

Report of the Revisit to Monterey County Office of Education October 2024

Overview

This agenda item presents the accreditation report on the revisit to **Monterey County Office of Education (MCOE)** that was conducted on October 7-9, 2024. This item includes the [October 2023](#) site visit report, the October 2024 revisit team findings, and the revisit recommendation. The institution offers a Teacher Induction program and a Clear Administrator Induction program.

Background

MCOE hosted an accreditation site visit on October 10-12, 2023. The report of that visit was presented to the Committee on Accreditation (COA) at its [October 2023](#) meeting. The COA agreed upon *Accreditation with Probationary Stipulations* for the institution and its credential programs. The stipulations issued by the COA were as follows:

1. By November 6, 2023, the program provides systemic evidence of compliance with the Induction Program precondition 5 that the Individual Learning Plan (ILP) developed and implemented by the candidate in collaboration with their mentor is not used for evaluative purposes.
2. Within one year, the program provides evidence that they have fully transitioned to the 2016 Induction Program Standards for Teacher Induction and the 2016 Clear Administrative Services Credential (CASC).
3. Within one year, the institution provide evidence that it:
 - a. has developed and articulated a research-based vision of teaching and learning that is clearly represented in all educator preparation programs. (CS 1)
 - b. actively involves faculty, instructional personnel, and relevant constituents in the organization, coordination, and decision making for all educator preparation programs. (CS 1)
 - c. ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P12 settings, college and university units and members of the broader educational community. (CS 1)
 - d. employs, assigns and retains only qualified persons to provide professional development and supervise field-based and clinical experiences. (CS 1)
 - e. establishes a credential recommendation process that ensures candidates recommended for the credential have met all requirements. (CS 1)
4. Within one year, the institution provide evidence that it
 - a. applies clearly defined criteria for acceptance into programs prior to candidates' participation in the program. (CS 2 – CASC)
 - b. uses evidence aligned to competency and performance expectations to guide candidate advisement and support efforts. (CS 2)
 - c. has and uses a clearly defined process to identify and support candidates who need

- additional assistance to meet competencies. (CS 2)
5. Within one year, the institution provide evidence that
 - a. site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner. (CS 3)
 - b. demonstrates that programs are effectively evaluating field work and clinical practice. (CS 3)
 6. Within one year, the institution provide evidence
 - a. of a comprehensive continuous improvement process that includes multiple sources of data at both the unit level and within each of the programs that identifies program and unit effectiveness and makes appropriate modifications based on findings. (CS 4)
 - b. that it assesses the effectiveness of the programs related to fieldwork and clinical practice and support services for candidates based upon regular and systematic data collection and analysis. (CS 4)
 - c. that it ensures that feedback from key constituencies such as employers and community partners about the quality of preparation is included. (CS 4)
 7. Within one year, the institution provide evidence that
 - a. it ensures that candidates demonstrate the knowledge and skills necessary to educate and support students with assessments that indicate whether they meet Commission adopted competency requirements. (CS 5, CASC, Teacher Induction)
 - b. The unit and its programs are having a positive impact on candidate learning and competence and on teaching and learning in schools. (CS 5)
 8. Within one year, for the Clear Administrative Services Credential program, the institution provide evidence that
 - a. it ensures that professional learning employs competency indicators that support a recommendation for the clear credential.
 - b. it ensures that assessment of candidate competence is grounded in the California Professional Standards for Education Leaders (CPSEL) proficiencies.
 - c. it collaborates formally with education organizations through partnership agreements to establish a professional education community structure that facilitates and supports induction activities.
 - d. each partner's contributions to the design and implementation of candidate preparation and certification are outlined through mutual contract or agreements.
 - e. it establishes regular communication with partners to ensure that each candidate builds a coherent individualized learning program.
 - f. it identifies the reporting relationships between personnel in educator preparation programs.
 - g. it assesses the quality of professional learning offerings using criteria that includes participant feedback and direct observation.
 - h. its program evaluation includes multiple measures.
 - i. formative feedback that program leaders provide to professional learning providers.
 - j. the use of a well-defined criteria that is used to select, prepare, assign, support and supervise coaches.

