

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

Professional Services Division

May 2024

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at the Orange County Department 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
Teacher Induction	6	6	0	0
Career Technical Education	16	16	0	0
Preliminary Administrative Services	9	9	0	0
Clear Administrative Services	4	4	0	0

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: Orange County Department of Education

Dates of Visit: April 14-17, 2024

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
May 2, 2016	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 candidates, completers, supervising practitioners, employers, institutional administrators and staff, and educational partners. 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 general preconditions and preconditions for all credential programs were **met**.

Program Standards

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

All program standards for the Career Technical Education credential program were **met**.

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

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

Common Standards

All Common Standards were **met**.

Overall Recommendation

Given the above findings on preconditions, program standards and common standards, the review team recommends an accreditation status of **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:

Teacher Induction
Career Technical Education
Preliminary Administrative Services
Clear Administrative Services

In addition, staff recommends that:

- Orange County Department of Education’s response to the preconditions be accepted.
- Orange County Department of Education be granted full approval in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Lead and Common Standards:

Kimberly Lilienthal
Placer County Office of Education

Program Reviewers:

Wanda Paluba
Rialto Unified School District

Common Standards:

Julianna Sikes
Yolo Solano Center for Teacher
Credentialing/Davis Joint Unified School
District

Stacy Meyer
California Baptist University

Paul Bott
CSU Long Beach, Retired

Staff to the Visit:

Jake Shuler
Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Candidate Advisement Materials
Accreditation Website
Mentor and Coach Application Guidelines
New Teacher Support Concern Form
ILP templates and samples
Canvas Learning Management System
Candidate Tracking Sheet

Program Completion Requirements
Survey Results
Performance Expectation Materials
Precondition Responses
Mentor Training Modules
Accreditation Data Dashboard

Interviews Conducted

Constituencies	TOTAL
Candidates	118
Completers	31
Institutional Administration	4
Program Administrators and Coordinators	5
Mentors and Coaches	78
Instructors	21
Advisory Committees	20
Program Support Staff	4
Educational Partners	9
TOTAL	290

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.

Background Information

Orange County is a region in Southern California consisting of 34 incorporated cities and a population of 3.186 million (2020). Spread over 948 square miles, Orange County is the smallest county by area in the Southern California region. The county is bordered on the north by Los Angeles County, on the northeast by San Bernardino County, on the east by Riverside County, on the southeast by San Diego County, and on the Southwest by the Pacific Ocean. Once known as an agriculture rich county, specifically for its citrus groves, today, the county is a frequent tourist destination for its theme parks and beaches.

In Orange County, and around the state, the Orange County Department of Education (OCDE) serves students of all ages, educators, administrators, districts, charter schools and private schools. The values of the Orange County Office of Education are centered around:

Respect, Responsibility, Integrity, Professional Ethics

OCDE emphasizes service to students, schools, districts, families, and community members, fostering a safe, caring, courteous, and professional environment. Accountability for performance, efficiency, resource management, and professionalism is a priority.

Orange County has 28 school districts with 579 public schools and 40 charter schools.

K-12 School Districts

- Anaheim Elementary School District
- Anaheim Union High
- Brea Olinda Unified
- Buena Park
- Capistrano Unified
- Centralia Elementary
- Cypress
- Fountain Valley
- Fullerton
- Fullerton Joint Union High
- Garden Grove Unified
- Huntington Beach City
- Huntington Beach Union High
- Irvine Unified
- Laguna Beach Unified
- La Habra City
- Los Alamitos Unified
- Lowell Joint
- Magnolia
- Newport-Mesa Unified
- Ocean View
- Orange Unified
- Placentia-Yorba Linda Unified
- Saddleback Valley Unified
- Santa Ana Unified
- Savanna
- Tustin Unified
- Westminster

OCDE Schools

- ACCESS (Alternative, Community, and Correctional Education Schools and Services)
- Special Education

Education Unit

The OCDE Credential Programs serve counties, districts, charter and private schools. While the programs primarily serve Orange County, the programs also support qualified professionals throughout California.

Within the Career Education Unit, the focus on workforce development thematically unites the various teams who partner with school districts, community colleges, universities/colleges, and local and statewide business partners to support the pipelines for students and educators. Specifically, the credential programs focus on CTE credential, teacher induction and preliminary and clear administrative services credential programs. As part of the Career Education Unit, the programs leverage district and community partnerships to support candidates and provide streamlined pathways to career advancement.

Each program has grown since the last accreditation in 2016.

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2022-23)	Number of Candidates Enrolled (2023-24)
Teacher Induction	227	513
Career Technical Education	271	1093
Preliminary Administrative Services	28	70
Clear Administrative Services	13	40

The Visit

This site visit was conducted virtually. Institutional and program constituencies were interviewed via technology. The visit proceeded in accordance with all normal accreditation protocols.

PRECONDITION FINDINGS

After review of all relevant preconditions for this institution, all have been determined to be met.

PROGRAM REPORTS

Teacher Induction

Program Design

The Orange County Department of Education (OCDE) Teacher Induction Program is housed in the Career Education unit, which is part of the Educational Services division at the OCDE. The Orange County Department of Education organizational chart lists the superintendent, the deputy superintendent, an associate superintendent, a director, an administrator, and an induction coordinator at the administrative level. The director is the unit head over the Induction Program. The Induction coordinator is under the direct supervision of both the director and administrator. The Induction coordinator is responsible for the day-to-day operations of the program and is supported by a full-time shared administrative assistant. Following the coordinator is a program Specialist who is responsible for regularly reviewing program documents, communication and assisting coaches as needed. Lead coaches, who are from within their districts, oversee each cohort of the program. During interviews, lead coaches stated they are responsible for providing communication between program Leads and their cohorts. Cohorts consist of coaches and candidates.

To maintain communication within the Induction Program, the program coordinator attends meetings with the director twice a month and with the administrator daily. During those meetings, discussions include talking through possibilities, providing backup support for concerns, and adjusting the program as needed. The administrator is a “think partner.” The program coordinator is the uplink between lead coaches and their cohorts.

