Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at
Sacramento County Office of Education

Professional Services Division

May 2023

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Sacramento County Office of Education**. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation** is made for the institution.

Common Standards and Program Standard Decisions
For All Commission Approved Programs Offered by the Institution

Common Standards	Status
1) Institutional Infrastructure to Support Educator Preparation	Met
2) Candidate Recruitment and Support	Met
3) Course of Study, Fieldwork and Clinical Practice	Met
4) Continuous Improvement	Met
5) Program Impact	Met

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Preliminary Multple Subject Intern	6	6		
Preliminary Single Subject Intern	6	6		
Preliminary Education Specialist Intern – Mild to Moderate Support Needs	6	6		
Clear Teacher Induction	6	6		
Preliminary Administrative Services	9	9		
Clear Administrative Services	5	5		

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 Documentation and Evidence
- 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: **Sacramento County Office of Education**

Dates of Visit: **February 5-8, 2023**

Accreditation Team Recommendation: Accreditation

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Previous History of Accreditation Status

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Accreditation Reports	Accreditation Status
Date: [April 20, 2015](#)	[Accreditation](#)

Rationale:
The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, graduates, and local school personnel. The team 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. The decision pertaining to the **Accreditation** status of the institution was based upon the following:

Preconditions
All Preconditions were found to be aligned.

Program Standards
All program standards for the Preliminary Multiple Subject Intern were **met**.

All program standards for the Preliminary Single Subject Intern were **met**.

All program standards for the Preliminary Education Specialist Intern – Mild to Moderate Support Needs (MMSN) were **met**.

All program standards for the Clear Teacher Induction Program were **met**.

All program standards for the Preliminary Administrative Services Credential were **met**.

All program standards for the Clear Administrative Services Credential were **met**.

Common Standards
All Common Standards were found to be **met**.

Overall Recommendation
Based on the fact that the team found that all Preconditions were aligned, and all Program and Common Standards were found to be **met**, the team recommends **Accreditation**.

On the basis of this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements.

- Preliminary Multiple Subject Intern

- Preliminary Single Subject Intern

- Preliminary Education Specialist Intern – Mild to Moderate Support Needs (MMSN)

- Clear Teacher Induction Program

- Preliminary Administrative Services Credential

- Clear Administrative Services Credential

In addition, staff recommends that:

- The Sacramento County Office of Education's response to the preconditions be accepted.
- Sacramento County Office of Education be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Sacramento County Office of Education continues 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

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Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Precondition Responses
Course Syllabi and Course of Study
Candidate Advisement Materials
Accreditation Website
Faculty Vitae
Candidate Files
Assessment Materials

Candidate Handbooks
Survey Results
Performance Expectation Materials
Precondition Responses
TPA Results and Analysis
CalAPA Results and Analysis
Examination Results
Accreditation Data Dashboard
Meeting Agendas and Minutes
SCOE Data Dashboard

Interviews Conducted

Interviewed	Total
Institutional Leadership	3
Advisories	10
Employers	31
Faculty	20
Field Coaches	48
Site Mentors	37
Candidates	109
PD Designers	5
Program Analyst	3
Program Director	7
Completers	48
PD Facilitators	11
District Coordinators	10
Deputy Superintendent	1
Superintendent	1
Credential Analyst	1
President, Research Group	1
Total	**346**

Background Information:
The Sacramento County Office of Education (SCOE) is one of 58 county offices of education in California. The Sacramento County extends from the low delta lands between the Sacramento and San Joaquin rivers, north to about ten miles beyond the State Capitol, and east to the foothills of the Sierra Nevada Mountains.

SCOE has a leadership role in the delivery of educational services to both the students and adults in Sacramento County. SCOE directly educates more than 30,000 children and adults – including thousands of district teachers who attend training sessions and workshops. SCOE also provides support services to more than 243,000 students (source: 2021-22 DataQuest) in thirteen school districts. SCOE serves as the LEA for the Commission-accredited professional preparation programs located within the SCOE School of Education.

Education Unit:
The SCOE School of Education prepares and develops teachers and leaders for the Capital region and beyond. The School of Education supports those with bachelor's degrees in earning their Preliminary Teacher credential through an Intern program while those credentialed educators aspiring to be leaders can earn their Preliminary Administrative Services Credential

through the Leadership Institute. Additionally, the School of Education offers induction programs to support teachers and administrators in clearing their preliminary credentials.

Table 2: Enrolled and Completer Data

Program Name	Number of Program Completers (2021-22)	Number of Candidates Enrolled (2022-23)
Preliminary Multiple Subject Intern	11	34
Preliminary Single Subject Intern	9	19
Preliminary Education Specialist Intern: Mild Moderate Support Needs (MMSN)	31	41
Clear Teacher Induction Program	720	770
Preliminary Administrative Services	54	66
Clear Administrative Services	65	145

The Visit

Due to the COVID-19 pandemic, this site visit was conducted virtually. Institutional stakeholders were interviewed via technology. The visit proceeded in accordance with all normal accreditation protocols.

After reviewing all relevant preconditions for this institution, all preconditions have been found to be aligned for Sacramento County Office of Education.

PROGRAM REPORTS

Multiple and Single Subjects (MS/SS) Teacher Intern Program

Program Design
The Sacramento County Office of Education (SCOE) has developed a comprehensive system of professional development and teacher preparation that produces teachers for the diverse constituency of the Capital area through an intern pathway. The intern program includes coursework in Single Subject Math or Science and Multiple Subjects. It provides an alternative pathway to traditional teacher preparation programs by offering an accelerated entry to teaching. There is a mandatory four-course, 120-hour preservice requirement; interns then have two years of ongoing field-based curriculum to support them in their classrooms as they assume their roles as teachers of record.

The program director and program coordinator are responsible for all aspects of program leadership. Each candidate is supported by an on-site district-employed mentor, a SCOE field coach, numerous SCOE faculty, two advisory boards and a SCOE group of professional development designers. Candidates, faculty, and staff are supported by the program analyst, who assumes many of the fiscal, organizational, and monitoring duties and assists candidates in applying for credentials. A significant majority of interviewees stated how the organizational structure supports, nurtures, and communicates with these nascent teachers by a myriad of delivery methods.