- k. implements effective training for coaches at all sites.
 - l. provides ongoing support for individual coaching challenges and reflection on coaching practice.
 - m. has clear procedures that are in place for the reassignment of coaches.
 - n. the program is regularly assessing the quality of services provided by coaches to candidates using criteria identified in the standard.
 - o. induction program leaders provide formative feedback to coaches.
 - p. an initial assessment, on-going formative assessment, benchmark and summative assessments are components of the induction program.
 - q. the candidate's performance goals consider both employer priorities and individual job responsibilities.
 - r. the program provides a minimum of forty hours of job-embedded coaching activities to support the development of leadership competencies.
 - s. candidates are able to select (not require) professional development offerings or opportunities that align with their goals as outlined in their IIP.
 - t. the professional development provided aligns to the CPSELs.
 - u. assessments are developed to measure candidate competence and performance.
 - v. multiple measures are used to inform the initial assessment.
 - w. the formative assessment that is used measures the candidate's progress towards mastery of the CPSELs.
 - x. use of a benchmark assessment conducted by the program midway through the program that evaluates the candidate's progress towards demonstration of competencies.
 - y. the program determines a candidate's level of competence that merits possession of a Clear Administrative Credential.
 - z. the program has a procedure for candidates to repeat portions of the program, as needed.
9. Within one year, for the Teacher Induction program, the institution provide evidence that
- a. a robust mentoring system that supports candidate work to meet the California Standards for the Teaching Profession (CSTP) is in effect.
 - b. the program articulates the Plan, Teach, Reflect and Apply cycle that is used as the basis for the mentor work for effective implementation that allows the candidate to demonstrate growth in the CSTP.
 - c. the development of the Individualized Learning Plan is driven by candidate needs.
 - d. ongoing training and support for mentors is provided that includes coaching and mentoring, goal setting, use of appropriate mentoring instruments, reflection on mentoring practice and program processes designed to support candidate growth and effectiveness in the CSTP.
 - e. the program is assessing candidate progress towards mastery of the CSTP.
 - f. the program is providing formative feedback to mentors on their work as individuals.
 - g. the program is providing a coherent overall system of support through the collaboration, communication and coordination between candidates, mentors, school

- and district administrators, and all members of the Induction system.
10. Provide quarterly written documentation to the Commission consultant documenting all actions to address the stipulations above.
 11. Within one year, the institution will host a focused revisit to verify required changes have been made in the program design and implementation aligned to the Common and Program Standards for both educator preparation programs offered.
 12. Until all stipulations have been removed, Monterey County Office of Education is not permitted to propose new credential programs for approval by the Committee on Accreditation.

Quarterly Reports

As part of the [October 2023](#) COA accreditation decision, MCOE was required to submit quarterly reports documenting the action taken and/or progress made to address each stipulation. Quarterly reports have been presented at the [January 2024](#), [March 2024](#), and [June 2024](#) COA meetings.

The Accreditation Revisit Team Recommendation

The October 2024 accreditation revisit focused on the stipulations from the October 2023 original site visit. Based on the evidence provided through the document review and interviews conducted during the October 2024 revisit, the team recommends that the COA remove 47 of the 56 stipulations assigned to the program in October of 2023 and that MCOE's accreditation status be changed from **Accreditation with Probationary Stipulations** to **Accreditation with Stipulations with a mid-year and end-of-year report to be delivered in February 2025 and August 2025 respectively.**

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

Institution: Monterey County Office of Education

Dates of Revisit: October 7-9, 2024

Accreditation Revisit Recommendation: Accreditation with Stipulations with a mid-year and end-of-year report

Rationale:

The unanimous recommendation of **Accreditation with Stipulations with a mid-year and end-of-year report** was based on a thorough review of relevant institutional and programmatic information and materials available prior to and during the accreditation site revisit as well as interviews with relevant constituent groups. Reviewers obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit’s operation.

Overall Recommendation

After reviewing the documentation and interviews with all relevant constituencies the team recommends removal of all stipulations except for stipulations 5a, 5b, 6b, 8n, 8o, 8x, 9e, 9f, and 12a and an accreditation status of **Accreditation with Stipulations with a mid-year and end-of-year report**.

