

**Recommendations by the Accreditation Team and Report of the
Accreditation Visit for the Professional Preparation Program at
Imperial County Office of Education**

**Professional Services Division
April 2014**

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Imperial County Office of Education. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation of **Accreditation** is made for the institution.

**Common Standards and Program Standard Decisions
For all Programs Offered by the Institution**

	Met	Met with Concerns	Not Met
1) Educational Leadership	X		
2) Unit and Program Assessment and Evaluation	X		
3) Resources	X		
4) Faculty and Instructional Personnel	X		
5) Admission	X		
6) Advice and Assistance	X		
7) Field Experience and Clinical Practice	X		
8) District Employed Supervisors	N/A		
9) Assessment of Candidate Competence	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education (MS, SS) Induction	6	X		

The site visit was completed in accordance with the procedures approved by the Committee on

Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Self-Study Report
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: Imperial County Office of Education

Dates of Visit: March 3-5, 2014

**Accreditation Team
Recommendation:** Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of the institutional self-study; additional supporting documents available during the visit, interviews with administrators, program staff, candidates, program completers, school personnel, and association representatives. The team determined that evidence provided was sufficient and contained consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

The entire team reviewed each of eight Common Standards and determined whether the standard was met, not met, or met with concerns. The site visit team found that all eight Common Standards are **Met**.

Program Standards – General Education (MS/SS) Induction

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for the General Education (MS/SS) Induction. Following discussion, the team considered whether the programs standards were met, met with concerns, or not met. The CTC team found that all program standards are **Met**.

Overall Recommendation

The team conducted a thorough review of program documentation, evidence provided at the site, additional information provided by program staff, and interviews with program leadership, candidates, program completers, support providers (mentors), administrators, and other stakeholders. All Common Standards and Program Standards are **Met**. The team unanimously recommends a decision of **Accreditation**.

On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

Advanced/Service Credentials

General Education MS/SS Induction

Staff recommends that:

- The institution's response to the preconditions be accepted;
- Imperial County Office of Education be permitted to propose new credential programs for approval by the Committee on Accreditation;
- Imperial County Office of Education continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Leader:

Lori Walker
Stockton Unified School District

Common Standards Cluster:

Kathy Athey
San Joaquin County Office of Education

Program Sampling Cluster:

Laurel Ruddy
Stanislaus County Office of Education

Staff to the Visit:

Audry Wiens
State Consultant

Documents Reviewed

Common Standards Narrative	Professional Development Providers
Program Standards Narrative	Resumes
	Partner District MOUs
Program Assessment Preliminary Findings	BTSA Transcripts
2010 Biennial Report & Feedback	PT Professional Development Planner
2012 Biennial Report & Feedback	Meeting Agendas and Minutes
Signed Preconditions Document	Advisement Meeting Documents
FACT Modules Rubrics	Evaluation Documents
FACT Assessments/Tools	Program Website
Candidate Portfolios	Program Brochure

Interviews Conducted

	Team Leader	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates		55	55	110
Completers	8			8
Early Completion Option Candidates		2	2	4
Program Director	1	1	1	3
Advisors		4	4	8
District Leads		9		9
Support Providers	20		20	40
Superintendents	8	8	8	24
Site Administrators	9	9	9	27
County Office Asst. Superintendent	1		1	2
Human Resources Representatives		9	9	18
IHE Representatives	2			2
Advisory Board	7			7
Professional Development Providers	7	7	7	21
TOTAL				283

Note: In some cases, individuals were interviewed by more than one cluster (especially coordinators) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

Imperial County, located in the southeast corner of California, is bordered on the north by Riverside County, on the west by San Diego County, on the south by Mexico, and on the east by the Colorado River. Imperial is the ninth largest county in California and covers an area of 4,597 square miles, with a population in 2012 of 174,528. Imperial County is also part of the Southern California border region, also referred to as San Diego-Imperial, the smallest but most economically diverse region in the state. The largest cities in Imperial County are El Centro (45,365), Brawley (27,743), and Calexico (40,075).

Ethnic data for Imperial County in 2012-13 includes:

Student Ethnicity 2012-13



Teacher Ethnicity 2011-12

Ethnicity	Teachers	%	State %
American Indian or Alaska Native	8	0.5%	0.5%
Asian	14	0.8%	5.0%
Pacific Islander	2	0.1%	0.3%
Filipino	11	0.7%	1.4%
Hispanic or Latino	967	58.2%	17.7%
African American	8	0.5%	4.0%
White (not Hispanic)	54	30.9%	66.8%
Multiple/No Response	137	8.2%	4.1%
Total	1,661	100%	100%

Education Unit

The Imperial County Office of Education is the lead educational agency for the Commission approved **Imperial County Consortium BTSA Induction Program**, a partnership of all seventeen districts in Imperial County. There are 4 Adult Education Centers, 3 Charter Schools, 3 Community Schools, 6 Continuation High Schools, 27 Elementary Schools K-6, 8 Elementary School K-8, 8 High Schools, 10 Junior High Schools, 1 Juvenile Court Schools, 1 ROC/ROP, and 1 Special Education School.