The program has multiple ways of communicating -- with each stakeholder group, with candidates, and candidates with each other. There are interactive orientation meetings which invite participants to understand and broaden their commitment to the program via small- and large-group learning opportunities. Formal meetings for each group are regular and calendared; informal meetings are random and frequent. The School of Education utilizes a dashboard that serves as a primary tool for communication both between the candidate and the program, used by faculty and coaches and candidates to keep track of requirements, progress, timelines, due dates, and assessment results. The initial program information comes through the handbook, which informs prospective interns about the program, requirements, responsibilities, services, conduct, policies, and evaluation of their program, and introduces them to the resources at their disposal.

Candidates participate in regularly scheduled meetings with both their site-based mentors and with their SCOE coaches. "Quad" meetings are also held, which loop in the principal, the candidate, the coach, and the mentor -- to go over assignments or just to spend time discussing progress or an issue the candidate is facing. Faculty continue their involvement with candidates beyond the classroom by sharing their cell numbers and visiting candidates at their sites. Informal "just in time" connections happen frequently online, via text or cell. Interviews with

candidates indicated that they feel strongly supported by each of the people in these roles – "It's almost like we have wraparound services!"

Course of Study (Curriculum and Field Experience)
The program begins with candidates signing a letter of commitment, which assures that they have become aware of program commitments for themselves as interns and from SCOE (benefits, fees, confidentiality, and timelines). Information sessions and in-person meetings further explain interns' next steps. Of the pre-service coursework, "Introduction to Classroom Management and Positive Environments" is near the beginning while subsequent coursework gives candidates overviews of essential learning to equip them to enter any classroom – special populations, second language development, literacy and lesson planning, and assessment – all with the lens of becoming capable of teaching in diverse classrooms. Candidates reported feeling grateful for the sequencing of the courses, so that when they were exposed to further instruction, they had developed scaffolding and could assimilate new information effectively. Once they are in their classrooms, their courses are logically sequenced to continue to broaden and extend their capabilities.

Some additions to the protocols have been made in the past two years as survey information indicated some specific needs. A few examples include:
- Wednesday sessions that are focused on parts of the TPA are now regular parts of the program.
- When data indicated that interns needed more support, SCOE budgeted an extra year of mentoring.
- Quad and triad meetings are frequent, and coaches and faculty report how they have strengthened their abilities to "come alongside" their candidates in more effective ways.

This "come alongside' phrase seems to have permeated many of the constituent groups that were interviewed and is borne out in survey data. Almost 90% of participants report that their preparation to teach was "effective" or "very effective." They spoke of the responsiveness of the leadership and the trust that the leadership had earned, and faculty said they were focused on not just producing strong teachers, but "creating better humans." One spoke of a "family" feeling with the "interconnectedness" between candidates and staff. Another said that they were "passionate about building relationships" – and teaching is their vehicle. Survey data indicated that this support has been bearing fruit as the program received high marks in guiding interns to create safe and respectful environments. To further apply the coursework to the classroom, faculty focus on teaching strategies that model good instruction. They point out to candidates how they (candidates) can use "what we just did in class." Faculty were given high marks in their willingness and ability to respond to candidate requests.

Assessment of Candidates
As confirmed by the syllabi and in interviews, coursework specifically addresses the TPEs and helps candidates achieve competence in each component. Candidates especially expressed gratitude for the support in TPEs and the CalTPA. TPEs are integrated into each course so that candidates can apply their learning in their classrooms. One coach commented that they were

ecstatic that what had been taught in the previous week's "Super Saturday" was demonstrated in class the following Monday.

Formatively, interns are assessed on an ongoing basis by their site mentors and SCOE field coaches via the Coach Observation Scoring Rubric, which indicates demonstrated progress (Emerging, Exploring, Applying) in each TPE. Each course also contains individual assessments. All assignments in a course are graded and must be passed for the intern to receive course credit.

Interns collaboratively create an Individual Development Plan which addresses the TPEs and in which the intern identifies areas of strength and areas in which to grow. The coach monitors and supports the interns as they develop and progress. The School of Education Dashboard is always available to monitor progress, and candidates gain a clear understanding of their progress, deadlines, etc.

Candidates are assessed often, both formally and informally – by coaches, mentors, and faculty. The importance of the site mentor cannot be overstated. In one case, the candidate used the word "Lifesaver – they helped me to navigate the politics I found myself in the middle of." Regardless, candidates report being satisfied or "very satisfied" with their mentor relationships.

Findings on Standards
After review of the institutional report and supporting documentation and after conducting interviews of candidates, completers, faculty, employers, field coaches, professional development designers, and site mentors, the team has determined that all program standards are **met**.

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Preliminary Education Specialist Intern Program:
Mild to Moderate Support Needs (MMSN)

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Program Design
The SCOE School of Education has designed a program for the Mild to Moderate Support Needs (MMSN) credential that is cohesive, founded on evidence-based practices, and provides interns with the knowledge and skills to meet the needs of students in a full range of service delivery options in areas authorized by the credential. The preparation in the SCOE School of Education MMSN Intern program provides the opportunity for candidates to learn about and practice competencies relating to the education of students with disabilities under a theoretical framework that includes the TPEs, high quality first instruction, culturally and linguistically responsive teaching, universal design for learning and a whole-child design blueprint. Specific foundational research that undergirds the program is based on the research of Honig et al. (2018) and Marzano (2003).

