

# Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at

## Los Angeles County Office of Education

Professional Services Division

April 2025

### Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Los Angeles 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 with Stipulations** 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 with Concerns
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 Multiple Subject and Single Subject (Intern)	7	6*	1	0
Preliminary Education Specialist: Mild to Moderate Support Needs (Intern)	7	6*	1	0
Preliminary Education Specialist: Extensive Support Needs (Intern)	7	5*	2	0
Preliminary Education Specialist: Early Childhood Special Education (Intern)	7	6*	1	0
Added Authorization in Autism Spectrum Disorders	3	3	0	0
Added Authorization in Early Childhood Special Education	4	4	0	0
Teacher Induction	6	6	0	0

<b>Programs</b>	<b>Total Program Standards</b>	<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
Preliminary Administrative Services	9	9	0	0
Clear Administrative Services	5	5	0	0
Designated Subjects: Career Technical Education	16	14	2	0
Designated Subjects: Adult Education	13	11	2	0
Designated Subjects: Supervision and Coordination	4	4	0	0

**\*Program Standard 7** - The Commission is currently in the process of certifying all Commission approved Multiple Subject and Education Specialist teacher preparation programs for alignment with SB 488.

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: Los Angeles County Office of Education**

**Dates of Visit: February 23-26, 2025**

**Accreditation Team Recommendation: Accreditation with Stipulations**

**Previous History of Accreditation Status**

<b>Accreditation Reports</b>	<b>Accreditation Status</b>
<a href="#">February 25, 2018</a>	<a href="#">Accreditation</a>

**Rationale:**

The unanimous recommendation of **Accreditation with Stipulations** 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, except for Teacher Induction Precondition 1, which was found to be not in compliance.**

“Each Induction program must be designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching.”

Program Standards

All program standards for the Preliminary Multiple Subject and Single Subject credential programs were **met, except for Program Standard 3, which was met with concerns.**

All program standards for the Preliminary Mild to Moderate Support Needs Education Specialist credential program were **met, except for Program Standard 3, which was met with concerns.**

All program standards for the Preliminary Extensive Support Needs Education Specialist credential program were **met, except for Program Standard 2 and Program Standard 3, which were met with concerns.**

All program standards for the Early Childhood Special Education credential program were **met, except for Program Standard 3, which was met with concerns.**

All program standards for the Added Authorization in Autism Spectrum Disorders program were **met.**

All program standards for the Added Authorization in Early Childhood Special Education program were **met.**

All program standards for the Teacher Induction 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.**

All program standards for the Designated Subjects Career Technical Education credential program were **met, except for Program Standard 4 and Program Standard 5, which were met with concerns.**

All program standards for the Designated Subjects Adult Education credential program were **met, except for Program Standard 2 and Program Standard 4, which were met with concerns.**

All program standards for the Designated Subjects Supervision and Coordination credential program were **met.**

#### Common Standards

Common Standards 1, 3, 4 and 5 were **met.** Common Standard 2 was **met with concerns.**

#### Overall Recommendation

Given the above findings on preconditions, program standards and common standards, the review team recommends an accreditation status of **Accreditation with Stipulations.**

#### The team recommends the following stipulations:

##### Teacher Induction Precondition 1

1. That within thirty days of the COA action, LACOE will establish a process to enroll candidates in the Teacher Induction Program beginning in the teacher's first year of teaching.

### Common Standard 2

2. That within one year, LACOE will submit evidence of a clearly defined process in place within each educator preparation program to identify and support candidates who need additional assistance to meet competencies.

### Program Standards

3. That within one year, LACOE will submit evidence that district employed supervisors within the Multiple Subject, Single Subject and Education Specialist credential programs receive appropriate information to be knowledgeable about the program curriculum and program expectations related to their role and responsibilities.
4. That within one year, LACOE will submit evidence that the coursework and fieldwork/clinical experiences within the Extensive Support Needs credential program provide multiple opportunities for candidates to learn, apply, and reflect on each Extensive Support Needs teaching performance expectation.
5. That within one year, LACOE will submit evidence that a supervisor and/or support teacher is selected and assigned for each CTE and Adult Education teacher, and that all CTE and Adult Education teachers in the program are guided, assisted and evaluated by supervisors throughout the period of their preliminary credential.

### Six Month Update

6. That within six months, LACOE will provide a report to the COA on progress that has been made in addressing each stipulation listed above.

In addition, staff recommends that:

- Los Angeles County Office of Education's response to the preconditions be accepted, with the exception of Teacher Induction Precondition 1 which is to be addressed within 30 days from the COA Action.
- Los Angeles County Office 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.

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 and Single Subject
- Preliminary Mild to Moderate Support Needs
- Preliminary Extensive Support Needs
- Preliminary Early Child Special Education
- Added Authorization in Autism Spectrum Disorders
- Added Authorization in Early Child Special Education
- Teacher Induction

- Preliminary Administrative Services
- Clear Administrative Services
- Career Technical Education
- Adult Education
- Supervision and Coordination

#### **Accreditation Team**

##### **Team Lead and Common Standards:**

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##### **Program Reviewers:**

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#### **Documents Reviewed**

Common Standards Submission  
Program Review Submission  
Common Standards Addendum  
Program Review Addendum  
Preconditions Submission  
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

<b>Constituencies</b>	<b>TOTAL</b>
Candidates	123
Completers	52
Employers	20
Institutional Administration	5
Program Directors and Coordinators	9
Faculty and Instructors	15
PA Coordinators	2
Program Field Supervisors and Readers	66
District Field Supervisors	63
Credential Analysts and Staff	10
Advisory Board Members	23
<b>TOTAL</b>	<b>388</b>

*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**

The Los Angeles County Office of Education (LACOE) is the nation's largest regional education agency serving in the most populous and diverse county. Under the leadership of Los Angeles County Superintendent of Schools and the County Board of Education, LACOE supports 80 public school districts and numerous other agencies in providing educational experiences for the region's 1.3 million preschool and school-age children.

### **Education Unit**

The Director of Human Resources serves as the LACOE Educator Preparation Unit (EPU) unit head. The LACOE EPU offers 13 credential programs. The credential programs are housed within three different divisions of LACOE and include: the Beginning Teacher Programs within the Division of Human Resources under the direction of the Project Director; the Designated Subjects Programs within the Division of Accountability, Support and Monitoring, under the purview of the Chief Academic Administration Officer and directed by a Project Director; and the Educational Leadership Programs within the Division of Curriculum and Instruction under the purview of the Chief Academic Administration Officer and directed by a Project Director.

The Beginning Teacher Programs is run by 6.5 program coordinators and 5 support staff and offers 8 credential programs, including: District Intern Preliminary Multiple Subject and Single Subject, Education Specialist Mild to Moderate Support Needs, Education Specialist Extensive Support Needs, Education Specialist Early Childhood Special Education, Autism Spectrum Disorders Added Authorization, Early Child Special Education Added Authorization, and Teacher Induction. The Designated Subjects programs are run by a program coordinator and 3 support staff and offers 3 credential programs, including: Adult Education, Career Technical Education, and Supervision and Coordination. The Educational Leadership Programs is run by 2 coordinators and 2 support staff and offers two credentials, including: Preliminary Administrative Services Credential and Clear Administrative Services Credential.

The size and scope of the service area for LACOE is vast. Los Angeles County educates approximately 1.3 million pre-K-12 students. Nearly 2,000 candidates are enrolled across all of LACOE's credential programs. Some of the programs are specific to the Los Angeles basin spanning from Santa Clarita in the north, to as far south as Long Beach, and into the desert communities in the east. The Beginning Teacher Programs and Educational Leadership Programs partner with approximately 80 school districts. LACOE partners include districts, numerous charter schools, nonpublic schools, and private schools. In addition, the Designated Subjects credential programs serve districts and candidates statewide.



**Table 1: Enrollment and Completion Data**

<b>Program Name</b>	<b>Number of Program Completers (2023-24)</b>	<b>Number of Candidates Enrolled (2024-25)</b>
PASC	56	99
CASC	102	102
CTE	188	1625
Adult Ed	72	374
Supervision and Coordination	8	0
Ed Specialist Early Childhood	1	5
Ed Specialist Extensive Support Needs	5	15
Ed Specialist Mild to Moderate Support Needs	12	32
Ed Specialist Autism AA	16	8
Ed Specialist ECSE AA	1	3
Teacher Induction	197	545
Multiple Subject Intern	12	36
Single Subject Intern	16	46

**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** with the exception of the following:

Teacher Induction Precondition 1: Each induction program must be designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching.

It was found that there is a waitlist of prospective candidates that do not start induction in their first year of teaching and in some cases beyond this time. This waitlist is used by the program to track both potential future candidates who are teaching on Emergency Permits and Intern credentials as well as teachers who possess a Preliminary credential and qualify for enrollment in the induction program. Those interviewed indicated that there was a lack of program mentors to provide support for the number of candidates eligible to enroll in induction. Those eligible candidates on the waitlist include candidates with a hire date after September 30th and out-of-state or out-of-country candidates with a Preliminary credential who have additional requirements needing to be met for their Clear credential, such as exams.

## **PROGRAM REPORTS**

### **Preliminary Multiple Subject and Single Subject (Intern)**

#### Program Design

The Los Angeles County Office of Education (LACOE) Preliminary Multiple Subject and Single Subject programs are part of the Beginning Teacher Programs (BTP) within the Division of Human Resource Services. Both programs are job-embedded, two-year internship programs designed for candidates employed as full-time teachers of record in a school district or charter school. Candidates primarily work in urban school districts and charter schools, serving a diverse student population where up to 80% of students are eligible for free or reduced school meals. The program director oversees BTP, which includes district intern and teacher induction programs facilitated by program coordinators. The Director of Human Resources meets weekly with the program director to stay up to date on program developments.

The BTP coordinators and program director meet weekly, using a digital platform to manage discussion topics. The BTP team holds monthly meetings with practicum supervisors and course instructors. Communication with them is maintained via email and announcements in the Canvas learning management system. Candidates also receive regular email and Canvas updates. The BTP coordinators maintain strong communication with partnering agencies through emails, phone calls, and formal meetings.

A review of documents and interviews with program partners indicates that LACOE gathers input from teacher candidates through surveys completed at the end of each course and at the end of the program. Additionally, LACOE seeks input from local districts and schools through an advisory group that meets twice a year to discuss issues and review institutional data.

#### Course of Study (Curriculum and Field Experience)

LACOE's Multiple Subject and Single Subject programs emphasize having a positive impact on all children within the Los Angeles area by focusing on the "whole" student as defined by new state standards. Candidates participate in coursework and fieldwork experiences aligned with the Teaching Performance Expectations (TPEs), including a Cycle 1 CalTPA seminar course in the spring of their first year and a Cycle 2 CalTPA seminar course in the fall of their second year. Candidates are assigned to a LACOE practicum supervisor for fieldwork support and attend synchronous courses two nights per week, either on Zoom or in-person at the LACOE facility in Downey.

All candidates complete eight preservice foundation courses before entering the credential program, focusing on classroom management, supporting diverse learners, and subject-specific pedagogy. In the credential program, candidates participate in coursework and fieldwork that supports their development as educators, focusing on critical reflection and social justice. While the program includes similar coursework for Multiple Subject and Single Subject candidates, each credential has specific coursework with dedicated time spent with veteran educators. For example, Multiple Subject candidates take courses in integrated contents and literacy, while

Single Subject candidates take courses on understanding by design and secondary instructional strategies.

Coursework is closely coordinated with fieldwork, with candidates serving as the teacher of record while attending courses in a hybrid format. Candidates receive a copy of an electronic intern advisement workbook that contains a memorandum of understanding (MOU), an individual advisement plan (course schedule), a promissory note, and a site-based support log to track the required 144 plus 45 hours of English learner support. In addition to this, all candidates receive an electronic fieldwork portfolio and student handbook. The portfolio is shared with the practicum supervisor and contains formal observations, journal reflections, and lesson plans. Practicum supervisors provide programmatic fieldwork support, and candidates engage in critical reflection and collaboration through the fieldwork portfolio.

Foundational courses in both programs address critical areas, including English learners, special education, and technology. In addition, candidates and program completers identified the following courses as providing research and evidence-based strategies: Technology in the Classroom, English Learners Knowledge Skills, Teaching Diverse Students, and Preparing to Teach Reading. Completer survey results for the Single Subject program were higher than the state average on questions related to teaching English learners.