The ICOE Superintendent and Assistant Superintendent of Educational Services articulate a clear vision of preparing all Imperial county students for college and career by inducting teachers into the profession and preparing them to be strong teachers in the implementation of Common Core State Standards. An Advisory Team, consisting of the Imperial COE districts' Curriculum & Instruction Leaders Committee, advises and oversees all aspects of program design and implementation, program standards application and major decisions. The BTSA Director leads the day-to-day operations of the program with the assistance of program advisors in the implementation of FACT modules. The induction program advisors oversee a caseload of approximately 10-15 enrolled Participating Teachers, and meet three times during the academic year with Participating Teachers and their Support Providers. Program Advisors participate in program decision making via monthly meetings with the BTSA Director to determine that FACT modules and professional development are timely and relevant. District Leads act as liaisons between the Induction program and the consortium district. District leads provide professional development trainings for enrolled Participating Teachers and Support Providers, and facilitate regularly scheduled advice and assistance meetings for PTs and their SPs. District Leads continually communicate and collaborate with Site Administrators to orientate them to the purpose of Induction, and to ensure program responsiveness to Participating Teachers and District needs. District Leads meet monthly

with the BTSA Director to ensure continual communication between the district and the program regarding candidate progress and relevance of professional development offerings. Assigned by consortium districts, Support Providers guide Participating Teachers through the Formative Assessment for California Teachers (FACT) formative assessment system and optimize their PT’s development as professional educators.

The consortium goal is to provide an effective induction experience through classroom-based, experiential formative assessment activities, coaching and relevant professional development leading to classroom application that is beneficial for all and produces a well-trained teacher who “learns by doing”.

Program Review Status

Program Name	Program Level	Number of Candidates Enrolled or Admitted 2011-12	Number of Candidates Enrolled or Admitted 2012-13	Agency Reviewing Programs
General Education (MS/SS) Induction	Advanced	74	49	CTC
		Number of Completers 2011-12	Number of Completers 2012-13	
		48	25	

The Visit

The Imperial County Office of Education Consortium Induction Review team included two team members and a team lead. Two weeks prior to the visit, team members engaged in a telephone conference to discuss their completed Common Standards Planning Instrument and Program Standards Note-Taking Guide. The conversation allowed the team members to develop preliminary interview questions for the stakeholders at the Imperial County Office of Education Consortium. The team met at the Ontario Airport on Sunday, March 2, 2014 at 4:00 p.m. and traveled the 3 hours to the hotel in El Centro, CA. District leadership welcomed the team on Monday, March 3, 2014 at 11:00 a.m. and provided an overview of the evidence room, online document resources, and the interview schedule. Accreditation activities began on Monday afternoon with document and evidence review, which continued into the evening. Interviews with stakeholder groups took place on Monday and Tuesday, March 3-4, 2014, and a mid-visit report was presented to the program director on Tuesday morning. On Tuesday afternoon and evening, the team met to discuss all standards and whether or not all standards were met. The team continued to discuss findings and consensus was reached on all standard findings, resulting in an accreditation recommendation. The institutional report out was held on Wednesday, March 5, 2014 at 11:00 a.m. There were no unusual circumstances during this visit.

Common Standards

Standard 1: Educational Leadership

Standard Met

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Findings

The Imperial County Office of Education (ICOE) BTSA Induction Program has articulated a research-based vision of teacher education that is tied to the *California's Standards for the Teaching Profession (CSTP)*, the California Standards of Quality and Effectiveness for Professional Teacher Induction Programs, and the California Common Core State Standards (CCCS). The vision of the ICOE BTSA Induction Program is stated as, "High quality face to face coaching combined with timely, tailored professional development fully integrated into a high quality formative assessment system provide Participating Teachers with an underpinning of knowledge and skills designed to prepare them to join the ranks of prepared, fully licensed, professional teachers." Stated in both the Common and Program Standards documents and through interviews with multiple stakeholders, is the idea that, "their (the district's) work is our (the consortium's) work."

The state-authored Formative Assessment for California Teachers (FACT) is the formative assessment system utilized in the ICOE BTSA Induction Program. Participating Teachers, through weekly guidance by a trained Support Provider, complete a sequence of formative assessment activities as outlined in the content sequence documents supplied to the program's participants through an initial enrollment meeting with the Program Director and through the program documents/requirements accessible on the ICOE Induction program website. FACT modules with rubrics reviewed during the site visit and interviews with program staff, Participating Teachers, and Support Providers further validate full implementation and monitoring of Participating Teacher's progress through the FACT system.

The ICOE BTSA Induction program has procedures in place for both internal and external communication and collaboration. Since the program is housed in the ICOE Educational Services Division, the Program Director has direct access to Advisors, Curriculum Leaders, and resources to implement the program as designed. Agendas/minutes from monthly meetings with ICOE leadership, Advisors, and District Leads indicate the Director is able to make needed modifications to the program based on stakeholder feedback. Through the CTC required biennial reporting process, the Program

Director and Assistant Superintendent of Educational Services, collaborate on program design, implementation, and modifications based on stakeholder feedback gleaned from the annual state survey and multiple, informal venues. Discussions with district Superintendents, the Program Director and Site Administrators confirm a depth of knowledge and understanding of the program goals. Interviews further illustrate active participation from all stakeholder groups ensuring that consistent service is provided to all Participating Teachers across the seventeen school districts in the consortium. Informal meetings, email communication, and the Program Director's presentations to student teachers about the process for clearing preliminary credentials through Induction illustrate the collaboration between the main university partner, San Diego State Imperial Valley, and the ICOE BTSA Induction program. The program's ongoing communication with IHE partners enable teacher preparation candidates the opportunity to take their learned theory and apply it to real life classroom situations. Support Providers and Participating Teachers state they are able to build on previous learning in their pre-service programs. Program completers state, "After my initial fear was over, I'm glad I did it. I'm a better teacher for it. I'm still putting into practice what I learned," and "it's what my teacher prep should have been."