SCOE MMSN Intern program is led by the program director and supported by the program coordinator and program analyst (together, the three make up the "program team"). The SoE is in turn led by the Executive Director, and the leadership is accessible to the students, faculty, and staff of the MMSN Intern program. Communication is facilitated through the program team, to the institution and vice versa. Of note is the team structure and collegiality of the

program's leadership and the focus on relationships both within the program itself and with the local education agencies who employ the interns in their classrooms. Participants spoke about the accessibility of the program's leadership, the ability for them to communicate their needs, and the ability to solicit feedback. Faculty also communicated with the program team and reflected on the support provided when issues arose. Specific examples were provided about the responsiveness of the program leadership, and the effectiveness by which problems were solved. Faculty and field coaches commented on the presence of the program team as they spent significant time with candidates in their classrooms and building relationships with them. A clear organizational structure for the communication between the institution and SoE programs was provided.

Constituents of the program were able to provide feedback to the program leadership in various ways. The program team continuously sought feedback through surveys, meetings, and communication with the various entities participating in the program development and process. An Advisory Board, made up of local education agencies who participate in the program, conducts surveys with employers, coaches, and mentors where feedback on the program, the preparation of the interns, and the overall program is solicited. Interviewees from the site visit indicated that they felt heard, supported, and respected by the program team. They also provided examples on how the team supported them by "coming alongside" with them to have tough conversations and even engage them in learning new skills.

The MMSN Intern program endured changes over the last few years as a result of the COVID pandemic. Initially, the program was provided in person for all interns, and during the shelter-in-place, pivoted to virtual learning spaces. Interns relayed that the changes were seamless and commented on the timeliness of the support they received as they pivoted to online teaching. They received significant support for designing instruction online while they attended their own virtual classes. Additionally, several interns mentioned that they were able to join the program mid-way after having entered a different Education Specialist credentialing program in the past. They discussed the myriad of ways they felt supported over their past programs, and the amount of guidance they received from the SCOE MMSN Intern program.

Course of Study (Curriculum and Field Experience)
Interns in the SCOE MMSN program participate in a course of study set by the institution. The faculty mentioned the careful attention given to the organization and order of the coursework designed to meet the needs of the interns in the field. For example, they specifically discussed the importance of the classroom management course at the beginning of the year to prepare students for creating an effective classroom environment for students. The interns themselves also mentioned that the order of the courses significantly prepared them for their experiences in the field. Their only "negative" feedback was that they wished that the IEP course would come prior to their classroom management course.

The candidates receive their 'on the job' training through their fieldwork which is also their place of employment. As required by the CTC, interns "participate in clinical practice/fieldwork that reflects the full diversity of grades/ages, federal disability categories and the continuum of

special education services outlined in the credential authorization." Candidates verified that they have this experience through their employment, through observations, and by working with colleagues in their program. Faculty indicated that they create coursework requirements that ensure the exposure to students with disabilities from the continuum of special education services, and eligibility categories authorized by the credential. The structure of the course list provides opportunities for the interns to immediately apply the course content and they spoke extensively about the practicality of the resources received. Intern employment, mentoring hours, and English Learner support hours ensure the completion of the field experience/clinical practice. The program team works with local educational agencies, field coaches, and site mentors to ensure that the clinical practice is appropriate and effective; and that there is continuity with the Teaching Performance Expectations (TPEs). The interns were able to name the TPEs that they were taught in the different courses of study. Additionally, significant attention of the program was paid to the connection of the TPEs to the TPA, and to preparation for the RICA examination.

Throughout the verification process, candidates expressed appreciation for the many levels of support they received from the program. Interns shared that they received support from the program team, the faculty, and the field coaches. They especially valued the accessibility of the program team, and their relationships with their field coaches. Collegiality between the intern cohorts, and the completer cohorts was observed, there seemed to be a sense of community inherent in the program. Documentation was provided about the agreement of the program and local education agencies to provide interns with experienced site mentors, but almost all of the interns interviewed shared that they "had to find my own site mentor," in contrast to the assignment of field coaches. However, the program added a Mentor Coordinator to the staff this year to address this issue, and who stated that she also ensures the qualifications of the site mentors, their orientation, and the continued professional learning to support the interns.

The interns receive feedback from their field coaches, site mentors, and in some cases additional professional learning from their employing LEA. Interns spoke about the extensive number of informal and formal observations completed by their field coaches, some of whom were also the program faculty. The interns felt that there were too many formal observations, to which the faculty responded that the formal observations were necessary to develop the habit and skill of designing specialized instruction for students with disabilities. The interns shared that they were consistently reaching out to their field coaches, who both evaluated their instruction, and supported their development.

Assessment of Candidates
The interns are assessed throughout the program to meet competencies. Assessments and signature assignments are woven throughout the coursework designed to support the knowledge and understanding of how to teach students with disabilities as defined by the MMSN credential. Additionally, there is specific connection between the TPEs in the coursework and the Teaching Performance Assessment (TPA) required for the credential. The MMSN Course Matrix lists the specific courses, competencies and assignments that are used to assess intern progress. Some examples of the competency assessments are identification of a

focal student and application of content to their needs, reflection about the content provided during the course, and development of an instructional plan to address the specific areas of course focus. All assignments, observations, and logs are submitted to the SoE "Dashboard." The program analyst provides support to the interns in the form of reminders to complete assignments or other requirements of the program. Survey results from the interns indicated that over 90% of them felt that they were "well" or "very well" prepared to plan and design instruction and learning experiences for all students.

Field coaches are required to complete a "Coach Visit Documentation" for the formal visits, observations, and feedback they provide to the interns. These logs are submitted through the "Dashboard" and document the interns' development in the TPEs/competencies. Interns are able to review their progress on the "Dashboard" and view how they are progressing with the competencies. Site mentors provide more logistical and on the job training and support compared to the field coaches. If candidates are not making appropriate progress, all of the support mechanisms of the program engage with the intern. The field coaches work directly with the interns. They may connect with the program team to support their response. Faculty also engage directly with the interns who may not be meeting course competencies. Additional learning is provided in the form of choice for the interns to join the professional learning opportunities provided to the Induction Candidates on "Super Saturdays." Additionally, 66.6% of the interns indicated through a survey that they received communication about their teaching practice one or more times a week.