Program leadership coordinates and monitors field placements, following strict guidelines for appropriate placement and support. Practicum supervisors meet with candidates twice a month to conduct one informal and one formal observation.

Candidates receive support from practicum supervisors and district-employed mentor teachers. A review of documents and candidate interviews indicates that while the program ensures that mentor teachers receive training on mentoring skills such as cognitive coaching, it does not have a way to ensure that mentor teachers remain current in the program-specific knowledge and skills for candidate supervision and program expectations.

The programs provide systems of support for candidates struggling with coursework or clinical practice, including additional advisement and targeted interventions. A review of documents and interviews indicate that LACOE monitors student assignment completion, course surveys, and hourly logs. If candidates are struggling in any area, a coordinator will contact the candidate to provide assistance. In addition to LACOE initiated responses, the candidates are provided with a “request for accommodations” form they can submit at any time.

Surveys and course evaluations collect data on coursework and clinical practice experiences. Program leadership reviews this data and uses it for continuous improvement. Recent changes based on assessment data include the integration of literacy standards into the curriculum, the addition of monthly fieldwork collaboration nights, and the transition to an electronic enrollment process. These changes aim to improve candidate outcomes and ensure alignment with state standards.

### Assessment of Candidates

Candidates are assessed for program competencies through a combination of coursework, fieldwork, and performance assessments. Assessments occur at various points throughout the programs, including during practicum fieldwork, coursework assignments, and the California Teaching Performance Assessment (CalTPA). Candidates are informed about the required assessments through program orientation, course syllabi, and regular communication via email and Canvas. They receive detailed information on assessment timelines, requirements, and available support resources. Results of assessments are communicated promptly, and candidates are provided with guidance on how to seek assistance if needed.

The programs offer multiple support systems for candidates struggling with assessments. These include additional advisement sessions, targeted interventions, and access to resources such as tutoring and workshops. Practicum supervisors and BTP coordinators provide ongoing support and feedback to help candidates improve their performance. Candidates have the opportunity to provide feedback on the support they receive through surveys and evaluations conducted throughout the year. This feedback is used to assess the effectiveness of the support systems and make necessary adjustments to better meet candidate needs.

Assessment data is collected and reviewed by program leadership, including the BTP coordinators. This data is analyzed to identify trends, areas for improvement, and the effectiveness of current practices. Based on this analysis, programmatic improvements are made to enhance candidate preparation and support.

The BTP coordinators oversee the coordination and implementation of the CalTPA, ensuring that candidates are adequately prepared and supported throughout the process. Candidates are made aware of the TPA requirements during program orientation and through ongoing communication. They receive detailed information on the appropriate use of materials, the appeal policy, and the remediation policy.

Candidates complete dedicated TPA seminar courses, where they learn about the assessment process and collaborate with peers. Practicum supervisors and program coordinators provide additional guidance and feedback. The program identifies candidates who may need extra help through regular evaluations and provides targeted support to ensure their success.

### 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 Multiple Subject and Single Subject credential program, except:

### **Program Standard 3 – Met with Concerns**

Beyond the initial 10-hour orientation, the team did not find evidence that the program ensures that district employed supervisors remain current in the knowledge and skills for candidate supervision and program expectations related to their role and responsibilities.

### **Note on Literacy Certification to Align with SB 488:**

**Program Standard 7** - The Commission is currently in the process of certifying all Commission approved Multiple Subject, Education Specialist, and PK3 teacher preparation programs for alignment with SB 488.

### **Preliminary Education Specialist Credential Programs: Mild to Moderate Support Needs, Extensive Support Needs, Early Childhood Special Education (Intern)**

#### **Program Design**

The LACOE Education Specialist credential programs are also part of Beginning Teacher Programs (BTP) within the Division of Human Resource Services. The Preliminary Education Specialist credential programs focus on the preparation of candidates for Mild to Moderate Support Needs, Extensive Support Needs, and Early Childhood Special Education credentials. The intern programs are offered to candidates employed in Los Angeles and Orange Counties.

The Mild to Moderate Support Needs (MMSN) intern program prepares educators to support students with diverse learning needs in a variety of inclusive settings. This program emphasizes the design and delivery of content that meets MMSN TPEs while fostering inclusive practices that benefit all learners.

Candidates in the MMSN program are trained to use evidence-based instructional strategies that adapt to a range of learning profiles and needs, ensuring accessibility and equity in the general education setting. With a strong focus on inclusion, the program prepares educators to collaborate with general education teachers and support staff to create cohesive, asset-based learning environments. Coursework and fieldwork provide practical experience in differentiating instruction, using formative assessments, and employing proactive behavioral supports to enhance student engagement and achievement. Upon completion, candidates are equipped to deliver instruction that not only meets academic standards but also fosters social-emotional growth, empowering all students to succeed alongside their peers.

The Extensive Support Needs (ESN) intern program is designed to equip future special educators with the knowledge and skills to support students with extensive support needs in inclusive and asset-based learning environments. The program emphasizes a holistic approach to meet the ESN TPEs, fostering the development of educators who are compassionate, resourceful, and responsive to the diverse abilities and potential of each student.

The ESN program prepares educators to employ a strengths-based perspective, recognizing each student's unique capabilities and cultural background. Candidates are trained in evidence-based instructional strategies, collaboration with multidisciplinary teams, and proactive behavioral support practices. By centering inclusivity, the program aims to ensure that educators are adept at creating supportive, accessible, and enriching learning experiences that empower all students to thrive. Through rigorous coursework, fieldwork, and reflective practice, candidates become skilled advocates for their students, capable of designing and delivering instruction that honors each learner's individual journey.

Candidates in all education specialist intern programs are hired full-time as teachers of record by the employing district or charter school. The program leadership maintains strict guidelines as to the placement of employed interns by visiting new sites, meeting with site administration, facilitating partnership meetings, and reviewing assigned district-employed support. Candidates are matched with a like-credential practicum supervisor to provide programmatic fieldwork support. Candidates also attend synchronous courses two nights per week on Zoom or in person at the LACOE Downey facilities.

The Chief Human Resources Officer meets monthly with the Director of BTP to stay up to date on current information and developments within all BTP programs. BTP leadership facilitate multiple means of gathering input from partners. Leadership team meetings with district and site administrators take place twice annually. Program coordinators meet quarterly with local institutions of higher education (IHE) at regional networking meetings as well as with other Southern California county offices of education offering district intern programs. These meetings are used to review state and local updates regarding legislation and programmatic changes as well as to solicit input on improvements the program can make to better meet the needs of candidates. During interviews with partners, these district "regional meetings" were praised by area program directors and representatives as partnerships and collaboration sessions that facilitated support for many programs.

The program coordinators build strong rapport with partnering agencies and makes emails, phone calls, and other communication a priority. The consistent availability of staff ensures that partnering agencies have ways of providing input and requesting assistance beyond the two formal meetings that are held. The program coordinators collaborate with human resources staff at partnering districts and charter schools, ensuring candidates are appropriately assigned in settings that will facilitate growth and development as new teachers. Candidates, practicum supervisors, district-employed support, and instructors are surveyed throughout the year to gather progress and evaluation data.

Each year, meetings are scheduled with district and charter personnel to communicate current credentialing updates and protocols. Frequently, the credential technician at the district or charter is the first point of contact between the LACOE district intern program and the employer. These meetings ensure the fidelity of program implementation and provide a forum for addressing challenges and sharing best practices.

There have been several modifications to the education specialist programs in recent years. The Literacy program standards and Teaching Performance Expectations were embedded into all programs on July 1, 2024. Each program was reviewed holistically, starting with major changes to the scope and sequence of courses offered in specific semesters, based on the new design of the upcoming Literacy Performance Assessment, and courses were redeveloped or added, as appropriate.

In response to the virtual nature of interaction during the COVID pandemic, LACOE's education specialist intern programs transitioned to an electronic enrollment process. In this model, candidates from each program have live access to all enrollment documents, including the individual advisement plan and site-based, district-employed support Log. Program documents such as the candidate handbook and district MOU were also updated to reflect current practice.

#### Course of Study (Curriculum and Field Experience)

All education specialist candidates begin with a common trunk of coursework. This foundational sequence includes practicum fieldwork, teaching multilingual learners, teaching diverse students, exceptional learners, and developmental courses covering both childhood and adolescence. Each program then branches into a specialized pathway that shares many courses but differs in a few key areas to address the specific credential focus.

Candidates pursuing the MMSN credential take Diverse Needs of Special Populations while candidates in the ESN pathway take Learning Practices and Environments for Extensive Support Needs. Additionally, ESN candidates take an additional specialized course, Curriculum and Instruction for Students with Extensive Support Needs.

Candidates reported that there was little to no differentiation between MMSN and ESN curriculum. Additionally, ESN candidates stated that they were not provided with the information or strategies necessary to work with students who have extensive support needs.

Candidates praised instructors for their prompt responses to specific questions. They noted that both instructors and coordinators communicate effectively and are easily accessible, making it simple to connect with them whenever needed.

Candidates who are struggling with coursework and/or clinical practice are supported by the Candidate Pathways for Success Plan. All candidates receive letter grades for their coursework. A candidate receives notification if they:

1. Fail a course.
2. Miss two or more course nights of a class.
3. Do not pay tuition.
4. Display unprofessional conduct.
5. Have circumstances that require remedial action.

If a candidate is put on program probation, they are put on the Candidate Pathways for Success Plan. A meeting is held with the program coordinator and the candidate, and may include the



practicum supervisor, instructor(s), and district-employed mentor. The plan is designed with timely goals and an action plan. The team reconvenes at a later date to review the plan and determines whether the plan has been met and whether the candidate will be reinstated to active status or unenrolled in the program.

Candidates are hired in public districts and charter schools as contracted teachers of record. The hiring employer must provide a letter of intent to hire that specifically designates the intern candidate to the appropriate placement.

Once a new candidate is advised and enrolled in the program, they are matched with a practicum supervisor. Included in the candidate's advisement documentation is a site-support form that is given to the candidate's site administrator to complete. The completed document includes the name and contact information of the candidate's site mentor.

Several interviews described a lack of clear information for site-based mentors on their required role throughout the school year and variability in how mentoring support is implemented across different placement sites. Mentor interviews highlighted the initial mentor training but stated that the program specific expectations were not included.

Candidates are placed in a variety of settings within the range of service delivery models, grades, and disabilities. Candidates are provided with release time to observe service delivery models and settings different from their assigned position. The intern coordinator monitors the field placements through communication with district human resources, site administrators, practicum faculty, and candidates. Mentors typically meet with students on a weekly basis, with many candidates reporting informal daily interactions.

In the first module of the candidate's fieldwork, the site mentor, practicum supervisor, and intern candidate meet in a triad meeting, which is documented and submitted in their e-portfolio. Intern candidates document the time spent with their site mentor throughout the year using a site support log. Practicum supervisors perform formal observations and meet informally with candidates at least once per month. Candidate interviews affirmed this process.

The practicum supervisors provide four semester grades. The fieldwork instructor provides a grade for each semester the candidate is in the program. The practicum supervisors meet quarterly to review policies and requirements and communicate the status of their candidates.

Surveys and evaluations collect data on coursework and clinical practice experiences. Program leadership reviews this data and uses it for continuous improvement. Recent changes include integrating literacy standards and electronic enrollment processes.

#### Early Childhood Special Education Specific Components

Coursework for the ECSE program starts off with the same common trunk of coursework that are within the MMSN and ESN programs. In addition to the common trunk coursework, ECSE candidates complete specific courses that address the ECSE TPEs.

During interviews, ECSE candidates provided positive feedback regarding the program and its coursework. Candidates highlighted that the curriculum is comprehensive and equips them with the essential knowledge for success. The candidates emphasized that the program effectively addresses the requirements of their future roles, ensuring that the coursework is both practical and supportive. They found the coursework to be meaningful, helpful, and directly aligned with their professional needs. Additionally, they appreciated the program's efficient management and the quick, supportive responses from faculty and staff.

ECSE candidates noted that the program feels personalized, with staff members demonstrating genuine care for the interns' success. They praised the kindness and dedication of the program's staff, making the experience feel highly individualized.

The ECSE candidates participate in synchronous online sessions 2-3 times per week, taking two courses weekly along with a monthly fieldwork course. The program is designed to span two years, and each class cohort includes a mix of candidates from various credential types. The candidates expressed satisfaction with the strong sense of community that has been fostered through the Zoom sessions, describing the atmosphere as supportive and collaborative.