During interviews with lead coaches, they stated that they attend monthly meetings with the program coordinator. In addition, the coordinator is always available for meetings and discussions. During their scheduled meetings, they review program logistics, changes to the program, mentor and candidate issues, and are able to receive support in their roles as needed. They are also provided with feedback on their coaching. The lead coaches also stated that they are responsible for providing communication between the program coordinator and their cohorts. Leads meet with their cohorts approximately every six weeks and are always available for meetings and discussions with coaches and candidates. They also review documents submitted by candidates through the learning management system (LMS). In turn, candidates receive written communication about their performance in the LMS. Candidates also interact with program staff directly for feedback on requirements and program logistics, such as enrollment and tuition. When asked about the effectiveness of communication within the organization, all lead coaches agreed that attendance at the meetings with the coordinator, having regular access to the coordinator, and regular email communication are sufficient and effective means of communication. In interviewing other staff about communication within the institution, there was a positive consensus. The LMS is the tool used for the formative

assessments of the candidates. Lead coaches communicate their progress toward completing program requirements to them. Feedback towards progress is provided in writing three times a year. The program gathers mid-year and end-of-the-year feedback from the candidates. The information from those results is shared with the coaches, the induction coordinator, and the advisory committee for the purpose of program modifications and improvement.

There are currently 371 coaches serving in the Teacher Induction Program. There are currently 141 new coaches and 230 returning coaches. Coaches are in full-time teaching roles, TOSA roles, or other related positions. All coaches have a minimum of three years teaching experience, with five preferred, and hold a clear teaching credential in the state of California. Within each cohort, program coaches and lead coaches apply for the role or are recommended by site administrators. Coaches are hired by the lead coaches and approved by district administrators. During the interview with the advisory committee, some members indicated their involvement in the hiring process either through recruiting efforts or interviews. Confirmed during coach interviews the OCDE cohort, which is mostly private and charter school teachers, coaches and lead coaches are hired directly by the coordinator via Edjoin applications and referrals.

Coach training is delivered virtually in both synchronous and asynchronous settings. Initial training begins with a new coach orientation for all first-time coaches. The orientation is held synchronously, covering program design, logistics, and coaching foundations. When discussing the training during the interviews, coaches agreed the training has been valuable in preparation for their role as coaches. A few suggested they could benefit from training that specifically targets “the art” of the coaching process. Other suggestions included training that targets the CSTPs. All coach professional development is tied to the mentor standards however coaches can choose from a menu of options and complete a Professional Learning Plan. The professional development options include a book study, podcast circles, coaching leadership workshop, micro-credential program and writing their own coach goals. During interviews, all coaches agreed that self-directing their professional development has been very beneficial in their growth and appreciate the options of being able to demonstrate their knowledge. Many stated that they were particularly pleased with the podcasts that are provided and, as a result, have started creating their own. Once they have completed their professional development activities, they have six options for demonstrating their application and learning. Feedback is provided by the program leadership.

The coordinator provides weekly online meetings and open office hours and schedules individual meetings to accommodate teacher and coach schedules so that all educational partners have access to information and support in a timely manner. The advisory committee meets three times annually where they discuss data gathered from program surveys, teachers' assessments, personal experiences with program documents, and in-person interviews to inform program modifications.

Documents submitted show coaches are provided feedback through the learning management system. There are two surveys sent out during the school year to candidates requesting

feedback on their experience in the program and with their coaches. Coaches stated that they are also provided with indirect feedback through logs three times per year and professional development reflections submitted by candidates after each cohort meeting. In addition, the program coordinator provides feedback on performance through discussions with coaches.

OCDE reported the following program modifications which include necessary changes due to the pandemic as well as in response to feedback from constituents:

1. In 2020-21 and 2021-22 all in-person meetings were moved to online meetings due to pandemic restrictions. All professional learning was moved to online platforms. In 2021-22 and 2022-23, cohorts were given the option to hold meetings either in person, online, or a combination of both based on local guidelines.
2. In the 2022-23 program year, the program developed a Google slides ebook combining the Individual Learning Plan (ILP) template and the program handbook where candidates and coaches can easily access these in one place. Since the ebook serves as a program handbook, prospective candidates also have easy access to the ebook on the website.
3. In 2022-23, the term “Driving Question” was changed to “Inquiry Statement”. The change was based on feedback from coaches to guide candidates in developing a clearer focus for their inquiry project, however the purpose remains the same.
4. In 2022-23, the professional development offerings for coaches were changed to better meet individual needs and designed to allow the coaches to be in charge of their own learning.
5. The coordinator implemented weekly online office hours for constituents to have access to information and support in a timely manner.

Course of Study (Curriculum and Field Experience)

During interviews, coaches and candidates stated that they were either matched together by credential type, subject area, or by proximity. On one occasion a candidate was able to select the coach that they wanted to work with. A review of program survey data, state survey data and interviews, candidates report being very satisfied with the support provided by their coaches. Consistently, the candidates agreed with how they felt about their coaches. One candidate stated they felt like, “they were working with quality coaches who really wanted to provide support.” While two specific concerns were raised regarding coaches during candidate interviews, both acknowledged they had the option to request a change. Candidates consistently acknowledged their awareness of the change request procedure.

The initial stages developing the ILP includes a triad meeting summary, pre-assessment of practice using the CSTPs, identifying a learning concern in the candidate’s class, co-assessing a focus CSTP element that will promote teacher and student growth, and identifying a specific teacher growth goal to achieve. Additionally, it is stated that the Individual Development Plan (IDP), which is developed in the preliminary credential program, is the starting point for consideration as the ILP is developed, along with the teaching context and input from the administrator via the triad meeting. Upon interviewing current candidates in the program, it was confirmed that all statements regarding the process for developing candidates are

accurate. Candidates described a consistent process for tracking their progress throughout the program during weekly meetings with their coaches, who regularly monitor and discuss their progress toward completion of the program. Lead coaches regularly assess progress toward completion of candidates who are not in their own cohorts. They also provide consistent feedback through the LMS.

Coaches collaborate with candidates to establish clear and measurable goals that are aligned with the teacher's needs and overall objectives of the school, district, and Orange County Department of Education. During their collaboration with candidates, they work to develop their Individual Learning Plan (ILP). The plan consists of targeted instructional strategies and resources to address specific areas of growth. In prior years, the program implemented a "Guiding Question" as the focal point of the ILP. As a result of changes made to the program in the 2022-23 school year, the "Driving Question" has been changed to "Inquiry Statement". The change was made based on feedback from several coaches so that candidates would develop a clearer focus for their inquiry project. Candidates and coaches agree that this change to Inquiry feels like the ILP is less scripted and more aligned with what is actually occurring in their specific classroom settings. During mentoring sessions, coaches guide the candidates through answering prompts, analyzing data, and probing questions to promote reflection. Candidates and coaches acknowledged during interviews that the reflection process has been most instrumental in their growth. The program uses an e-book format for documenting their journey through Induction. Induction candidates document their final reflections and findings as related to their teacher growth goal, inquiry project, student's focus learning needs, focus CSTP element, as well as the larger CSTP Standard in the ebook format. These documents are reviewed, and progress is discussed during weekly meetings with their coaches. The online LMS is the tool used for the formative assessments of the candidates and includes rubrics that are accessible to candidates. Lead Coaches assess formative assessment submission using rubrics and communicate progress toward their completion of program requirements via written feedback three times a year.