Meetings, professional development, and Support Provider trainings are constructed to implement the program design as well as promote the ICOE BTSA Induction program vision. Information received through interviews show that stakeholders possess a clear understanding of the program design and understand that this knowledge leads to the successful implementation of the induction program. Agendas from Advisor, District Lead, Curriculum and Instruction Leaders meetings, professional development opportunities, IHE Collaboration, and Support Provider training further support all stakeholders' commitment to teacher induction. Memorandums of Understanding (MOUs) are signed by district partners and outline the roles and responsibilities for the partnerships. Induction requirements are included in the Participating Teacher Professional Agreement received upon enrollment into the program. Documents such as the Professional Development Planner, program brochure, BTSA Program Completion Requirements were reviewed by members of the accreditation site visit team. Interviews with Participating Teachers and Support Providers confirm that participants are well-informed of the program requirements. Interviews with Participating Teachers corroborate that program requirements are communicated both initially and ongoing by the Program Director, Advisors, District Leads, and Support Providers.

Participating Teachers' progress is monitored by the program through the program's database, tri-annual advisement meetings, and an exit interview. Team members reviewed database transcripts, advisement interview documents, and exit interview rubrics to confirm the process in place for providing advice and assistance to candidates. Review of sample Participating Teacher files further validate that Participating Teacher's work is carefully reviewed with next steps addressed.

A process is in place to assist Participating Teachers who are unable to make adequate progress in meeting program requirements. Interviews with the Program Director, Advisors, Support Providers, District Leads, Support Providers, Participating Teachers, confirm that ongoing formative assessment review and feedback allows for immediate, specific, supported intervention when progress is lacking.

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

Findings

The Imperial County Office of Education’s (ICOE) BTSA Induction Program has an established assessment and evaluation system that provides for ongoing collection of both formative and summative evaluation data regarding Participating Teacher progress and program effectiveness. Multiple sources of data are collected formally and informally from all stakeholders – Participating Teachers, Support Providers, Advisors, District Leads and Site/District Administrators. The Assistant Superintendent of Educational Services confirmed that stakeholders are informed of the data relevant to program design and for the purpose of identifying future program improvement. The Program Director reported that evaluation data is shared internally during monthly ICOE Curriculum and Instructional Leader meetings as well as the monthly Advisor and District Lead meetings. Review of meeting agendas/minutes, professional development evaluations, Advisor and District Lead evaluations, FACT module rubrics, and the CTC biennial reports show that the ICOE BTSA Induction program’s evaluation system provides program leadership with the necessary information to determine both program effectiveness and Participating Teacher competency.

Participant feedback from local and state surveys is analyzed by a sub-committee comprised of the Curriculum and Instruction Leaders Committee and through the CTC required biennial reporting process. In addition, state survey results are summarized and presented to Site Administrators through meetings with District Leads. The Program Director verifies that program improvement is based on both formal and informal feedback data from all stakeholders. For example, the program’s biennial report focus areas in the action plan resulted in improvements in the following areas: Site Administrator “buy-in;” professional development for technology, P.E. and art teachers; and formalization of the Support Provider selection process. The content and refinement of professional development opportunities, including FACT training, are based on feedback from Support Providers.

To assess Participating Teacher completion and competence, Participating Teachers and Support Providers meet three times annually for advisement meetings. Notes from these advisement meetings document completed FACT activity completion and are assessed by the module rubric utilized during these meetings. When additional assistance is needed, as determined by the Participating Teacher surveys completed at the end of the advisement meetings and Advisor feedback, the Program Director intervenes to ensure the Participating Teacher is able to complete program requirements. Program completers

shared that their advisement meeting experience helped them realize they were not “in this alone” and that the FACT module rubrics were very helpful—that without a rubric, they “wouldn’t have known what to expect.”

Data collected from the advisement meetings inform the Program Director regarding trends and patterns related to FACT implementation. Any modifications to FACT implementation are then communicated to Advisors, District Leads, and Support Providers to ensure Participating Teacher’s completion and to promote program effectiveness. Finally, during the exit interview, Participating Teachers submit a survey to assess the effectiveness of their Advisor and District Lead. Surveys reviewed during the site visit indicate that this feedback is utilized by the Program Director to determine the retention of Advisors.

Standard 3: Resources

Standard MET

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

Findings

The Imperial County Office of Education serves as the lead fiscal agency for the Induction Program. The budget is based on the allocation of funds from ICOE in combination with contributions from the sponsoring districts in the consortium. Adequate resources such as qualified personnel, facilities, equipment, and Professional Development Providers as outlined in the program budget are provided to prepare Participating Teachers to effectively meet the program standard requirements. The ICOE budget includes a full-time Program Director, a Program Assistant, Advisors, District Leads, Professional Development Providers, and training costs. Memorandums of Understanding (MOU’s) further outline the participating district’s financial responsibilities to the consortium such as Support Provider stipends, materials, release time for observations and professional development, and program coordination/advisement costs.