The team recommendation is based on the evidence on the following stipulations:

1. Precondition Stipulation:	2024 Revisit Recommendations
a. Teacher Induction Precondition 5: That evidence is provided that Monterey County Office of Education program does not use Individual Learning Plans (ILP) that are developed by the candidate in collaboration with the mentor for evaluative purposes.	Removed at prior COA meeting
2. Within one year, the program evidence that they	2024 Revisit Recommendations
a. have fully transitioned to the 2016 Induction Program Standards for Teacher Induction and the 2016 Clear Administrative Services Credential (CASC).	Remove Stipulation

Since the initial site visit (October 2023), leadership at the Monterey County Office of Education

(MCOE) has instituted significant changes to staff assignment, policies, processes, and systems. Constituents noted that the program looks and feels entirely different. Candidates and mentors reported their satisfaction with the ability to individualize and felt that induction was no longer an additional activity but a reflection of the work they do every day. Mentors and coaches receive ongoing standards-aligned training on the new system of candidate support, have monthly opportunities to meet as a coaching or mentoring group with program staff, and can individualize their own professional learning based upon their needs through the variety of opportunities hosted by the Monterey County Office of Education. Prior to contracting with a professional development provider, leadership at the Monterey County Office of Education (MCOE) meets with the faculty to ensure that the session is aligned to the standards and meets the contextual needs of the candidates, coaches, and/or mentors. All program literature reflects current standards. Both the teacher induction and clear administrator induction programs are grounded in their respective set of current Commission adopted standards.

3. Within one year, the institution provide evidence that it:	2024 Revisit Recommendations
a. has developed and articulated a research-based vision of teaching and learning that is clearly represented in all educator preparation programs. (CS 1)	Remove Stipulation
b. actively involves faculty, instructional personnel, and relevant constituents in the organization, coordination, and decision making for all educator preparation programs. (CS 1)	Remove Stipulation
c. ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P12 settings, college and university units and members of the broader educational community. (CS 1)	Remove Stipulation
d. employs, assigns and retains only qualified persons to provide professional development and supervise field-based and clinical experiences. (CS 1)	Remove Stipulation
e. establishes a credential recommendation process that ensures candidates recommended for the credential have met all requirements. (CS 1)	Remove Stipulation

Document review and revisit interviews with multiple constituent groups confirm that the institution has developed and articulated a research-based vision of teaching and learning that is clearly represented in each program. The mission and vision are included in the program handbooks, and they are also reviewed in every program meeting with constituents, and prior to every professional learning opportunity. The revisit also confirmed the institution actively involves faculty, instructional personnel, and relevant constituents in the organization, coordination, and decision making for all programs. This is evidenced by the Educator Preparedness Advisory Committee (EPAC) advisory committee, representing candidates, mentors, coaches, community partners, institutions of higher education, employers and professional development faculty. The

four EPAC meetings that were held during the prior year serve as a continuation of the collaborative efforts to address the issue of teacher shortage in the region. Representatives from institutions of higher education, community colleges, school districts, learning foundations, and early childhood learning organizations provide and receive information relevant to the teacher preparation programs offered at MCOE. Many of the changes made to the program were informed by candidate, coach, and mentor feedback. In addition, the revisit confirmed the institution ensures faculty and instructional personnel regularly and systematically collaborates with P12 settings, college and university units and members of the broader educational community. Partnerships with the community colleges, California State University, Monterey Bay, and MCOE exist to improve the educator pipeline and to provide the districts within the county content area resources. These partners have collaborated to apply for Chevron Oil company grants and have been successful recipients of these grants coordinating to offer programs across the region.

Data analysis and interviews also confirmed the institution also has a clear procedure to employ, assign, and retain only qualified persons to provide professional development and supervise field-based and clinical experiences. All induction coaches and mentors were required to reapply for their position in the program and provide a statement about their personal philosophy of learning. After the application, individuals were selected to advance to an interview. After the interview, only those coaches and mentors whose mindset aligned with the mission and vision of the program were selected to serve candidates in the program. Interviews with coaches and mentors relayed that in the past people were begged to be a mentor or coach, now it is “an honor to be selected.” In the interviews with coaches, it was shared that there are high expectations of the coaches and that their work with candidates must be aligned to the CPSELs and in support of the candidate.