Candidates are responsible for engaging in their own professional learning and taking ownership of their growth as educators. They collaborate with their coaches on selected professional learning opportunities and develop their plans based on their individual needs and goals.

Documents and interviews confirm that OCDE administers surveys and program evaluations to coaches, employers, and other constituents involved in the program. The surveys gather feedback on various aspects of the program as they consist of both open-ended and rating questions. Surveys are sent out to candidates two times per year. Once at the mid-year mark and the second time at the end of the year. Survey feedback from candidates indicated that 97% of the candidates are satisfied with their coaches, and 84% reported that their induction experience has been effective in strengthening their practice as a teacher and encouraging them to continue in the teaching profession. Feedback from coaches indicated that they are 99% satisfied with their lead coaches and 99% appreciate selecting their own professional

learning. Coaches stated that in addition to surveys, they use teacher reflections and feedback from the ebook submissions as program feedback.

Assessment of Candidates

Candidates receive ongoing feedback and monitoring from their coach, program assessor, lead coach, and coordinator. Evidence of their inquiry project and the ILP ebook are submitted three times yearly for feedback and evaluation. Once submitted, trained assessors, composed of lead coaches, assess the ILP. Rubrics are used to score the submissions as either meeting standards or below standards. If a candidate needs to resubmit due to a score below standards, the information is communicated by the lead coach and or the program coordinator to the candidate.

Lead coaches are responsible for reviewing program requirements for candidates in their cohorts via the grade book after each requirement is assessed. This allows them to provide additional support, extensions, and recommendations to the coordinator if needed. If a situation were to arise where a candidate needed additional support, the lead mentor would step in to provide additional one-on-one coaching, observations, and/or embedded classroom support.

The program has an initial meeting with candidates where all program requirements are discussed. The requirements are all located in the e-book of the ILP and accompanied by tutorials for every step. The program also shares a rubric and samples of completed ILPs for the candidates to reference.

A candidate audit process occurs within each consortium cohort. Year two and ECO candidates meet standards on their exit presentation. The lead mentor for the district cohort reviews all grades to ensure they are marked as met by assessors. The lead mentor then emails the coordinator. The coordinator conducts a final audit of the gradebook and additional requirements noted in the application advisement tabs. This process was confirmed through document evidence and multiple interviews with coaches and leads.

Coaches provide regular feedback to candidates based on their observations and feedback. This feedback is documented and used as data to assess candidate competence. Student work samples and reflections are also analyzed to identify areas of strength and areas of growth. The program administers surveys and evaluations to candidates and coaches to gather feedback on the effectiveness of the program. The information is analyzed to inform programmatic changes. At the end of the program, year two and ECO candidate audits are completed by the lead mentor, assessors and the coordinator, the coordinator emails the administrative assistant to verify that all tuition balances have been paid. After a final verification is complete, the recommender is then provided with all documents and identification information for each candidate in the cohort and those candidates are recommended for their clear credential.

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, supervising practitioners, employers, institutional administrators and staff, and educational partners, the team determined that all program standards are **met** for the Teacher Induction program.

Career Technical Education

Program Design

The Orange County Department of Education Career and Technical Education (CTE) program is designed and operates to comply with the Commission on Teacher Credentialing preconditions and CTE Program Standards Category II: Preparation to Teach Curriculum to All Students in California Schools. The program consists of a series of coursework starting with early orientation and followed by courses covering classroom management, curriculum design, assessment, foundations, educational technology, instructional strategies, fostering wellness, special needs and accommodations, and Specially Designed Academic Instruction in English (SDAIE). Additionally, the program incorporates the Teaching Performance Expectations (TPEs).

The Career Education unit is part of the Educational Services Division of the Orange County Department of Education. The Career Education unit is home to the Designated Subjects-Career Technical Education Teacher Credential Program (DSCTE) and is supported by a director and administrator. The program includes one full-time coordinator, a program specialist, a shared instructional program assistant, a shared program data technician, and an administrative assistant. The program currently serves over 1000 California Designated Subjects CTE teachers.

The program regularly communicates with local education agencies, private and charter schools, DSCTE candidates, program instructors, mentors in the districts/schools which employ the preliminary credential holders, and community partners. The coordinator, program specialist and administrative assistant hold weekly meetings to address issues related to the credentialing processes and the progress of candidates in the program. The coordinator meets quarterly with program instructors to review coursework and candidate progress. The program Specialist organizes advisory boards with program constituents, which include employing school districts, instructors, program completers, and current candidates. Candidates and completers alike confirmed in interviews that the instructors and program staff are readily available for in-person or virtual meetings, phone conversations, and emails to support candidates in meeting the credential requirements. All constituents interviewed agreed they were well-informed of the activities of the DSCTE program.

The program gathers data from constituents using formal and informal methods. Advisory council members confirmed that OCDE accepts feedback continuously through several media streams and annual meetings include input opportunities. Program surveys, including end-of-course surveys are conducted at the end of each seven-week course, provide feedback from instructors and candidates. Additionally, instructors provide input in regularly scheduled faculty

meetings. A review of program documents and interviews with constituents, including candidate employers, validate interactions with OCDE personnel on a continuous basis which includes email and telephone communication.

Program leaders and staff began a process to shift to a fully digital program in 2019. This process included creating a virtual learning format and streamlining and digitizing the onboarding process for applications and approvals for credential candidates. Program coordinators indicated the process will continue as bids are out for a vendor to create a custom software solution that includes a robust administrative database and an ability to combine all functions of the program.

In 2022, course content and requirements were updated based on feedback from course surveys, constituent input, alignment with best instructional practices. Course updates included the integration of Social Emotional Learning, Multi-Tiered Systems of Support, and Universal Design for Learning.

