

**Recommendations by the Accreditation Team and
Report of the Accreditation Visit for Professional Preparation Programs at
Teachers College of San Joaquin/San Joaquin County Office of Education**

June 25, 2015

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Teachers College of San Joaquin/San Joaquin County Office of Education. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation, and interviews with representative constituencies. On the basis of the report, an accreditation recommendation is made for the institution.

**Common Standards and Program Standard Decisions
for all Programs Offered by the Institution**

	Met	Met with Concerns	Not Met
1) Educational Leadership	X		
2) Unit and Program Assessment and Evaluation	X		
3) Resources	X		
4) Faculty and Instructional Personnel	X		
5) Admission	X		
6) Advice and Assistance	X		
7) Field Experience and Clinical Practice	X		
8) District Employed Supervisors	X		
9) Assessment of Candidate Competence	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject w/ Internship	19	19		
Single Subject w/ Internship	19	19		
Education Specialist:	16	16		
Education Specialist: Mild/Moderate	6	6		
Education Specialist: Moderate/Severe	8	8		
Education Specialist: Early Childhood	10	10		
Designated Subjects: Career/Technical Education	16	16		
General Education Induction	6	6		

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Education Specialist Clear Induction	7	7		
Education Specialist Early Childhood AA	4	4		
Autism Spectrum Disorder AA	3	3		
Preliminary Administrative Services	14	14		
Administrative Services Clear Induction	5	5		
Math Instructional AA	5	5		

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Self-Study Report
- 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: Teachers College of San Joaquin/
San Joaquin County Office of Education

Dates of Visit: April 12-15, 2015

**Accreditation Team
Recommendation:** Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, and local school personnel; along with additional information requested from program leadership during the visit. The team agreed they 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:

Common Standards

Site visit team members reviewed the nine Common Standards to determine if the standards were met, met with concerns, or not met. The team found that all Common Standards were **Met**.

Program Standards

Teachers College of San Joaquin/San Joaquin County Office of Education (TCSJ/SJCOE) offers 13 credential/certificate programs: a Multiple/Single subject program with internship, a General Education Induction credential, an Education Specialist Mild/Moderate and Moderate/Severe program with internship, an Autism Spectrum Disorder Added Authorization, an Early Childhood Education Specialist Credential and Added Authorization, an Education Specialist Clear Induction credential, a Designated Subjects: Career and Technical Education credential, a Math Instructional Added Authorization, and Preliminary and Clear Administrative Services programs. Based on the team's review, all program standards for these programs were found to be **Met**.

Overall Recommendation

Due to the finding that all Common Standards were **Met** and all Program Standards were **Met**, the team unanimously recommends a decision of **Accreditation** for Teachers College of San Joaquin/San Joaquin County Office of Education and its programs.

On the basis of this recommendation, the institution is authorized to recommend candidates for the following credentials:

Initial/Teaching Credentials

Multiple Subject
Multiple Subject Intern

Single Subject
Single Subject Intern

Education Specialist Credentials
Mild/Moderate Disabilities
Moderate/Severe Disabilities
Education Specialist Early Childhood

Designated Subjects
Career/Technical Education Credentials

Advanced/Service Credentials

Multiple Subject
Multiple Subject Induction

Single Subject
Single Subject Induction

Education Specialist Credentials
Clear Induction
Early Childhood AA
Autism Spectrum Disorder AA

Administrative Services
Preliminary
Clear

Math Instructional Added Authorization

Staff recommends that:

- Teachers College of San Joaquin/San Joaquin County Office of Education (TCSJ/SJCOE) response to the preconditions be accepted.
- TCSJ/SJCOE be permitted to propose new credential programs for approval by the Committee on Accreditation.
- TCSJ/SJCOE continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Leader:

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Advanced/Services Programs Cluster:

Kay Orrell
Retired Project Director for CDE

Staff to the Visit:

Geri Mohler
CTC Consultant

Documents Reviewed

Common Standards Report
Course Syllabi
Candidate Files
Fieldwork Handbooks
Follow-up Survey Results
Needs Analysis Results
Program Assessment Feedback
Biennial Report Feedback
Field Experience Notebooks
Schedule of Classes
Advisement Documents

Faculty Vitae
School of Education Strategic Plan
School of Education Budget Plan
TPA Data
Application and Admission Packets
Preconditions
Program Assessment Documents
Marketing Brochures
Advisory Board PowerPoint and Minutes
Faculty Meeting Minutes
Electronic Exhibit Video Introductions

Interviews Conducted

	Team Leader	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates	38	33	93	164
Completers		23	21	44
Employers	12		13	25
Institutional Administration	8	2	9	19
Program Coordinators	2	2	3	7
Faculty	7	18	30	55
TPA Coordinator		4	1	5
Advisors	2	3		5
Field Supervisors – Program		8	13	21
Field Supervisors – District			20	20
Advisory Board Members	12	8		20
Credential Analysts and Staff	2	2		4
Other	1	1		2
TOTAL				391

Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

Teachers College of San Joaquin (TCSJ) is situated within San Joaquin County Office of Education (SJCOE). TCSJ/SJCOE is a WASC accredited graduate school of education and is the only WASC accredited institution housed within a county office in California. TCSJ received WASC initial accreditation to offer Masters in Education degree programs in March 2012. The SJCOE is accredited by the California Commission on Teacher Credentialing (CTC), has offered a district intern program, called Project IMPACT, since 1997, and has added approved programs over the years. TCSJ/SJCOE is unique in that it is approved by CTC to offer programs under SJCOE, (e.g., district intern, induction, added authorizations, and administrative services credentials), and is approved to offer all of the same programs under TCSJ as a college. Although both entities are approved to offer the same programs, some programs offered are specific to TCSJ because they can only be offered through a college, (e.g., the traditional/student teaching option to obtain a teaching credential or Administrative Services Intern program, and the Mathematics Instruction Added Authorization). Although TCSJ was granted WASC accreditation which enables it to offer programs under TCSJ, instead of processing candidates with a university intern credential they have continued to process SJCOE district intern credentials with CTC. The primary reason for this is that the enrollment of interns in special education has been larger than general education, and the education specialist district intern credential allows education specialist candidates to

take three years to complete their program if needed, rather than the two year requirement if a candidate was processed with a university intern credential.

As of October 2014 TCSJ no longer processes district intern credentials under SJCOE (with the exception of change of restriction or extensions), added authorizations, clear credentials, or administrative services credentials. TCSJ has also decided to keep the IMPACT name used for SJCOE's program for TCSJ's credential programs.

The TCSJ IMPACT Program consists of three major programs:

1. Teaching Credential Programs: traditional/student teaching and intern
2. Induction Programs: General Education and Special Education (for IMPACT candidates, as well as candidates who received their preliminary outside IMPACT's programs)
3. Administrative Services Programs: Preliminary, Intern, and Induction

The TCSJ IMPACT Program serves three teaching credential pathways:

1. General Education: Multiple Subject, Single Subject
2. Education Specialist: Mild/Moderate, Moderate/Severe, Early Childhood Special Education
3. Designated Subjects: Career/Technical Education

The TCSJ IMPACT Program also offers three Added Authorizations:

1. Autism Spectrum Disorders
2. Early Childhood Special Education
3. Mathematics Instruction

In addition, the SJCOE IMPACT program previously managed satellite locations in various regions of California that offer some of the same programs as the SJCOE-approved CTC programs. The current existing satellites—one at the Los Angeles County Office of Education (LACOE) and one at the Tulare County Office of Education (TCOE)—have now received CTC approval to offer their own credential programs. Therefore, the SJCOE and satellites have officially separated and as of October 2014 these programs operate independently from the SJCOE. The two existing satellites were included in the site accreditation visit on a limited basis.