As mentioned previously, the TPEs for the courses are directly connected to the TPA, and there are support classes for RICA preparation that are also connected to the Literacy Instruction course. For example, data from the Accreditation Dashboard System indicated a 100% pass rate for the RICA. There have been a few instances where individuals left the program voluntarily. Faculty provided an example of a student who demonstrated some extreme behaviors during their classes. The student was referred to the program team, who worked with the individual to support completion of coursework. However, they were also able to ascertain the program's appropriateness for the needs of the intern, and a difficult decision was made to recommend that the candidate discontinue with the program. Every effort was made to support the intern, but it was determined that it was more important for the program to ensure that teachers were prepared for service to "our most vulnerable populations."

Findings on Standards
After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with interns, program team, faculty, professional development designers, field coaches, site mentors, the team determined that all program standards are **met** for the Preliminary Education Specialist Mild to Moderate Support Needs Credential.

Teacher Induction

Program Design
Program leadership includes two co-program directors, whose responsibilities include leadership and program vision, management, operations, program revision, and implementation. Support staff includes a program analyst, providing direct support to the induction program and its participants. The program is housed in the Sacramento County Office of Education (SCOE) School of Education (SoE) which is led by an Executive Director. Weekly SoE team meetings and monthly SCOE Leadership meetings enable programs to share updates and alignment to the SCOE and SoE visions. Furthermore, the SoE is under the direction of the County Superintendent.

SCOE provides easily accessible and accurate information about the requirements for admission and successful completion for all its educator preparation programs, including teacher induction. Information is accessible to the public, prospective educators, applicants, and all enrolled candidates through online program overviews, course catalogs, program handbooks and other written documentation. Interviews of stakeholders (candidates, district coordinators, mentors, school/district employers, completers) indicate that communication with SCOE SoE personnel is consistently cordial and timely, and feedback is highly beneficial and constructive. The SCOE School of Education Teacher (SoE) Induction (TI) Dashboard provides easily accessible and essential induction program documentation such as program foundations, California Standards for the Teaching Profession (CSTP), induction tasks, Individual Learning Plan (ILP) resources, and mentoring resources.

The SCOE TI mentor training utilizes research-based instructional strategies to facilitate the growth and development of each of their mentors. Effective mentoring strategies are based upon Aguilar's *The Art of Coaching: Effective Strategies for School Transformation*[1], Corley's *Adult Learning Theories*[2], Lipton & Wellman's Mentoring *Matters*[3], and the *Teacher Leadership Skills Framework*[4]. Multiple SCOE SoE professional developments emphasize just-in-time strategies to support candidate self-reflection, collaboration, and CSTP growth. Mentors utilize training to support the development and completion of the candidates' ILP which is based on self-assessed needs and goals on the Continuum of Teaching Practice. Mentors, school administrators, and candidates participate in triad meetings to support the candidates' knowledge of their local teaching context, as well as to connect them to their schools' professional learning community and enhance communication throughout constituent groups.

Interview statements include positive testimonials such as, "The ILP is the backbone of induction, and the mentors are the heart" of the SCOE TI program. Candidates and completers consistently state that the average one hour of support and mentoring per week is "extremely

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[1] Aguilar, Elena. *The Art of Coaching: Effective Strategies for School Transformation*. Jossey-Bass, A Wiley Brand, 2013.
[2] Corley, Mary Ann. "Adult Learning Theories." *Teaching Excellence in Adult Literacy*, 2011. From Teaching Excellence in Adult Literacy.
[3] Lipton, Laura. Mentoring Matters: A Practical Guide to Learning-Focused Relationships. 3rd ed., MiraVia LCC, 2017.
[4] "Teacher Leadership Skills Framework." CSTP-WA.ORG, Center for Strengthening Teaching One Step at a Time, 2018, cstp-wa.org/cstp2013/wp-content/uploads/2019/10/2018-Teacher-Leadership-Framework.pdf.

helpful," and that "teaching is not a sprint, but a marathon." One candidate indicates their mentor "truly helps with their work-life balance."

The SCOE TI mentors are selected by consortium partners (districts) according to qualifications and dispositions outlined in CTC Teacher Induction Program Standard 4. Coordinators for each program partner complete a mentor selection and qualification task to assure qualifications of selected mentors. Mentors are trained to provide just-in-time and instructional support through calibration, consultation, coaching and collaboration, and receive differentiated levels of training based on their experience in supporting new teachers. New and experienced mentor training content is outlined in the *Mentor Training Overview*. The *Year at a Glance* document delineates mentor tasks and responsibilities.

The SCOE SoE employs the Sinclair Research Group to administer regular surveys seeking participant and mentor assessment of services provided by the program. In addition, SCOE TI creates and analyzes its own professional development surveys to gather additional feedback. Constituents provide program effectiveness input three times annually during the Teacher Preparation Advisory Meetings. Program data review and input on resulting program modifications is a routine responsibility of SCOE TI with their consortium coordinators. Informally, candidates and mentors are encouraged to provide feedback directly to program staff via email, phone, and face-to-face interaction, and have access to multiple methods of making an appointment or connecting on a regular or as needed basis.

The 21-22 Sinclair Year-End Candidate and Mentor Survey Report supports the positive outcomes of the SCOE SoE mentoring design:
- Nearly all candidates (95%) report that they wish to continue teaching the next year.
- Both candidates and mentors strongly agree that working together supports the consistent practice of reflection on the effectiveness of instruction and student achievement.
- Candidates and mentors strongly agree that they analyze student and outcome data and use these data to inform the repeated cycle of inquiry, planning, and instruction.
- Both mentors and candidates strongly agreed that the time they spent together was adequate to meet the candidate's overall needs and complete the program.

Mentors are asked to rate the extent the program provides them with guidance, clear expectations, and high-quality training. All areas are rated in the "moderately agree" range. Based upon the data, SCOE TI implements program updates which include differentiated mentor training and seminars, as well as the implementation of a mentor self-assessment tool. Other program modifications over the most recent two years include the development and refinement of the Individualized Learning Plan (ILP), streamlining of all candidate and mentor documentation, and a revision of mentor and candidate observations.