Course of Study (Curriculum and Field Experience)

Candidates who hold a preliminary DSCTE credential complete a series of coursework starting with early orientation and courses covering classroom management, curriculum design, assessment, foundations, educational technology, instructional strategies, fostering wellness, special needs and accommodations, and Specially Designed Academic Instruction in English (SDAIE) as indicated above. Courses and program activities are completed in a prescribed order, becoming increasingly more advanced as the candidates gain experience in their own classrooms overseen or in conjunction with on-site mentors.

The program also enrolls candidates who hold a Single or Multiple Subjects teaching credential and appropriate DSCTE employment experience. These candidates complete a differentiated program that includes one course and field experience with a mentor in their employing district.

All candidates are required to complete two years (four terms) of classroom experience to satisfy the teaching experience requirement for the clear CTE credential. Candidates have three years from the issuance of the preliminary credential in which to clear. Once an application has been approved, candidates are advised to begin coursework within the first quarter.

The DSCTE program delivers coursework through an online learning management system using best practices for online learning in asynchronous and synchronous instruction. This sequence of courses is offered over a period of two years for the preliminary credential holders. In addition to completing the coursework, all candidates complete the advanced preparation program standards through course and fieldwork with their instructors and an assigned mentor.

A full review of the course content and interviews with candidates, mentors, program completers, and instructors confirmed that the courses contain a significant amount of content as detailed in the Category II Standards. Courses include asynchronous instruction guided by in-

person weekly sessions, assignments relative to content standards, and candidate assessment. During interviews program completers agreed that the program provided them with the skill and knowledge to practice as teachers efficiently and effectively. Candidates who hold a multiple or single subject credential commented on the value of gaining knowledge of the CTE program and that course activities refreshed some knowledge and pedagogy they had forgotten.

Interviews with instructors and candidates revealed that occasionally candidates were not clear on some learning objectives but trusted “there must be a reason” and that reason would eventually come into focus. The program might address this issue by confirming that learning objectives for each course fully reflect the scope of the course content and are observable or measurable. The program collaborates with school districts and counties, which employ the enrolled CTE candidates, to ensure they are supported with an experienced CTE mentor at the local level. Mentors are trained to provide guidance and constructive feedback to candidates on their progress toward mastery of the CTE standards. Mentor support requirements are aligned with the sequence of courses to help candidates apply what they are learning in the courses to their classrooms. Mentors are provided with a description of course content and a list of relevant topics of discussion for support meetings on a quarterly basis.

The DSCTE program offers a course for Teaching English Language Learners based on the California English Language Development Standards. Courses were reviewed and conform to the same level of quality as the CTE-specific courses.

DSCTE program candidates complete two years of teaching experience with mentor support. The mentoring process begins and continues during the time candidates are completing coursework and the two years of teaching experience. Mentors meet with candidates at least once a month, and formally observe them at least once a year in a non-evaluative observation. Following the observation, the candidate and mentor submit the observation record to the program. In year two, candidates meet with their mentors at least once a month to create and revise a “Year Two Professional Growth Plan” which is based on the California Standards for the Teaching Profession (CSTP). All mentor documents are maintained by the program and placed in the candidate's file.

Assessment of Candidates

Candidate progress is regularly assessed in the required courses and by the candidates’ mentor at their worksites. Assessment activities include demonstration of various skills, short quizzes, and examinations. Candidates are informed about required assessments via the course syllabi, learning management system (LMS) and directly by course instructors. Instructors and candidates confirmed that the assignments are scored using rubrics designed specifically for the activity being performed. Assessment results are posted in the LMS gradebook which is only accessible by the candidate, instructor, and program staff.

Candidates stated instructors provide written feedback in the LMS which includes advising the candidate to revise assignments and to re-submit at no penalty for increased credit. Instructors

confirmed they encourage candidates to improve their work when it is an option. Mentors also assess candidate progress by following procedures outlined in the regular mentor orientations and in the CTE Teach Mentor Training Modules that all mentors complete. The assessment of teaching practices that mentors conduct is non-evaluative, meaning they are formative assessments that provide advice to the new teachers and are not used for employment purposes.

Candidates and completers indicated they felt supported in the program courses and instructors often provided their personal telephone numbers, enabling almost instant response to queries or requests for help. Both instructors and mentors are equipped by their training and functions in the program to step in and help struggling candidates. Several instructors, in a discussion about candidate retention, indicated that candidates do not usually leave the program for academic reasons, but instead for a personal reason such as illness.

Instructors and program coordinators confirmed in interviews that assessment data is discussed at regular meetings. Instructors also said that they talked among themselves when it appears that some aspect of the program or curriculum needs examination, and they bring it to the attention of the program leaders. Discussion with program staff and constituents revealed the program was not only willing to change and adapt the curriculum and the program, but that they proactively sought and used such data to inform their decision-making.

The DSCTE program does not place candidates or program completers in employment. Candidates enter the program because they have been hired by a local education agency to teach in a CTE program or course and have not previously completed a preparation program. Candidates are made aware of all program requirements, appropriate use of program materials and the appeal and remediation process through course syllabi and guidance documents provided upon entry to the program. Requirements and expectations are reinforced in the second-year courses with a focus on the creation and use of those policies in their own courses. Interviews with candidates, completers and instructors did not indicate challenges with the availability of program policy information.

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, supervising practitioners, employers, institutional administrators and staff, and educational partners, the team determined that all program standards are **met** for the Designated Subjects Career Technical Education program.

Preliminary Administrative Services

Program Design

The Orange County DOE Preliminary Administrative Services Credential Program (PASC) is housed in the Career Education unit within the Educational Services division. The program is a traditional pathway delivered in a hybrid model at the OCDE Main Campus and Capistrano Unified School District office.

As evidenced by the organizational chart and confirmed in interviews, the program is supported by both a director and an administrator. A full-time administrator leads a team consisting of a cohort advisor, shared administrative assistant, data technician, instructors, and candidates.

Program communication occurs through program materials such as a digital handbook, course schedules and deadlines, emails, learning management system (LMS) announcements, office hours, class visits, and organized meetings. The program administrator and instructors communicate through planned meetings and frequent class session visits. The administrator and cohort advisor meet with classes to communicate information and answer questions. To discuss the expectations, the cohort advisor holds triad meetings, which include the advisor, site supervisor, and candidate. Supervisors are given a program handbook communicating the necessary information. Advisement sessions are held throughout the program, and the administrator is available for additional support. As evidenced in interviews, candidates expressed that the program administration's communication, organization, and responsiveness reduced stress and created a safe and welcoming environment.

