

**Discussion of 6th Month Progress Report from
Imperial County Office of Education
January 2023**

This report provides information on the actions taken thus far by Imperial County Office of Education (ICOE) to address stipulations resulting from their April 2022 Site Visit. Following its decision at the [June 29, 2022](#) meeting, the Committee on Accreditation directed ICOE to provide an update, in 6-months, on the progress being made to address stipulations.

Staff Recommendation

Staff recommends that the COA accept this 6th month follow up report and provide any relevant guidance in preparation for the next report. Staff will continue to work with ICOE to provide technical assistance in preparation for the final report to be presented to the COA at its June 2023 meeting.

Background

An accreditation site visit for ICOE was held virtually and took place on April 25-28, 2022. The accreditation status granted to ICOE in June 2022 was [Accreditation with Stipulations](#). The following stipulations were placed on the program and work has begun to address those stipulations.

Site Visit Findings-April 25-28, 2022:

Within one-year, Imperial County Office of Education’s Teacher Induction Program will provide evidence that:

1. Site administrators and mentors are collaborating with candidates at the beginning of the induction process by providing input into the development of the goals for the candidate’s Individual Learning Plan (ILP).
2. A system of collaboration with higher education partners has been established that includes mentors and professional development providers.
3. Mentors are being regularly assessed and evaluated on the quality of services provided by mentors to candidates, using criteria that include:
 - a. candidate feedback
 - b. the quality and perceived effectiveness of support provided to candidates in implementing their ILP, and
 - c. the opportunity to complete the full range of program requirements.
4. Only mentors who represent and support diversity and excellence are retained.

The table below outlines actions taken thus far by ICOE to address the stipulations:

Site Visit Findings-April 2022 assigning the status of Accreditation with Stipulations	Action	Evidence to Support the Action
<p>Imperial County Office of Education’s Teacher Induction Program will provide evidence that site administrators and mentors are collaborating with candidates at the beginning of the induction process by providing input into the development of the goals for the candidate’s Individual Learning Plan (ILP).</p>	<p>All candidates and mentors meet with their administrators and complete a TRIAD Form twice a year. The TRIAD Form is completed at the beginning of the first and second ILP Cycles.</p> <ul style="list-style-type: none"> ● These forms are signed by all three parties and shared with the District Leads, Advisors, and the Induction Director. ● During the meeting the candidate will share their focus CSTPs and explain their Professional Learning Goal question. The mentors and the site administrator will provide feedback to the candidate. 	<p>TRIAD Meeting Example</p>
<p>Imperial County Office of Education’s Teacher Education Program will provide evidence that a system of collaboration with higher education partners has been established that includes mentors and professional development providers.</p>	<p>The Imperial County Office of Education has reached out to institutes of higher education to provide collaboration opportunities explaining the professional development available to assist candidates who need to pass the TPA and RICA.</p> <ul style="list-style-type: none"> ● San Diego State University and Cal-Poly San Luis Obispo responded, and a flyer was created and sent to the Universities to share opportunities with all candidates that need to pass the TPA or RICA. ● ICOE also communicates with, the Student Teaching/Intern Teaching Coordinator at SDSU-Imperial Valley Campus. ● As part of a long-standing relationship with SDSU, the Coordinator will bring his student teachers to ICOE to listen to presentations by ICOE’s Superintendent and Induction 	<p>Flyer Link</p> <p>SDSU Presentation by Induction Director</p>

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	<p>Director. These presentations are centered around ICOE’s Mission and Vision and give the students a glimpse of the teaching opportunities in Imperial County and beyond.</p> <ul style="list-style-type: none"> ● The Induction Director and previous Induction Directors have also visited the Coordinator’s classrooms and have given presentations specifically on ICOE’s Induction Program to the student teachers. ● The Coordinator also keeps ICOE apprised of any upcoming professional development opportunities for ICOE’s Induction candidates and mentors. 	
<p>Imperial County Office of Education’s Teacher Education Program will provide evidence that mentors are being regularly assessed and evaluated on the quality of services provided by mentors to candidates, using criteria that include:</p> <ul style="list-style-type: none"> A. Candidate feedback B. The quality and perceived effectiveness of support provided to 	<ul style="list-style-type: none"> ● All candidates and mentors complete a Mid-Year Survey which has the following questions regarding the support mentors are giving the candidates: <ul style="list-style-type: none"> ○ How well matched are you with your mentor? ○ Please finish the following sentence: “The best word to describe my mentor is _____.” ○ Think about the professional relationship you’ve established with your mentor so far this year. To what extent are you satisfied with the following: <ul style="list-style-type: none"> ■ Availability ■ Regularity of Appointments ■ Helpfulness ■ ILP Support ■ Just in Time Support ○ Do you meet with your mentor for a minimum of one 	<p>Mid-Year Survey</p> <p>End of Year Survey</p> <p>Mentor Support Plan</p> <p>ILP Rubric</p> <p>Mentor Self Assessment</p>

Site Visit Findings-April 2022 assigning the status of Accreditation with Stipulations	Action	Evidence to Support the Action
<p>candidates in implementing their ILP, and</p> <p>C. The opportunity to complete the full range of program requirements</p>	<p>hour per week?</p> <ul style="list-style-type: none"> ○ In terms of meeting your needs and program requirements, how adequate was the time spent with your Mentor? ● All candidates also complete an End of Year survey which has the following questions regarding the support mentors are giving the candidates: <ul style="list-style-type: none"> ○ On average, how frequently did you meet with your Mentor? ○ On average, how long were the meetings with your Mentor? ○ How many times did your mentor observe you in your classroom this year? ○ How helpful were the following program components? [Meetings with Mentor] ○ How much did each of the following program components impact your classroom practice? [Coaching and feedback from Mentor based on observation evidence] ● ILP Rubric-The Advisors review the ILPs of their caseload of candidates and share the ILP rubric with the candidate and the mentor. The mentor can then adjust their support based on the Advisor’s feedback to the candidate. ● Mentor Support Plan-The mentors complete a plan and establish goals around self-improvement and putting learning into practice. The mentors will also be observed interacting 	

Site Visit Findings-April 2022 assigning the status of Accreditation with Stipulations	Action	Evidence to Support the Action
	<p>with their candidate twice a year by the Advisor.</p> <ul style="list-style-type: none"> ● Mentor Self-Assessment-The Mentors evaluate themselves twice a year using ICOE’s Mentor Self-Assessment. The mentors must provide evidence as to why they rated themselves using the criteria. They will use this to help improve their mentoring skills and fulfill their professional requirements. 	
<p>Imperial County Office of Education’s Teacher Induction Program will provide evidence that only mentors who represent and support diversity and excellence are retained</p>	<ul style="list-style-type: none"> ● The mentors, site administrators and district leads will complete the Mentor Verifications of Qualifications form at the start of each Induction year. We have added the district leads to be a part of this process. The district leads will review the completed forms with the Induction Director before enrollment and make the decision to either retain the mentors or begin the process to search for mentors that meet the qualifications. Also, criteria #7 will now be monitored and initialed by the site administrator and the district lead in lieu of the mentor. ● Add language to the Professional Agreement for mentors so that the personal philosophy of the mentor is aligned with equity and diversity goals of ICOE and the Induction Program. ● Diversity and Equity Professional Development opportunities will be provided to mentors. 	<p>Mentor Verifications of Qualifications</p> <p>Mentor Professional Agreement</p>