Interviews and data review confirmed the institution has a clearly established credential recommendation process that ensures candidates recommended for the credential have met all requirements. The credential analysts communicate with candidates who have additional renewal requirements early in the program to inform them if additional credential renewal requirements, such as coursework or testing, must be completed before a clear credential can be issued. Throughout the program year, the credential analysts have real-time access to candidate progress monitoring documents, and when candidates are confirmed for a credential recommendation, the analysts conduct a final review before making the recommendation.

4. Within one year, the institution provide evidence that it:	2024 Revisit Recommendations
a. applies clearly defined criteria for acceptance into programs prior to candidates’ participation in the program. (CS 2 – CASC)	Remove Stipulation
b. uses evidence aligned to competency and performance expectations to guide candidate advisement and support efforts. (CS 2)	Remove Stipulation

4. Within one year, the institution provide evidence that it:	2024 Revisit Recommendations
c. has and uses a clearly defined process to identify and support candidates who need additional assistance to meet competencies. (CS 2)	Remove Stipulation

During revisit interviews with key constituents, including the induction team, employers, coaches, and candidates, it was evident that the program applies clearly defined criteria for acceptance into programs prior to candidates’ participation in the program as outlined in the Clear Administrative Services Credential program handbook and enrollment procedure. Constituent interviews also confirmed the program uses evidence aligned to competency and performance expectations to guide candidate advisement and support efforts. Program advisers, mentors, coaches, and candidates verified the program has and uses a clearly defined process to identify and support candidates who need additional assistance to meet competencies. Interviews with the program’s constituents confirmed this and they reported that they appreciated the organization and clarity of the programs. One person noted that it was so helpful to have the Individualized Learning Plan (ILP) at the beginning of the year. Others were grateful for the implementation of Google Suites as the Learning Management System (LMS). Overwhelmingly, candidates, coaches, and mentors were focused on growth over time based upon competencies.

5. Within one year, the institution provide evidence that	2024 Revisit Recommendations
a. Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner. (CS 3)	Maintain Stipulation
b. Demonstrates that programs are effectively evaluating field work and clinical practice. (CS 3)	Maintain Stipulation

The Monterey County Office of Education has made significant progress in establishing a system of training and support for their coaches and mentors. Implementation of the more formal pieces of the evaluation system will occur at the mid-year and end-of-year mark. Other forms of evaluation that occur regularly, but are informal, are weekly office hours, email check-ins, monthly log checks, growth over time document feedback, and in-person conversations. All coaches are provided with the comprehensive Cognitive Coaching training, in addition to training that is specific to implementation of MCOEs induction program.

Prior to implementing the training and support, existing coaches and mentors needed to reapply to serve in their role within the program. Program staff wanted to ensure that all mentors and coaches had a learner’s mindset that aligned with the mission and vision of the induction programs. In this first year of implementing program changes, all coaches and mentors all participated in the similar initial training to ensure a baseline of skills were established for their respective roles. Then, based upon their individual needs, mentors and coaches select additional

professional development to improve their practice. Training offered includes cognitive coaching and training grounded in the processes used to support candidates to achieve growth over time in the competencies for their profession and for completion of the program. Coaches are required to select and attend five trainings as part of their professional growth. Coaches and mentors shared that they felt supported and appreciated through the weekly office hours, and the regular and clear communication provided by MCOE. Interviews with coaches and mentors confirmed that program staff have structures in place to provide feedback to mentors and coaches through mentor logs and on the candidates' individualized learning plans and individualized induction plans to ensure that goals are measurable, and resources are available to support both the candidate and mentor/coach. Coaches and mentors were impressed by how much has been done to transform the program and expressed appreciation for the immediate responses to their questions.