**Table 1
Program Review Status**

Program Name	Program Level (Initial or Advanced)	Number of Program Completers (2013-14)	Number of Candidates Enrolled or Admitted (2014-15)	Agency or Association Reviewing Programs
Multiple Subject w/ Intern	Initial	19	61	CTC
Single Subject w/ Intern	Initial	40	84	CTC
Education Specialist M/M w/ Intern	Initial	63	92	CTC
Education Specialist M/S w/ Intern	Initial	29	66	CTC
Autism Spectrum Disorder AA	Initial	0	3	CTC
Early Childhood Special Education w/ Intern	Initial	35	32	CTC
Designated Subjects Career/Technical Education	Initial	21	33	CTC
Early Childhood Special Education AA	Advanced	3	5	CTC
General Education Induction	Advanced	171	167	CTC
Education Specialist Clear Induction	Advanced	48	59	CTC
Math Instructional Added Authorization	Advanced	25	23	CTC
Preliminary Administrative Services w/ Internship	Advanced	53	57	CTC
Clear Administrative Services	Advanced	34	35	CTC

The Visit

The accreditation site visit to Teachers College of San Joaquin/San Joaquin County Office of Education (TCSJ/SJCOE) began on Sunday, April 12, 2015. On the first evening, the TCSJ/SJCOE Dean welcomed the team and other faculty and staff and gave a brief introduction and overview of the unit, followed by a number of interviews with various constituents. Data collection and interviews by the six-member team continued on Monday, April 13th and Tuesday, April 14th, 2015 with the TCSJ/SJCOE leadership team, faculty, candidates, completers, employers, advisory committee members, and district-employed supervisors, as well as phone interviews with a number of completers and current candidates from the two partner county offices, Tulare and Los Angeles, which are now approved to run their own programs. A mid-visit report was provided to the TCSJ/SJCOE Dean and selected staff on Tuesday morning. Consensus was reached on all standard findings and the accreditation recommendation. The visit concluded with an exit report at 11:00 a.m. on Wednesday, April 15, 2015.

Common Standards

Standard 1: Educational Leadership

Met

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Findings

Document review and interviews with leadership, faculty, supervisors, and stakeholders confirmed that the mission and curriculum of Teachers College of San Joaquin/San Joaquin County Office of Education (TCSJ/SJCOE) are grounded in research that provides direction for program development and modifications. Leadership, administrative staff, and faculty engage in ongoing discussions related to research specific to the content of the programs provided, including the California Common Core State Standards and Frameworks, as well as college and career readiness initiatives and 21st Century Skills. Numerous researchers have influenced the design of TCSJ/SJCOE's educational programs including, but not limited to, Marzano, Darling-Hammond, Bransford, and Littky.

Using Knowles' adult learning theory, as well as the National Research Council on How People Learn, TCSJ/SJCOE's program was designed to address the needs and requirements of adult learners. Faculty are knowledgeable about adult learning strategies and plan lessons that support adults as learners.

The cohort structure, an essential element of the credential programs, is directly linked to research on personal teaching efficacy (Bullough, Cecil Clark, Wentworth, & Hansen, 2001; Fives, Hamman, Olivarez, 2007; Wollfolk Hoy, 2000). Candidates cited the cohort structure as a key element in their successful completion of their professional preparation.

The goal of the TCSJ/SJCOE Programs, as reported by program participants, program personnel, and stakeholders, is to respond to the ever-increasing need for highly-qualified educators in California by delivering a quality teacher preparation program to meet the pedagogical demands of today and in the future. Its mission is: "To develop a workforce of teachers and school leaders who are comfortable with collaboration, understand the need to prepare students for both work and higher education and have the skills to develop, implement and sustain innovative educational ideas. TCSJ exemplifies the notion of learning opportunities that are

rigorous, provide relevance, are relationship-driven, and incorporate reflection for professional growth.”

The mission and vision focus on the "four R's" of Rigor, Relevance, Relationships, and Reflection. Consistently, stakeholders, faculty, candidates, and completers provided examples of how the four “R’s” guide curriculum design and were integrated into all aspects of program implementation. TCSJ completers also commented that they apply these concepts to their work with P-12 students.

Evidence, such as the self-study, syllabi, program materials, assessments, and interviews suggested that TCSJ/SJCOE’s research-based vision has framed the design of the program and been fully implemented in the curriculum content. The curriculum is aligned with the vision and California’s adopted standards and curriculum frameworks and is assessed by TCSJ/SJCOE’s Core Learning Outcomes (CLOs) and Student Learning Outcomes (SLOs) established in each course syllabus.

The TCSJ/SJCOE Leadership Team, San Joaquin County Office of Education personnel, P-12 stakeholders and faculty reported that they have worked on a Strategic Plan for future College development. The Strategic Plan established the following priorities: Academic Engagement for Student Success, Operations and Governance, and Fiscal Stability. The Strategic Plan is an evolving document that will be updated each year with input from a variety of stakeholders.

Interviews with leadership, the Governing Board, advisory committees, faculty, candidates, staff, and P-12 stakeholders provided evidence that the TCSJ/SJCOE represents a collaborative effort between County Offices of Education, school districts, employee organizations representing teachers, and Institutions of Higher Education.

TCSJ/SJCOE leadership works closely with P-12 leadership who employ program participants. Program staff are accessible and responsive to district administration, site principals, and others responsible for the training and support of program candidates. To support collaboration with the P-12 districts in the area, the leadership of those districts, usually Directors or Assistant Superintendents of Human Resources, participate in Consortium Meetings as well as in more informal communication and consultation throughout the year. Input is sought on a regular basis from all stakeholders through ongoing conversation, focus group feedback, and survey research.

TCSJ/SJCOE staff meet formally twice per month sharing in the decision-making and governing process of the college. All roles within the organization overlap across programs to provide a more cohesive experience for the credential candidate. Faculty and practicum supervisors meet formally twice a year for professional development and gather informally before and after class meetings to share insights about candidate progress and curriculum development.

Evidence, such as the self-study, the organizational chart, committee agendas and minutes, and Leadership Team interviews demonstrated that the Dean, under advisement of the TCSJ/SJCOE President and supervision by the Assistant Superintendent of Educational Services and the

TCSJ/SJCOE Governing Board, has the authority to: select and employ personnel necessary for support, supervision, and instruction; design and implement strategies effective for the success of the program; establish leadership activities with partners; develop and monitor budget processes to maintain fiscal solvency; and align overarching goals of the office with policies for program implementation. The San Joaquin County Office of Education (SJCOE) Superintendent has the final authority regarding hiring and the Teachers College of San Joaquin Governing Board has oversight of the budget.

Interviews with administrative staff and review of the program database and credential folder documents confirmed that the unit has designed and implemented and monitors a credential recommendation process that ensures all candidates recommended for a credential have met all requirements.

The completion of a professional preparation program is verified with Program Completion Verification forms, which are passed through several offices to ensure every requirement has been met and confirmed by the credential technicians before recommendation. Program Completion Verification forms are signed off first by the Registrar or the Lead Practicum Supervisor who ensure all practica have been completed with passing grades. Then, the Registrar ensures all other coursework, and culminating assessments, such as TPAs, RICA, or portfolios, have been completed with passing marks. Next, the Student Accounts Advisor ensures that all financial obligations have been met. All of the confirming information is stored in an encrypted web-based database and paper files are locked in fireproof cabinets. The redundant storage system ensures the safety and accuracy of files. Credential Technicians crosswalk the complete candidate program folder and verification form to ensure that all requirements are completed. The candidate is then advised in a formal individual meeting to complete the final application for the credential/authorization recommendation.

Standard 2: Unit and Program Assessment and Evaluation

Met

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

Findings

Program documents, supporting evidence and administration interviews indicated that TCSJ/SJCOE has implemented a comprehensive assessment and evaluation system. The adopted system is a systematic, four-year process that is summarized in a Conceptual Map. Activities are divided into four cycles that each focus on specific Core Learning Outcomes. A cycle starts with program directors working with faculty to review the tools and protocols that will be used to gather data on student learning. After data are collected, the Director of Graduate Studies is

charged with the responsibility of aggregating, analyzing and reporting the data to the Leadership Team. The Leadership Team then assists the Dean in evaluating the report. The evaluation is used by the Dean to develop and publish a Unit and Program Action Plan. The Dean is ultimately responsible for monitoring the impact of the Action Plan and reporting results to relevant accreditation agencies.

A Master Assessment Calendar is used to establish a seamless flow of activities throughout the assessment cycle. Critical tasks are listed by month and assigned to specific personnel. The veracity of the process is verified through the development of a Common Standards Matrix that highlights the manner in which program and unit data converge.

