIP Mentor Meetings 2018-2019</p>	<p>through google surveys, weekly interactions, logs, and collaborative meetings.</p> <p>Induction Candidates ICs will be surveyed at the mid-year and end-of-year to assess the mentoring support, just in support, mentor match, and services coordinated and offered through our program. The program specialist meets with IC to address any concerns</p> <p>Full-Time Release (FTR) Mentors Full-time release (FTR) Mentors complete a self-assessment using the Continuum of Mentoring Practice to develop an Individual Learning Plan (ILP) focused around three selected standards to show growth. The Program Lead initially reviews the ILP with the FTR Mentors, provides feedback, and follows up mid-year and end-of-year to assess growth in the selected standards. The Program Lead meets with FTR Mentors on an individual basis weekly to discuss and mentoring practice successes and concerns. Such meetings are opportunities to discuss specific ICs, as well as reflect on progress and evidence of mentoring goals selected for the ILP.</p> <p>Consulting Mentors Mentors receive monthly trainings, and provide feedback for needed support after each training session. Program Lead supports and provides mentors feedback of mentoring skills and practices through Mentor-peer observations and collaborative meetings/discussions.</p> <p>MTIP Program Leadership Weekly Meeting</p>	<p>mentor logs, collaborative meetings, induction documentation, surveys, and peer observations.</p> <p>Induction Candidates Based on the Mid-Year responses, ICs are matched appropriately with their mentor based on credential, program, or assignment. The ICs provided feedback on their ILP alignment with current support and needs. Program Lead meets with IC to address concerns pertaining to mentor match, program activities and progress.</p> <p>Full-Time Release (FTR) Mentors: FTR mentors continue to enhance their mentoring skills in terms of training and skill development. The program lead meets with FTR mentors bi-weekly to consult, and provide additional training, support, and assistance. FTR mentors are provided opportunities to reflect on the support they provide their ICs and the collaboration with the consulting mentors. She has also conducted peer observation of triad meeting with mentors and IC to assess the mentoring system of support and collaboration of consulting and FTR mentors. FTR mentors will meet with the Program Lead in March 2019 to assess their progress and growth in the selected mentor standards.</p> <p>Consulting Mentors: Consulting mentor are supported by both the program lead and the Full-time release (FTR) mentors. They receive support and guidance not only the program process, but also on how to best support the induction candidate. This may be in the area of coaching language, and program document. Based on the Mid-Year survey, they are developing an understanding of the type of support provided to each candidate as well as their role with the FTR mentor. The FTR and consulting mentor will hold monthly triad meetings with the IC in order to</p>
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		<p>At weekly meetings, program lead and staff discuss dynamics of the program. Program Lead receives feedback from the FTR Mentors, which is provides insight for the Program Lead to assess where the FTR Mentors may need additional training, support, and assistance.</p> <p><u>Attachments:</u> MUSD Teacher Induction Program Annual Assessment Process 2018-19 Formative Feedback and Evaluation of Program Services Mentor/Program Lead CAL</p>	<p>ensure he/she is receiving the appropriate support in a timely manner.</p> <p><u>MTIP Leadership Team</u> Weekly meeting continue to allow opportunities for staff to discuss and identify program successes and challenges, and evaluate the current process to identify areas for improvement.</p> <p><u>Attachments:</u> MTIP Roles & Responsibilities Program Lead/Mentor CAL Tool Mentor Mid-Year Survey Results MTIP Leadership Team Meeting Agenda Samples</p>
<p>6. Within one year, the institution will host a focused site visit to verify required changes have been made in the program design and implementation is aligned to the Common and Program Standards.</p>	<p>The focused site visit has been tentatively scheduled for May 29-31, 2019. All original copies of program documentation will be available for review at this time.</p>	<p>The focused site re-visit has been confirmed for May 29-31, 2019 to verify required changes. MTIP Program staff continues to communicate and share quarterly reports with the CTC Consultant and team lead. Original copies of all program documentation will be available for review at the re-visit.</p>	<p>Induction program staff is preparing for a focused site visit to take place on May 29-31, 2019. This will include interviews of various stakeholder groups to verify the changes outlined in quarterly reports and verification of program evidence.</p>