The program administrator and team members meet regularly to review program surveys, informal qualitative data, and CalAPA results to discuss necessary modifications to the program. This information is communicated with the larger unit.

OCDE's PASC program seeks informal and formal input from constituencies and partners through advisory council feedback, semester surveys, and end-of-program surveys. Additionally, they receive feedback through written and verbal communication between candidates and instructors. OCDE meets local preparation needs through MOUs with partner districts established for district-only cohorts. As evidenced in interviews, the program uses the triad meetings and discussions with human resource personnel onboarding candidates as a form of qualitative data collection. These individuals are invited to the advisory council meetings. In order to serve the community and program better, increase the frequency of meetings, and further strengthen opportunities for constituent feedback, the unit plans to combine advisory groups across all programs.

Candidate feedback has led the OCDE to offer the PASC program in a hybrid format. Both candidates and instructors wanted more program flexibility coming out of the pandemic. The combination of in-person and virtual learning has allowed the development of skills necessary for educational administrators. In interviews, candidates expressed their appreciation for the hybrid model as it allowed them to participate in the program while balancing a busy personal and professional life. They noted the human connection, collaboration, and networking opportunities face-to-face with peers and instructors was also of value. Additionally, instructors expressed how the model reduced absenteeism, increased support and relationship building, and an opportunity to complete assignments in a flexible environment designed for the adult learner.

A second program modification was the transition to a new form of fieldwork. Leadership has chosen to replace the main fieldwork project with the completion of the CalAPA and smaller

fieldwork assignments. As evidenced in fieldwork documents and interviews, candidates must complete two fieldwork activities aligned to CAPE 3 and CAPE 4, three fieldwork activities aligned to the three cycles of CalAPA, and two chosen from a list of fieldwork options. This has allowed the program to fill in the knowledge gaps for candidates from varied career fields.

Course of Study (Curriculum and Field Experience)

OCDE's PASC program has been designed as a cohort model. All candidates begin the program simultaneously and follow the same course sequence, as evidenced in the published course sequence. All courses align with the CAPE.

Fieldwork for the program is met through seven activities which includes three of the activities met through the three cycles of the CalAPA. These cycles align with instruction in three courses, one course per semester, as evidenced by the course syllabi. The remaining four fieldwork activities are self-paced throughout the remainder of the program. Candidates expressed a desire for all fieldwork activities to be matched with coursework to increase accountability, understanding, and meaningfulness.

Equity-driven leadership is one of the critical areas addressed throughout the program's coursework as a common thread through the entire program rather than a single course. Skills aligned to this topic are connected to all aspects of leadership to ensure candidates are equipped in all areas. As evidenced through interviews, syllabi and candidate responses, equity-driven leadership is taught in depth in the PASC 102 course and integrated into all subsequent courses. The program can continue to strengthen the candidate experience through regular collaboration meetings where instructors discuss the articulation of coursework and activities with the goal of eliminating repetition and overlap of content.

Seven field work activities include three placements aligned to the CalAPA cycles and four activities which are self-paced and completed under the supervision of the cohort advisor, as evidenced by the Fieldwork Activity Handbook. Candidates select two activities aligned to CAPE 3 and 4 and choose two activities out of a list of 250 in the fieldwork activity document. The cohort advisor uses the fieldwork matrix to track and monitor the completion of all activities. As evidenced through interviews, candidates appreciated the choice of activities and the ability to align each with the work they were currently engaged in.

The cohort advisor conducts a triad meeting with the site supervisor and the candidate. Supervisors are informed of program requirements and required support during this meeting, through verbal communication as well as the program handbook. Throughout the program, as confirmed in interviews, the cohort advisor systematically monitors candidate progress using the fieldwork matrix.

As outlined in the program handbook, candidates must make satisfactory progress throughout the program. The cohort advisor can monitor this progress by accessing the LMS, monitoring fieldwork activities, and making monthly visits to course sessions. Candidates not making progress are identified quickly and the administrator and/or cohort advisor meet with the

candidate to determine necessary steps forward. This information was confirmed through the interviews of candidates, the administrator, instructors, and the cohort advisor.

The cohort advisor evaluates program instructors annually using an instructor observation form. Formal feedback is then provided through a scheduled meeting. As verified through interviews, the cohort advisor, and the administrator visit every class session to evaluate the instructors, candidates, and program needs informally. This information is used for progress monitoring and allows for necessary program corrections and modifications.

The program administrator and cohort advisor meet regularly to discuss program surveys, midpoint reviews, CalAPA scores, program handbook/materials, classroom observations, and other qualitative data collected during triad meetings, classroom visits, and communication with supervisors, instructors, and candidates. There is an effort to discuss the current status of course schedules, delivery models, assessments, and workload. This information is analyzed to determine areas of continuous improvement. Many of these documents were verified in the program summary and interviews.

Assessment of Candidates

OCDE assesses PASC candidate competencies during each course. Competencies are evidenced formally through a signature assignment and reflective essay and were confirmed through a review of the syllabi. Candidates are assessed and provided feedback during each assignment using the aligned rubrics.

Candidates confirmed in interviews that they are informed about the required assessments in their program orientation and handbook at the beginning of the program. Additionally, requirements are communicated during the CalAPA orientation and through each course outline posted on the LMS. Candidates are given a CalAPA planning guide with resources and coursework is aligned directly to each cycle. The Fieldwork Activities Handbook outlines specific requirements to be assessed. Instructors communicate course requirements, and the cohort advisor gives ongoing guidance and feedback as fieldwork is monitored.

The program handbook outlines support offered to candidates regarding the CalAPA. This support includes one-on-one meetings, office hours, instructor meetings, and additional resources. CalAPA data is collected via the online Results Analyzer. Program faculty review these results, meet with the candidate who have not passed, and collaboratively design a written plan for resubmission. As confirmed through interviews, the administrator and cohort advisor are available to assist candidates in meeting necessary requirements and completion.

Candidates provide feedback on the program and instructors at the end of each term and at the program's conclusion. Additionally, qualitative data is collected during meetings with the administrator and cohort advisor. Candidates communicated in interviews the exceptional accessibility and responsiveness of program personnel. Responses revealed an overwhelming feeling of support and care.