The collection of program data includes both a random sample of coursework rubric scores and total population sources such as candidate surveys, CalTPAs, portfolios, RICA scores, and Practicum Supervision Grade Reports. The importance that TCSJ/SJCOE places on data collection can be seen in the manner in which program directors establish the reliability and validity of coursework assignment practices during a summer faculty workshop. During the workshop, faculty refine assignment requirements and seek to achieve rubric calibration. Once the assignment is administered, faculty submit aggregated rubric scores along with high, average, and low samples of candidate work to the Director of Graduate Studies who aggregates the data for Program Director use. The Director of Graduate Studies also uses rubric data from all programs as a means of securing data related to Student Learning Outcomes for unit assessment. Additional unit data is collected through the use of tools such as faculty surveys, course evaluations, and graduation/attrition reports.

In addition to collecting data, the Director of Graduate Studies conducts the initial analysis of the data. Typical inquiries include comparing coursework assignments with rubric scores to determine acceptable levels of calibration, the construction of tables that highlight program and unit score trends, and when available, comparison with state or county data such as TPA, RICA, and faculty demographics. Context for data is in part established through a review of the benchmarks noted within the minutes produced during various faculty and Consortium meetings. Upon completing the analysis, the Director of Graduate Studies produces a summary report that is submitted to the Leadership Team.

The Leadership Team develops an Action Plan based upon their review and evaluation of the analysis report. Action plans become the foundation of program and unit improvement activities. Program action steps that related to course instruction and pedagogy are carried out in “course alike” meetings. Items related to course sequence and candidate dispositions such as attendance are addressed in program cohort meetings. Items such as standardizing syllabi to include student learning outcomes that related to both the program and the unit goals are addressed during the summer faculty workshop. Finally, items such as admission practice effectiveness are discussed in faculty meetings.

Representative evidence that the assessment and evaluation system is being used for program improvement purposes can be found in three examples. The first, transitioning to assignment rubric data, was brought about as a response to the 2008-09 Biennial Report CTC response. The second encompasses the Academic Affairs Committee responding to the 2012-13 Biennial Report CTC response by completing a syllabi audit to ensure alignment with CTC program standards, College Learning Outcomes, and Student Learning Outcomes. Audit results were then used to develop and implement Student Learning Outcomes faculty training. The final example is the TCSJ/SJCOE 2015 Action Plan seeking to understand and address the five-year decline in Induction Program candidates' positive perceptions of learning experiences.

Representative evidence that the assessment and evaluation system is being used for program improvement includes using enrollment and financial data to consider whether to withdraw credential programs and/or focusing on admission practices, such as the recent decision to focus solely on admitting preliminary credential interns. A second illustration of the unit evaluation system emerged when faculty were concerned about low survey data scores that seemed inconsistent with self-assessments. The administration's review of survey items resulted in item clarity revisions within the survey tool. Comments made during multiple interviews revealed an emerging unit culture of data-driven practices as faculty and staff articulated efforts to devise and implement strategies to verify effectiveness of their programs through the systematic implementation of quantitative tools, such as determining appropriate recruitment practices through the establishment of acceptable inquiry about enrollment percentages.

Standard 3: Resources

Met

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

Findings

The TCSJ/SJCOE website states that the goal of the unit is to offer programs and learning opportunities that are rigorous, provide relevance, are relationship-driven and incorporate reflection for professional growth. A Leadership Team consisting of a dean, a director of graduate studies, a registrar, and six program managers oversee operations. The leadership team is supported by four staff members. Interviews with faculty, staff and candidates indicated that current budget allocations are sufficient for meeting all state adopted standards for educator preparation. TCSJ/SJCOE rents facilities from SJCOE. A tour of the Professional Development Center facilities along with faculty and candidate interviews affirmed that

classrooms, offices, and lounges allow for coursework instruction as well as places for candidate cohorts to socialize and build community.

The TCSJ/SJCOE President, SJCOE Business Department and the Finance/Audit Committee support the Dean in establishing and administrating the budget. The freedom to manage line items as well as discretionary funds provides the Dean flexibility to meet necessary resource needs. Interviews with administration, faculty and Finance/Audit Committee members confirmed that care is taken to provide for the academic and administrative needs of each credential and certificate program. Commitment to maintaining an adequate budget was apparent in the steps TCSJ/SJCOE has taken to address the strategic plan initiative to establish the financial solvency necessary to look attractive to grant-giving foundations as well as addressing changes in state categorical funding practices. A review of the last two fiscal years provided evidence that TCSJ/SJCOE administration is successfully moving toward self-sufficiency. During this period of time, TCSJ/SJCOE has been able to reduce reliance on county contributions by slightly more than thirty percent. During an interview with the Finance/Audit Committee it was noted that success can be attributed to increases in candidate recruitment and careful spending.

While self-sufficiency has been stated as a goal, it is important to note that interviews with administrators and Board members clearly indicated that TCSJ/SJCOE will always be a division of SJCOE. As such, the unit will continue to benefit from county services such as the business office and technology support. The result, confirmed by faculty and candidates, is the availability of sufficient information resources required to train candidates that are prepared to address 21st century technological realities.

A review of evidence, corroborated during interviews with administrators, showed that TCSJ/SJCOE employs a budget process that is parallel to SJCOE. The process starts with the Dean working throughout the year to determine income and expenses. The Dean gathers information from the Leadership Team, at venues such as faculty meetings, small group focus meetings, Consortium meetings, and surveys. The Dean then uses this data to draft an initial budget that includes financial projections for the next two years. Feedback on the initial budget is provided by the TCSJ President as well as the Finance/Audit Committee. The final draft of the budget is submitted to the TCSJ Governing Board for approval.

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

Findings

TCSJ/SJCOE consists of 10 full-time administrators, 104 adjunct faculty members and supervisors in the IMPACT Programs, 28 adjunct faculty in the Administrative Services programs, and 6 adjunct faculty members in the Mathematics Instruction Added Authorization program.

Administrator and faculty interviews affirmed the hiring process laid out in the Faculty Manual. The Dean is responsible for implementing and monitoring the process which starts when a person desiring an adjunct faculty position submits a resume. A member of the Leadership Team is assigned the task of using the resume to complete a bio-form which is then submitted to the SJCOE Cabinet where the form is reviewed and an initial decision is made. Approved individuals are asked to complete an Ed-Join application (current SJCOE employees are not required to complete this step). Once TCSJ/SJCOE secures verification of the Ed-Join application, SJCOE's Human Resource department is contacted. Human Resource personnel then complete a reference check and inform the Dean when an applicant is cleared to work. In an effort to streamline the process, plans are currently underway to make the Ed-Join application the first step in the process.

Interviews with TCSJ/SJCOE administrators, faculty, and Diversity Task Force members, as well as e-mail correspondence submitted as evidence, highlighted intentional and systematic efforts to use networking strategies as a means of securing adjunct faculty who have been identified by building principals and/or current TCSJ/SJCOE faculty as having demonstrated high levels of content area knowledge, advanced pedagogical skills, and a strong aptitude for mentoring/coaching. Candidates and program completers consistently expressed appreciation and respect for faculty. In particular, interviewees voiced their gratitude for the manner in which their professors' accessibility and approachability created a learning environment marked by rigor, relevance, relationships and reflection. Additionally, the CTC team's personal

interactions found TCSJ/SJCOE faculty to be highly collegial, invested in the mission of the institution, and committed to the welfare of their candidates.

A review of representative resumes indicates that TCSJ/SJCOE faculty are either current or recently retired P-12 public school employees that have expertise and experiences relevant to their assigned responsibilities. Interviews with administration and faculty confirmed that syllabi reviews indicated TCSJ/SJCOE faculty are held responsible for teaching candidates the state-adopted academic standards and frameworks, as well as the school accountability mechanisms designed to ensure that the standards are being achieved by all students. Interviews with faculty and candidates also confirmed that TCSJ/SJCOE faculty routinely use their experiences to create learning environments where they model professional practices by demonstrating: 1) relevant pedagogical strategies that are used within P-12 setting, 2) relational care through the implementation of cohort-based collaborative mentoring activities, and 3) reflection techniques that use data from P-12 student assessments and Practicum Supervisor Feedback Forms to develop personal improvement plans that take into consideration personal successes and struggles.