During interviews, Year 1 ECSE candidates highlighted that the coursework provides valuable support in areas such as English learner (EL) supports and behavior interventions. They expressed that the content often feels precisely tailored to their needs, offering the right resources and guidance at the right time.

One Year 1 ECSE candidate shared that they meet with their practicum supervisor almost daily. During these meetings, the supervisor conducts formal observations, focusing on specific TPEs and gathering evidence, while the candidate completes relevant documentation based on the classroom observations. Another candidate reported meeting with their practicum supervisor consistently to work through required modules, planning for upcoming observations, and debriefing past ones. Their discussions often center on addressing specific student needs and developing modifications and accommodations to support their learning.

Year 1 ECSE candidates expressed appreciation for the responsiveness of instructors and program managers. They noted that any time they have questions or concerns, staff are quick to respond, whether through phone calls or Zoom meetings, ensuring they receive the support they need. This level of support has contributed to the candidates feeling they never reached a point of struggling with coursework. They shared that if an assignment was submitted on time but required revisions, they were given constructive feedback and the opportunity to resubmit without penalty. Grade penalties are only applied for late submissions.

### Assessment of Candidates

At their year one orientation, candidates self-assess all domains of the TPEs which provides a baseline for measuring their progress on the TPEs. Their self-assessed scores are shared with their practicum supervisor. As part of the e-portfolio, each activity is linked to the TPEs that best match the topic and information provided by the candidate. TPEs are introduced and discussed in each course, and candidates reflect (at the beginning and end of the course) to

determine their own progress on those essential TPEs. Finally, candidates will complete a self-assessment on all TPEs once more at the end of their two-year program.

Candidates are assessed on course assignments in their clinical settings through direct observations by their practicum supervisors and through their own reflection and self-evaluation. Candidates are apprised of required assessments, timing of assessments, and support for assessment during the orientation, within the handbook, and throughout the program during the fieldwork courses.

Program coordinators reported conducting midway check-ins with each instructor during their courses to assess progress and address any concerns. They ensure that candidates who require additional support receive the necessary resources. Coordinators also monitor Canvas courses regularly to confirm that candidates are submitting their assignments as expected.

In cases where a practicum supervisor raises concerns about a candidate, the coordinator often visits the school site to evaluate whether the environment is conducive to the candidate's success. If needed, they may authorize additional observations and collaborate with the practicum supervisor to provide further support. Additionally, coordinators work closely with site administrators and mentors to ensure that all support is coordinated and aligned. Candidates are provided with the opportunity to evaluate the courses at the end of each module. Candidates shared in interviews that they could reach out to the coordinators if they had a problem.

At week three and again at week six, the instructors are sent requests to share the name of any candidates who are struggling or in danger of not passing. The coordinator then reaches out to the candidate, the instructor, or the practicum supervisor as appropriate and creates a support plan. Additionally, candidates can always select the "Request for Help" link in Canvas to submit a request, letting the TPA instructor and/or coordinator know the candidate is struggling. Candidates in the MMSN and ESN programs complete the California Teaching Performance Assessment (CalTPA). The TPA Coordinator is responsible for the coordination and oversight of the performance assessment within the program. As the ECSE TPA is still in the pilot phase, ECSE candidates are not currently required to complete a TPA.

Candidates are enrolled in a TPA Cycle 1 seminar in their first year of the program and TPA Cycle 2 seminar in their second year. The monthly seminars provide information and review of the directions, templates, and rubrics included in the TPA assessment guide. Candidates work with each other in peer-reviewed activities to support their completion and passage of the TPA cycles.

For TPA-related challenges, the program provides comprehensive remediation assistance. Per the terms outlined in the candidate MOU, interns who fail to achieve a passing score on either TPA cycle are required to attend specialized TPA remediation coaching sessions. The remediation protocol requires interns to forward their Assessment Results Report to their

program coordinator immediately upon receipt, along with their complete original submission, including all annotated video segments for the unsuccessful cycle.

Following receipt of these materials, the TPA coordinator provides the candidate with the appropriate TPA cycle self-assessment tool. This tool enables candidates to critically examine their submission against assessment criteria prior to their coaching session, facilitating meaningful reflection on their performance and identifying elements requiring modification in their subsequent submission.

To support preparation for resubmission, candidates gain access to a curated Padlet featuring instructional resources, evidence-based methodologies, and coaching materials. Through collaborative analysis of the evidence, the coordinator helps candidates identify whether comprehensive revision or targeted adjustments are necessary for successful resubmission.

Candidates are then directed to review the CalTPA website for detailed resubmission guidelines, including information about registration procedures, assessment fees, and submission requirements for evaluation by a new assessor.

#### 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 Preliminary Education Specialist Credential Programs (Intern), except:

#### **For Extensive Support Needs:**

##### **Program Standard 2 – Met with Concerns**

The team did not find evidence that the coursework and fieldwork/clinical experiences within the Extensive Support Needs credential program provide multiple opportunities for candidates to learn, apply, and reflect on each Extensive Support Needs-specific Teaching Performance Expectation.

#### **For Mild to Moderate Support Needs, Extensive Support Needs and Early Child Special Education:**

##### **Program Standard 3 – Met with Concerns**

Beyond the initial 10-hour training, the team did not find evidence that district-employed supervisors receive appropriate information to be knowledgeable about the program curriculum and program expectations related to their role and responsibilities.

## **Added Authorization Programs in: Early Childhood Special Education, Autism Spectrum Disorders**

### Program Design

The Los Angeles County Office of Education (LACOE) Added Authorization Programs in Early Childhood Special Education and Autism Spectrum Disorders are also part of the Beginning Teacher Programs (BTP) within the Division of Human Resource Services. The Chief Human Resources Officer holds monthly meetings with the director of BTP to stay informed about the latest developments and updates within the Added Authorization programs. Interviews with program staff indicate that all team members possess a strong understanding of their roles in ensuring the success of each candidate within the program.

The Added Authorization coordinator builds strong rapport with partnering agencies and makes emails, phone calls, and other communication a priority. This consistent availability ensures that partnering agencies have ways of providing input and requesting assistance. Program staff are also very responsive and collaborative in their work, as evidenced through multiple interviews.

The Added Authorization programs recently modified coursework to meet the needs of the new Education Specialist requirements. Another recent change is the transition to an electronic enrollment process. In this model, candidates have live access to all enrollment documents. During interviews, a candidate described this process as beneficial in helping them navigate the course requirements easily.

### Course of Study (Curriculum and Field Experience)

The LACOE Added Authorization programs in Early Childhood Special Education (ECSE) and Autism Spectrum Disorders (AAAS) are integrated within the District Intern Program. Both the ECSE and AAAS programs consist of three courses, each featuring an embedded fieldwork component. The programs typically begin in the fall and conclude in the spring of the following year. Candidates are required to attend one evening class per week, delivered in a hybrid format, making the programs accessible to candidates who are balancing work and family commitments. The AAAS coursework typically takes approximately 26 weeks to complete, while the ECSE added authorization program takes about 30 weeks. Coordinators collaborate closely with course instructors to ensure they are equipped to support all candidates, regardless of their varying levels of experience.

The mission of the LACOE Added Authorization programs aligns with the vision and emphasis on positively impacting all children in the Los Angeles area in accordance with the new state standards' definition of the "whole" child. The coursework and fieldwork experiences are closely integrated to support candidates in addressing the social and emotional needs of students while maintaining a rigorous and relevant content focus. Instructors, practicum supervisors, and district-employed support personnel guide candidates to view themselves as change agents for the students they serve.

For the ASD Added Authorization program, fieldwork requires direct instruction between the teacher and at least one student with autism during the current school year, with data collected over a minimum of six weeks. The fieldwork project includes the completion of two implementation plans and two implementation checklists. These assignments are based on strategies taught in the Programming Strategies ASD course. The first strategy must include visual schedules, while the second is selected from a list of evidence-based strategies. Candidates are required to use the step-by-step practice guide to structure each of the plans, while the Implementation Checklist demonstrates the application of these strategies in the field. Additionally, candidates must complete three ongoing self-reviews of the Implementation Checklist over a six-week period, approximately once per week.

Candidates reported that the fieldwork component of both programs felt highly relevant to their classroom practice. They also emphasized the value of collaborating with colleagues during synchronous online sessions, which allowed them to gain multiple perspectives on how a single strategy could be applied across various settings. Furthermore, candidates highlighted the approachability and support of the instructors, who were readily available to answer questions as they arose.

The coursework is designed to address the specific disability associated with each authorization area. One ECSE candidate reported that the strategies introduced in the courses were highly effective in supporting a variety of students in their class, particularly in fostering language development and encouraging the use of longer, clearer sentences. Similarly, an ASD candidate shared that the Affirm modules were instrumental in gaining insight into student perspectives and had become a frequently referenced tool in their instructional practice.

Fieldwork is a required component of the added authorization programs, though it is not structured as a formal field placement. Candidates may complete the fieldwork within their own classrooms or through volunteer work. Candidates are required to complete a fieldwork affidavit and review form for each instructional or programming strategy, which must be signed by an approved district or charter designee to certify that the candidate has been observed implementing the strategy.

During interviews, candidates shared that the program involves various fieldwork requirements throughout its duration. Both ECSE and ASD candidates described the fieldwork process as learning a new strategy or topic, planning its implementation in their classrooms, and then applying the strategy while reflecting on the outcomes. Candidates noted that they frequently collaborated with peers in the program, which allowed them to learn from one another and effectively design their change initiatives. This collaborative approach fostered a strong sense of community and encouraged candidates to experiment with new ideas. Teachers with many years of experience reported that these assignments were instrumental in their continued professional growth. They expressed that the instructions were clear and straightforward, and all candidates indicated that they did not encounter difficulties in completing the assignments.

Candidates interviewed reported that they did not struggle with these assignments, but if they had questions, their instructor was very responsive. They also felt the collaboration during their synchronous online sessions really helped to define and complete their assignments.

If a candidate receives a grade of C or lower, the course must be retaken. One interviewed candidate shared that when they were uncertain about an assignment, the instructor encouraged them to begin immediately and submit the first draft. The instructor then provided feedback and clarification, allowing the candidate to make revisions and resubmit the assignment. This process proved helpful and supported their success in future assignments.

Candidates consistently reported that feedback on assignments was prompt and clear. If any clarification was needed, the instructor readily provided additional guidance to ensure understanding.

During interviews, candidates shared that they completed an end-of-course survey upon the completion of each course. An additional interview confirmed that this feedback is utilized to identify areas for improvement in the courses. The coordinator reviews the course objectives and content to ensure they remain current and relevant. Adjustments are made after each course session to ensure the material reflects the latest developments and best practices.

#### Assessment of Candidates

Candidates are required to complete the assignments within each course. They reported that instructors are highly responsive when they reach out with specific questions. Based on interviews, it appears that instructors demonstrate excellent communication skills and are readily available to address any assignment-related questions. Both instructors and coordinators are commended for their strong communication skills and accessibility, making it easy for candidates to get in touch with them as needed. No candidates reported needing additional support to complete assessments. A formal process is in place to provide ongoing support to candidates throughout their programs at LACOE.

Candidates reported completing an end-of-course survey at the conclusion of each of the three required courses. One candidate shared that the instructor was highly approachable, allowing them to offer constructive feedback, which was not only accepted but often implemented in future course sessions.

Coordinators meet after each course concludes to review the course survey data. This data is shared with instructors and compared against the course objectives. Coordinators collaborate with course instructors to assess whether any updates are necessary. If updates are required, adjustments are made to resources, assignment instructions, or in-class activities to enhance the course's effectiveness.

#### 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 Added Authorization Programs in Early Childhood Special Education and Autism Spectrum Disorders.

## **Teacher Induction**

### Program Design

The LACOE Teacher Induction program is part of the Beginning Teacher Program (BTP) division within the LACOE Educator Preparation Unit. The BTP approved programs are housed within the Division of Human Resources under the direction of the director. The Chief Human Resources Officer meets monthly with the director of BTP to stay abreast of issues and developments within the teacher induction program.

The BTP Director has the authority and responsibility to implement program components under the guidance of the Consortium Leadership Team. The Consortium Leadership Team consists of district coordinators who work closely with the District Superintendent of Human Resource Services and the credential analyst or person responsible for hiring and processing credentials. Coordination within the LACOE consortium is supported by the BTP director and program coordinators.