Course of Study (Curriculum and Field Experience)
Candidates select an element of the *California Standards for the Teaching Profession (CSTP)* for focused growth through the academic year. Candidates engage in a mentor-guided process to

gather information about their level of practice. Utilizing the Continuum *of Teaching Practice* to self-assess their growth, and they record and track progress throughout the year. To promote growth in the selected CSTP, candidates engage in successive action steps (cycles of inquiry) via the ILP to explore a problem of practice, access research-based options for application, and gather student data to determine the efficacy of strategies. Throughout this work, the candidate meets with a mentor on a weekly basis to discuss planning and instruction, analyze student data, and reflect on practice to design next steps. This process is supported by a candidate's self-selected professional development related to the ILP goal and with the consultation of the mentor.

The SCOE TI candidates utilize the Dashboard to access, complete and/or archive their ILP forms and related documents such as the CSTP, SCOE TI Program-at-a-Glance pacing guide, the Continuum of Teaching Practice, and the Triad Meeting form.

The Triad Meeting form provides guidelines for administrative input and resources. This includes staff information (emergency procedures, staff responsibilities, school office procedures, etc.), school information (school site goals, attendance procedures, access to confidential records, etc.), grading and communication, support for students with special needs and English Learners, as well as personnel/community resources.

Along with just-in-time support from mentors, candidates utilize self-observation videos, reflections, mentor observations, candidate selected professional resources, to develop strong, enduring professional skills. The SCOE TI provides multiple resources such as CSTP videos, networking and collaboration opportunities, the SCOE TI Kickoff event and the Winter Networking session.

The 2021-22 year-end candidate and mentor survey indicates that both candidates and mentors moderately agree that the district made the necessary resources available to candidates to enable them to accomplish the goals of their ILP. Both candidates and mentors strongly agree that working together supports the consistent practice of reflection on the effectiveness of instruction and student achievement. Candidates and mentors strongly agree that they analyzed student and outcome data and used these data to inform the repeated cycle of inquiry, planning, and instruction.

Assessment of Candidates
Candidates are assessed using both formative and summative protocols within each semester. Initial development occurs within 60 days of enrollment to ensure a candidate has selected areas of focus within the CSTP on the ILP and specified a level of practice along the Continuum of Teaching Practice (CTP) as a goal for the next two semesters. A mid-year formative assessment supports the implementation of the ILP that occurs at the end of the first semester, which includes the completion of the following tasks:

- Video self-reflection
- Triad meeting (mentor, candidate, and site administrator)
- ILP Development with action steps
- Mentor observation cycle
- Collaborative assessment of ILP progress with peers at the teacher networking event

Following mid-year assessment, a candidate continues ILP action steps and collects evidence in preparation for the mentor facilitated ILP summative assessment and in preparation for the professional growth presentation (PGP) event. The PGP requires teachers to detail their journey of growth through their ILP goal, action steps, and related teaching skills over the course of their past year in induction. The teacher includes evidence of progress (including professional development) on the focus CSTP element and identified area of the CSTP and determines next steps in growth towards mastery of the CSTP. The PGP is presented virtually or face-to-face within a small group setting of mentors and teachers.

Once candidates present their PGP, they complete their clear credential recommendation data sheet to submit to program staff for approval. Program directors and the program analyst review all induction tasks for completion for both years of induction, including the PGP document to verify growth towards mastery of the CSTP. Once all tasks are reviewed and approved, program directors review the candidate's CTC profile to verify the credential being recommended and check for any additional renewal requirements. If all renewal requirements are met, program directors sign the recommendation document and forward it to the SCOE credential analyst for processing. Candidates with outstanding tasks/renewal requirements receive consultative support from the program directors.

Findings on Standards
After review of all available information including interviews with candidates, program completers, program personnel, mentors, coaches, and other stakeholders, the team determined that all program standards are **met** for the Sacramento County Office of Education-School of Education Teacher Induction program.

Preliminary Administrative Services Credential Program and
Clear Administrative Services Credential Program

Program Design
The mission of the Sacramento County Office of Education's (SCOE) School of Education (SoE) is to provide high quality professional development to teachers and leaders in the Capital Region. They are committed to diversity and inclusion through the intentional recruitment and support of educators with diverse ethnicities and backgrounds representative of the region.

As confirmed by the SCOE organizational chart and various constituent groups, the SoE's Preliminary Administrative Services Credential (PASC) and Clear Administrative Services Credential (CASC) program leadership includes the School of Education's Executive Director, responsible for leadership and program vision, program revision and implementation; while the

PASC and CASC Program Director is responsible for program guidance and implementation. The Program Analyst provides support to the program. The programs are housed in the SCOE School of Education and the school reports directly to the County Deputy Assistant Superintendent. SCOE offers a satellite PASC program in California's Inland Empire through a collaboration with the Association of California School Administrators (ACSA). The PASC and CASC programs embrace a hybrid pathway model for the Sacramento Region cohort and an online pathway model for the PASC Southern California cohort.

Interviews with various constituents reveal strong communication avenues exist within the programs' structure. Documentation confirmed that the Executive Director maintains an active involvement through monthly meetings with both county administrators and program personnel. Following his example, program personnel also meet on a regular basis in a variety of configurations to verify that the CTC standard requirements are met and carried out with fidelity. Additionally, program leadership meets with the Southern California satellite program director regularly throughout the year to collaborate and communicate on program updates, progress, and content. Finally, candidate progress towards completion is effectively communicated through the timely updates in the SCOE Dashboard.

SCOE's administrative services programs benefit from the tri-annual meeting of the school of education's advisory council who discuss program components, quality, and effectiveness. The advisory council members, representing Local Education Agencies (LEAs), county offices, and Institutions of Higher Education (IHEs), provide local context and offer expertise to better the two programs' implementation. Additionally, the programs receive ongoing feedback from the faculty, principals, coaches, and the participants. Interviews confirmed frequent feedback is received from constituents and offered examples of when feedback has been used by the program to drive change. Interview groups commented that the programs regularly ask for feedback to help the program evolve and that feedback is embedded into the everyday processes of the programs.