Interviews with administration and faculty also substantiated Faculty Manual statements that pointed to a TCSJ/SJCOE culture where collaboration is used to disseminate various forms of scholarship. The typical venue for sharing occurs during faculty meetings, cohort meetings, and summer workshops where guest experts and/or faculty experts are asked to present and then time is provided for faculty groups to collaboratively debrief and devise action plans. Recent topics included establishing and measuring Student Learning Outcomes, Project-Based Learning, Common Core State Standards, and Mentoring Strategies.

The desired quality of an adjunct faculty member was best summarized during a faculty interview when a participant noted: "TCSJ/SJCOE faculty are unique. We are practitioner-oriented. We believe in reciprocal relationships. We believe it is not about us, it is about our candidates. We seek to remain in the background." Administration and Diversity Task Force members echoed this sentiment during interviews that focused on current efforts to establish a faculty that is reflective of a diverse society. TCSJ/SJCOE demographic data highlighted a faculty population that mirrors the candidate population. For example, 20.74% of the faculty population are classified as Hispanic while 24.6% of candidates have identified themselves as Hispanic. Similarly, 6.0% of the faculty population are classified as African American while 8.0% of candidates have identified themselves as African American. While noteworthy, interviews with administration and Diversity Task Force members confirmed comments in the current Strategic Plan and Action Plan that stressed the importance of continuing efforts to employ professional development and networking strategies so as to eventually achieve faculty and candidate diversity that is reflective of the area P-12 schools.

Collaboration with the broader professional community is achieved through the Consortium Advisor Group as well as dean and/or program coordinator attendance at events such as State and Regional Induction Cluster meetings, IHE meetings, and state director meetings.

Additionally, faculty are encouraged to attend professional conferences and workshops. Faculty seeking financial support for professional development activities can submit a written request for funds to the Dean. While fulltime faculty requests are given priority, interviews with faculty pointed to an overwhelming sense of appreciation for professional development practices.

Interviews with administration and faculty confirmed the annual faculty evaluation practices described in the Faculty Manual. The process starts prior to the beginning of each semester when faculty are required to submit syllabi for review. Then, throughout the semester, the Dean and/or coordinators will routinely drop into the class to observe instructional activities. At the end of each course, candidates complete a course evaluation survey. Faculty are required to reflect on the results and submit a reflection. The annual evaluation system ends when faculty submit an updated resume to reflect recent teaching, scholarship, and service activities. While the annual evaluation system will allow the program manager and/or the Dean to take corrective action for any low-performing faculty members, interviews with faculty clearly highlighted appreciation for the manner in which the system pushed faculty to improve their knowledge and skills.

Standard 5: Admission

Met

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Findings

The top banner on the TCSJ/SJCOE “How to Apply” website page states, “We strongly consider all candidates who apply.” This mantra of positive encouragement is symbolic of the manner in which TCSJ/SJCOE administers the procedures used to admit prospective candidates into a program. Credential program admission criteria are consistent with all Commission-adopted requirements. Interviews with administration and candidates as well as a review of candidate files affirmed that the admission process starts with the submission of either an on-line in person, or mailed in application and concludes when Admission personnel review and verify all materials. A checklist is used to ensure consistency and accuracy. All necessary forms and procedures are found online and electronic communication options are typically employed; however, candidates are encouraged to contact TCSJ/SJCOE personnel directly with questions. Candidate interviews indicated that these conversations with an admission counselor affirms TCSJ/SJCOE’s commitment to building positive interpersonal relationships and encourages future interactions. Interviews with candidates and completers also confirmed that admission procedures were clear.

Limiting the multiple measures used for program admission to CTC requirements, coupled with a streamlined process, provides accessibility for those considering a career in education to gain admittance into a credential program. Interviews with candidates and completers conveyed that the positive experience friends and acquaintances described was often a contributing factor in their decision to enroll. In fact, one candidate shared how he has already embraced the organizational ethos by actively recruiting his friends to join a future cohort. An interview with the College and Community Liaison staff member highlighted additional efforts TCSJ/SJCOE is using to increase candidate diversity. Strategies include activities such as an active presence on Facebook, distribution of fliers in partner districts, and hosting career fairs. Current candidate demographic information suggests that these steps are working. Data reveal a significant increase in African American, Hispanic, and Asian teacher candidates in 2015 compared to 2013.

Appropriate pre-professional experiences are verified through the practice of requiring individuals to undergo a new application process at each key transition point—such as moving from the pre-service to the intern program. A random review of candidate files suggested that the practice is effective. The process places responsibility on program instructors and supervisors to determine each candidate’s potential professional effectiveness. Interviews with faculty and candidates confirmed that coursework and assignments focusing on the communication, academic, and pedagogical skills found to positively impact P-12 student diversity is causing changes in candidates’ perspectives as well as instances where candidates self-select out of the program. Interviews with employers confirmed the positive impact of TCSJ/SJCOE’s coursework.

Standard 6: Advice and Assistance

Met

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate’s professional placement. Appropriate information is accessible to guide each candidate’s attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

Findings

As evidenced by interviews with current candidates and alumni, all employees at Teachers College of San Joaquin/San Joaquin County Office of Education (TCSJ/SJCOE) are trained to assist all candidates and applicants to the program. If questions are asked that are beyond their area of expertise, all personnel have been trained how to get answers quickly. The moment visitors walk in the door they are greeted and asked what they need. If one of the support personnel at the front counter cannot provide assistance, they are directed to the registrar, appropriate coordinator, credential technicians, or the Dean, so that any questions or issues can be resolved. During interviews, candidates noted they were particularly pleased with the way questions were

answered by front office personnel.

In addition, prospective candidates are encouraged to attend orientations about the various programs offered. Candidates, alumni, and staff reported that program information and requirements for admission, registration, and completion for all programs are readily available on the TCSJ website (www.teacherscollegesj.edu). Additionally, prior to entering the program, the Registrar, IMPACT Student Advisor, Induction Coordinator, or Administrative Credential Coordinators review specific program requirements with applicants (e.g., the rigor demanded, the amount of time required to complete the program, course schedules, etc.).

Candidates are provided an individual advisement plan that lists their courses and other program information. Copies of the plan are kept in binders or files by the Student Advisors and are used to record candidate grades and notes of pertinent information on a candidate each semester. If candidates have difficulty meeting program expectations, they are counseled to postpone their entry into the program until they are able to devote the time and energy necessary to be successful, or counseled out of the program if appropriate.

Once candidates are enrolled, staff are always available should there be troubles or concerns. During interviews, Practicum Supervisors indicated they have been trained to ask candidates open-ended questions so that candidates reflect on their issues and learn to come up with a workable solution. For example, observing the candidate up to thirty times over a two-year period (intern) or six to eight times per semester (student teacher), the Supervisors become very familiar with their candidates and ensure candidates stay focused on their teaching and help them attain the requirements for their credential.

Program Coordinators work closely with the Practicum Supervisors to know when candidates are struggling or having issues that may be affecting their education or job performance. Program Coordinators are quick to act and have no qualms about meeting with candidates to counsel them about their struggles. If additional site visits are required, Practicum Supervisors will meet with candidates on a weekly basis.

Course instructors are an additional source of assistance for struggling candidates. Instructors are available before and after class/meetings to talk to candidates, and have often counseled them about issues related to the teaching profession. Instructors are also a key gateway into candidates' retention in the program. Whenever candidates struggle, instructors are very proactive and discuss issues with candidates, and then, if necessary, relay their concerns to the appropriate academic advisor. Academic advisors reported that candidates need to meet with them before they drop courses to ensure it is the correct decision for the candidate.

Interviews with candidates, alumni, and staff indicated that TCSJ/SJCOE makes every effort to ensure that candidates are successful in completing their program. Instructors, the IMPACT Student Advisor, Lead Practicum Supervisor, Registrar, Induction and Administrative Credential Coordinators all keep track of candidates' progress and work together to identify when candidates are having difficulties. Staff review grades, are in contact with employers and

Practicum Supervisors and communicate with candidates in person, phone, email or letters when interventions are needed.