The program budget is managed and reviewed by the Program Director in collaboration with the ICOE fiscal manager and Assistant Superintendent of Educational Services. In addition and through collaboration with a sub-committee comprised of the Curriculum and Instruction Leaders Committee, the Program Director analyzes both the availability of resources and the needs with regard to implementing the program’s design twice annually. Interviews with the Program Director and ICOE leadership confirm that resources are more than adequate for the effective operation of the program. The Program Director reports that the budget allows for sufficient resources, both human and

material. Review of the budget shows that equal distribution of resources is allocated over all participating districts in the consortium.

A review of the program budget details resources for meetings, training, staff, professional development, technology utilization, and materials. Currently, there are five full-time Advisors (including the Program Director) and 17 District Leads. ICOE Curriculum Coordinators, outside consultants and District Leads provide a variety of professional development opportunities based on the needs of the sites/districts and program participants as validated by interview with Professional Development Providers, Support Providers, and Site/District Administrators. Participating Teachers report that this support is necessary to engage authentically in a meaningful formative assessment process, and that the professional development is an extremely positive aspect of their induction experience. A member of the ICOE Curriculum and Instruction Leaders Committee stated that the ICOE Induction program is the “Cadillac” of Induction programs, that it is “a well-rounded, complete program.” A Site Administrator shared that the program is on “auto-pilot,” and that among the many things they have to worry about, “BTSA isn’t one of them. It’s taken care of.”

Standard 4: Faculty and Instructional Personnel

Standard Met

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

Findings

In addition to the Program Director, the program personnel within the Imperial County Office of Education’s Induction Program provide ongoing support for Participating Teachers include District Leads, Advisers, Support Providers, and Professional Development Providers.

Program personnel are selected utilizing multiple criteria and undergo a selection process. Program personnel are expected to demonstrate current knowledge of academic content standards, *California Standards of the Teaching Profession (CSTP)*, induction standards,

pedagogical practices as appropriate to the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service.

District Leads are recruited and selected in a collaborative process involving site and district administrators, district Human Resources personnel, and the Program Director. All parties sign an MOU delineating the duties and qualifications of a District Lead. The selection criteria include: having prior experience as a Support Provider and experience with FACT or a willingness to attend FACT training. Interviews with the District Leads confirmed each were former Support Providers. District Leads are required to provide professional development to both Participating Teachers and Support Providers within their district. That District Leads provide such professional development was confirmed through interviews with the Program Director, Participating Teachers and the District Leads themselves. District Leads meet monthly with the Program Director to share the results of the Advisor meeting, provide updates on Participating Teacher progress and any issues with FACT implementation. As evidenced from the meeting agendas/minutes these monthly meetings allow for two-way communication to exist between the program and the District Leads, and provides additional professional development so that District Leads can carry out their roles and responsibilities. Advisor meetings occur the day prior to the District Lead meetings so that any important agenda items that pertain to the work of the District Lead can be addressed at their meetings. Based upon their experience with FACT, District Leads either attend the one day FACT refresher or the three day FACT training. That District Leads attend these trainings is evidenced through interviews. District Leads are encouraged to attend the same professional development as Participating Teachers in order to offer more support to the Participating Teacher as they implement strategies learned from the professional development they attend.

Each Participating Teacher is assigned an Advisor upon enrollment. Currently, the program has five Advisors, including the Program Director. Although there is not currently a “formal” selection process due to the lack of Advisor turnover, the Program Director and the HR Director are in the process of developing a formal job description and selection process. The selection process will include recommendations from district personnel, and participation in an interview. The components of initial Advisor training will also be developed so that Advisors understand the FACT system and how to use the FACT module rubric. Ongoing training for Advisors initially occurs during the summer (three days) then monthly throughout the year with the Program Director. Additionally, Advisors choose to “shadow” their colleagues during the advisement meetings to share best practice and to “calibrate” their work with the FACT module rubrics.

Support Providers are recruited and selected by the individual districts in the consortium in collaboration with the Program Director, ICOE and district Human Resources personnel, and Site Administrators. Program documents and interviews clearly indicate that Support Providers are selected in this collaborative process. As evidenced through the Verification of Qualifications Form, the Support Provider Agreement Form, and the Support Provider Welcome Letter, districts are well aware of the criteria a Support Provider must meet before he/she can be considered for the position. Moreover, the roles and responsibilities of the Support Provider are clearly identified within those same documents. Once selected, new Support Providers must attend a three-day FACT training. Returning Support Providers must attend a one-day FACT Refresher training. Support

Providers receive ongoing training and support by accompanying their Participating Teacher to monthly District Lead meetings and Advisement meetings. Support Providers are also encouraged to attend the same professional development as their Participating Teacher(s) in order to offer more support to the Participating Teacher as they implement strategies learned from the professional development they attend. Interviews with Support Providers confirm that these trainings and professional development activities indeed occur.

