Report of Actions Taken by Napa County Office of Education to Address Stipulations
March 2020

Overview

This report provides for discussion the report of Napa County Office of Education (Napa COE) describing the actions the program has taken to address stipulations.

Staff Recommendation

That the COA remove all stipulations and change the accreditation status from **Accreditation with Stipulations** to **Accreditation**.

Background

An accreditation visit for the Napa COE took place on January 14-16, 2019. The full report is available here: Napa COE Accreditation Report March 2019.

The accreditation status granted to Napa COE by the COA at the March, 2019 meeting was **Accreditation with Stipulations.** The link to the full letter from the COA with stipulations is here: Napa COE Stipulations.

The COA placed the following stipulations on Napa COE:

1. That within one year, Napa COE provides evidence that it has established a systematic manner in which mentors are evaluated and recognized.
2. That within one year, Napa COE demonstrates that the Unit leadership provides institutional support required to address the needs of the teacher induction program considering the interests of the program within the institution, and that the education unit systematically analyzes data to promote continuous improvement.

Napa COE provided a first draft of the report on January 17,2020, and the final report to staff on January 27, 2020. This report addresses both stipulations and follows up on all standards that were met with concern.

The information below summarizes the actions taken by Napa COE to address the two stipulations.

Summary of Actions Taken by Napa COE to Address Stipulations

Stipulation 1: The institution provides evidence that it has established a systematic manner in which mentors are evaluated and recognized.

Summary of Action Taken by NCOE:
Napa COE has established a systematic manner in which mentors are evaluated through use of a Mentor Self-Assessment, leading mentors to set an individual goal. Tri-annually, mentors receive individual formative feedback for growth. Additionally, this self-assessment and goal is utilized by Mentor Leads during one on one conversations midyear. Data on mentor services is collected through biannual surveys, analyzed by the Advisory Board for trends, and recommendations for revisions adopted. Survey results are shared with all mentors to recognize support most appreciated by candidates and identify potential areas for growth in the mentor services. Individual data on mentor services is gathered midyear through a confidential candidate survey to recognize strengths and areas where a candidate is requesting additional support. Formal recognition of mentors occurs annually at the end of the year Colloquium in front of candidates, mentors, site, district and county administrators.

Evidence:
To provide opportunity for mentor evaluation and reflection, NCOE Teacher Induction utilizes an individual **Mentor Self-Assessment rubric**. The categories in this rubric come from the Program Standard description of the mentor role and requirements. The self-assessment invites each mentor to score between 1 - 3 in six categories: "just in time" support, induction documentation, mentor observation, mentor training, mentor self-assessment, and capacity building. The rubric allows each mentor to identify areas of strength and growth within the role, and set an individual goal for growth during the year. Mentors will revisit this growth goal three times per year in mentor sessions, and receive individualized formative feedback from the program manager on their goal in the **Mentor Growth Goal document**. Additionally, this self-assessment will be the tool used by Mentor Leads during one on one **Continuous Growth Conversations** (see Part 3) occurring midyear.

Feedback is focused on mentor skills and the growth goal identified from mentor self-assessment. In addition to coaching mentors, the program manager will direct the mentor to targeted resources that will support ongoing growth from research based materials. Individual follow up is utilized as necessary for mentors requiring more intensive support.

Rationale and Recommendation: Remove Stipulation
Napa COE has provided evidence that it has established a systematic manner in which mentors are evaluated and recognized.

Stipulation 2: The institution demonstrates that the Unit Leadership provides institutional support required to address the needs of the teacher induction program considering the interests of the program within the institution, and that the education unit regularly and systematically analyzes data to promote continuous improvement.

Summary of Action Taken by NCOE:

Napa COE has established a system of regular communication between the program leadership and unit leadership through the department director. Following each quarterly Advisory Board meeting, program leadership and the director meet to review program data, Board data analysis, and Board recommendations for continuous growth. The director then meets with unit leadership to analyze data, share Board feedback and recommendations, and collaborate on the support necessary to maintain quality of program services.

Evidence

NCOE unit leadership meets regularly with the department Director to review program data and Advisory Board recommendations for continuous program improvement. Unit leadership uses program data to assess the quality of services for the districts and schools served within the consortium, and make modifications to promote unit effectiveness. **Agenda and notes** provide both program manager meetings with the Director and unit leadership feedback.

At the time of this report, Napa COE has implemented this process for one year. NCOE expects that establishing these program changes to mentor evaluation and recognition will advance mentor skills, focus mentor training services, and ultimately provide a stronger system of support for all candidates. Additionally, including unit leadership in regular cycles of continuous growth based on program data strengthens our capacity to provide a cohesive assessment of the quality of program services provided to the schools and districts within our consortium.

In addition to the system of formative mentor evaluation and feedback described above, data is collected on mentor services through surveys. This is done anonymously on a biannual basis and survey data analyzed by the Advisory Board in cycles of continuous growth. Survey results are shared out during Mentor Networking sessions to recognize the support most appreciated by candidates and identify potential areas for growth. In order to gather more specific data, candidates complete a **survey** midyear providing non-anonymous feedback on their mentor services. This feedback is also shared with mentors, offering an opportunity for individual recognition of strengths and areas where more support may be requested by the candidate. Formal recognition of mentors in front of stakeholders occurs at the end of year Colloquium when each mentor is noted in the presentation, asked to stand and receive applause, and given a small token of our appreciation for their service and dedication to the role. During the Colloquium, candidates also write a brief note of appreciation to share with their mentor and table group.