For example, when a candidate is struggling with practicum, a notice of Corrective Action (Corrective Action Contract) is given six to nine weeks into the semester. This notice lets candidates know that they are in danger of failing fieldwork, and specifically spells out what they must do to improve. The Practicum Supervisor who wrote the Corrective Action assists the candidate in gaining the competencies needed to pass fieldwork, meeting with the candidate additional times as they deem necessary.

In the event that candidates fail a course, the registrar notifies them in writing that they are on academic probation and provides them with information about remediation, which in some cases requires retaking the class. To be retained in the program candidates must pass the course within the next year. When it is evident that interventions have not been successful, more drastic actions are taken.

Interviews with candidates confirmed that they are advanced only when all requirements are met. To ensure that candidate progress is tracked throughout their program, records are maintained in a password-protected database, and in a folder by the program advisor. Upon completion, the verification form is completed by various offices, and the credential technician reviews records for accuracy and works with the candidate to secure the documents needed for credential recommendation.

Standard 7: Field Experience and Clinical Practice

Met

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

According to interviews with staff, candidates, and Practicum Supervisors, districts initially select candidates (General Education Interns, Education Specialist Interns, Induction Participating Teachers, CTE candidates and those seeking added authorizations) who they determine are best suited to serve the students in their district. Therefore, selection of field experience sites is strongly influenced by school district need. TCSJ/SJCOE selects districts for student teacher placement where relationships have been previously established. The process for student teacher placement varies depending on each district's protocol.

Interviews with alumni indicated that TCSJ's Preliminary Administrative Services program coordinator, in collaboration with district and site administrators, identifies fieldwork supervisors who serve as mentors and coaches to candidates during their fieldwork assignments.

Preliminary credential candidates and CTE candidates are provided a well-designed fieldwork sequence that takes into account their context for teaching and provides each candidate the opportunity to develop and demonstrate competence in the professional role for which they are preparing. Induction candidates, on the other hand, already possess a preliminary credential and are entering into the induction phase in their teaching position where they apply and demonstrate the skills and knowledge learned during teacher preparation.

Within the program, interns and CTE candidates are paired with a Practicum Supervisor and, at the site level, these candidates are paired with a peer coach. Administrative Service Credential candidates are paired with a Fieldwork Supervisor who is an experienced principal and Induction candidates are paired with a veteran teacher or Support Provider. Candidates in the Administrative Services Clear Credential Program work with both their Supervising Administrator (employer) and a Leadership Coach.

Interviews with candidates and completers indicated that through fieldwork experiences and with support from Practicum Supervisors, they develop and demonstrate the knowledge and skills necessary to educate and support students to meet the state-adopted academic standards. Within coursework and/or induction activities, both the understanding of and the strategies for dealing with issues of diversity are addressed. Fieldwork experiences allow for the practical application of these strategies. There is considerable cultural, ethnic, racial and linguistic diversity in San Joaquin County, thereby providing candidates with many opportunities to work with a diverse student population, including English learners.

Evidence derived from speaking to stakeholders indicated that evaluating the success of a candidate's field placement is ongoing. Communication between candidates and their site supervisor as well as communication between instructors and Practicum Supervisors or Practicum Administrators is paramount to this end. It is the program belief that a candidate's success is strengthened by a team approach.

Interviews with Practicum Supervisors confirmed collaboration in selecting supervision personnel. Collaboration occurs regularly with all partner districts to recruit field experience supervisors. This occurs primarily in three ways. First, if needed, district partners release talented teachers to IMPACT as Visiting Educators. Visiting Educators work as Practicum Supervisors full time for a minimum of two years. Districts also release teachers part time when there is a specific need that cannot be matched within the current rank of Practicum Supervisors. Secondly, districts alert the college of qualified teachers and administrators ready to retire. Practicum Supervisors and Leadership Coaches are typically drawn from this population. As recent retirees, they have both the skill and time required to supervise novice teachers and administrators. Third, the participants at Consortium meetings (P-12 partners) initially identify quality fieldwork placements. For example, to be considered as an appropriate

site for an administrative fieldwork candidate, the site administrator assigned to the school site must have had at least three years of successful experience (determined by the district), be considered by their district to be a professional role model, and the site must have a diverse population.

Interviews with candidates and completers reported that their internships and field placements were in diverse school contexts. In coordination with their Practicum Supervisor or mentors, they developed curriculum that was rigorous yet accessible to students from diverse backgrounds. Candidates were given opportunities to observe in different classrooms to learn firsthand from other teachers. Candidates reported that opportunities for Action Research gave them the tools to continue to research other topics as they continue in their teaching career.

Standard 8: District-Employed Supervisors

Met

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

District-employed supervisors are crucial participants in the Preliminary Administrative Credential Program. Interviews with completers indicated that, in the Preliminary Administrative Services Credential program, the district-employed administrators (Site Principals, also called Fieldwork Supervisors) are carefully selected in consultation with P-12 district partners to ensure that administrative candidates have appropriate opportunities to shadow a practicing administrator. TCSJ/SJCOE’s program is considered to be a “grow your own” program by the district partners, who are invested in identifying the best potential placements for candidates. Prior to placing a candidate at a school site, the program coordinator also interviews the site principal and makes an assessment as to their willingness and capacity to serve in this role. In interviews and conversations with Practicum Supervisors and the IMPACT Lead Practicum Supervisor, it is clear that Practicum Supervisors are selected based on their level of experience in the field. Many of the Practicum Supervisors are retired teachers and administrators with many years of experience. Candidates and alumni support the claim that their Practicum Supervisors are well-versed in pedagogy and were very supportive in their development as education professionals. Practicum Supervisors provide candidates with feedback on lesson plans including the appropriate academic content standards taught by candidates. Practicum Supervisors receive professional development in current teaching standards and the Common Core.

Interviews with Practicum Supervisors and the IMPACT Lead Practicum Supervisor indicated that district-employed fieldwork supervisors are oriented to their role by the program coordinator prior to assignment of their candidate. This generally occurs in a one-to-one meeting, but when

multiple new fieldwork supervisors are selected, an orientation is conducted to train and support the site administrator.

In addition, the Administrative Services Coordinator calls each site principal at the mid-point of the candidates' program to assess their progress in fieldwork. Program coordinators meet annually with all fieldwork supervisors and have ongoing communication through email or phone calls. The Administrative Services Preliminary Credential Program Fieldwork Handbook serves as a support mechanism for site administrators.

Candidates complete evaluations of fieldwork supervisors each year. Data are reviewed by the Director of Graduate Studies as part of the annual Program Review. Concerns are shared with the program coordinator and Dean to ensure that all candidates have access to high quality supervision in the fieldwork setting.

Standard 9: Assessment of Candidate Competence

Met

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

Findings

Interviews with stakeholders indicated that though each program has its own competency requirements, there are several common assessments in each program. All credential programs assess candidates through some form of formative assessment; all have a fieldwork component that contains observation and reflection; and within each program, the candidate completes an individual plan. With the exception of the Induction program, candidates are also assessed through a summative assessment system.

Interviews confirmed that program leadership reviews course syllabi annually to ensure that the program is providing opportunities for candidates to understand and apply the state-adopted academic standards within their context. According to candidates, they are assessed on their ability to effectively implement and/or assess the implementation of the state-adopted academic standards as part of their coursework and fieldwork experience.

Data collected in interviews with key stakeholders indicated that supervisors use several forms to document evidence of candidate progress. Program leadership collect these documents at the end of each quarter and review them to ensure that candidates are demonstrating appropriate practices of an effective educator. In addition, the IMPACT Lead Practicum Supervisor is in regular and ongoing communication with supervisors throughout each semester to discuss candidates' strengths and areas of need. Practicum Supervisors observe candidates' ability to weave coursework content into the classroom and to teach to the state-adopted academic

content standards.

Documents and interviews with scorers validated that IMPACT implements the California Teacher Performance Assessment (TPA) according to the requirements of the Commission-approved model selected by the program. Because IMPACT is a mastery program, each task must receive a final score of 3 or 4 in order to be considered a passing score.

Instructional staff and candidates reported that every attempt is made to assist candidates to pass all four TPA tasks prior to the end of their program and the expiration of their intern credential, if applicable, through such means as informative emails and remediation plans. In rare cases, candidates are encouraged to retake coursework. The same support and requirements apply to student teachers. However, a candidate who does not pass all four TPAs, cannot be recommended for a preliminary credential.