Support Providers who work directly with Participating Teachers are either current teachers or are recent retirees, so they understand the context of public schooling. Interviews with district Site Administrators, Assistant Superintendents and Superintendents confirmed they actively participate in the selection of Support Providers, and only “choose the strongest teachers to be Support Providers.” Many times, Support Providers were former Participating Teachers within the ICOE BTSA Induction Program. Additionally, both District Leads and Advisors were former teachers, so they too, are knowledgeable of the context of public schooling. Their selection process is also based upon their abilities to model best professional practices.

The program makes every effort to ensure that program personnel reflect the diverse society of teachers and student populations that they serve. This is supported by Assistant Superintendents and Superintendents who stated that Support Providers “mirror the community and student population.”

It is clear that collaboration between program personnel within and outside ICOE is ongoing. As evidenced through meeting agendas/minutes, the Program Director meets monthly with District Leads, Program Advisers, Human Resource Committees and Curriculum and Instruction Leaders Committee. Topics of meetings include but are not limited to: general ICOE business items; Induction updates, credential updates, common core implementation, and Program Advisor information. Interviews with the Assistant Superintendent of Educational Services and ICOE Professional Development Providers validate the processes in place for such collaboration.

Through attendance at BTSA Regional Meetings, the Program Director collaborates with other Program Directors, and receives important information regarding current legislation, budget information, and educational trends.

Most of the new teachers employed by Imperial County school districts receive their preliminary multiple/single subject credentials from ICOE’s Institute of Higher Education (IHE) partner, San Diego State University, Imperial County. Collaboration between program personnel and their main IHE partner was confirmed with the Program Director as well as an Instructor for SDSU and credential analyst. The Program Director delivers a presentation to exiting student teachers regarding the requirements to clear their preliminary credentials.

In reviewing evaluations and feedback forms from both FACT training and professional development offerings, it is clear that Support Providers, Advisors, District Leads and Professional Development Providers are regularly evaluated. Professional Development Providers and the Program Director describe how they meet following each professional

development activity delivered to analyze this feedback in order to determine necessary changes for future offerings. The Professional Development Planner reviewed during the site visit reflects the ongoing analysis and application of this process. In addition, the Assistant Superintendent of Educational Services meets with the Program Director and Professional Development Providers in the context of the Curriculum and Instruction Leaders meetings to determine next steps for all ICOE professional development based on the analysis of this data.

Standard 5: Admission

Standard Met

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

The Program Director, District Lead, the ICOE credential analyst, and each district's Human Resources department work collaboratively in identifying and advising Participating Teachers of their need to complete induction. The Program Director collaborates with consortium district HR personnel to determine new teacher eligibility and to make sure the Participating Teacher has a teaching assignment that allows them to work in his/her preliminary subject area. Interviews with the Program Director, the ICOE Director of HR, and the credential analyst verified that a system of "checks and balances" is in place to identify all possible induction candidates.

Once it has been determined that a teacher needs induction, the candidate completes the "new hire" form. A copy of that form is given to the Participating Teacher and to the Program Director. The Program Director then works with the ICOE credential analyst to verify the candidate's eligibility. Based upon the information on the New Hire Form, it is the Participating Teacher's responsibility to contact the program to begin the admissions process into the induction program within 30 days. The District Lead also contacts the Participating Teacher to remind him/her of the need to schedule an enrollment appointment with the Program Director and to attend the orientation meeting.

The program works with the consortium districts to promote the idea that every eligible teacher enrolls in the program thus ensuring applicants from diverse populations are admitted.

The program only admits Participating Teachers who are employed in consortium districts and who hold a preliminary multiple and/or single subject credential issued by the California Commission on Teacher Credentialing, thus indicating that the Participating Teacher possesses the appropriate pre-professional experiences, personal

characteristics including sensitivity to diverse populations, effective communication skills, basic academic skills and strong potential for professional effectiveness.

Standard 6: Advice and Assistance

Standard Met

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retain candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

A myriad of personnel advise and assist Participating Teachers during their two-year induction experience. This assistance begins at the district level where the Human Resources department informs the Participating Teacher that he/she needs to complete an induction program in order to clear their preliminary credential. At the program level, advice and assistance starts with the enrollment appointment with the Program Director. The enrollment appointment provides Participating Teachers with an overview of the program requirements, the program's responsibility toward the Participating Teacher, and the Early Completion Option. The Participating Teacher also receives the Professional Development Planner, which includes information about the FACT formative assessment system including directions for each module. The Participating Teacher's Support Provider, District Lead, and Advisor also provide ongoing advice and assistance. Review of program enrollment documents (new hire forms, program brochures, Participating Teacher professional development menus, etc.) and interviews with HR personnel validate the process that is in place for initial advice and assistance. Site Administrator's agree that the process ensures that no one "falls through the cracks." District HR personnel stated, "(the Program Director) and her staff are very proactive in running reports to determine if anyone has been left out."

Support Providers meet with their Participating Teacher 36 hours during each year of the program. It was confirmed by interviews that Support Providers assist their Participating Teacher(s) with completion of the program's formative assessment system modules, identification of professional development activities based upon the Participating Teacher's Individual Induction Plan, and the submission of required evidence. Each district provides a District Lead to work with both the Participating Teacher and Support Provider. As indicated by District Lead's logs and the Participating Teacher's Professional Development Planner, the District Lead meets monthly with the Participating Teacher to check progress, provide professional development as well as provide advice and assistance. Support Providers are encouraged to, and often attend, these professional development activities in order to further support Participating Teachers with implementation of the strategies learned. During interviews, Participating Teachers confirm how this multi-tiered support occurs and how responsive the program is to addressing their individual needs.