The teacher induction coordinators have a system of communication to disseminate information within Canvas to mentors and teacher candidates. Ongoing communication includes reminders for upcoming forums, module due dates, and pertinent Commission related information. Candidates also receive program reminders and updates via email and Canvas announcements. Additionally, all people involved in the teacher induction program can access the program coordinators via email, a request for assistance form, weekly virtual office hours, and other communication systems. Interviewees from each constituent group stated that communication with program leadership is extremely quick and responsive to individual needs. The teacher induction leadership group uses a web application called Trello to manage topics for discussion at weekly meetings.

LACOE's induction program design provides multiple opportunities for candidates to apply their reflections and new strategies during classroom instruction. Each year, candidates develop an Individual Learning Plan (ILP) in collaboration with their mentor and site administrator. Candidates write an overarching SMART goal after reflecting on the California Standards for the Teaching Profession (CSTP) with their mentor and collaborating with their administrator and mentor at a triad meeting. At the start of each module, candidates and mentors choose the CSTP focus and develop an inquiry question that addresses how the candidate will instructionally meet the overarching SMART goal through the lens of the focus CSTP. A detailed plan is then outlined in the ILP. Mentors record evidence of practice during the weekly one-hour meetings with candidates to demonstrate collaborative and reflective instructional decisions for students and families. Throughout each module, mentors provide opportunities for candidates to apply strategies and explore the impact of their instruction on student achievement. Teacher candidates submit assignments in Canvas on a weekly basis. Readers



score the assignment, and each assignment must be passed for teacher candidates to complete the year of teacher Induction.

Collaboration and reflection with the mentor help candidates identify and strive for high levels of classroom instruction. The mentor and candidate also establish professional habits of inquiry, data-driven dialogue, collaboration, and reflection through an array of formative assessment processes that occur over the course of each year in the program. Mentors help candidates examine and assess their classroom practice to identify areas of strength and areas for professional growth as related to the CSTP.

Mentors seek out and recommend tools for teacher candidates in support of the teacher candidate's professional growth. After each weekly meeting, the teacher candidate submits an assignment to be read and scored by program readers. Interviews with teacher candidates, mentors, and readers confirm the process of tool selection, weekly meetings, and submission of the assignment. In 2021-2022, the program revised the tool categories to match the updated inquiry cycles. Tools are added as needed as trends emerge in the teaching field.

Each spring, the induction program's coordinator of mentors posts any open positions for mentors for the following school year on EdJoin. The postings include the specific credentials that are being sought in new mentors. Qualifications include at least three years of teaching experience and a clear credential in the subject area that matches the candidate's base credential. The mentor must live and/or be willing to travel throughout Los Angeles County since observations take place in the candidate's classroom. All applicants who meet the minimum qualifications are selected for an interview. The interview questions are recorded on a Google Form by the coordinator. If chosen to proceed, three references are called. If the references agree that they would be a good fit, then the mentor is given the opportunity to join the mentor pool for the upcoming school year. At that point, they start the hiring process through LACOE's Human Resources Department.

In addition, districts/charters/non-public schools often ask for specific teachers at their school sites to be hired and trained as mentors. Depending on how they will be compensated, they are either hired and trained or just trained by LACOE. In either case, the mentor is asked to share their resume, and they take part in an interview. Once onboarded, mentors take part in a three-day new mentor training. Attendance at all three days is required to be eligible to mentor in the upcoming school year.

The BTP facilitate multiple means of gathering partner input. Leadership Team Meetings with district and site administrators take place two times a year. A secondary leadership meeting follows each of these meetings to meet specifically with charter school administrators. These meetings are used to review local and state updates regarding legislation and programmatic changes as well as to solicit input on improvements the program can make to better meet the needs of candidates. These teams provide leadership regarding specific district and charter needs that impact program delivery.

Program coordinators collaborate with human resources staff and administrators at districts and charter schools to promote dialogue with partners. A strong rapport built with partnering agencies through swift responses to emails and phone calls ensures that they have ways of providing input and requesting assistance beyond the formal meetings.

Credential Technician Meetings are scheduled with district and charter personnel to communicate current credentialing updates and protocols as needed. The meetings provide a forum for addressing challenges and sharing best practices regarding the timely referral of induction candidates.

Candidates and mentors are surveyed throughout the year to gather progress and evaluation data. The structure of mentor training was modified based on feedback from participating mentors. Instead of a five-day training, the training is now three days, with two days via Zoom and one in person. This model has allowed for prerequisite knowledge to be frontloaded during the first two days, while day three, implementation day, is an in-person meeting with guided support.

Mentor teachers are required to meet with their candidates once a week. Prior to the 2020-2021 school year, mentors were required to meet with their candidates at least two times per month in person, and the other two meetings could be held virtually. The increased need for flexibility during the pandemic initiated the switch to an all-virtual model. In 2022-2023, when it became safe to meet in person, mentors were encouraged to meet and observe their candidates in person. In 2023-2024, the mentors were required to observe their candidates in person, but the weekly meetings could be virtual. Based on administrator feedback, mentors are asked to conduct two classroom observations in the first semester of the school year. When surveyed, candidates and mentors requested the continuation of the hybrid meeting model. Most of both mentors and candidates stated that they were able to effectively collaborate via live virtual meetings for their weekly meetings.

Teacher Learning Community Meetings (TLCs) are meetings for teacher candidates. After repeated feedback, the program decided to move away from two meetings per year to two meetings during Year 1 and one meeting during Year 2, for a total of three TLC meetings for the program.

#### Course of Study (Mentor System)

The LACOE Induction program collaborates with districts and charter schools to advise the identified candidate and assign an appropriately matched mentor within 30 days of program notification. Candidates and employers are notified of this requirement. Program coordinators use several methods to monitor and track this deadline, including recording the enrollment date on a shared internal spreadsheet, which is replaced by the mentor's name when matched, as well as recording the advisement date and mentor assignment on the Candidate Individual Induction Plan and follow up log. The LACOE Induction program uses a system of support to train and provide resources to mentors, enabling them to respond appropriately to the participant's employment. This support includes mentor networking and professional

development, mentor training, collaborative mentor tools, and bi-yearly triad meetings held with site administrators.

The LACOE Induction program collaborates with districts and charter schools to develop an Individual Learning Plan (ILP) within the first 60 days of program participation. The ILP provides a plan for program completion that focuses on the CSTP, the candidate's teaching assignment, the Continuum of Teaching Practice, and the candidate's professional goals. Program coordinators monitor and track this deadline based on the enrollment date recorded on the follow up. The LACOE Induction Program Mentor Memorandum of Understanding includes an agreement to develop the ILP within 30-days to account for the 30-day mentor assignment window, ensuring the Individual Learning Plan is developed within 60 days. During interview sessions with teacher candidates, each participant confirmed that the ILP was developed with the mentor after the triad meeting with the site administrator. Additionally, the ILP goals are developed with significant consideration of school site goals and the school mission statement and are aligned with the CSTP. One interviewee stated that the ILP "helps provide steppingstones for larger goals," and another interviewee stated that "the ILP makes teaching more intentional and helps to reflect on activities that were already done."

The LACOE Induction program is designed to provide a two-year, individualized, job-embedded system of mentoring, support, and professional learning that begins in the teacher candidate's first year of teaching. The teacher candidate's school informs the candidate, upon hiring, of the candidate's eligibility and need for teacher induction, program availability, and notifies the LACOE program of the candidate's eligibility for induction.

Dedicated time for the creation and evaluation of the candidate's ILP with guidance from the mentor is a cornerstone of the program. Candidate competency for the clear credential recommendation is based on progress towards mastery of the CSTP consistent with the ILP goals, review of observed and documented evidence, and verification that the candidate has satisfactorily completed all activities and requirements.

Assignment tools are selected by mentors in accordance with candidate needs and ILP goals. Each portfolio is scored based on a preponderance of evidence of teacher competence, reflective practices, and personal and professional growth as described in the program standards. Interview data shows that teacher candidates appreciate the individual tools that mentors recommend and the variety of different assignments.

Mentors receive training throughout the school year, both virtually and in person. Mentor forums provide ongoing training for mentors. Teacher candidates provide feedback about the program which includes feedback about their mentor at the end of each module. An interview participant noted that the "program is tailor-made to what is happening in [their]own classroom and is very individualized."

### Assessment of Candidates

Teacher candidates complete a series of assignments with strong guidance from their mentor. The Teacher Induction Handbook is used to inform candidates about how they will be assessed and evaluated in relation to program competencies. Grading criteria are outlined in the handbook. Mentors choose tools based on needs and areas of growth that are discussed in weekly one-on-one meetings. Interviews with candidates show that the program is individualized to each teacher candidate's needs. Assigned readers review and score the assignments. If an assignment does not meet the standard, comments are provided, and the assignment is returned to the teacher candidate for revision and resubmission. Program coordinators monitor teacher candidate progress using the Canvas gradebook. Teachers use the Continuum of Teaching Practice on the ILP to assess their level of competence of individual elements.

LACOE's credential programs have written criteria and an approved process for determining whether candidates have met the requirements for the clear credential. Candidate progress is monitored by mentors and program staff upon completion of each module, as evidenced by the collaborative tool completion and candidate progress survey, participation in Teacher Learning Community Meetings, participation in weekly meetings with mentors, co-assessment reflection, and mentor-completed progress surveys at the end of each module. Program coordinators monitor progress and determine if the documentation and evidence submitted are sufficient to meet program requirements. Throughout the program, candidates are provided with notifications outlining missing requirements or insufficient evidence and are provided an opportunity to rectify these. Interviews confirm that teacher candidates and mentors feel that the program coordinators are very responsive to candidate needs when issues arise.

Each coordinator has the final authority to determine a candidate's eligibility for the clear credential. Only candidates who meet all requirements, including ILP goals, fiscal responsibilities and submission of credential application, are recommended for a credential. Candidates are notified in writing or by phone when they have not completed the required element.

A member of the BTP support staff is the authorized submitter for LACOE. The support staff member emails the teacher candidate that the recommendation has been made and reminds them to check their email to accept the recommendation for the clear credential. Additionally, the program coordinators are also notified by email that the recommendation for the clear credential has been made.

Induction candidates complete surveys at the end of each module, which are reviewed by program staff. Mentors and readers also provide feedback to program leadership. Interviews with all three constituent groups confirm that suggestions are taken seriously by program leadership, and individuals confirm that they have noted programmatic changes based upon suggestions.

### 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.

## **Preliminary Administrative Services**

### Program Design

The Los Angeles County Office of Education (LACOE) Preliminary Administrative Services Credential Program (PASC) is housed in the Education Leadership Programs Unit. The program is designed as a one-year hybrid program with in-person and online classes and events. LACOE does not offer an intern pathway. Although the program had previously been offered fully online, candidate feedback led the program to restructure the modality to a hybrid model the past two years.

LACOE's leadership program is managed by a project director, two coordinators, and an administrative aide. The organizational chart does not reflect the second coordinator, as this position has been added since the first submission.

Interviewees praised the collaborative spirit and integrated approach of the leadership of the Education Leadership Program (ELP). The PASC and Clear Administrative Services Credential (CASC) leadership work in the office together and collaborate daily as they complete the tasks of their prospective programs. The staff of these two programs have weekly meetings on Tuesdays and then meet with the larger leadership team on Thursdays. These meetings focus on creating an integrative leadership approach. Biannual interaction takes place with program leadership and LACOE's Educator Preparation Unit, which includes Administrative Services, Beginning Teachers, and Designated Subjects Programs. Candidates and coaches consistently shared how program coordinators are available, accessible, and present and how their care and support are authentic and meaningful.

After the completion of program courses described below, candidates complete an evaluation of the course, learning environment, program systems, instructors, and program practices. The Educational Leadership Program Advisory Committee meets quarterly to provide input on current practices and program improvements. Coaches meet monthly with the program coordinator to share candidate feedback and challenges. During interviews, LACOE Staff described the use of data collected from faculty, candidates, and advisory committee for program improvement.

LACOE's PASC program has revised its vision: *Preparing current and aspiring courageous, transformative, equity-driven educators who lead with conviction and humility to uplift their educational community so every student can thrive in an engaging, inclusive, and safe learning environment.* Over the past two years, the program has consistently added 4-6 California

Administrative Performance Assessment (CalAPA) coaches who provide additional candidate support. In-person classes and events were added to the original program, and system improvements have been adopted through Canvas LMS.

#### Course of Study (Curriculum and Field Experience)

The required coursework is a sequence of six individual classes, each aligned to the domains of the CAPE and CPSELs. The course sequence follows the sequence of the standards. Each course consists of three Saturday sessions.