Interviews and document review corroborated that candidates who are in Induction complete a job-embedded formative assessment system that is aligned with the P-12 academic content standards and offers candidates the opportunity to demonstrate candidate competencies as outlined in the Standards of Quality and Effectiveness for Professional Teacher Induction Programs. As the participating teacher completes the formative assessment activities, each is submitted and read by the General Education Induction Coordinator.

Candidate competence is evaluated using narrative data from practicum supervision grade reports and candidate work from various courses is reviewed to evaluate depth of understanding of course content, particularly related to the Teaching Performance Expectations and California Standards for the Teaching Profession.

Document reviews indicated that candidates in all programs have completed a series of assessment tasks to demonstrate they have met the Commission-adopted competency requirements. Some of the assessment tasks include: Principals Progress Check of Interns, a survey designed to indicate the candidate's progress toward competency of CSTPs; CalTPA, a four-part assessment of TPEs for multiple and single subject candidates; RICA, for Education Specialists and Multiple Subject candidates to assess their ability to deliver effective reading instruction; Practicum Supervisor Grade Reports, summaries of candidate strengths and improvements; a Reading Inventory, candidate supervisor's assessment of candidate ability to implement research-based reading strategies with students; Candidate Competency Record, a candidate supervisor's assessment of a candidate's competency; and a Portfolio, compiled with evidence from the candidates' practice at their school site as well as coursework and supervisor observations.

Program Reports

Multiple/Single Subject Credential Program with Intern

Program Design

Teachers College of San Joaquin/San Joaquin County Office of Education (TCSJ/SJCOE) currently offers graduate programs leading to California Multiple Subject (MS) and Single Subject (SS) Preliminary Credentials through an intern program. The Leadership Team of the School of Education (Dean, IMPACT Student Advisor, Coordinator of IMPACT Instructional Programs, and IMPACT lead Practicum Supervisor) work collaboratively with one another to assign, train, manage, and support all Instructors and Practicum Supervisors who work with candidates. The Director of Graduate Studies and Research works closely with IMPACT Leadership to collect needed evaluation instruments required for program assessment. Informal daily meetings occur as well as twice a month meetings with the Dean and full-time managers to discuss program issues, challenges, next steps, program design, and implementation.

The program utilizes several means of stakeholder input. Participating schools/districts which employ IMPACT Interns provide Administrators and District Directors to participate in yearly Consortium meetings. These meetings are designed as a means of communicating upcoming changes to the program or CTC requirements, issues and needs related to beginning Candidates, and formative and evaluative components relating to the Candidates. Communication with schools and districts is ongoing.

Course of Study

Intern candidates enrolled in the TCSJ/SJCOE MS/SS Preliminary Credential Program participate in an orientation session and advisement which informs them of the scope and sequence of required coursework and field experiences of the two-year program. Initially, candidates acquire background knowledge in teaching pedagogy as they complete coursework relating to the philosophy and history of education. The sequence of pre-service classes is scaffolded and purposeful in design providing coursework relating to classroom management, best practices, and meeting the needs of English Language Learners (50 hours). Candidates also take classes regarding technology, health, human development, and social diversity and equity. In addition, candidates develop content knowledge and teaching strategies which promote learning as well as the ability to teach in a manner which engages all learners as informed by meeting the Teaching Performance Expectations (TPE) and the California K-12 Academic Content Standards. Experiences are designed to integrate coursework knowledge with teaching practice as evidenced by course syllabi and interviews with instructors and candidates. Stakeholders also reported that IMPACT interns participate in the program as part of a cohort and that there are several entry points: Early Start in August and Late Start in October. The program provides for the contingency that candidates who are not adequately prepared to teach do not become completers. Based on stakeholder interviews and candidate portfolios, intervention steps are implemented by utilizing a remediation process which delineates corrective action and candidates receive follow up by Practicum Supervisors and district supervisors if needed.

Optional Planning Camps are offered for candidates who seek additional support with required classes and or required proficiency tasks. IMPACT interns and program completers confirmed that throughout the program, adequate support was received to complete the requirements for receiving a MS/SS preliminary credential.

Program Instructors and Practicum Supervisors are recruited, screened and selected by the TCSJ/SJCOE leadership team. Intern candidates enter the IMPACT program having fully met the bachelor's degree, subject matter, CBEST, U.S. Constitution, and fingerprint clearance requirements. Over a two-year period, intern candidates in the Multiple Subject (MS) credential program complete 28 units of course work while Single Subject (SS) intern candidates complete 24 units of course work. Interns start their program with 7.5 units which includes 120 hours of pre-service coursework, then complete a two-year program as a district employee as the teacher of record in a classroom under the guidance of a Practicum Supervisor.

Assessment of Candidates

Candidate competency is evaluated continually during the MS and SS programs, through required course grades, practicum evaluations and mastery of the California Teaching Performance Assessment (CalTPA). During a candidate's intern experience, their progress and mastery of the TPAs, Tasks 1-4, are reviewed by program leadership. Interviews with administration, faculty, and staff, along with electronic documentation (e.g., Biennial Reports, Practicum Supervisor Logs, etc.), indicate candidate competence is evaluated using multiple tools : 1) passage of the CalTPA (summative evidence of TPE Tasks 1-4); 2) the final practicum teacher evaluations, which infuse the TPEs and a four-point rubric; 3) the Individual Learning Plan summative data; 4) passing the RICA for MS candidates; 5) required course grades; and 6) The Reading Inventory. Practicum Supervisors described candidate competencies, including: classroom management, content knowledge, lesson planning and delivery, reflective practice, teacher dispositions, acceptance of all learners, and necessary demonstration of "proficient" or "advanced" ability in all of the domains as described in the Teaching Performance Expectations and California Standards for the Teaching Profession (CSTPs). In interviews with IMPACT Coordinator and Practicum Supervisors, it was also confirmed that candidate competence is determined by the summative data of the CalTPA. When interviewing candidates and staff, reference was made to ongoing feedback from faculty to ensure passage of key assignments within coursework via coursework evaluation and grades. Interviews with candidates and completers confirmed ongoing formative feedback by their Practicum Supervisors as well. Additionally, interviews with candidates and completers also confirmed appropriate assistance in working towards competency with summative assessments, such as the CalTPA, including remediation opportunity if needed. When candidates are not deemed proficient in some elements of the four TPA domains, their Practicum Supervisors continue to work with candidates until the point of proficiency. Additionally, Administration and Practicum Supervisor interviews confirmed that there is a process (i.e., "Corrective Action Required Form") for identifying candidates who are "at-risk" of being unsuccessful in the teaching profession. Some of the corrective actions include repeating classes or participating in additional semesters of intern practica.

Findings on Standards:

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.

Career/Technical Education Credential with Intern**Program Design**

There are three manager positions devoted to coordinating activities for IMPACT. The IMPACT Student Advisor meets with each new candidate, provides advisement, program and scheduling information, as well as support needed throughout the duration of a candidate's enrollment. The Coordinator of the IMPACT Instructional Programs develops course schedules, assigns instructors, conducts professional development for instructors, and ensures that the quality of coursework is maintained throughout the year. The IMPACT Lead Practicum Supervisor assigns, trains, manages, and supports all supervisors who work with candidates. All three of these managers facilitate a well-articulated and coherent program. They work together in a collaborative, shared leadership model for effective and efficient implementation of credential offerings. The Director of Graduate Studies and Research works closely with IMPACT Leadership to collect the needed evaluation instruments required for assessment of candidates in the program assessment. Interviews indicated that the CTE credential program faculty and staff meet on an informal basis almost daily and the full management team, including the Dean, meets twice a month to discuss program issues, challenges, next steps, program design and implementation. This was confirmed by reviewing meeting agendas.