In addition to the Participating Teacher and the District Lead, each Participating Teacher is assigned an Advisor who meets with the Participating Teacher and Support Provider a minimum of three times per year to review FACT module completion and verify program requirements are met. During these advisement meetings, Advisors use the FACT module rubric to evaluate the quality of the Participating Teacher's FACT portfolio. Review of advisement meeting data such as completed FACT module rubrics and corresponding notes affirm that this process is occurring. Advisors report, they are able to "allay fears, answer questions," give guidance to first-year Support Providers, and identify appropriate evidence to support classroom implementation of the strategies gleaned from the professional development they attend.

All necessary program documents needed by the Participating Teacher are available in hard copy, electronically or both. Documents are housed on the program's website for easy access. To check on their progress, each Participating Teacher has access to their Induction Transcript. In viewing the transcript document, the Participating Teacher is able to view information such as the FACT modules completed, the professional development attended, and the dates of their advisement appointments. Advisors commented that the advisement meetings provide a venue for Participating Teachers to see evidence that demonstrates their ability to put theory into practice.

Ongoing communication between all program personnel ensures that Participating Teachers are making adequate progress in the program. Interviews substantiated that additional time and assistance is provided to those Participating Teachers who are not demonstrating progress as determined through advisement meetings. The Program Director, District Lead, and Support Provider are all involved in supporting Participating Teachers who are not able to meet program requirements.

Evidence of the Participating Teachers' progress towards meeting program requirements is collected at each advisement appointment and the Advisor completes the Induction Advisement Log along with the FACT module rubric. After examining the Advisement Log, such information as the date of the advisement, the number of hours recorded on the Coaching Log, professional development attended, FACT modules completed, evidence missing and next steps are noted. If any issues are identified during the advisement appointment those are also noted. Progress toward completion is also documented in the Participating Teacher's electronic file or transcript.

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

Imperial County Consortium BTSA Induction Program’s planned sequence of field-based and clinical experience follows a Plan, Teach, Reflect and Apply Cycle and allows new teachers to complete action research. ICOE uses the state-authored formative assessment for California Teachers (FACT) system. FACT allows the Participating Teacher the opportunity to apply their knowledge and skills within the context of their own classroom. Participating Teachers participate in reflective activities that allow them to judge the effectiveness of their instruction based upon student achievement data. In addition, the FACT modules allow the Participating Teacher to implement academic content standards. Review of Participating Teacher’s evidence of meeting program requirements collected during the advisement appointments validate that the formative assessment system is being implemented as intended.

Participating Teachers work with well-trained Support Providers who have demonstrated exemplary teaching practice in their own classrooms. To ensure the success of the Participating Teacher, he/she is matched with a Support Provider based on the same grade level, subject matter, and/or site availability. Interviews with Superintendents, Site Administrators, District Leads, district/site Human Resource personnel confirm that Participating Teacher and Support Provider matches are thoughtfully considered and based on choosing the “strongest teachers to be Support Providers.” Specifically, Participating Teachers who teach foreign language or math report that their content-alike “match” was instrumental to their success in the program.

During the two-year induction program, Participating Teachers attend both required and self-selected professional development to assist them in planning effective units of instruction as evidenced by the Professional Development Planner. In addition, Participating Teachers complete action research as part of the FACT system. Participating Teachers showcase what they learn through their action research by meeting with their Advisor who uses the FACT module rubric in conjunction with reflective conversations to evaluate the evidence provided by the Participating Teacher.

To support both the Participating Teacher and Support Provider, District Leads provide professional development and support. Review of meeting agendas and presentation materials provided by the Program Director affirm this ongoing support. District Leads are recruited and selected in a collaborative process involving site/district administration and the Program Director. District Leads are well prepared to meet their roles and responsibilities through both initial FACT training, ICOE and site professional

development, and monthly meetings with the Program Director. Interviews with the Program Director, District Leads, and Site Administrators as well as review of program documents confirm the process for the selection and support of the District Leads.

Support Providers are recruited and selected according to each individual district's protocol. Program documents and interviews clearly indicate that Support Providers are selected in a collaborative process involving district Human Resource contacts, the District Lead, the Site Administrator and the Program Director. As evidenced through the Verification of Qualifications Form, the Support Provider Agreement Form, and the Support Provider Welcome Letter districts are well aware of the criteria a Support Provider must meet before he/she can be considered for the position. Moreover, the roles and responsibilities of the Support Provider are clearly identified within those same documents. Once selected, new Support Providers must attend a three-day FACT training. Returning Support Providers must attend a one-day FACT Refresher training. Attendance at these trainings is confirmed through interviews with Support Providers and the Program Director. Support Providers receive ongoing training and support through their District Leads and attending Advisement meetings with their Participating Teacher.

As evidenced through completed Year Two FACT documents and through interviews, Participating Teachers demonstrate their ability to provide instruction for their diverse population of students. Participating Teachers choose three focus students, one student is an English Learner, one is a Special Populations student and the third is a student of their choice who possesses a unique challenge. Through action research, Participating Teachers are able to learn best practices when it comes to meeting these students' needs. Additional professional development is offered around the issue of diversity.