LACOE's PASC program requires 48 hours of administrative leadership fieldwork experience. Fieldwork is supervised by a volunteer fieldwork supervisor who meets the required criteria. Candidates engage in reflection on work and its alignment with the standards. Each standard is highlighted in the course sequence. The leadership team has been focused on better-integrating fieldwork into coursework, learning, and coaching conversations in alignment with CalAPA. They have moved from candidates producing simple evidence of completed tasks to reflecting on the specifics of their activities and how they are contributing as leaders. Interviewees stated that changes have been made to make fieldwork more impactful.

LACOE is collaborating with outside programs to further improve the design and effectiveness of fieldwork and its alignment with program components and coursework. Candidates expressed they believed the coursework, taught by highly experienced instructors, directly connected to various aspects throughout the program and informed their fieldwork.

Courses emphasize equity-driven leadership. Each course syllabus has specific learning outcomes tied to this equity-driven leadership lens. Courses lay a foundation for CalAPA. Instructors are experts in their field and have a thorough understanding of the CalAPA. Candidates must complete at least two hours of fieldwork per semester, and standards can be completed out of sequence. The 48 hours of fieldwork must be completed by the end of the two semesters.

Candidates are required to complete all 48 hours of fieldwork at one school site. The candidate and fieldwork supervisor devise a plan for the completion of hours. Each activity must be aligned to one of the CAPEs.

A Fieldwork Supervisor Partnership Agreement is established with every fieldwork supervisor to clearly outline the criteria for fieldwork supervision selection, the roles and responsibilities of the supervisor, and the requirements of the fieldwork setting. The agreement outlines supervision, identifying fieldwork opportunities, monitoring the candidate's assignments, communication with key personnel within the program, and evaluation of the candidate.

LACOE candidates receive support from their CalAPA coach, instructors, and the PASC coordinator. The program has a clear open-door policy, and leaders are available and accessible. The cohort model allows candidates to build relationships that are encouraging and helpful in challenging circumstances. Program leaders care for candidates amid life's challenges

(such as the recent fires). CalAPA optional coaching sessions offer additional support. Those who do not pass any portion of the CalAPA may receive an additional year of individualized remediation and support with the guidance of the PASC Program Individualized Completion Plan/Additional Support and Remediation. The program has added the opportunity for a fall and spring start cohort. This has allowed for flexibility for candidates in challenging circumstances. Program leadership strives to meet the needs of candidates in challenging circumstances (fire-impacted areas, etc.) and, during interviews, candidates and recent completers confirmed this is a program strength.

Program staff use the various candidate assessments outlined below, as well as CalAPA scores and candidate and partner input, to determine program improvement. CalAPA completion data is shared with coaches and the advisory council. This has increased both the knowledge and engagement of the coaches and has led to a steady improvement in scores. Current completion rates caused leadership to restructure the CalAPA cycle order. In addition, candidate feedback has led to the program moving to a hybrid model, including virtual and in-person classes. Program leadership is striving to increase both rigor and relevance as part of program improvement.

#### Assessment of Candidates

The program has seven assessments given at different points and at different frequencies. Candidates complete a reflective statement on the CalAPA Leadership Cycles three times. One signature assignment is completed in each of the six required courses. Candidates submit reflective responses via the discussion board in Canvas that connect to their leadership experiences. Candidate participation in class is also used as a form of assessment and takes place in each of the three class sessions for all six courses. Fieldwork logs, with artifacts, are submitted and scored twice a year. The fieldwork supervisor completes a fieldwork supervisor evaluation towards the end of the candidate's program. Lastly, an end-of-year reflective presentation on leadership growth is presented to peers at the end of the program.

Candidates receive assessment information at the in-person program orientation. The Candidate Handbook and Fieldwork & CalAPA Manual contain assessment information. Candidates receive feedback and grades through their Canvas gradebook. They also receive a mid-year progress report after the third course.

LACOE candidates can request additional support from their CalAPA coach and PASC coordinator. Coaches are available during bi-monthly meetings, by email or phone, and in CalAPA coaching sessions. Those who do not pass any portion of the CalAPA receive an additional year of individualized remediation and support with the guidance of the PASC Program Individualized Completion Plan/Additional Support and Remediation. Interviews with both mentors and candidates confirmed this structure.

At the end of each course, candidates complete an evaluation regarding course structure, learning environment, management system, instructor effectiveness, and areas for program

improvement. The PASC exit survey, completed at the end of the program, obtains feedback on CalAPA support.

Program staff use candidate feedback and partner input to determine program improvements. Staff meet weekly to discuss current challenges and possible changes. Program coordinators collaborate both formally and informally to discuss continuous improvements. The advisory council meets quarterly to review this information and discuss possible program modifications. The leadership team is fairly new but has already put modifications into place and has expressed other goals for improvement. For example, CalAPA's first-time pass rates were 81.8% in 2022-2023, then dropped to 76.6% in 2023-2024. The advisory committee, along with program leadership, used feedback from candidates to determine how to change the order of the CalAPA cycles. This allows candidates a better opportunity to plan out required tasks.

Candidate placements are outlined in the Candidate Placement Policy for CalAPA and Fieldwork. Candidates request a fieldwork supervisor who meets program requirements and holds clear administrative credentials. It is preferred that the supervisor be on site with the candidate. A partnership agreement is established with the supervisor, and expectations for support are specifically listed. During interviews, supervisors talked about participating in a program orientation and communicating with program leadership throughout the process.

Candidates receive assessment information at the in-person program orientation. Performance assessment requirements, appropriate use of materials, and the appeal and remediation policies are outlined in the Candidate Handbook and Fieldwork & CalAPA Manual. Program requirements and resources are included in Canvas for candidate access.

Official oversight of CalAPA implementation is the responsibility of the CASC program director, but the program coordinator is integral in the training and implementation of the assessment. During interviews, candidates praised the support they receive from both their CalAPA coach and PASC coordinator. Meetings focused on each specific CalAPA cycle are held bi-monthly. The first hour of the meeting is led by the program coordinator, who reviews the specific cycle's expectations. During the second hour of the meeting, the coach meets with their 8-12 candidate cohort to facilitate discourse about the cycle and specifics for each individual. The coach then makes themselves available to meet one-on-one with candidates to discuss individual progress and answer any questions.

Coaches interviewed described a timeline that is developed for candidates to hold each accountable for completing tasks. If a candidate is not progressing, the coach can offer assistance or connect the candidate to the coordinator for additional support. Candidates who do not pass any portion of the CalAPA may receive an additional year of individualized remediation and support with the guidance of the PASC Program Individualized Completion Plan/Additional Support and Remediation.



### 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 Los Angeles County Office of Education (LACOE) Clear Administrative Services Credential (CASC) program is located in Los Angeles County and serves leaders in the Los Angeles County School District, schools, and county office of education.

LACOE's CASC leadership team includes a division director, a project director, two coordinators, an administrative assistant, a secretary, and two graders. The organizational chart does not reflect the second coordinator, as this position has been an addition since the first submission. Regular communication across the CASC leadership team occurs via email, virtually, and in person. The project director meets with the division director monthly and as needed. Staff meet weekly. Additional informal communication amongst staff and CASC and Preliminary Administrative Services Credential (PASC) programs is ongoing. Leadership has made themselves both available and accessible. Candidates and coaches feel they can call and email program administrators when needed and receive a timely response. Weekly emails and newsletters with critical information and resources are sent to communicate important information.

Candidates engage in a minimum of 40 hours of coaching per year. During program orientation, the program coordinator outlines a suggested coaching schedule for the candidate and coach team. The partners then create a schedule based on need and availability. On average, a coaching meeting takes place approximately twice a month. However, candidates have expressed that coaches are available by phone throughout the week and often visit sites or attend meetings and events to offer additional support. During the coaching meeting, the collaborative coaching log is completed. In this, the candidate outlines what they have been working on, discussing, and planning to meet their goals. The candidate can use this opportunity to provide the coach with feedback. The coach writes a reflection on the candidate's progress and goals. This log is submitted to Canvas, where a grader reviews the feedback and tracks the required hours.

Coaches are selected based on their experience, equity mindset, and alignment with program goals. Once hired, coaches participate in a program orientation and a two-day Association of California School Administrators (ACSA) leadership coaching training. A Coaches Network (CNET) provides coaches with support and shared resources. CNET training takes place yearly. Coaches are encouraged to become official LACOE-certified coaches through a certification process. Coaches learn cognitive and evocative coaching practices that guide their

support of the candidate as they meet their goals aligned with the CPSELs. Throughout the program, coaches participate in all of the virtual and in-person professional development training that candidates receive.

Because all the coaches are retired administrators, they have been afforded the flexibility of time and are highly engaged with the candidate in both regular communication and at their site. Coaches have similar background experiences to the candidates. Candidates expressed how pivotal this has been to their success. Candidates in nontraditional site-based administrative roles shared that coaches help bridge the gap between the California Professional Standards for Education Leaders (CPSELs) (written to the site-based administrator) and their current position. Coaches provide relevant feedback and help candidates navigate their professional relationships. In addition to program support, candidates feel the coaches provide abundant emotional support and encouragement.

The advisory committee allows both internal and external partners the opportunity to provide input about the program. The team is composed of program coaches, instructors, candidates, and district and higher education partners. Program staff meet quarterly with other CASC and PASC leaders to discuss best practices and program improvement virtually. Program leadership outlines an agenda for the meeting with topics relevant to program improvement. Data on completion rates, survey results, coaching effectiveness, and CPSELs is shared to help inform the conversation. Members of this team have seen specific program improvements based on the committee's feedback and discussions. Program leadership seeks to expand this group of partners and engage an outside agency to evaluate the program.

At the end of each year, candidates complete a survey to evaluate the coach's effectiveness. Program coordinators review candidate work, which has been informed by the coaching process, as a means of progress monitoring and coach evaluation. Candidates write reflections in their collaboration log and provide feedback to the coach. This assignment is submitted to Canvas for the grader to assess and track. This information is shared with program leads when needed. If a coach is not meeting program expectations, a meeting is held with a program coordinator and coach immediately. Candidates can request a new coach at any time. Information gathered on coaching effectiveness is used to determine future training.

Program leadership has changed in the past two years. With this have come several program modifications. Previously, the program implemented SMART (specific, measurable, achievable, relevant, time-bound) goals in the required candidate work. Now, this has been expanded to SMART-E (equity) goals, where candidates now implement an equity and inclusion component. Moving forward, the new leadership is working to invite new members to the advisory team who represent a more diverse perspective and can further offer guidance for program improvement. Additionally, the team's goal is to continue to systematize and streamline many of the program's practices and create more continuity between PASC and CASC pathways.

### Course of Study (Mentor/Coaching System)

Following the hiring process and initial training as outlined below, coaches are carefully matched with their candidates. Coaches are given a candidate's bio to determine if they can commit to the time, location, and candidate. Once affirmed, the candidate receives an introductory email with information about the coach. Candidates at every stage of the program unanimously expressed their appreciation for the coach and the care and intentionality that went into creating such a “perfect” match. Candidates shared they constantly communicate with their coaches and that many have attended site events and meetings to provide more authentic feedback and support. Based on interviews, the coaching relationship is the program's strength and is attributed to the success of the candidates.

Candidates develop an Individualized Induction Plan (IIP) and SMART-E goals annually. CPSEL sequence is aligned to candidate, employer, supervisor, and site goals and activities. The plan is approved by the supervisor and reviewed by the coach and candidate to ensure it is appropriate to the candidate’s scope of work. Coaches help ensure the goals are realistic and aligned with both site work and coursework already taking place. Throughout the program, progress is tracked by graders as candidates upload their assignments to Canvas for grading and feedback. This information is communicated to program coordinators.

SMART-E goals, IIPs, professional development logs, and collaborative coaching logs are submitted to Canvas for feedback from graders. Coaches work with candidates as they complete a self-assessment and work through the CPSELs and aligned rubric. Coaches can respond to and advise the candidate’s CPSEL assignment, goal setting, and implementing these goals and plans. If candidates are not meeting expectations, graders alert the administration, offer additional support, and reach out to coaches for additional feedback. Regular check-ins are established to ensure satisfactory progress. If needed, a support plan is developed with specific expectations and a timeline.