Rationale to Maintain Stipulations: The feedback system developed by the Monterey County Office of Education incorporates multiple sources of evidence collected over time. As this is a newly implemented process, feedback evidence for the mid-year and end-of-year checkpoints was not yet available during the site visit. However, evaluations of site-based supervisors, as well as evidence from fieldwork and clinical practice, will be available for review after the midway and year-end checkpoints.

6. Within one year, the institution provide evidence	2024 Revisit Recommendations
a. Of a comprehensive continuous improvement process that includes multiple sources of data at both the unit level and within each of the programs that identifies program and unit effectiveness and makes appropriate modifications based on findings. (CS 4)	Remove Stipulation
b. That it assesses the effectiveness of the programs related to fieldwork and clinical practice and support services for candidates based upon regular and systematic data collection and analysis. (CS 4)	Maintain Stipulation
c. That it ensures that feedback from key constituencies such as employers and community partners about the quality of preparation is included. (CS 4)	Remove Stipulation

At the time of the 2023 site visit, several facets of data collection and analysis were not in place. Additionally, the structure for the active involvement of faculty instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs was inconsistently evidenced. This stipulation was written to have the program provide evidence on actions leading to the collection and analysis of impact data. During the 2024 revisit, data review and interviews confirmed the institution has developed and is engaging in a comprehensive continuous improvement process that includes multiple sources of

data at both the unit level and within each program.

In January 2024, the institution hired an external agency to conduct focus groups to gather data. The institution used this data, along with program survey data and EPAC advisory committee feedback to make program improvements. Some of the program changes include a new Individualized Learning Plan (ILP), Individualized Induction Plan (IIP), growth over time document, Professional Learning Opportunities (PLO), coach and mentor training to ensure proper use of the program’s tools, and for coach and mentor professional development. Data reviews and interviews during the revisit also confirmed the institution ensures feedback from key constituencies about the quality of preparation is included. The unit has implemented focus groups, surveys, a weekly newsletter, and weekly office hours as opportunities to collect feedback about the program.

Based on the significant changes made since the accreditation site visit and the satisfaction reported by candidates, mentors, and other constituents, it is evident that the unit and the programs have made modifications to the programs that meet the needs of the participants and align to the program standards. Extensive feedback was provided through multiple measures and MCOE responded, this was noticed and reported by all participants who were interviewed at the revisit. The common answer to the question, “What’s different about the program(s)?” from each group interviewed was “everything, and in a good way.”

Rationale to Maintain Stipulation: During the revisit, it was evident that Monterey County Office of Education has developed and is engaging in a robust system of data collection including focus groups, review of ILPs and IIPs, survey results from candidates and mentors to assess the effectiveness of the programs related to fieldwork and clinical practice and support services for candidates. Currently data from focus groups and surveys are available from January 2024 and May 2024. Since this system is in its initial stages, MCOE needs more time to showcase the results of the data collection systems.

7. Within one year, the institution provide evidence that	2024 Revisit Recommendations
a. it ensures that candidates demonstrate the knowledge and skills necessary to educate and support students with assessments that indicate whether they meet Commission adopted competency requirements. (CS 5, CASC, Teacher Induction)	Remove Stipulation
b. The unit and its programs are having a positive impact on candidate learning and competence and on teaching and learning in schools. (CS 5)	Remove Stipulation

During the 2024 revisit, data reviews and interviews confirmed the institution is ensuring that candidates in the teacher induction and clear administrative services credential programs are demonstrating the knowledge and skills necessary to educate and support students with assessments that indicate whether they meet Commission adopted competency standards. This is

evidenced through the Individual Learning Plan (ILP) and Individual Induction Plan (IIP) and growth over time documentation. The institution has established a review process to provide feedback to candidates throughout the program. Candidates reported that participation in the program has allowed them to be a part of a community of learners dedicated to improving their professional practice. Mentors highlighted the opportunities they had for leadership within their profession as a result of their affiliation with the Monterey County Office of Education induction program. In addition, both candidates and mentors had high praise for the Professional Learning Opportunities (PLOs), stating that the strategies and skills learned were immediately applicable to their classrooms.