Standard 8: District Employed Supervisors

Not Applicable for BTSA Induction Programs

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

Findings

The ICOE BTSA Induction Program Director informs Participating Teachers of the program requirements to clear their preliminary general education multiple and single subject credentials at an initial, face-to-face, enrollment appointment. Participating Teachers then enroll in the program by signing the Agreement to Participate Form. A district and program sponsored orientation provides the venue for furthering the Participating Teachers' understanding of the program expectations and requirements. Throughout the two-year induction experience, Participating Teachers are provided with the required completion components as part of an ongoing advisement process. This was confirmed through interviews with Participating Teachers, Support Providers, Program Completers, the Program Director, Advisors, and through examination of Participating Teacher documents during the site visit. Data gathered over the two year experience allows Support Providers and Advisors to guide Participating Teachers in planning appropriate instruction for all students, as well as to utilize the state-adopted academic standards, assess and analyze student work, and continually reflect on their practice.

The formative assessment system (FACT) utilized in the ICOE BTSA Induction program provides multiple opportunities for Participating Teachers to participate in focused professional growth activities, collect evidence surrounding the CSTP and Induction Standards 5 and 6, as well as receive individualized support from a trained Support Provider. Reflection and continuous discussions surrounding collected evidence allow Participating Teachers to make professional judgments about their teaching practice. Advisors commented that the advisement meetings provide the venue for Participating Teachers to see evidence that demonstrates their ability to put theory into practice.

Participating Teachers collect and maintain all FACT documents and evidence supporting demonstration of induction program standards in a binder/folio. The Participating Teacher's formative assessment work and supporting evidence is reviewed through dedicated weekly meetings with their assigned Support Provider. In addition, Participating Teachers, along with their Support Providers, participate in advisement meetings three times annually where their formative assessment work and progress through the program requirements is monitored. During each of the advisement appointments, the Advisors utilize a Formative Assessment Quality Criteria Rubric to assess the FACT activities completed to date and provide feedback regarding the Participating Teacher's work. When additional assistance is needed, as determined by Participating Teacher surveys completed at the end of the advisement meetings and Advisor feedback, the Program Director, District Lead, district HR personnel, and Site Administrators intervene to ensure Participating Teachers are able to complete program requirements. The program maintains records of Participating Teachers' completion of

program requirements, including progress through the FACT system and professional development activities, via a database system transcript.

The Program Director meets individually with each Participating Teacher at a final advisement appointment. If it is determined that the Participating Teacher has completed all program requirements during the final advisement appointment, he/she participates in an exit interview. During this formal exit interview, a panel comprised of three members of professional educators and an Advisor assesses each Participating Teacher's competence and completion. The exit interview process is documented on the Exit Interview Rubric and given to the Program Director. Once the Program Director verifies the Participating Teacher's completion of program requirements and the exit interview occurs, the Program Director completes the Induction Form which the Participating Teacher submits to ICOE credential personnel for the online recommendation for the clear credential.

Examination of the Participating Teachers' FACT Module Rubrics, supporting FACT evidence and database transcripts during the site visit reflects the Participating Teachers' progress throughout the program is well-documented and reviewed through the advisement and exit interview process. Agendas/minutes from both Advisor and District Lead meetings indicate how the program collaborates on how to best assess the candidate's formative assessment work. The program's biennial reports from 2010 and 2012 indicate that the ICOE BTSA Induction program has a 92% average candidate completion rate.

Program Standards

General Education Induction

Program Design

The Imperial County Office of Education is the lead educational agency for the Imperial County Consortium BTSA Induction Program. The consortium incorporates all seventeen school districts throughout Imperial County. The leadership is best described as “multi-tiered and interactive.” An Advisory Team, consisting of the Imperial COE districts’ Curriculum and Instructional Leaders Committee, is advised of and oversees all aspects of program design and implementation, program standards application and major decisions. The Program Director leads the day-to-day operations of the program with the assistance of Program Advisors and District Leads. The Program Advisors oversee a reasonable caseload of enrolled Participating Teachers and participate in program decision making via monthly meetings with the Director. District Leads act as liaisons between the Induction program and the consortium districts. District Leads provide professional development trainings for enrolled Participating Teachers and Support Providers, and facilitate regularly scheduled advice and assistance meetings for Participating Teachers and their Support Providers.

District Leads are instrumental in providing ongoing communication and collaboration with Site Administrators regarding Site Administrator roles and responsibilities. Interviews with Site Administrators confirm that such communication is welcome and ongoing. Advisor and District Lead Meeting agendas/minutes reflect monthly collaboration with the Director to ensure that the induction program is responsive to Participating Teacher needs. Assigned by consortium districts, classroom-based Support Providers guide Participating Teachers through the Formative Assessment for California Teachers (FACT) system and optimize their Participating Teacher’s development as professional educators. Interviews and review of program documents confirm that the formative assessment system is being implemented as described in the program design.