Candidates begin the year with a self-assessment. The coach reviews this assessment, as well as candidate needs, sites, and positions, to help guide the development of their IIP and ensure it aligns with the CPSELs, goals, and site-based responsibilities. The aim is to strengthen leadership skills related to their job responsibilities. One example of equipping candidates is how the program offers training relevant to current positions and culture. Some of these trainings have included equity-driven leadership, Safe Schools training, Education Specialist student support, courageous conversations, and data analysis. This training helps to support all candidates in their current positions and are determined based on candidate and coaching feedback. Additionally, candidates must complete learning modules aligned to the CPSELs completed that year. Coaches expressed they believe the program affords them the permission and the space to help develop candidates holistically as passionate leaders.

Candidates complete feedback surveys yearly, evaluating their experience in the program. In addition, feedback is collected after professional development training sessions. Coaches can provide informal feedback to the administration regularly but not formally. The advisory committee meets virtually once per quarter. Those invited are program coaches, instructors,

candidates, district, and IHE partners. Program leadership outlines an agenda for the meeting with topics relevant to program improvement. Data on completion rates, survey results, coaching effectiveness, and CPSELs is shared to help inform the conversation. Members of this team have seen specific program improvements based on the committee's feedback and discussions. Program leadership is looking to engage an outside agency to evaluate the program.

### Assessment of Candidates

Evidence used to monitor candidate performance comes from IIPs, SMART-E goals, professional development logs, and collaborative coaching logs. Assignments in each of these areas are submitted to Canvas. Two individuals, employed as graders, assess each assignment and promptly provide detailed feedback to the candidate. If a candidate struggles to meet expectations, program coordinators are alerted for further conversation and guidance. LACOE uses a tiered approach to candidate support. Coaches meet regularly with candidates and help guide them through the program and their current positions. Coaches can determine an individual's support needs through this collaborative process and seek additional support from program coordinators when needed. Office hours are held regularly to provide additional support. At the second level, graders are used to track candidate progress. Candidates not making progress, as observed through the assignments, are referred to the program coordinator. Regular communication is established to ensure further progress is made. If deemed necessary, a written support plan with tasks and deadlines is created. For candidates in extreme situations, the program allows for an appeal to pause the program. Program leadership strives to meet the needs of candidates in challenging circumstances (fire-impacted areas, etc.).

Upon admittance to the program, candidates attend orientation with their coach. Here, the program director and coordinators give a program overview and distribute the program handbook. The Clear Induction handbook outlines program requirements and policies. Coaches meet with candidates for a minimum of 40 hours each year. During these meetings, they work to complete a coaching collaboration log. In this log, both complete a reflection on the candidate's current progress, steps moving forward, and the coach's effectiveness. All assignments, such as the IIP, coaching logs, goals, CPSELs, etc., are submitted to Canvas. An assigned grader assesses the work and provides detailed feedback. The grader tracks the progress of each candidate in meeting all program requirements. If there is a lack of satisfactory progress, the grader alerts the coordinator for further follow-up.

As outlined above, all assignments are submitted to Canvas. An assigned grader assesses each document and provides detailed feedback to the candidate. This feedback, coupled with that of the coaches, informs further training and drives program improvement. Additionally, completion rates and program data are shared with the advisory committee as a point of conversation for further modifications.

Before recommending candidates for the clear credential, the LACOE CASC program staff reviews the candidate's collaboration coaching logs from coaching sessions, learning logs,

CPSEL module assessments, and the four major assignments to determine satisfactory progress. Additionally, a leadership coach recommendation and letter verifying administrative experience is required.

#### 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.

### **Career Technical Education**

#### Program Design

The Los Angeles County Office of Education (LACOE) Designated Subjects Career Technical Education (CTE) Credential program is under the Division of Accountability, Support and Monitoring in the CTE unit. The CTE Program, in collaboration with the University of San Diego (USD), offers a sequence of rigorous coursework.

The LACOE CTE Credential program is overseen by the Project Director for the CTE unit, who reports to the director of the Division of Accountability, Support and Monitoring. A program coordinator facilitates the day-to-day operations of the CTE Credential program with support from a part-time contract consultant and two CTE/Adult Ed credential specialists. They serve over 2,000 CTE candidates annually across California, in addition to another 300+ Adult Education and Supervision and Coordination candidates.

The CTE team, composed of a consultant, coordinator, project director, and CTE specialists, comes together monthly to share topics that pertain to individual duties and to collaborate on projects that affect the department. When program changes are made, email communication is utilized. Regular informal communication occurs within the team daily.

Evidence was found that program feedback is sought through multiple means. Candidates complete pre- and post-course evaluations for each course they are required to complete through USD, mentor evaluations, and completer surveys. Mentors and supervisors complete observations/evaluations of candidates at least once during the candidate's time in the program. Advisory committee meetings are held annually for educational partners to receive updates and provide feedback on the LACOE CTE Program. All professional development offered by LACOE, webinars offered by LACOE, and other informational sessions offered by LACOE request participant feedback surveys to be completed. A program instructors' meeting is held annually during which instructors review and discuss their course evaluations and provide input for program improvements based on student feedback. This information is shared at the aforementioned annual advisory committee meeting.

Recent program modifications include a platform switch to CANVAS for all CTE coursework through USD. Additional modifications include annual updates to curriculum, the addition of course sections through USD to respond to the influx of candidates, and annual updates to both the mentor and candidate handbooks.

#### Course of Study (Curriculum and Field Experience)

Candidates complete a sequenced set of courses to meet the requirements of clearing a CTE credential, exceeding the required 135 hours of coursework. Candidates start coursework with a self-paced, online set of Early Orientation modules through the California Educators Together website within thirty days of receiving their preliminary CTE credential recommendation. Additional coursework that candidates complete within the three-year teaching eligibility on their Preliminary CTE credential includes Foundations of Classroom Management, Foundations of Curriculum, Teaching English Learners and Students with Special Needs, and Teaching Portfolio. Candidates are also required to take the Health Education for Teachers course and complete the US Constitution requirement at any point during their time in the CTE Program. All required courses are facilitated through the Canvas platform, embedding computer technology in the program. Concern was expressed in interviews that courses are impacted, and it is hard to enroll in the courses as sequentially necessary as a result of this.

Curriculum in coursework is aligned with the CTE program standards and is designed for practical application within the classroom. Mentors report that their candidates directly refer to assignments, tools, and resources from their coursework that they apply within their teaching practice. Candidates report that coursework is relevant to their teaching assignments and useful.

All candidates are required to successfully complete the Teaching English Learners and Students with Special Needs course, as aligned to meet the CTE Program Standards and which includes specific pedagogy on ELL/SDAIE strategies, the Sheltered Instruction Observation Protocol (SIOP) model, Response to Intervention (RTI), Individualized Education Programs (IEPs), and Section 504 plans.

Candidates are expected to receive supervision and mentoring during at least four semesters of teaching. If the candidate is employed as a CTE teacher, their supervising evaluator is emailed regarding components of the CTE Program that candidates will need to complete, responsibilities for the supervising evaluator, including contact logs, and a request for a mentor for the new CTE teacher. After the supervisor identifies the designated mentor to the CTE program, the mentor is sent an email which includes their mentor responsibilities, contact logs, and the mentor handbook which includes suggestions for working with their candidate. Candidates are included on this email communication and are privy to the responsibilities of both their supervisor and mentor, as well as their own responsibilities as a CTE candidate. The CTE/Adult Ed credential specialists document completed coursework as well as monitor course requirements. The CTE Program coordinator and consultant review all field placement documents.

Candidates who are not employed as CTE teachers during their time in the CTE Program have the option to take the online Advanced Professional Training for CTE Credentials course in lieu of receiving supervision and mentoring during the program. This course incorporates soft skills necessary for potential employment, such as mock interviews, resume building, and presenting mock lesson plans.

Candidates are asked to self-identify their supervisors and mentors in the preliminary credential application and during their Foundations of Curriculum course. Concerns were expressed during interviews that some districts do not assign mentors and their CTE candidates are not receiving site support through their initial years of teaching, despite employment as CTE teachers.

If candidates cannot meet the required four semesters of teaching and are not assigned a supervisor and mentor, they are given the option to take the online Advanced Professional Training for CTE Credentials course. Candidates without a teaching position are assisted with the job search and networking opportunities through their coursework, and throughout their time in the program they are emailed teaching position openings within their industry sectors for which they qualify.

Evidence is overwhelmingly clear through all interviewees that the LACOE CTE program staff is easily accessible, knowledgeable, and service-oriented when candidates need assistance. When CTE candidates have questions, they email or call the CTE/Adult Ed credential specialists who answer their questions or refer them further to the CTE coordinator or the CTE consultant as necessary.

For candidates who have an assigned mentor and supervisor, contact logs are required for both mentor and supervisor to document interactions between candidate and supervisor/mentor as well as any teaching feedback provided to the teacher. Both mentor and supervisor are required to complete two observations of the teacher candidate over four terms of teaching. These documents are turned in either at the end of the term or at the end of the school year to the CTE office and documented in the tracking spreadsheet, filed individually for each candidate. The mentor handbook includes suggestions for working with struggling candidates.

Supervisor evaluations of the candidate occur at least two times during the candidate's time in the CTE program and are shared with the candidate and the CTE program coordinator at the end of each semester or school year. These evaluations include candidate assessment on the TPEs to determine competence in the teaching standards. This is all tracked on an internal spreadsheet.

USD instructors are very responsive to student requests for assistance. All instructors provide feedback on assignments, and all instructors allow for resubmission of assignments as well as extensions on assignments at the request of the student. Discussion boards on the CANVAS platform for coursework allow students and instructors to interact digitally to clarify concerns and questions on assignments. Candidates who earn a grade below a C- in a course will receive an incomplete. Candidates are notified by their instructor of receiving an incomplete and

emailed a letter from the program coordinator with a due date by which to complete work with the instructor. They have three months to complete the work. It is the candidate's responsibility to follow up with the instructor to ensure that all assignments have been received. An incomplete grade fee will be charged to the candidate. If a second incomplete is given and another letter is sent to the same candidate, the CTE coordinator will call the candidate to check in.

Course evaluations are assigned to candidates for each course they complete through USD. After the data has been collected and disaggregated, the program coordinator shares the data with course instructors at the annual instructors meeting. During these meetings, instructors identify common themes in the data, and instructors determine the next steps for addressing student concerns by modifying curriculum and practices. These modifications are then shared at the annual advisors meeting.

### Assessment of Candidates

Candidates are assessed on successful completion of coursework that meets the CTE Program Standards through their enrollment in USD coursework. Candidates are additionally assessed on the TPEs by their supervisor as well as a self-assessment. The CTE program coordinator and consultant regularly update and maintain a tracking spreadsheet with all candidate documentation throughout the candidate's time in the CTE program. When candidates are ready to submit applications for the clear CTE credential, the CTE program coordinator and consultant review and verify program competencies are met before approval.

After enrolling in the LACOE CTE program, candidates are informed about program requirements via email, in the candidate handbook, from course instructors, and through the completion checklist. Course syllabi outline outcomes and assignments for CTE coursework. All coursework is reviewed and graded by USD instructors and these grades are sent to the LACOE CTE program. All assistance for coursework is provided by USD instructors, as well as alternative assignments and extensions on assignments.

All additional program documentation required by the LACOE CTE program, such as supervisor program evaluation of candidates, supervisor contact logs, mentor observations, and mentor logs, are reviewed by the CTE program coordinator and consultant. When questions arise on this documentation, candidates can contact the CTE program for clarification, and the LACOE website also has information to assist candidates. Candidates who have any other struggles in the program can contact their course instructor for assistance.

Candidates complete an end of program evaluation that reflects their experience with mentor support. Course evaluations are collected from candidates and information is disaggregated and reviewed by course instructors at the annual program instructors meeting. Course instructors determine areas for improvement based on this data and together determine a course of action to alleviate problem areas in coursework and delivery of instruction, while simultaneously reviewing program standards for curriculum alignment. All course instructors are heavily involved in educational capacities statewide. The educational learning and updates



are used to continually update curriculum and insure that socioemotional learning needs, differentiated instruction, issues of equity, etc. are being addressed. These improvements are presented at the annual advisors' meeting.

CTE program improvements are driven by formal feedback collected from educational partners, including mentors, candidates, and supervisors through mentor/supervisor surveys, candidate surveys, and advisory meetings. The CTE/Adult Ed credential specialists also inform the CTE program coordinator of any themes of concerns and inquiries received throughout the year.