Course of Study

The Designated Subjects Career and Technical Education (CTE) candidates teach in grades 12 and below and in classes organized primarily for adults in career technical, trade, or vocational courses. The program for CTE teachers is designed with the deliberate intent that CTE teacher candidates join an IMPACT single subject teaching credential cohort, therefore taking the majority of the same coursework and participating in a supportive environment with other single subject classroom teachers. Candidates and completers interviewed reported that the cohort model provided support by sharing ideas and strategies. In interviews with CTE candidates and faculty, it was confirmed that the program helps to develop candidates' academic knowledge, particularly in relationship to their industry-specific work, as well as practice the instructional skills and knowledge defined in the Teaching Performance Expectations (TPEs). Coursework is designed to provide knowledge of and supervision in, the use of the California Career and Technical Education Standards and Framework, as well as the California Common Core State Standards and Frameworks, state-adopted instructional materials where appropriate, and assessments that guide pedagogical decision-making. Candidates are organized into cohorts and take all of their coursework, taught in blocks, together. Cohorts meet two evenings per week for

three hours. Each course meets one night per week for five to ten weeks (1 or 2 unit courses), depending on the course.

Stakeholders and faculty reported that at the beginning of the year, TCSJ/SJCOE has a Consortium meeting. The purpose of the meeting is communication. It provides an opportunity for TCSJ/SJCOE to share upcoming changes to the program and CTC requirements, discuss concerns and issues related to the needs of beginning teachers, and review candidates' formative evaluation. Input is sought at this time and throughout the year from school site administrators.

Course of Study

The CTE Teacher Preparation Program has four key components: Practicum Supervision, Early Orientation, Initial Preparation, and Advanced Preparation coursework. Candidates and completers reported in interviews that the program included approximately 18 months of work for the credential including pre-service and other course work. Strengths of the program include the background and expertise of the instructors and practicum supervisors. Because these candidates come with a background in the Industry Sector, the teaching strategies provided within the course structure were deemed particularly helpful.

The candidates and completers interviewed stated that the work with the Practicum Supervisor (support provider) was invaluable. Interviews with candidates confirmed that the Practicum Supervisor met with them two or three times a month in face-to-face meetings, but were available any time by email or telephone. The Practicum Supervisor assists candidates with the completion of their individual learning plans and portfolios.

A review of TCSJ/SJCOE's recent Biennial Report, which discussed course evaluations by candidates, confirmed that candidates strongly agree that CTE courses prepare them to effectively meet the program standards. Candidates and completers all believed that the coursework provided many strategies for working with all types of students, including at-risk students and English Learners. Differentiation in the classroom is considered a critical area. Candidates mentioned they would like to see more information about sexual predators in the sexual harassment units and more information on how to identify behavior related to drugs and gangs.

Candidate Competence

TCSJ/SJCOE's Biennial Report states that the portfolio assessment scores have increased significantly with the last cohort. The portfolios provide evidence that CTE candidates meet competencies. Interviews conducted with candidates revealed that the portfolio assessment was an extremely helpful tool. The requirement to reflect on what they had done helped candidates plan for future lessons. Candidates suggested that more time should be spent early in the program discussing the process for developing the portfolio. The portfolio is compiled with evidence from their practice at their school site and coursework, as well as their supervisor's

observations. Information regarding candidate assessments and observations of the supervisor is discussed in regular meetings with the Practicum Supervisor.

Findings on Standards:

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.

General Education (MS/SS) Induction Program

Program Design

The Teachers College of San Joaquin/San Joaquin County Office of Education (TCSJ/SJCOE) Induction Program provides clear and appropriate allocation of authority and resources to support program implementation. The Dean at TCSJ/SJCOE oversees all program implementation. The General Education Induction Coordinator specifically oversees the Induction Program. The Induction Program Leadership Team, composed of various stakeholder groups may include district/site personnel, directors of curriculum and instruction, human resources staff, and site administrators. Members of this group are invited and often participate in an annual Consortium meeting. This Leadership Team reviews candidates' progress, discusses concerns and needs of beginning teachers, and is informed of updates regarding formative and summative components regarding Candidates, updates to program standards and CTC requirements.

Currently, the TCSJ/SJCOE General Education Induction Program serves candidates who have completed Intern programs or possess a Preliminary Multiple Subject (MS) or Single Subject (SS) Credential. The Induction Program respects the experience and knowledge that candidates hold, and provides them with opportunities to expand, enrich, and deepen their professional practice through collegial reflection and ongoing preparation. For IMPACT Intern Completers, an Early Completion Option (ECO) Induction program of one semester is offered. Non-IMPACT Intern completers and Preliminary MS/SS credential holders participate in a two-year Induction program and a one year ECO Induction program is offered to qualifying candidates in possession of a Preliminary MS/SS credential. Candidates participate in a sequenced inquiry-based formative assessment system built upon the California Standards for the Teaching Profession (CSTP). Participating teachers engage in action research, identifying areas of strength and growth that are directly related to their classroom context. As evidenced by a review of candidate portfolio documents and interviews with candidates and Support Providers, candidates participate in ongoing measures of their practice proficiency during the year.

Evaluation data gathered on program effectiveness and candidate competency guide program modifications. Stakeholder group interviews corroborated that program modifications are shared with constituent groups during Administrator meetings, Practicum Supervisors and

candidate monthly meetings, and Leadership Team meetings. During stakeholder interviews, evidence of regular Site Administrator communication with Program Leadership and participation in the evaluation process was evident.

Site Administrators and candidates provide program efficacy feedback through various channels of the program. Induction meetings, training evaluations, and local/state surveys serve as information-sharing platforms. Site Administrators provide feedback through informal discussions with the program coordinator and participate in the state survey. Based upon this input, the program takes into consideration the needs of its candidates in order to provide a focused, organized, and accountable approach to improving program quality.

Stakeholder interviews revealed program responsiveness to their input. For example, changes suggested by Support Providers resulted in clarifications of local formative assessment documents. Candidates also expressed the need for additional classroom management strategies. The program readily provided participants with opportunities to attend specific training and to receive classroom management resource materials. Interviewees expressed appreciation for the program's willingness to address candidates' identified needs and incorporate stakeholder feedback to improve program quality and effectiveness. Candidate interviews yielded consistent responses that Support Providers' experience and responsiveness to their needs engenders a sense of community in their program.

Course of Study

The TCSJ/SJCOE Induction program utilizes a combination of mentoring support, formative assessment, and professional development offerings to support the growth of candidate competencies. The program's course of study guides candidates through the process of assessing and improving their teaching practice based on the state-adopted academic content standards and curriculum frameworks. Candidates are provided systematic, field-work embedded opportunities to demonstrate their growth through the local formative assessment system. The activities of this system are referred to as "application activities." At the beginning of enrollment, the Induction Coordinator meets with candidates at an Induction Kick-Off event to explain the requirements of induction. At that time, the participants receive an Induction Start-Up Form, and a sequenced completion timeline, along with other pertinent information related to completion. Participating teacher interviews revealed that they appreciated the leadership and responsiveness of the Induction Coordinator and generally felt well-informed regarding requirements and timelines for completion. Program completer interviews indicated that completers continue to use the Teach-Reflect-Apply cognitive cycle after completing Induction due to their belief that action research helps teachers focus on meeting the needs of their diverse student populations. Site administrators indicated that the Teach-Reflect-Apply cognitive cycle aligns with the goals and objectives of their school sites.

The TCSJ/SJOE Induction program coordinates with a variety of district and local county sources to assist candidates to build upon the knowledge and skills learned in their teacher preparation program. Based on stakeholder interviews and a review of candidate

portfolios, it is evident that program/district professional development opportunities include topics related to curriculum and framework, English Learner strategies and vocabulary development, equity, special populations, direct instruction, and classroom management. Candidates collect information about their teaching environment and student backgrounds. The information gathered guides classroom decision-making and identifies areas for professional growth.

The TCSJ/SJCOE Induction program utilizes prior experience criteria to select and assign Support Providers to each candidate. Site administrators collaborate with the Induction Coordinator to match Support Providers and participating teachers based on site, grade level, and subject area. The Induction Coordinator provides regular training and feedback to Support Providers on program requirements and mentoring strategies. Support Provider logs are collected regularly throughout the school year. Candidates and completers shared that Support Providers gave relevant support, resources, and opportunities for growth in regard to their practice. Interviewees also felt the most effective matches partnered candidates with Support Providers having previous experience with their specific content and/or grade level.