8. Within one year, for the Clear Administrative Services Credential program, the institution provide evidence that	2024 Revisit Recommendations
a. it ensures that professional learning employs competency indicators that support a recommendation for the clear credential.	Remove Stipulation
b. it ensures that assessment of candidate competence is grounded in the California Professional Standards for Education Leaders (CPSEL) proficiencies.	Remove Stipulation
c. it collaborates formally with education organizations through partnership agreements to establish a professional education community structure that facilitates and supports induction activities.	Remove Stipulation
d. each partner’s contributions to the design and implementation of candidate preparation and certification are outlined through mutual contract or agreements.	Remove Stipulation
e. it establishes regular communication with partners to ensure that each candidate builds a coherent individualized learning program.	Remove Stipulation
f. it identifies the reporting relationships between personnel in educator preparation programs.	Remove Stipulation
g. it assesses the quality of professional learning offerings using criteria that includes participant feedback and direct observation.	Remove Stipulation
h. its program evaluation includes multiple measures.	Remove Stipulation
i. formative feedback that program leaders provide to professional learning providers.	Remove Stipulation
j. the use of a well-defined criteria that is used to select, prepare, assign, support and supervise coaches.	Remove Stipulation
k. implements effective training for coaches at all sites.	Remove Stipulation
l. provides ongoing support for individual coaching challenges and reflection on coaching practice.	Remove Stipulation

8. Within one year, for the Clear Administrative Services Credential program, the institution provide evidence that	2024 Revisit Recommendations
m. has clear procedures that are in place for the reassignment of coaches.	Remove Stipulation
n. the program is regularly assessing the quality of services provided by coaches to candidates using criteria identified in the standard.	Maintain Stipulation
o. induction program leaders provide formative feedback to coaches.	Maintain Stipulation
p. an initial assessment, on-going formative assessment, benchmark and summative assessments are components of the induction program.	Remove Stipulation
q. the candidate’s performance goals consider both employer priorities and individual job responsibilities.	Remove Stipulation
r. the program provides a minimum of forty hours of job-embedded coaching activities to support the development of leadership competencies.	Remove Stipulation
s. candidates are able to select (not require) professional development offerings or opportunities that align with their goals as outlined in their IIP.	Remove Stipulation
t. the professional development provided aligns to the CPSELs.	Remove Stipulation
u. assessments are developed to measure candidate competence and performance.	Remove Stipulation
a. multiple measures are used to inform the initial assessment.	Remove Stipulation
w. the formative assessment that is used measures the candidate’s progress towards mastery of the CPSELs.	Remove Stipulation
x. use of a benchmark assessment conducted by the program midway through the program that evaluates the candidate’s progress towards demonstration of competencies.	Maintain Stipulation
y. the program determines a candidate’s level of competence that merits possession of a Clear Administrative Credential.	Remove Stipulation
z. the program has a procedure for candidates to repeat portions of the program, as needed.	Remove Stipulation

Since the initial site visit (October 2023), MCOE leadership has enacted substantial changes to program staffing, policies, processes, and systems. Interviews with program leadership, candidates, coaches, faculty, and partners, coupled with a comprehensive review of program

documents, confirm that MCOE has successfully implemented modifications to their California Administrative Services Credential program. These changes encompass a variety of elements, including the appointment of a new program director and additional support staff to facilitate the implementation of the new programmatic initiatives. MCOE has also reconstituted the advisory committee to analyze data and provide ongoing recommendations. Communication with the community, including candidates, coaches, faculty, and partners, has been consistent and transparent since the initial accreditation site visit.

There is now a clear and documented process to hire, train, and support coaches that are aligned to program and common standards. The mission and vision of the program is one that relies on a learner's mindset and equity centered leadership practices. Program leadership required all existing coaches to submit a new application along with a statement of learning philosophy. Care was taken to select those coaches who best fit the mission and vision of the program. When coaches were interviewed at the revisit, it was noted that the selection process was rigorous and that holding the position is now considered an honor. The weekly newsletter showcases the "Coach of the Month" which serves as one form of recognition coaches may receive.