#### Findings on Standards

After review of the institutional report, supporting documentation, 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 Career Technical Education Credential Program, except for:

#### **Program Standard 4 – Met With Concerns**

The team did not find evidence that a supervisor and/or support teacher was selected and assigned for each CTE teacher.

#### **Program Standard 5 – Met With Concerns**

The team did not find evidence that all CTE teachers in the program are guided, assisted and evaluated by supervisors throughout the period of the preliminary credential.

### **Adult Education**

#### Program Design

The Los Angeles County Office of Education (LACOE) Designated Subjects Adult Education (AE) Credential Program, in partnership with the University of San Diego (USD), is an organized, rigorous, standards-based program designed to develop highly trained Adult Education teachers. The program's structure and sequence are clearly crafted to ensure that candidates acquire the necessary skills, knowledge, and professional attributes to become effective educators. The credential program provides a comprehensive course of study and fieldwork supervision, preparing candidates for teaching roles in the Adult Education sector. In interviews, participants expressed gratitude for the way the LACOE adult education program provided opportunities for career advancement, opening new ways for participants to utilize their skills and backgrounds. Educational partners from multiple LEAs also noted the value of their relationship with the LACOE program, and consistent appreciation for how the partnership allows them to add highly qualified adult educators to their teams.

The AE Credential Program is a part of the CTE unit, which is housed within the Division of Accountability, Support and Monitoring. The AE program is a part of LACOE's larger initiative to support educators in designated subjects throughout the state. The multi-tiered leadership structure of the AE Credential Program is shared with the CTE Credentialing staff. AE staff

includes a project director, a program coordinator (half time) who carries out day-to-day program operations for the AE program, supported by two AE/CTE credential specialists and a part-time consultant. Faculty members from LACOE/USD, mentors and supervisors also work together to monitor candidates' progress, provide content, and share feedback in alignment with program outcomes. The unit ensures that all candidates receive continuous support from the moment they express interest in the program through to the credential application process via individualized onboarding calls and roadmap templates. They often identify candidates who are eligible for additional AE certifications due to their diligence in transcript review. AE constituent groups consistently note how the accessibility and exemplary customer service provided by the knowledgeable and patient AE team positively contributes to their credentialing experience at LACOE. All interviewed constituents had high levels of confidence in the abilities of the LACOE team to support their needs. Limited staffing, heavy workloads, projected AE census growth and a reliance on passive, individualized interaction approaches raise concern surrounding staffing capacity, especially due to the varied entry points and fieldwork pathways utilized by AE candidates.

The program communicates informally with other programs in the unit, as well as with the institution during quarterly Educator Preparation unit meetings. Program staff also communicate with one another during monthly CTE unit staff meetings which are centered on their specific staff team. The team also connects with constituent groups through annual meetings, such as the yearly instructors' meeting and Advisory/Education Partners meeting, providing a forum for program updates, curriculum changes, and candidate progress. Feedback from course evaluations, surveys and course assessments are reviewed by program leadership to ensure that the program remains aligned with the standards set by the Commission on Teacher Credentialing. Data indicates that many decisions are centralized among immediate leadership team members.

Over the past two years, the primary modifications to the AE credential program involved curriculum updates to align with new educational standards, materials, and best practices. Adjustments to the course content ensure that the program stays relevant to the evolving needs of AE teachers. In addition, the program switched to the Canvas platform in unison with all LACOE credential offerings.

#### Course of Study

The AE Credential Program's course sequence is carefully designed to ensure that candidates receive a comprehensive education that balances theoretical knowledge with practical teaching experience. The program includes both coursework and fieldwork, with a required sequence of classes that are taken in a structured format.

The program is designed to integrate coursework with fieldwork and clinical practice. Candidates engage in teaching while completing their coursework, allowing them to apply what they learn in real-world classroom settings. Fieldwork is supported by supervisors and mentors, who observe teaching practices and provide feedback, allowing for a cyclical process of learning, reflection, and improvement.

Throughout the program, candidates are exposed to critical areas of pedagogy, including strategies for teaching English Learners, andragogy, technology integration, and subject-specific methods. These areas are integrated into the coursework and fieldwork to ensure that candidates are well-prepared to address the diverse needs of their students. The curriculum is thorough and relevant, covering all program standards. Candidates appreciate the clear and consistent outline of courses and note that their learning from coursework was immediately impactful in their work with students. During interviews, a suggestion was offered by several candidates to provide introductory vocabulary and foundational content support for those who are new to the field of education.

Candidates are required to complete a minimum of two years of teaching experience, which is incorporated into their field placements. Placements are coordinated by program personnel, including mentorship and supervisory expectations. During interviews, the process for mentor assignments and mentor training was described as being focused on task completion over mentoring elements. Other comments indicated that there is not a clear system of support in place for AE completers who do not receive a supervisor or mentor from their district. Candidates and mentors also reported a lack of clarity surrounding supervision and mentoring components, especially for those with non-traditional entry points.

Program personnel, including mentors and supervisors, provide additional guidance, resources, and intervention strategies when candidates request support. Instructors are also able to connect with program personnel when concerns arise. Candidates and completers appreciate their instructors and their willingness to revisit content and assignments when there is confusion. While there was significant evidence demonstrating an exemplary level of just-in-time support offered to candidates who reach out to LACOE staff, there are concerns surrounding a lack of standardized and uniformly implemented structures in place for struggling candidates.

The program collects data on candidates' progress through assessments, including pre-and post-course self-assessments, supervisor evaluations, mentor observations, and e-portfolio submissions. This data is reviewed by program leadership to identify trends and make informed decisions about curriculum and instructional improvements. Their conclusions are then shared with program instructors in annual meetings. Recent changes to the program, such as the integration of new resources and teaching strategies within the USD course sequence, were directly influenced by data collected from candidate assessments and course evaluation feedback.

### Assessment

The assessment process in the AE credential program is multifaceted and designed to measure candidates' competencies in various areas of teaching. Candidates are assessed through a combination of assignments, self-assessments, and feedback from mentors and supervisors. The teaching portfolio serves as a culminating assessment, where candidates present evidence of their growth and competencies throughout the program. Pre- and post-assessments in

courses, along with regular self-assessments, provide valuable data on instructional gains and are used to calculate final course grades in the USD system. A minimum grade of a C- is required for course credit in all USD courses. Candidates are informed about the assessments required throughout the program, including their submission deadlines and grading rubrics via their Canvas course shells. Additional support, such as study resources and guidance from program instructors, are provided via Canvas to help candidates prepare for and succeed in these course assessments. LACOE staff tracks course completion throughout the program and prior to clear credential recommendations.

In conclusion, the LACOE AE credential program offers a comprehensive, and structured pathway for aspiring AE teachers. Through its integration of coursework, fieldwork, and feedback, the program ensures that candidates are well-prepared to serve diverse adult learners and meet the evolving needs of the education community.

#### Findings on Standards

After review of the institutional report, supporting documentation, 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 Adult Education Credential Program, except for:

#### **Standard 2- Met with Concerns**

The team did not find evidence that a supervisor and/or support teacher is selected and assigned for each Adult Education teacher.

#### **Standard 4 – Met with Concerns**

The team did not find evidence that all Adult Education teachers in the program are guided, assisted and evaluated by supervisors throughout the period of the preliminary credential.

### **Supervision and Coordination**

#### Program Design

The LACOE Designated Subjects Supervision and Coordination Credential Program, in partnership with the University of San Diego (USD), provides a comprehensive course of study for candidates seeking to become qualified supervisors and coordinators who are equipped to lead high-quality educational programs within Designated Subjects and ROP fields.

The program is designed to serve educators with a valid Clear Designated Subjects Career Technical Education or Adult Education credential who have at least three years of full-time teaching experience. Demand for this credential is limited, and as such, the program is only offered when there is sufficient interest. This offering typically occurs during the summer term, with the last cohort completing in the summer of 2023. There is no intern pathway for the Supervision and Coordination credential, as it requires prior teaching experience.

The leadership of the Supervision and Coordination Credential Program consists of the program coordinator, course instructor, and support staff. The course instructor is an experienced former ROCP (Regional Occupational Center and Program) superintendent and instructor. Candidates consistently highlight her excellence as an informed and connected educator in this field. She plays a key role in the leadership structure and curricular design and is described as responsive and creative in her instructional practices. The Credentials Unit ensures that all candidates receive continuous support from the moment they express interest in the program through to the credential application process. In interviews, completers consistently shared the helpful, accessible and attentive nature of the credentials unit from recruitment through credentialing.

The program receives input from various constituencies and partners, including candidates, instructors, and participating LEAs. Candidate feedback is collected via course evaluations, which help inform program improvements. Upon application for the Supervision and Coordination credential, candidates are also surveyed to gather their thoughts on the course content, and the credential services. Additionally, the program's Advisory Committee, consisting of varied constituent groups such as instructors, completers, and participating LEAs, meets annually to review data and provide feedback on the program's effectiveness. The program's content is also reviewed by the course instructor before each cohort offering to ensure alignment with CTC guidelines and the evolving needs of supervisors and coordinators in CTE and AE fields. Over the past two years, there have been a few modifications to the Supervision and Coordination Credential Program, including a switch to the Canvas platform. Additional adjustments were related to the incorporation of feedback from course evaluations and advisory meetings, as well as an increased focus on CTE funding models.

#### Course of Study (Curriculum and Field Experience)

The course of study for the Supervision and Coordination Credential program is carefully designed to build upon the candidates' prior teaching experience in either CTE or AE settings. This program ensures that candidates are equipped with the necessary knowledge and skills to effectively supervise and coordinate educational programs in these spaces. The program consists of a 14-week online course delivered through Canvas, with three required Zoom meetings. Throughout the course, candidates engage with assignments that are aligned with the CTC Supervision and Coordination Program Guidelines.

The course focuses primarily on theoretical and practical concepts for supervising and coordinating programs, using a well-known leadership text to solidify key leadership principles. Candidates are also required to complete five fieldwork projects, which are integral to meeting the CTC requirements for the credential. These fieldwork projects are designed to provide candidates with real-world experience and application of the knowledge they gain throughout the program. Program completers found these projects to be a great way for them to personalize the content to their role while collaborating with classmates to learn about other opportunities in the field. The Supervision and Coordination course does not have specific pathways for different credential areas (such as CTE vs. AE), however, the program recognizes

the candidates' prior experience in these fields. As such, the course is designed to be flexible and relevant to both Career Technical Education and Adult Education settings. Candidates can apply their previous experience to the fieldwork projects and assignments, ensuring that the program content remains applicable and valuable to both credential areas.

The program covers several critical areas related to supervision and coordination, including curriculum development, program management, and effective leadership strategies. While there is not a specific focus on topics like English Learners or literacy instruction (as might be seen in teaching credentials), candidates are encouraged to incorporate these considerations into their fieldwork based on their prior teaching experience. In addition, the program does not include traditional field placements like teacher preparation programs. Instead, candidates complete fieldwork projects as part of the course. These projects are monitored and evaluated by the course instructor, who provides regular feedback. In some cases, candidates may choose to complete fieldwork in their own educational settings, allowing them to apply the supervisory and coordination skills they are learning directly to their work environment. Support for candidates during fieldwork is provided by the course instructor, who offers guidance and feedback on each project. In interviews completers shared they appreciated the focused and timely feedback they received. While there is no cooperating teacher or mentor involved, the instructor plays a pivotal role in supervising and advising candidates throughout their fieldwork experience.

Candidates who experience difficulty with coursework or fieldwork receive support from the course instructor. The instructor provides individualized feedback, guidance, and at times flexibility in course delivery expectations such as deadlines, helping candidates address challenges and ensuring that they stay on track to meet course requirements. This extends to personal challenges that may surface for adult learners who are taking coursework while working full-time. Additionally, candidates can access general program support from the Designated Subjects Credential Program team, who consistently offer resources and advice as requested.

Program coordinators and instructors review assessment data, including self-assessments, course evaluations, and completion rates, at an annual meeting to inform program improvements and assess the overall effectiveness of the program. This feedback loop helps ensure that the program remains responsive to candidates' needs and the demands of the field. For example, feedback from course evaluations led to adjustments in the course structure and the addition of content focused on designated subjects funding models to better meet candidate needs in the field.

### Assessment

Candidates are assessed through multiple methods, including weekly assignments, peer assessments, self-assessments, and fieldwork projects. The pre-and post-course self-assessments provide valuable insight into candidates' progress, while the fieldwork projects, which are aligned with the CTC Supervision and Coordination Program Guidelines, offer an opportunity to demonstrate a practical application of supervisory and coordination skills.