As evidenced in the program handbook, assessment data for the CalAPA is sent to OCDE via Results Analyzer. If a candidate fails the CalAPA, the data contains specific condition codes to inform the candidate of assessment areas to address. These results require a meeting with the candidate and administrator to discuss the condition code, possible solutions, and a plan for resubmission. To date, only two OCDE candidates have ever received a failing score on a cycle.

Verified during administrator interviews, candidates choose the individual supervising their fieldwork activities. This individual is typically a supervisor at their current site and aligns with their leadership direction. The supervisor must meet the basic requirements outlined in the site administrator roles and responsibilities document.

Candidates confirmed that they are informed of all program requirements during the initial orientation, in the LMS, during the triad meeting, and through email and verbal communication throughout the program. The appropriate use of materials, appeal policy, and satisfactory progress requirements are outlined in the program handbook.

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, supervising practitioners, employers, institutional administrators and staff, and educational partners, the team determined that all program standards are **met** for the Preliminary Administrative Services credential program.

Clear Administrative Services

Program Design

The Orange County DOE Clear Administrative Services Credential Program (CASC) is housed in the Career Education unit within the Educational Services division. The program is a traditional pathway delivered in a hybrid model at the OCDE Main Campus.

As evidenced by the organizational chart and confirmed through interviews, the program is supported by both a director and an administrator. The program administrator leads a team with a shared administrative assistant, a data technician, coaches, and candidates.

OCDE's CASC program is run with the direction of the program administration and coaches. Upon admission to the program, candidates meet with the administrator to determine leadership goals and needs. This specific process is explained in the report below. Communication within the program happens on-site and virtually during regular coach/candidate meetings. Additionally, candidates shared that they had access to their coach via phone and email, and their responsiveness was encouraging and one reason for retention in the program and position. When on-site, coaches collect qualitative feedback about the program and share this information with the administrator. The program administrator and team members meet regularly to review program surveys and informal qualitative data to discuss necessary modifications to the program. This information is communicated with the larger unit.

OCDE's CASC coaches must complete a coach application and meet the basic qualifications of holding a clear administrative services credential and have at least five years of administrator experience. Once the application is submitted, an interview is conducted with the program administrator. New coaches receive the roles and responsibilities document from the handbook and sign a leadership coaching agreement. All new coaches must complete professional development as outlined in their agreement. As verified through interviews, this has consisted of yearly training in spring and fall, virtual meetings throughout the year, and new recruit coaching by the administrator. Training focuses on six standards, effective coaching strategies, and navigating difficult conversations. Feedback is communicated to coaches by the program administrator via email and conversations. Formal feedback is conducted through the coach feedback form and program evaluation at the conclusion of the program.

OCDE's CASC program seeks both informal and formal input from constituencies and partners through advisory council feedback, semester surveys, and end-of-program surveys. As evidenced in interviews, the administrator conducts three coach meetings per year where qualitative feedback about the districts, sites, and program is shared. In addition, coaches complete a survey with additional program feedback. In an effort to serve the community and program better, the administration's goal is to combine advisory groups across all programs to increase feedback. Information received is shared in meetings through a continuous improvement process.

OCDE assesses the quality of services in the CASC program informally through emails, phone calls, and meetings. Formal feedback is collected through observations, a mid-year evaluation, the exit presentation, and the completer survey. Feedback is reviewed by the administrator and shared with leadership and coaches. Adjustments are made based on this feedback. As evidenced through interviews, monthly leadership meetings occur to discuss program elements.

Course of Study (Mentor/Coaching System)

Once the candidate is enrolled in the CASC program, they are required to attend an orientation meeting with the administrator. In this meeting, the administrator reviews all program expectations and requirements and then works through a series of questions, outlined in the evidenced document, to determine the best coaching match. Matches are determined based on personality, experience, and candidate goals. Once a tentative match is made between the candidate and the coach, an informal meeting is set up to either confirm or deny the appropriateness of the match. The coach's role, as confirmed in their interviews, is to guide, encourage, and challenge candidates. Candidates shared in interviews that the coaching experience made it feel like an individualized program that pushed them in new areas while allowing them to grow in the work taking place in their current position.

Verified through interviews and program documents, the candidate and coach spend the program's first two months establishing a relationship and completing an initial assessment to help determine goals for the Individual Induction Plan (IIP). A triad meeting is held with the

candidate, coach, and site supervisor to discuss the goals. The plan is shared with the administrator, and the candidate can begin the work once finalized. The coach's role is to support and guide the candidate in implementing the IIP. The Collaborative Coaching Log is used in this process to track progress.

The CASC Program Timeline outlines times when candidates are advised, supervised, and evaluated throughout the program. Each section outlines what specific meetings and requirements must be met during those months. These include advisement meetings with the coordinator, triad meetings, program reviews, exit presentations, and progress monitoring. Candidates confirmed through interviews the program's evaluation process was manageable and related well to the work they were currently engaged in. They felt the accountability yet flexibility of the program, coupled with the guidance of in-person coach support, helped to build professional skills, resilience, and retention. The exit presentations allowed candidates to see the scope of learning and growth.

Each candidate must complete a minimum of 30 hours of professional learning per program year. The information is recorded in the Professional Development Log. These opportunities could be those offered within their school district, OCDE or from an outside source. Future learning opportunities to address current needs are developed based on feedback. In addition, candidates participate in Leading Edge for the Administrator. Candidates confirmed these requirements were easily met in their current position. Candidates expressed a desire to connect more with peers in meaningful ways through the program to strengthen their professional network.

OCDE's CASC program seeks informal and formal input from constituencies and partners through advisory council feedback, semester surveys, and end-of-program surveys. Additionally, they receive feedback through written and verbal communication between candidates and coaches. As evidenced in interviews, the program uses triad meetings and discussions with site supervisors as a form of qualitative data collection. These individuals are invited to the advisory council meetings. In order to serve the community and program better, increase the frequency of meetings, and further strengthen opportunities for constituent feedback, the unit plans to combine advisory groups across all programs.

Assessment of Candidates

CASC candidates are assessed at the program's beginning, middle, and end using the WestEd Descriptions of Practice (DOP) CPSEL Assessment. This document aims to show a candidate's growth in each CPSEL element. As evidenced through documents and interviews, candidates are assessed through the IIP each year. In addition, at the end of the year both the candidate and the coach complete a mid-program benchmark assessment with the collaboration of the administrator. The coordinator uses this tool to assess the candidate's competencies in each CPSEL. The exit presentation is a formal assignment each candidate completes at the end of the program which the coach, coordinator, unit administrator, and director evaluate.