The consortium goal is to prepare teachers to effectively instruct “today’s students” while earning their clear credential. Participating Teachers “learn by doing” through classroom based, experiential formative assessment activities supported through coaching. Timely, tailored professional development leads to classroom application as evidenced by the Participating Teachers’ Teaching Strategy Logs and affirmed through interviews with all stakeholders. The consortium’s goal is realized through logically sequenced extended preparation and professional development in the FACT formative assessment system. Participating teachers improve their professional practice over time with focused, on-the-job application of the *California Standards for the Teaching Profession (CSTP)* and the Standards of Quality and Effectiveness Program Standards 5 and 6 in order to provide students with effective instruction to master the state-adopted content standards at high performance level in the context of the Participating Teacher’s grade level/subject matter emphasis and district policies and initiatives. The consortium goal and partner districts

state, “their work is our work” confirming that “the work we are doing (educating ALL of today’s students) is the same.”

The Program Director maintains communication both formally and informally with one major Institute of Higher Education (IHE) partner and a local community college. Meeting agendas/minutes support that communication and collaboration occurs monthly.

Course of Study

The Participating Teacher’s journey through induction begins with a face-to-face enrollment appointment with the Program Director following an eligibility check by the Program Director and district and/or ICOE Human Resources staff. Once enrolled, the Participating Teacher is assigned a Support Provider by mutual agreement between the employing district, the District Lead, and Program Director. Highest priority is given to grade level and subject matter match to ensure an effective and supportive coaching relationship with these matches between the Participating Teacher and Support Provider. Once matched, both Participating Teachers and Support Providers attend a joint program and district led orientation explaining the induction requirements, expectations, and program opportunities. Trained Support Providers then begin the work of coaching their Participating Teachers through the formative assessment system FACT modules. Participating Teachers, Support Providers, and Site Administrators praise the matches as “excellent” and that few problems occur with these matches. Participating Teachers report that induction “didn’t even seem like work,” and program completers state they “still go to them” for help.

Year-one Participating Teachers begin Module A: Context for Teaching and Learning in the fall followed with Module B: Initial Assessment of Teaching Practice with a FACT focus of Creating a Healthy Learning Environment. In the spring, Year-one Participating Teachers continue with Module C: Inquiry into Teaching and Learning, focusing on Induction Standard 5: Pedagogy where the Participating Teacher continues to attend professional development and implement strategies learned. An Individual Induction Plan, developed by the Participating Teacher with the assistance of their Support Provider, guides the inquiry process. Year-one Participating Teachers conclude the academic year with Module D: Summary of Teaching and Learning which captures their professional learning and resulting student growth over the course of the academic year.

In year-two, Participating Teachers begin the fall with Module A: Context for Teaching and Learning and Module B: Initial Assessment of Teaching Practice. Year-two Participating Teachers continue with professional development through two Module C’s; Inquiry into Teaching and Learning focusing on Induction Standard 6: Universal Access: Equity for All Students (Teaching English Learners and Teaching Special Populations). Again, an Individual Induction Plan drives the focus for each inquiry. Module D: Summary of Teaching and Learning concludes the Participating Teacher’s induction experience. Participating Teachers state that the FACT process assists them in “being organized and focused” on their teaching and what is best for students. Program completers report that the FACT process/sequence wouldn’t have “made sense without being done in order.”

The Professional Development Planner, a menu of differentiated professional development choices organized around Induction Standards 5 and 6, provides Participating Teachers the opportunity, both initially and ongoing, to select relevant professional development activities. This timely and tailored professional development allows Participating Teachers to select professional development that is based on their prior knowledge, experience, interest, grade level/subject matter, inquiry focus, and district priorities/initiatives. Superintendents, Site Administrators, Support Providers, and Participating Teachers validate that a variety of professional development opportunities are provided by Imperial County Office of Education as well as other professional organizations in multiple venues such as traditional institutes and trainings, after school “mini trainings”, District Lead trainings, Saturday and summer trainings, professional conferences, and demonstration classroom observations. All stakeholders consider the professional development opportunities provided by ICOE to be the most valuable part of the BTSA Induction program. As one Site Administrator states, the professional development, “really supports the (whole) school at the end of the day. Participating Teachers become ‘test subjects’ for other teachers...providing the mechanism to move in a positive direction.” Participating Teachers say that attending the professional development provided them with “more tools and strategies in my belt,” and increased their confidence as a practitioner.

Candidate Competence

The Participating Teacher’s progress through FACT is monitored regularly via scheduled advisement appointments with Program Advisors. Advisors complete a Formative Assessment Quality Criteria Rubric (competent or exemplary application of the quality criteria) and review with the Participating Teacher the completion of FACT modules, professional development and classroom application. A culminating appointment or Final Advisement Appointment between the Participating Teacher and Program Director documents a three-way match between the Formative Assessment completion documents, the database transcript and the required file documents such as FACT completion forms. This ensures all necessary program requirements have been met by the Participating Teacher prior to the exit interview. The exit interview panel consists of three members of professional educators including a Program Advisor. Participating Teachers showcase and share their FACT work and demonstrate how induction has extended their learning and skill application beyond preliminary teacher preparation. Team members complete an Exit Interview Rubric to evaluate the Participating Teacher’s demonstration of advanced preparation and to indicate the Participating Teacher’s readiness for recommendation. The Program Director verifies all program requirements are met and recommends the Participating Teacher for a California Clear Teaching Credential.

Findings on Induction Program Standards:

After review of the institutional report, supporting documentation, the completion of interviews with various stakeholders, the team determined that all program standards are **Met** for the Imperial County Office of Education Consortium BTSA Induction General Education Induction Program.