Candidates are informed about these required assessments at the start of the program. A passing grade of at least a C- is required for candidates to apply for the Supervision and Coordination credential.

Candidates who struggle with assessments are encouraged to seek assistance from the course instructor, who provides additional guidance and support, including assignment modifications and timeline shifts. The instructor also makes herself available for one-on-one consultations to help candidates address any challenges they may face during the course.

In conclusion, the LACOE Supervision and Coordination Credential Program provides a thoughtful and well-structured pathway for educators to transition into supervisory and coordination roles in support of Designated Subjects and ROP programs. Through a combination of relevant coursework, fieldwork projects, and ongoing support, the program prepares candidates to lead high-quality educational programs and support the growth of both instructors and students in these important fields.

#### Findings on Standards

After review of the institutional report, supporting documentation, 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 Supervision and Coordination Credential Program.

## INSTITUTION SUMMARY

The LACOE Educator Preparation Unit is composed of three credentialing offices in three different divisions that function as one credentialing unit. The Division of Curriculum and Instructional Services houses the Preliminary and Clear Educational Administration Credentials. The Division of Beginning Teacher Programs houses the Preliminary Multiple Subject, Single Subject, and Educational Specialist Credentials, the Added Authorization Credentials, and the Teacher Induction Credential. The Division of Accountability, Support, and Monitoring houses the Designated Subjects Credentials. While the unit spans three divisions, they have developed a set of common goals and have regular ongoing communication and information sharing that allows them to function as a single coherent unit.

## COMMON STANDARDS FINDINGS

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Inconsistently</b>
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.	<b>Consistently</b>
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	<b>Consistently</b>



<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	<b>Consistently</b>

### **Finding on Common Standard 1: Met**

#### **Summary of information applicable to the standard**

The Los Angeles County Office of Education's (LACOE) research-based vision for teaching and learning states, "Every student will have a credentialed, effective, resourceful, and innovative teacher and administrator." This vision is clearly represented in all programs as evidenced in interviews with candidates and community partners. During interviews, district partners and employers frequently commented that LACOE had strong programs and prepared strong candidates. Human resources administrators from school districts and educational resource centers stated that when they had an opening for an educator, LACOE was the first place they would contact. Small school district administrators commented that the support they received from LACOE was invaluable.

LACOE's faculty, instructional personnel, and relevant constituencies in the organization have regular meetings within and across divisions to collaborate on the organization and coordination of all the educator preparation programs. During interviews, unit administrators and staff frequently spoke to the strong collaborative nature of their professional relationships. In addition to formal program leadership meetings, program directors and coordinators stated that they have frequent informal conversations as needed. Division leadership and instructional staff also collaborate regularly with educational partners from other institutions as evidenced through meeting agendas as well as interviews. Examples include advisory committees, regional meetings with other county offices of education, and cluster meetings with local school district personnel.

As evidenced through program review documents, interviews with current candidates, past candidates, and program partners, LACOE's educator preparation programs provide high quality educator preparation programs. While most candidates felt well prepared to begin their educational careers by the end of the program, some interviewees stated that there was some confusion regarding all the program requirements and the role of their district employed supervisors. Candidates reported that when they had questions and reached out to LACOE staff, their questions were always promptly answered by staff, and they appreciated the timely responses that they received, however they indicated that some of the confusion could have been prevented with improved advisement.

A review of job descriptions and job postings for instructional personnel, including practicum supervisors, provided evidence that LACOE has clearly defined job descriptions that include all the qualifications required in the program standards. Faculty are evaluated using course evaluation surveys and observations by program administrators. The faculty confirmed that they use the survey feedback to set individual annual goals for their instructional practice. Faculty receive ongoing professional development from LACOE and are invited to regular instructor meetings for their specific program and the courses that they teach. Faculty stated that these meetings were highly collaborative, and they were encouraged to provide resources and ideas to continuously improve program coursework.

Each program is responsible for determining candidate eligibility prior to acceptance into the program and monitoring candidate progress throughout program participation. Program coordinators monitor progress and determine if documentation and evidence submitted are sufficient in meeting program requirements. Each program lead (director/coordinator) has final authority to determine a candidate's advancement to candidacy for a credential. This process was confirmed in interviews with the credential analyst and candidates.

<b>Common Standard 2: Candidate Recruitment and Support</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.	<b>Consistently</b>

<b>Common Standard 2: Candidate Recruitment and Support</b>	<b>Team Finding</b>
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.	<b>Inconsistently</b>

### **Finding on Common Standard 2: Met with Concerns**

#### **Summary of information applicable to the standard**

The LACOE educator preparation programs demonstrate a concerted effort to recruit, admit, and support candidates. The institution utilizes clear, multiple measures of candidate qualifications during the admission process, ensuring applicants have the prerequisites to enroll. The institution actively engages in strategic planning to enhance equitable hiring practices, which includes utilizing diverse hiring panels and leveraging the Diverse Education Leaders Pipeline Initiative (DELPI) and Classified grants to recruit, financially support, and prepare diverse educators. Additionally, fully online programs broaden accessibility for candidates throughout the region.

Candidates receive ongoing advisement through various mechanisms, including program orientation, information meetings, handbooks, and program websites. Most programs incorporate weekly office hours, individualized advisement, and mentorship/coaching relationships to provide candidate support while enrolled in the program. Program requirements and completion pathways, including Early Completion options, are clearly communicated to all candidates.

The institution also demonstrates a commitment to diversifying the educator workforce through targeted recruitment efforts. Informational meetings and individual advisements ensure candidates understand program expectations, credentialing requirements, and available resources. The classified grant has supported diverse candidates in entering the profession, and the institution remains committed to sustaining this initiative despite financial constraints.

During interviews with several program staff, it was shared that mid-year candidate progress monitoring occurs; however, formal progress monitoring within all programs was not evidenced. While program instructors and mentors indicated that students can request assistance and resubmit work as needed, there is no clearly defined process across all programs to systematically identify and support candidates who require additional help to meet competencies. One instructor stated, "Students can reach out. I set up a 1:1 time when they need that. Resubmissions are allowed." However, this informal approach lacks a standardized method to ensure all struggling candidates are proactively identified and supported.

A candidate shared, "I can discuss with my coach anything I need help with in the program activities, and I get great feedback." While this demonstrates that support is available, it does not indicate a formalized intervention strategy across all programs. Furthermore, a program leader noted, "We have flexible support structures but no mandated or clearly outlined process for identifying struggling candidates."

### **Rationale for the Finding**

While the institution effectively recruits and supports candidates through various advisement and mentorship structures, the team did not find evidence of a clearly defined process to identify and assist candidates needing additional support to meet competencies that are consistent across all programs. Common Standard 2 requires "evidence regarding progress in meeting competency and performance expectations should be consistently used to guide advisement and support efforts." Without a standardized, institution-wide process for identifying struggling candidates and providing targeted interventions, all candidates are not receiving the timely and structured support necessary to ensure a positive and successful program experience.

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	<b>Consistently</b>

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</b>
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	<b>Inconsistently</b>
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	<b>Inconsistently</b>
All programs effectively implement and evaluate fieldwork and clinical practice.	<b>Consistently</b>
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.	<b>Consistently</b>

### **Finding on Common Standard 3: Met**

#### **Summary of information applicable to the standard**

LACOE offers a well-structured course of study that integrates coursework with field experiences to ensure candidates develop the necessary knowledge and skills to support P-12 students. Programs provide practical, research-based learning experiences that are designed to promote effective teaching and leadership strategies, and fieldwork is structured to offer candidates opportunities to engage with diverse student populations.

Portfolio assignments focus on diverse student populations and competencies required for the specific credential candidates are pursuing. Multiple candidates expressed that program activities were practical and directly applicable to their roles. One candidate shared, “My coach is able to help me understand how the standards apply to my non-site leadership role.”

Fieldwork and clinical experiences are monitored through tracking spreadsheets, mentor and supervisor agreements, and program handbooks. Across programs, candidates are introduced to and implement research-based strategies for addressing diversity in school settings.

Candidates report individual growth as a result of the mentoring and supervision provided throughout their clinical practice. Feedback mechanisms, such as end-of-semester surveys, allow for the evaluation of mentor and coach effectiveness. Site-based supervisors are required to be certified and experienced in the relevant content areas, with program leaders verifying credentials. However, inconsistencies exist in the training and support provided to site-based supervisors within the Intern programs. Some site-based supervisors reported a lack of clarity on their roles and responsibilities, while others mentioned receiving minimal communication from program administrators. A group of site-based supervisors shared that they “have not received clarification on what they are supposed to do, and they feel a little bit in the dark”. Another site-based supervisor indicated they would benefit from “clarified and relevant training,” which is not uniformly provided across all programs. Additionally, systematic training,

evaluation, and recognition of site-based supervisors are not consistently implemented in all programs, leading to variation in the level of support candidates receive.

<b>Common Standard 4: Continuous Improvement</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>

#### **Finding on Common Standard 4: Met**

##### **Summary of information applicable to the standard**

The Los Angeles County Office of Education (LACOE) follows a structured approach to continuous improvement within its educator preparation programs, using the Plan-Do-Check-Act model to ensure that the programs are meeting their goals and continuously improving. Within each program, a variety of data sources ranging from candidate course evaluation, module surveys, self-assessments, mentor training, and completion data are utilized. The Educator Preparation Unit meets twice a year to review and reflect on data collected in relation to four key goals: customer service, mentor/supervision match and quality, completion, and program design. These meetings offer a platform for all LACOE credentialing programs to engage in critical reflection, share feedback with one another, and identify areas of success as well as opportunities for alignment and improvement.

Each program also holds advisory meetings at least twice a year. These meetings involve collaboration with external partners like Institution of Higher Education (IHE) programs, beginning teacher support programs, and community partners. These meetings are critical for reviewing program data, gathering feedback, and improving the overall program. The end-of-program data is made available in an easy-to-understand format for feedback.

The constant cycle of planning, implementing, reviewing, acting, and sharing feedback leads to improvements in the programs year after year. By incorporating feedback from a wide range of

and relying on data-driven decision-making, LACOE ensures that its educator preparation programs continue to evolve and serve the needs of teachers, mentors, and students. This process is highly collaborative, involving internal reflection and external feedback, all contributing to a strong culture of continuous growth and program enhancement.

Interviews with multiple constituents confirm that feedback is regularly used for program improvement. Some program modifications shared for the beginning teacher programs include increasing candidate observations from one observation to two observations per year based on candidate feedback. The program has implemented an artificial intelligence policy. Also, the program has been sensitive to the needs of families affected by the wildfires in Los Angeles County and has made modifications as needed to assist candidates. The administrator program updated its vision to better reflect its current core values. Additionally, the team's objective is to further systematize and streamline various program practices while fostering greater continuity between the PASC and CASC pathways.

External partners shared their enthusiasm about the opportunity to collaborate and exchange trend data, including candidate numbers, enrollment statistics, attrition, exam passage rates, best practices, and program improvements during meetings.

<b>Common Standard 5: Program Impact</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>

### **Finding on Common Standard 5: Met**

#### **Summary of information applicable to the standard.**

The Educator Preparation Unit at the Los Angeles County Office of Education (LACOE) ensures that candidates possess the knowledge and skills needed to effectively educate and support students. The unit assesses the impact of its programs on teaching, learning, and leadership using both qualitative and quantitative data. Various assessment tools, including self-assessments, surveys, and feedback, measure candidates' progress and program impact, focusing on leadership, knowledge, and confidence. Mentorship and completion data further reflect the program's success in guiding candidates through challenges and fostering effective skill application.

Overall, data and assessments show positive results, highlighting the unit's success in enhancing candidate practices and positively impacting the students they serve. Surveys indicated that 96% of beginning teacher candidates reported that their mentor has helped them build the capacity to advance equitable learning by assisting them in developing an environment that meets the diverse academic, social, and emotional needs of every student. Also, 100% of candidates would recommend the Administrative Service program to colleagues or contacts. Interviews confirmed that the LACOE Educator Preparation Unit is having a positive impact on candidate learning and competence in line with the unit's vision that "every student will have a credentialed, effective, resourceful, and innovative teacher and administrator." An intern candidate expressed they were blessed to be part of a program that is designed for working professionals and moms, which is flexible and provides great support. A Clear Administrative Services completer stated that after completing LACOE's program, they have a deeper appreciation for making data-driven decisions and school culture.