SCOE's PASC program provides a program that prepares candidates for education leadership through a deliberately sequenced course of study that includes the development of a vision, growth as an equity-driven leader, and demonstrating leadership skills through the CalAPA. Interviews with candidates and completers confirmed the value of their preparation through the county program.

The county's CASC program offers new administrators the opportunity to clear their PASC through a job-embedded, individualized administrative induction program, founded on the California Professional Standards for Educational Leaders (CPSEL). The program implements a model of individualized coaching, professional learning opportunities, ongoing assessments, and reflection, where participants in the program engage in professional development that provides additional growth in leadership knowledge-building and support, confirmed through multiple sources.

CASC coaches serve as faculty to CASC candidates, providing weekly professional development through mentoring relationships. Coaches complete an initial coach training that focuses on

coaching skills and program requirements while on-going training of three CASC coach meetings per year feature program updates, professional development on focused coaching skills, and collaborative time discussions. Coaches commented during interviews that the "subsequent trainings also reinforced the content from the initial coach training and provided networking opportunities to meet with each other and share experiences" and that coaches "participated in mock conversations and [received] great coaching feedback." Coaches annually attend the program's initial orientation meeting with their candidate to establish a strong collaborative relationship.

Within the last two years, the SCOE's Preliminary program has made modifications based on input from the constituent groups, including but not limited to inclusion of CalAPA concepts and requirements integrated into the program design, development and introduction of CalAPA Office Hours and Cycle Modules to support CalAPA submissions, and resources that support diversity, equity, and inclusion. The SCOE's CASC Induction Program has also made numerous modifications to the program based on input from the annual Induction Conference, CTC staff guidance, participant completion surveys, coach input, and data analysis including but not limited to the establishment of an IIP Conference to support the connection between the participant, site/district supervisor and coach in the development of the IIP and implementation of a formal observation template for the coach to observe CASC participant's leadership in action related to the CPSEL.

Course of Study (Curriculum and Field Experience)
The PASC program's one-year model is structured on leadership learning and development. The program is guided by the CPSEL-aligned California Administrator Content Expectations (CACE), and the California Administrator Performance Expectations (CAPE). This structure defines the knowledge, skills, and abilities that leaders need to effectively serve in a variety of public schools and districts. This structure also provides the foundational knowledge and skills for all coursework, fieldwork, collaboration, and support as well as the learning required to demonstrate leadership skills in the California Administrators' Performance Assessment (CalAPA).

The annual cohort begins in the fall and the coursework aligns with the CalAPA cycle submission dates. Review of the course of study shows that the program curriculum is an infusion of six CPSEL-aligned courses focused on fieldwork, online chats, scenarios, and mini sessions. Interviews with candidates, completers, and coaches voiced appreciation for how all components of the program were threaded through a common theme of equity. When asked how the program provided opportunities to understand and apply theories and principles of educational equity, a stakeholder responded, "We didn't use a lens for equity because that assumes it can be taken on or off, yet equity is something that was embedded in us."

The SCOE PASC program is designed to continuously align the foundational CAPE with the more sophisticated CPSEL, and candidate progress is monitored through embedded formative assessments throughout the program. Course and program components are sequenced to move candidates into more sophisticated practice, embedding CAPE components throughout.

The coursework emphasizes the importance of equity driven leadership, understanding diversity in education and leading, and attaining access for all. Theory that is learned in coursework is then applied in real-world applications during the field experience, the online scenario lessons, and the CalAPA. The in-house survey data, as well as candidate and completer interviews reported that candidates strongly agreed that the coursework was relevant and meaningful to them as a prospective administrator.

The SCOE CASC program offers two points of entry in the fall and spring for admission into the program. Program documents and interviews confirm that coaches are assigned to a candidate within the first 30 days of admission. Internal survey data collected from the vendor Sinclair Research Group acknowledges this finding by reporting 97.7% of 128 candidates affirm meeting their coach within the first month. Coaches collaborate with candidates to help guide, assess, and assist in meeting the demands of their job while also supporting the completion of the SCOE program requirements. According to the Sinclair Research Group's data, 100% of candidates reported that their coach collaborated with them in the development of their IIP goals, including the initial self-assessment, goal setting, and growth plans within the six IIP practicums. These components of coaching support are clearly identified in the CASC Handbook and documented in the SCOE Dashboard.

The cornerstone of the SCOE CASC program's learning is the IIP. The program uses a variety of data sets to guide participants in assessing their areas of strength and growth to develop their initial IIP focus and goals. IIP are developed in collaboration with their coach and site supervisor, is a living document that can be adjusted and edited as the needs or context of the candidate change and includes reflection on the outcomes and discussion of the action steps that can be applied to the larger context of instructional leadership. Candidates commented, "The practicum (IIP) is a living, breathing document that is in the moment and reflects the process of learning, applying, and reflects on everything that's going on."

Supporting their IIP goals, candidates participate in professional learning each year, with attendance at two self-selected practicum workshops required. Workshops are dually designed to complement the practicum's CPSEL theme while being updated to meet the current needs of all beginning administrators. Interviews with faculty, candidates, and the professional learning providers confirmed the dual nature of the workshops while noting the completion of professional learning hours are documented in the SCOE Dashboard. When asked about professional learning, candidates referenced the variety and relevance and how each workshop fits nicely with their CPSEL focus. Candidates also commented on the ease of participating in alternative professional learning as it meets the needs of candidates who have challenging schedules. The Sinclair data survey shows that candidates strongly to moderately agree that their professional learning addressed the needs of their IIP, promoted reflection in their current practice, and included examples of best practices, modeling, and sampling.

At the conclusion of a workshop, participants are required to complete a feedback form to provide SCOE leadership with important information on the quality of the professional learning as well as the workshop presenter/provider. Professional learning providers commented

during interviews that they received timely and relevant feedback from the program regarding their workshops.