Coaches confirmed that they received a pre-orientation and an orientation to ensure that they understood the expectations for their role, had the foundational skills for coaching and to provide them with an overview of the new program components. Coaches meet weekly and have access to weekly office hours to seek out assistance from program staff. In addition, coaches are required to select a minimum of five Professional Learning Opportunities (PLOs) to attend to improve their professional practice. Coaches reported that they appreciate the structure and organization of the program, and that communication is quick and responsive to their needs. Coaches are highly complimentary of the institution of the triad meeting with the candidate's supervisor. They like that "everybody is on the same page." Candidates in their second year of the program were appreciative that the program no longer feels like they are checking boxes, instead it reflects their actual work. All candidates interviewed expressed that they were thankful that the program is "tailored to our individual plan," "super clear," "responsive to emails and phone calls," and "tied to the standards."

One candidate noted that the first PLO they attended was "different and higher quality than anything they did last year." The overwhelming response collected via interviews across the constituents was positive and supportive for the changes that have been made. A comprehensive handbook contains details related to the program and is provided to candidates and coaches via hard copy at the orientation. It is also accessible on the program's website.

Rationale to Maintain Stipulations: While the clear administrative services program has shown evidence of processes to assess the quality of coaches and has plans to provide formative feedback to coaches, at the time of the revisit, there was no evidence that the program regularly assesses coaches or provides coaches with formative feedback. Coaches were unclear how the goals set with program staff would be used for feedback or their annual evaluation. Additionally,

administrative services credential program staff has shown evidence of benchmark assessments and systems to assess and track candidates’ progress towards competency, however, there was no evidence of the program implementing the new systems to determine whether a candidate’s level of competence merits a Clear Administrative Credential given the timing of the revisit.

9. Within one year, for the Teacher Induction program, the institution provide evidence that	2024 Revisit Recommendations
a. a robust mentoring system that supports candidate work to meet the California Standards for the Teaching Profession (CSTP) is in effect.	Remove Stipulation
b. the program articulates the Plan, Teach, Reflect and Apply cycle that is used as the basis for the mentor work for effective implementation that allows the candidate to demonstrate growth in the CSTP.	Remove Stipulation
c. the development of the Individualized Learning Plan is driven by candidate needs.	Remove Stipulation
d. ongoing training and support for mentors is provided that includes coaching and mentoring, goal setting, use of appropriate mentoring instruments, reflection on mentoring practice and program processes designed to support candidate growth and effectiveness in the CSTP.	Remove Stipulation
e. the program is assessing candidate progress towards mastery of the CSTP.	Maintain Stipulation
f. the program is providing formative feedback to mentors on their work as individuals.	Maintain Stipulation
g. the program is providing a coherent overall system of support through the collaboration, communication and coordination between candidates, mentors, school and district administrators, and all members of the Induction system.	Remove Stipulation

Since the initial site visit in October 2023, MCOE leadership has developed and implemented processes, procedures, and documentation aligned with program standards. Teacher induction mentors receive ongoing cognitive coaching training, equipping them with the appropriate tools and mentoring strategies. Additionally, optional sessions are offered to help mentors support candidates in meeting induction requirements and using documents that facilitate growth and effectiveness in the California Standards for the Teaching Profession (CSTP).

The Plan, Teach, Reflect, Apply (PTRA) cycle is deeply embedded in reflective conversations and required activities throughout the induction journey, as evidenced in the ILP and confirmed by mentors. Candidates specifically use the growth over time tool to reflect on their progress in relation to the CSTP. Evidence is collected to support their documentation of progress. Mentors overwhelmingly reported that the ILP is driven by the needs of the candidate. One mentor noted

that “this program is clearer for the candidate because everything is linked in the ILP; it is more streamlined.” During each weekly meeting, mentors document the time spent with their candidate, verify it in a mentor log, and note which CSTP they focused on during their support. Some mentors reported receiving emails on Mondays from program leadership reminding them to complete something, in addition to the weekly newsletter.

Program advisors continue to collaborate with MCOE leadership, serving as liaisons for their respective districts. MCOE works closely with this team to support the unique needs of each LEA while also providing space for regular meetings throughout the year. Program advisors noted that communication is more purposeful this year. Partner district representatives reported that they are getting positive feedback around the flexibility and support for candidates.

