

Discussion of the 7th Year Follow-up Report Submitted by Imperial County Office of Education June 2023

Overview

This item provides information on Actions Taken to Address Stipulations by Imperial County Office of Education.

Recommendation

That the COA remove the stipulations and change the accreditation status of Imperial County Office of Education from **Accreditation with Stipulations** to **Accreditation**.

Background

On June 29, 2022, the Committee on Accreditation (COA) on behalf of the California Commission on Teacher Credentialing, assigned the status of **Accreditation with Stipulations** to Imperial County Office of Education (ICOE) and its teacher induction program. An accreditation site visit for ICOE was held virtually and took place on April 25-27, 2022; the [report](#) of that visit was presented to the COA at its June 2022 meeting. The following stipulations were placed on the program in June 2022 and the work by ICOE is now complete to address those stipulations.

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.

Additionally, the COA directed Imperial County Office of Education to provide an [update](#), in 6 months, for a review on their progress in addressing the stipulations noted in the initial site visit report. Imperial COE provided this report, and it was discussed at the January 2023 COA meeting.

ICOE has put the following corrective processes in place to address the noted stipulations.

#1 Stipulation:

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).

2022 Rationale for Finding:

The Individual Learning Plan (ILP) is inconsistently developed in consultation with the site administrator across districts within the program. Some districts include input and collaboration with the site administrator while others do not. The ILP must be collaboratively developed at the beginning of induction by the candidate and mentor with input from the site administrator, and guidance from the program staff. Input from the site administrator during the beginning development of the ILP is inconsistent across districts.

Action:

As of Fall 2022, 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.

- 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.
- The discussion may also include a candidate’s option to develop an individualized goal that is beyond the CSTPs. The candidate will be encouraged to seek out professional development that piques their interest and will help them improve their teaching practice.

Evidence to Support the Action:

[TRIAD Meeting Example](#)

#2 Stipulation:

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.

2022 Rationale for Finding:

While the program has made some attempts to ensure 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, they have not yet established a system to meet this standard. One higher education partner regularly participated in collaborative meetings with the program until two years ago and

reestablishing that relationship has been challenging. Additionally, new higher education partners have come aboard, but the current communication occurs only between an IHE contact and the Induction Director, not with the mentors and professional development providers.

Action:

The Imperial County Office of Education has reached out to institutions of higher education to provide collaboration opportunities explaining the professional development available. For example, in particular they have focused on assisting candidates who need to pass the TPA and RICA based on the current needs of their candidates. Additional examples of Imperial COE’s collaboration with IHEs are provided below:

- San Diego State University (SDSU) 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 Teaching Coordinator will bring his student teachers to ICOE to listen to presentations by ICOE’s Superintendent and the Induction 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. The presentation then shifts to ICOE’s Induction Program and details what they will experience when they enter the program.
- The Induction Director has also visited the Teaching Coordinator’s classrooms at SDSU-IV and has given presentations specifically on ICOE’s Induction Program to the current student teachers.
- The Teaching Coordinator also keeps ICOE apprised of any upcoming professional development opportunities for ICOE’s Induction candidates and mentors.
- Due to direct conversations between the Induction Director and the Teaching Coordinator, SDSU-IV also opened two sections of classes in the Spring of 2023 to help support our candidates pass the RICA and edTPA.

Evidence to Support the Action:

[IHE Flyer Link](#)

[SDSU Presentation by Induction Director](#)

#3 Stipulation:

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:

- 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.

2022 Rationale for Finding:

Reviews found evidence in documents and interviews that the institution employs and assigns only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences; however, because there is not a systematic way to evaluate mentors, there is no evidence that the institution retains the most qualified and effective mentors.

Action:

- All candidates and mentors now complete a Mid-Year survey. Please reference the associated hyperlink for the specific questions.
- All mentors now complete a Mentor Reflection Log for each cycle. Please reference the associated hyperlink.
- All candidates now also complete an End of Year survey. Please reference the associated hyperlink.
- The data from all the surveys and logs are now evaluated and areas of concerns are addressed immediately through meetings and hard conversations. The program's goal is to build a culture of feedback to help improve the program.
- ILP Rubric-The Advisors (program-employed advisors who provide oversight of program progress and candidate competency) review the ILPs on 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 with their candidate twice a year by the District Lead.
- 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.

Evidence to Support the Action:

[Mid-Year Survey](#)

[End of Year Survey](#)

[Mentor Reflection Log](#)

[Mentor Support Plan](#)

[ILP Rubric](#)

[Mentor Self Assessment](#)

#4 Stipulation:

Imperial County Office of Education's Teacher Induction Program will provide evidence that only mentors who represent and support diversity and excellence are retained.

2022 Rationale for Finding:

Inconsistent practices regarding the recruitment of mentors by district partners in the consortium have led to the inability of the program to evidence recruitment and faculty

development efforts support hiring and retention of faculty who represent and support diversity and excellence. In interviews, candidates and mentors shared district practices ranging from a district lead assigning a qualified mentor to candidates having to seek out a mentor and then ask the program to determine if the mentor was qualified. The program allows districts to decide how to recruit and retain mentors with little oversight from the program. Most districts have established recruitment efforts to hire and retain mentors who represent and support diversity and excellence, but this is not consistent across all districts in the consortium.

Action:

- The mentors, site administrators and district leads will complete the Mentor Verifications of Qualifications form at the start of each induction year. The district leads have been added 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, Mentor Qualification Criteria #7 (Willingness to deepen understanding of cultural, ethnic, cognitive, linguistic, and gender diversity) will now be monitored and initialed by the site administrator and the district lead.
- Additionally, language has been added to the Professional Agreement for mentors to confirm 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 are now provided to Mentors.
- The County Superintendent now ensures that the Induction Director has the opportunity to attend the District Superintendent’s Meeting for the districts. During these meetings the Induction Director has communicated the following:
 - Stipulations were placed on ICOE’s Induction Program as a result of the accreditation site visit in the Spring of 2022. While all stipulations were addressed, it was determined that the area where the program has the most potential for growth and would also have a significant impact on the program were involving the mentors.
 - District Survey data that outlines the mentor stipend paid in each district and the mentor hiring process.
- This data sparked a conversation among the District Superintendents to make the mentor stipend more consistent and higher throughout the county. This step will help attract more qualified mentors. The last meeting in April 2023, revealed that most districts have begun having discussions about raising mentor pay.
- The Superintendents also discussed being more consistent with the mentor hiring process. The talks focused on having an application process much like the schools in Brawley. This discussion is ongoing, and the Induction Program will now be greatly involved in the hiring process of mentors.

- Improved communication between the District Superintendents and the Induction Program was a result of feedback given to ICOE. As a result, the Induction Program created its first ever Induction Quarterly Newsletter in April 2023. The newsletter will help keep the District Superintendents up to date on the program and, most importantly, any changes that have occurred. The Induction Program needs the support and feedback from the District Superintendents to help improve the services we offer to their candidates and mentors.

Evidence to Support the Action:

[Mentor Verifications of Qualifications](#)

[Mentor](#)

[Professional Agreement](#)

[ICOE Mentor Stipend and Hiring Process Data](#)

[Presentation to District Superintendents](#)

[Inaugural Induction Quarterly Newsletter](#)