Assessment of Candidates

Interviews with candidates, faculty, online-instructors, and program employees confirmed candidates are assessed for competency and program completion through formative and summative assessments in both Administrative Services programs. In the PASC program, formative assessments are threaded throughout, via class activities. Summative assessments include course completion, fieldwork assignments, online scenario final statements, and end-of-course signature assignments. Assessments of PASC candidate performance is also documented in course completion, fieldwork, online scenarios/article final statements, an end-of-course signature assignment, Individual Development Plans, passage of the CalAPA and an end-of-year presentation. Information on how participants are assessed regarding these requirements is documented in the participant handbook and acknowledged as completed in the SCOE Dashboard.

CASC participants are ensured a high-quality Induction experience through an extensive program review process. Participants complete a self-assessment three times throughout the two-year program; an initial, mid-program, and end-of-program assessment. The assessments are performance demonstrations, based on the CPSEL and DOP. The results are reviewed by the participant, coach, and leadership institute staff at an exit review.

Competence within the CPSEL is further demonstrated through the completion of six CPSEL-aligned, job-embedded applied practicums (IIP), and two annual coach observations of candidate work with formal feedback aligned to the CPSEL. During their exit interview process, candidates meet with their coach and program leaders to showcase two applied practicums from the IIP and highlight the leadership growth and work completed during each CPSEL.

At completion of a candidate's administrative services program, SCOE leadership reviews completion of all program requirements through the SCOE Dashboard and payment status for each participant. A subsequent verification is completed by the credential analyst, followed by the recommendation for the Preliminary or Clear Administrative Service Credential (PASC). This process is documented on the Administrative Service Credential flow charts and confirmed through interviews with program leaders and employees.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Preliminary and Clear Administrative Services Credential programs.

INSTITUTION SUMMARY

Sacramento County Office of Education (SCOE) serves as the Local Education Agency (LEA) for commission-approved professional preparation programs located within the SCOE School of Education (SoE). The SCOE SoE, initiated in 2014, is an innovative agency offering programs approved by the Commission on Teacher Credentialing (CTC) to support the preparation and development of high-quality teachers and education leaders for the Capital region and beyond. As the intermediary unit between regional school districts, county offices, and the California Department of Education, SCOE is uniquely situated to identify emerging educational needs and to develop and deliver highly effective educational programs and services. All programs are based on the needs of the districts whom they serve. In numerous interviews the collaborative theme was evident. Administrators reiterated that it was the intent of the program to ensure that there were no "silos" within the school of education. The site visit team observed a high degree of collaboration, communication, and teamwork within the SCOE that included departments that were not part of the School of Education such as the technology department. As collaboration is central to the operation of the school of education, they have established a variety of partnerships including the Association of California School Administrators (ACSA) as well as university partnerships with CSU Sacramento, Brandman University, National University, Loyola Marymount University, and University of California, Berkeley.

The programs that are offered begin at the preliminary level with the Multiple Subject and Single Subject Intern programs, Education Specialist: Mild to Moderate Support Needs Program, then to the Teacher Induction Program, and move into the Preliminary Administrative Services Program and the Clear Administrative Services Program. The pathway from teacher to administrator is clearly delineated. A principal noted, "80% of our teachers went through the SoE induction program and now serve as induction mentors; this speaks volumes to the impact of the SoE induction program."

 Key to all of the programs is the support integrated throughout each program and the School of Education itself. As one candidate indicated, "There are so many resources and supports to help us be successful - they're always willing to provide support on whatever we need, whenever we need it. They really work to make the program doable." Support does not stop when candidates finish a program as evidenced by their Super Saturday professional learning sessions for both candidates as well as alumni where "hot topics" in education are discussed. Team members heard repeatedly throughout multiple interviews that all programs and continuing professional learning opportunities were initiated by SCOE's School of Education based on the needs of the districts they serve, designed to continue to provide support and programs for the districts they serve, based on the needs of those districts.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	*No response needed*
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California's adopted standards and curricular frameworks.	**Consistently**
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	**Consistently**
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	**Consistently**
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field-based supervision and clinical experiences.	**Consistently**
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	**Consistently**
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	**Consistently**
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	**Consistently**
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	**Consistently**

Finding on Common Standard 1: Met

Summary of information applicable to the standard

Sacramento County Office of Education (SCOE) supports teachers and administrators participating in the six programs grounded in the application of current, sound educational theory and research including a strong mentoring system for those programs that require it. Programs, curriculum, and mentoring integrate theory with practical application in the field. The creation of the School of Education (SoE) in 2014, has ensured that program administrators, instructional faculty, and relevant stakeholders coordinate and collaborate on a regular basis. The unit head meets with each program individually and regularly meets with all program directors together to share effective practices, and work on program development, assessment, data collection and analysis. It was noted by several program directors that their work has been enhanced by working together as a unit. Constituent groups are represented through various meetings; their interviews provided evidence of their involvement in decision-making based upon data which consisted of data collected by Sinclair as well as other questionnaires developed by the school of education team. SCOE provides the school of education with sufficient resources for the effective operation of each educator preparation program, while utilizing numerous grants to provide support for their programs and the SCOE community as well. School of Education staff during interviews indicated that the needs of the consortium determine the programs that they provide.

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	*No response needed*
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	**Consistently**
The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.	**Consistently**
Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.	**Consistently**
Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.	**Consistently**

Finding on Common Standard 2: Met

Summary of information applicable to the standard

During interviews it was evident that SCOE School of Education uses a systematic approach to ensure that all candidates whom they recruit receive proper support across all programs that they offer. This includes structures for ensuring that all candidates are well equipped for such things as the Teacher Performance Assessment (TPA) as well as the California Administrator Performance Assessment (CalAPA).

Interview respondents indicated that SCOE's School of Education utilizes clear multiple measure criteria to review and accept the candidates that apply to their programs. This was evident through a data dashboard, created by the SCOE information management department where they capture the criteria for all candidates. It was very evident during the interview process that SCOE is intentional about recruiting diverse candidates as in one session 11 of 14 candidates were of diverse backgrounds that are traditionally underrepresented in the field. Evidence reviewed by the team indicated that the institution goes above and beyond to ensure that all candidates receive adequate support as evidenced in the variety of slide decks provided to the accreditation team.