A collaborative coaching log documents all meetings between the candidate and the coach. In addition, a mid-program benchmark assessment is given midway through the program. As

confirmed through interviews, the administrator and coach are available to assist candidates in meeting the necessary requirements for the completion of the program. The program handbook outlines satisfactory progress requirements and arrangements.

OCDE's CASC program informs candidates about assessment and evaluation of program competencies through the program handbook, individual orientation meeting with the administrator, and the triad meeting with the coach and administrator. Further communication occurs throughout the program through the LMS, email, and additional meetings with the coach and administrator. Through interviews, candidates confirm that communication within the program is clear and timely.

CASC candidates are assessed in each CPSEL element at the program's beginning, middle, and end using the WestEd Descriptions of Practice (DOPS) CPSEL Assessment. Candidates are assessed through the ILP each year. In addition, at the end of the year both the candidate and the coach complete a Mid-Program Benchmark Assessment with the collaboration of the program coordinator. The Exit Presentation is a formal assignment each candidate completes at the end of the program which the coach, coordinator, unit administrator, and director evaluate.

OCDE lists all program requirements as assignments in the online LMS. The administrator monitors candidate progress throughout the program and provides feedback on the submitted documents. The coordinator communicates completion requirements with both the candidate and the coach. Candidates have a checklist of all requirements listed in the program handbook. The exit presentation, completer survey, and informal conversations give qualitative data for program improvement. The goal of the program is to conduct exit interviews for additional information.

As evidenced in the program handbook, candidates can be recommended for their clear administrative services credential upon completing all program requirements and confirmation of completion by the administrator. After the administrator confirms tuition has been paid and program requirements met, the candidate's file is given to the program data technician to process the credential recommendation.

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, supervising practitioners, employers, institutional administrators and staff, and educational partners, the team determined that all program standards are **met** for the Clear Administrative Services credential program.

INSTITUTION SUMMARY

The Orange County Department of Education (OCDE) value statement is the foundation of their four educator preparation programs that serve Orange County as well as educators and partners across the state:

“OCDE is dedicated to the fundamental human values of respect, responsibility, integrity, and professional ethics. Our priority is service to students, schools, districts, families, and community members. We provide a safe, caring, courteous, and professional environment that fosters collaborative work and individual development for our employees. We hold ourselves and each other accountable for the highest level of performance, efficiency, resource management, and professionalism.”

The institution has a central focus on supporting and growing their educator preparation programs in service of future educators, current educators and students. One unit member stated, “Our leadership and our team are committed to do what is best for students, it’s our culture”. Support and growth are anchored in identifying the needs of unit partners and continuous improvement with the goal of positively impacting workforce development. While the unit consists of a combination of new and veteran program staff and recently underwent a reorganization, collaboration and effective leadership was evident in reviewed evidence and interviews across constituents. A common theme from constituent interviews was OCDE’s commitment to providing high quality programs responsive to partner needs. The impact of this program extends beyond Orange County and the programs provided by the unit as staff participate in state-wide and regional work including BIR and regional cluster collaboration.

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:	<i>No response needed</i>
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 constituencies in the organization, coordination, and decision making for all educator preparation programs.	Consistently

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
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

The Orange County Department of Education Institute for Leadership Development’s vision and mission is to “foster and sustain professional capital among Orange County’s educational leaders, which helps to ensure [their] students lead the nation in College and Career Readiness and Success.” The vision and research-based content is incorporated in all programs through professional learning, faculty training and formative assessment activities. As confirmed in interviews with a variety of constituents and a review of meeting agendas and minutes, decision making for all programs includes institution leadership, unit leadership, program staff, program faculty, candidates and partners.

Collaboration through internal advisories and external associations, with a focus on positively impacting educator preparation in the region, includes P-12 partners, institutions of higher education and community organizations. Additionally, efforts to collaborate and leverage expertise across departments within the county office, “breaking down barriers internally so [the unit is] not seen as a silo”, was shared in an interview with unit leadership.

An institution leader, who supports the fiscal activities of the preparation programs shared, “It is important to us that the programs have the resources they need to run effective programs”. A review of faculty applications, resumes, job descriptions and interviews confirm the unit employs and retains qualified personnel with specific efforts to broaden recruitment and make available positions accessible to all who are qualified. Staff interviews across all programs confirm they have what is needed to successfully carry out their job duties and provide a high level of service to partners, faculty, and candidates.

A review of evidence and interviews with multiple program staff confirm the credential recommendation process includes multiple phases of verification, a review of renewal requirements and final leadership approval to ensure credential recommendations are done only for candidates who meet all requirements. Additionally, staff who are approvers stay current with state guidelines and processes by receiving listserv emails as well as attending an annual conference and technical assistance webinars.

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<i>No response needed</i>
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

Each of the approved programs offered by the institution accepts candidates based on clear criteria that include multiple measures of candidate qualifications. A thorough review of documents including handbooks, program eligibility guides, and program requirements handouts reveal all programs provide written documentation outlining the requirements for program entry. In addition, interviews with administrators, teachers, program leaders and other constituents support this finding. Program Managers described the onboarding process of CTE candidates and shared that the administrative assistant completes an initial verification and review before moving the candidate's application to the respective program manager. The program manager is then responsible for checking the candidate's experience and documentation before moving the application along to the data technician who does the credential recommendation. This multi-step process ensures the program verifies the candidate's qualifications prior to program admittance. In subsequent interviews with data technicians, it was shared how a data technician received an application where a candidate didn't qualify for the PASC program. The data technician took time to review the applicant's information and identify what the applicant would need to become eligible for the PASC program before following up with them. A thorough and personalized approach to candidate enrollment was evident across all programs within the unit.

OCDE purposefully recruits and works with hiring partners to recruit candidates to match the diversity of the student population within the school districts served by the unit. This was noticed during multiple interviews, including an interview with institution leadership. One leader shared that promoting diversity and inclusivity is a focus of current work in county office and what the institution stands for. Additionally, institutional leaders shared efforts to intentionally market and conduct outreach outside of Edjoin to attract a diverse applicant pool for positions within the institution. During interviews with PASC constituents, it was noted that program partners, rather than the unit, are responsible for ensuring candidate diversity, however, interviews and candidate demographic data for PASC, CASC, and Teacher Induction candidates, revealed candidates represent a diverse demographic regarding race, gender, and age. The unit has applied for the Diverse Education Leaders Pipeline Initiative (DELPI) Grant to assist with future recruitment to diversify the administrator pool.