Rationale to Maintain Stipulations: A formative feedback system for teacher induction mentors has been established. In addition to regular reminder emails, weekly newsletters, and weekly office hours for support, the program provides specific feedback to each mentor on their work with candidates, particularly related to the ILP and mentoring practices. Monterey COE has developed a growth-over-time system for mentors and candidates to assess candidates' progress toward mastery of the California Standards for the Teaching Profession (CSTP). This feedback is documented through Google Suites and the ILP.

This system documents the candidate’s development, including supporting evidence, and was implemented at the start of the 2023-24 school year. Both mentors and candidates have been trained on the tool's purpose, though more time is needed for full implementation.

10. Provide quarterly written documentation	2024 Revisit Recommendations
a. to the Commission consultant documenting all actions to address the stipulations above.	Remove Stipulation

Monterey County Office of Education provided quarterly written documentation at the [January 2024](#), [March 2024](#), and [June 2024](#) COA meetings.

11. Within one year, the institution will	2024 Revisit Recommendations
a. host a focused revisit to verify required changes have been made in the program design and implementation aligned to the Common and Program Standards for both educator preparation programs offered.	Remove Stipulation

Monterey County Office of Education hosted a revisit October 7-9, 2024.

12. Until all stipulations have been removed,	2024 Revisit Recommendations
a. Monterey County Office of Education is not permitted to	Maintain Stipulation

12. Until all stipulations have been removed,	2024 Revisit Recommendations
propose new credential programs for approval by the Committee on Accreditation.	

Rationale: This stipulation will remain in effect until all stipulations are removed or may be removed if the COA decides to remove this stipulation given the significant progress that Monterey County Office of Education has made.

Accreditation Revisit Team

Team Lead:

Amanda Baird
Orange County Department of Education

Program Reviewers:

Kitty Fortner
CSU Dominguez Hills

Common Standards:

Christina Mendez
Los Angeles Unified School District

Lisa Gault
Sutter County Superintendent of Schools

Staff to the Visit:

Sarah Solari Colombini
Stephanie Morgado
Commission on Teacher Credentialing

Documents Reviewed

Learning Management System (LMS)
Meeting Minutes
MCOE Accreditation Website
Coach Training Schedules
Coach Training Content and Resources
Data-driven decisions
Survey Results
Training documents and slide deck
Mentor and Candidate Collaborative Logs
Precondition Responses
Mentor-Candidate Shared Google Drive
Individualized Learning Plan (ILP)

Individualized Induction Plan (IIP)
Program Handbooks
Credential tracking documents
Monthly newsletters
Faculty Contracts
Mentor and Candidate Memorandum of Understanding (MOUs)
District Memorandum of Understanding (MOUs)
Candidate and Mentor Professional Learning Opportunities
Growth over time documentation

Interviews Conducted

Constituents	TOTAL
Candidates	63
Employers	5
Institutional Administration	2
Program Directors	10
Mentors/Coaches	56
Program Advisors	11
Credential Analysts and Staff	2
Faculty	7
Advisory Board Members	7
Data Specialists	3
TOTAL	166

Note: In some cases, individuals were interviewed more than once due to multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed

Summary of Revisit

After the October 2023 accreditation site visit, Monterey County Office of Education was faced with addressing 56 stipulations and an accreditation status of *Accreditation with Probationary Stipulations*. Exactly one year later, both teacher and administrator induction programs have been transformed. The approach to revising these programs was strategic and thorough. There was an exhaustive and comprehensive collection and analysis of feedback. With a clear mission and vision, systems and training were developed, and staff were selected to ensure that the mission and vision were fulfilled. The consistent message at every interview was as appreciation for the clarity and coherence of the program, the flexibility provided with the structure of the program to meet each candidate, coach, and mentor’s needs while maintaining fidelity to the standards. Every component of the program is aligned with the respective program standards. Each constituency group understood their role and responsibility within the teacher and administrator preparation programs offered and felt that they were valued and contributed to the overall system. To have the consistent cohesiveness across the range of individuals and groups the programs interface with, speaks to the quality of the new program design. The accreditation site visit team looks forward to seeing the continued implementation of this system and these two standards-aligned programs.