Appropriate information as well as personnel are clearly identified to guide each candidate's attainment of program requirements. Each program director plays a key role in supporting the candidates in their program directly. The program applies systematic multi-level checks and balances to ensure that candidates are monitored and receive the support that they need.

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	**Consistently**
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	**Consistently**
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	**Consistently**

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	**Consistently**
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	**Consistently**
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	**Consistently**
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	**Consistently**
All programs effectively implement and evaluate fieldwork and clinical practice.	**Consistently**
For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California's adopted content standards and frameworks, and the school reflects the diversity of California's student and the opportunity to work with the range of students identified in the program standards.	**Consistently**

Finding on Common Standard 3: Met

Summary of information applicable to the standard
During the interview process, evidence verified that SCOE offers a planned sequence of coursework and clinical practice to develop all candidates. In addition, evidence of this was presented for each program operated by SCOE on their accreditation website. Evidence of current research practices were noted during interviews and the institution also provided the team with a photo of the overarching research that undergirds the program. Additionally, the interviews raised questions regarding the degree to which candidates engage in fieldwork that address issues of diversity; after a thorough collection of further evidence this was also verified. Site-based supervisors were found to be knowledgeable, and engage in regular, systematic, and ongoing training.

Common Standard 4: Continuous Improvement	Team Finding
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	**Consistently**

Common Standard 4: Continuous Improvement	Team Finding
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	**Consistently**
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	**Consistently**
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation.	**Consistently**

Finding on Common Standard 4: Met

Summary of information applicable to the standard
SCOE's School of Education implements a comprehensive, comparative, ongoing, and rigorous program evaluation system that collects qualitative and quantitative data from all educational partners, based on the documentation and evidence shared with the site visit team and interviews with educational partners. It is evident that the SCOE programs are committed to an active continuous improvement process aligned to Common Standard 4.

Through a collaboration with the Sinclair Research Group, the School of Education gathers extensive feedback across all programs and educational partners multiple times a year as described in their continuous unit, program, and candidate assessment cycle and evidenced in the Sinclair unit evaluation system table.

It is clear from interviews with program leadership and faculty, current candidates, completers, and members of the programs' advisory boards that significant sources of data are collected and used as progress monitoring across all programs, informing possible program enhancements and modifications through ongoing cycles of continuous improvement. These data points are used to assess program effectiveness in relation to the course of study, fieldwork, clinical practice, and support services provided for candidates. In addition to formal measures of feedback, candidates report that rapport with their mentors, administrators, faculty, and program leadership allow them to authentically share their experiences, questions, and/or concerns.

Interviews across all educational partner groups surfaced an overwhelming sense of responsiveness on the part of the SCOE SoE to not only adapt and modify based on feedback, but to anticipate the needs for educators across Sacramento County. An advisory board member said, "It's the SoE's ability to adjust and anticipate the needs across the county. They stay connected to what's happening in schools and check in with the districts to learn about their needs. One adaptation that surfaced from feedback from districts was the hybrid teacher

job fair. This allowed for greater access for teachers across the county." An anecdote shared by a member of the teacher preparation advisory board noted that it is evident "the SoE's willingness to take input that results in a change. Survey data indicated that principals were unclear in their role supporting induction candidates and the SoE quickly responded with a series of learning sessions specific to principals growing their understanding in that area."

Candidates and completers from across the various programs also noted the responsiveness of the SCOE SoE based on their feedback. PASC program candidates and completers shared program adjustments that resulted from their feedback to the program, saying, "They changed how we could access information and resources about the CalAPA cycles. They shifted to more realistic timelines for completion of the CalAPA and provided sample submissions as a result of our feedback." Comments from the teacher induction candidates and completers included, "The Teaching Performance Expectations (TPEs) are now more closely aligned to our content, and we now have a theoretical framework that was developed as a result of our feedback."

Based on the evidence collected from educational partners across all SCOE School of Education programs, there is a clear commitment on the part of the unit to identify and use multiple sources of data to determine the extent to which candidates are prepared to enter professional practice.

Common Standard 5: Program Impact	Team Finding
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	**Consistently**
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students.	**Consistently**

Finding on Common Standard 5: Met

Summary of information applicable to the standard.
SCOE's School of Education (SoE) ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and effectively support all students in meeting state adopted academic standards.

In addition to a set of comprehensive assessments across all SoE programs to ensure candidate competency, including formative and summative measures, candidates and completers across programs shared about the willingness of program faculty and leadership to provide

individualized support whenever sought. A quote by one candidate exemplified patterns across other candidates' comments regarding program support, "There are so many resources and supports to help us be successful - they're always willing to provide support on whatever we need, whenever we need it. They really work to make the program doable." Another support that is resoundingly favorable to both candidates and alumni is the Super Saturday professional learning sessions. These sessions are designed to provide information and content on 'hot topics' in education, evidence-based practices, and professional networking opportunities.

The SCOE SoE is having a positive impact on teaching and learning in schools that serve California's students through the programs it provides to educators around the Sacramento area, and beyond, grant awards and partnerships that support work in schools across the county. Grant awards in excess of $2 million provide for teacher credentialing in special education and other high-needs schools and content areas that benefit students furthest from educational justice and students of color.

Educational partners shared insight into the SCOE SoE impact in their schools and districts across Sacramento County. A principal noted, "80% of our teachers went through the SoE induction program and now serve as induction mentors; this speaks volumes to the impact of the SoE induction program." Another educational partner shared that the "longitudinal impact of the SoE programs is significant. Many of our mentees are now mentors, and several of them are currently enrolled in the SoE administrative services credential program."

A human resources executive, also a member of the SCOE SoE advisory board shared, "Providing interns for placement has a huge impact on the classroom. We work closely with the SoE to diversify our workforce through their recruitment of diversity, equity, and inclusion (DEI) candidates. We have definitely seen an impact on our school district as a result of our partnership with the SCOE SoE."