Each program within the Orange County DOE provides support, advice and assistance to promote candidates' successful entry and retention in the profession. One institutional leader shared, "There is not one educator or student who is denied an opportunity. Sometimes [a candidate is in their] own head and when a candidate is matched with someone who provides psychological safety, they can help them persevere toward professional goals. We are here in service to everyone." Additional evidence, through interviews with program candidates, confirmed that program staff monitor progress through a review of assignments and fieldwork. Program leaders shared that if they notice any candidate concerns, they notify the candidate and as a result, no candidate has fallen behind or needed intervention due to the intentional and ongoing monitoring from program leaders and staff.

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
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 <i>program</i> the <i>unit</i> offers, candidates have significant experience in <i>California public schools</i> with diverse <i>student</i> populations and the opportunity to work with the range of <i>students</i> identified in the <i>program</i> standards.	Consistently

Finding on Common Standard 3: Met

Summary of information applicable to the standard

The Orange County DOE (OCDE) designs and implements a clear, 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. In addition, the unit and all programs within the unit provide a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounding in current research on effective practice. Interviews with candidates confirmed coursework is integrated closely with field experiences to provide a cohesive and comprehensive program. One CTE candidate shared, “The coursework is aligned with what we are teaching and going to be teaching. Coursework aligns with the CTE standards. They are enmeshed”. Additionally, interviews with CASC candidates shared that the professional development they received was “meaningful and allowed for diverse learning opportunities”.

Through site-based work and clinical experiences, the programs offered by OCDE 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. As one candidate shared, “The CTE program in and of itself is looking at how we are identifying and responding to the diversity of learners and experiences, interests, and engagement of our students.” Another candidate shared, “I’m putting all the pieces together about how I’m going to serve my schools. On our campus we have our SPED students and English learners, so I am taking what I am learning and applying it to how I’m going to best serve my kids”. Furthermore, across all programs, candidates working in California PK-12 settings have significant focus on diverse student populations and opportunities to work with the range of students identified in the program standards as evidenced by performance expectations, teaching standards, performance assessment, and program formative assessments.

The OCDE has clear processes for ensuring faculty for each program are certified and experienced in teaching the specified content or performing the services authorized by the credential. A review of CASC documents, denoting qualifications of coaches and professional development personnel support this finding. In addition, there are clear processes and criteria for selecting site-based supervisors who provide effective and knowledgeable support for candidates. Additionally, interviews with CASC coaches revealed that they are required to hold a clear administrative services credential and have extensive experience as an administrator in order to qualify as a coach. Interviews with program managers further supported this finding, as they provided details about the selection process for site-based supervisors.

Coaches and mentors within the unit are trained in supervision, orientated to the supervisory role, and evaluated and recognized in a systematic manner. This finding is supported by a review of training materials and interviews with program managers, who spoke extensively about the orientation, collaboration meetings and training required of coaches. Specifically, coaches within the CASC program shared they attend regular coach meetings throughout the year, and they complete a self-evaluation and receive feedback from the program lead regarding their coaching performance.

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
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 completion 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 constituencies 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

The institution regularly assesses program effectiveness in relation to each programs’ course of study offered, fieldwork and clinical practice and support services for their candidates as evidenced by surveys and exit tickets completed by candidate and coaches, direct informal feedback, challenges addressed through office hours, a review of candidate submissions, Accreditation Data System (ADS) data from state survey responses and advisory discussion. The continuous improvement process is supported by the institution and occurs within each program involving all constituents. One program leader shared, “Our leadership has a focus on continuous improvement, and we know it is okay to fail”. In addition, the data technician position has been added to the unit to further support data collection, summarizing and processing.

Program staff shared, “There hasn’t been a single person that is not forward thinking about what we can do better. We look at how things have been done, but we look to see how we can make things more accessible to students.” Unit staff convene monthly, which includes a review of data and feedback to plan for program improvements. During interviews, employers of candidates confirmed the unit is very transparent and feedback data collected is sent out to districts. Course instructors are provided end of course survey data to reflect on with the respective program leader.

One example of a program change based on the continuous improvement process was a streamlining of the CTE application process. This included designing and implementing a digital application within a secure server. A future program improvement, currently in development

based on constituent feedback, is incorporating artificial intelligence into programs as well as professional learning support for faculty and candidates. A common theme across a variety of interviews was an acknowledgement of the great relationships between partners and programs that allow for informal requests to address challenges or needs.

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.

The Orange County DOE (OCDE) unit and programs within the unit evaluate and demonstrate they are having a positive impact on candidate learning and competence as well as on teaching and learning in schools that serve California’s students. During CTE candidate interviews, three candidates shared how they found out about the OCDE CTE program and received support regarding CTE standards from CTE teachers at their school sites who had previously completed the OCDE CTE program. ILD Coordinators described how often mentor support of credential candidates within the Induction Program extended beyond the end of the program. ILD Advisory members recalled a past PASC candidate who was recently hired as a principal in Northern California and attributed their hire to the PASC program.

There is a strong focus within the OCDE Unit to further develop their programs to have a positive impact on schools within California. One administrator shared that the unit works creatively on candidate retention within schools, even while schools face declining enrollment. Additionally, the unit is open to partnering with other LEAs who have educator preparation programs to provide them with support when needed. An administrator stated, “We want to build a better network, so candidates have a place to come whenever they need something”.

The OCDE unit also ensures that candidates preparing to serve as professional school personnel know and demonstrate the knowledge and skills necessary to educate and effectively support all students in meeting state adopted academic standards. Each program assesses candidates to confirm they meet the Commission adopted competency requirements as specified in the program standards. Candidates within the CASC program are required to complete an exit

interview and project, demonstrating application of the CPSELs. Candidates within the Induction program complete an ILP, showing connections between their teaching practice and the CSTPs. Program projects and documents are reviewed by coaches or lead mentors.

The OCDE unit has processes in place for verifying candidates have met program requirements prior to being recommended for a credential. Information gleaned from interviews with data technicians described how candidate completion information was verified within the program's spreadsheet database and each candidate goes through multiple layers of vetting prior to being recommended for a credential.