Candidate Competence

The program has a well-established and delineated process to assess candidate competence. This was evidenced through multiple sources including the Induction calendar with submission deadlines for completion of key application activities, documents and portfolio completion, as well as through interviews with completers and the Induction Coordinator. Candidates are informed and advised of their progress in moving towards program completion in an ongoing manner through participation in regularly-scheduled Induction meetings, Support Provider collaboration and program leadership feedback as reported by participating teachers and completers.

Feedback on the quality of reflection related to their practice is sent to the candidate and Support Provider so that collaboration and revision are implemented when necessary. Specific items reviewed in candidate portfolios included: Verification of Completion of the State Year-End Survey, Application Activity Evaluations, Continuum of Practice and IIP documents for Non-IMPACT Candidates, Portfolio Evaluations (scored with a 4 point rubric), Practicum Supervisor Reports, and Candidate Competency Records providing evidence of meeting the CSTPs for IMPACT Completers.

Findings on Standards:

After review of the institutional report, supporting documentation, the completion of interviews with Program Leadership, district directors, site administrators, Support Providers, candidates, completers, and Leadership Team members, the accreditation team determined that all program standards for the General Education Induction Program are **Met**.

Preliminary Education Specialist Mild/Moderate, Moderate/Severe, and Early Childhood Special Education Credential with Intern

Program Design

The TCSJ/SJCOE IMPACT Program represents a collaborative effort between County Offices of Education, school districts, employee organizations representing teachers, and Institutions of Higher Education. Their mission is “to respond to the ever-increasing need for highly qualified educators in California by developing and delivering a quality teacher preparation program to meet the pedagogical demands of today and in the future.” In response to this vision, TCSJ/SJCOE offers an Education Specialist Internship Program for a Mild/Moderate (MM), a Moderate/Severe (MS), and an Early Childhood Special Education (ECSE) preliminary credential current with the reauthorized 2010 CTC standards. Although a traditional pathway is also offered, currently all candidates are in partnering district- and school-based placements.

The Dean at TCSJ/SJCOE oversees all program implementation. Leadership positions within the college coordinate the various programs. There are three manager positions devoted to coordinating activities for IMPACT. The IMPACT Student Advisor meets with each new candidate, provides advisement, program and scheduling information, as well as ongoing advisement as needed throughout the duration of a candidate’s enrollment. The Coordinator of the IMPACT Instructional Program develops courses, assigns instructors, conducts professional development for instructors, and ensures that the quality of coursework is maintained throughout the year. The IMPACT Lead Practicum Supervisor assigns, trains, manages and supports all Practicum Supervisors that work with candidates throughout their enrollment in the program. These managers work together in a collaborative, shared leadership model for effective and efficient program management and responsiveness. The Director of Graduate Studies and Research works closely with IMPACT Leadership to collect the needed evaluation instruments required for evaluation of the program’s effectiveness. Eight fulltime managers meet with the Dean meet twice a month to discuss program issues, challenges, next steps, program design, and implementation.

A review of files showed evidence of IMPACT Leadership inviting participating schools/districts that employ Intern candidates, to a Consortium meeting each year. These meetings are used as a method to share upcoming changes to the program or CTC requirements, and mutually discuss concerns and issues related to the needs of beginning Induction teachers, and formative evaluation components of intern candidates. These district partners also provide input and recommendations in selecting highly qualified instructors for the IMPACT program. Instructors bring their expertise and infuse scholarly work into each of the emphasis areas in advanced coursework. District partners also assist in the recruitment of fieldwork faculty (Practicum Supervisors). Interviews and perusal of documents indicated that faculty members were qualified for the positions in which they were placed. In addition, Practicum Supervisors indicated that, on occasion, candidate assignments changed based on specific expertise needed to support a candidate in specialized school settings. Faculty receive sufficient and ongoing professional development in the areas of content and coaching. It was confirmed through

interviews that there were opportunities for individual professional growth, an institution-wide three-day professional development gathering, and quarterly meetings to address special education programmatic changes addressing best practice, changing standards, and special education legislation.

Candidates applying for internships must meet the basic state requirements of having met Subject Matter, passed the CBEST, have knowledge of the U.S. Constitution, a bachelor's degree, fingerprint clearance and the 120 hour pre-service prerequisite. Once candidates are deemed eligible, they must be hired by a partnering school district to be eligible for an intern credential. All intern candidates interviewed confirmed this process. Documents citing initial eligibility for an internship are verified by the Registrar and Credential Analyst and the intern credential application is submitted. New interns are welcomed by the TCSJ/SJCOE IMPACT program in a formal orientation process where faculty and candidate expectations are specified and program handbooks are shared. Over their two-year internship, interns assume full-time teaching responsibilities while completing the IMPACT-designed coursework and fieldwork. The cohort structure of the internship is an ideal environment for participants to make connections between theory and practice, to reflect critically, and then to act on improved teacher performance in the classroom. Candidates interviewed commented repeatedly on the efficiency of the structure and the ease of navigating the various steps to earning a preliminary credential. They also applauded the collegial community in which they felt very welcomed and supported.

Course of Study

The IMPACT framework competencies are aligned with the CSTP's, TPE's and specific program standards for MM, MS and ECSE. All intern candidates begin their program with 120 hours of pre-service coursework. This coursework totals 7.5 units—120 hours with 50 hours specific to teaching English Learners. Continuing credential-specific coursework is spread over a two-year period for candidates focusing on one credential. During interviews with candidates in the IMPACT Intern Program, it was learned that their request to add another credential may change the course sequence and add complexity to the candidates' program. In general, coursework, organized by the Leadership Team, is designed to introduce the essentials required of candidates early in the coursework sequence. Practicum/Fieldwork is ongoing throughout the two-year internship and supports the candidates' progress. Per review of syllabi, opportunities to practice reflection, reference scholarship within the content areas, demonstrate research-based educational practice, and effectively deliver instruction were evident. Syllabi also included appropriate learning outcomes and assignments integrating program standards.

The three Education Specialist programs are summarized as follows:

Mild/Moderate: This coursework focuses on effective entry-level skills for teaching students identified as having Autism, Learning Disabilities, Intellectual Disabilities, Emotional Disturbance and Behavior Disorders. Courses specific to the program of study include a course on assessment, advanced curricular adaptations and a practicum course.

Moderate/Severe: This coursework focused on effective entry-level skills for teaching students identified as having moderate to severe disabilities and service delivery options ranging from special day classes to full inclusion. Courses specific to the program of study in Moderate/Severe Disabilities include coursework in assessment, curricular adaptations and instructional strategies specific to the moderate/severe student population and inclusion.

Early Childhood Special Education: This coursework focuses on effective entry-level skills to work with young children and their families. Candidates are authorized to serve children with disabilities from birth through pre-kindergarten. Services may be provided in natural environments such as the child's home, the home of a family childcare provider, or a community-based preschool program. A primary emphasis of this credential and supporting coursework is the ability to work with the child in the context of the family.

Exemplary practitioners in the field, employed by partnering districts, teach the programs' special education courses. It was confirmed through document review and group interviews with faculty and administration that instructors for MM, MS, and ECSE programs hold a California authorization in the candidates' credential area and have four years of experience in the field.

IMPACT intern candidates have planned experiences and/or interactions with the full range of the service delivery systems within their chosen area. Once candidates are placed, a Practicum Supervisor is assigned by the IMPACT program and a District Mentor is assigned by the partnering district. This was confirmed through group interviews with candidates and Practicum Supervisors. The credential-specific field experience continues through the two-year internship program. This experience is designed to initially provide interns with opportunities to observe and participate in educational settings that model effective practices and serve a diverse student population. Confirmed through interviews with the Practicum Supervisors and the Education Specialist Consultant (part-time), the fieldwork component is met by intern candidate placement and service as the teacher of record, additional observations, and activities embedded within the seminars. It was also confirmed through interviews and a review of records that Practicum Supervisors hold a California authorization in the candidate's credential area and have four or more years of experience.

Practicum Supervisors interviewed stated that they offered candidates a perfect balance of nurturing and accountability. They indicated that support included observing lessons, giving reflective feedback, documenting intern candidate competency, and assigning practicum grades. Their review of the candidates' program course sequence plan afforded them the ability to ensure that coursework theory was linked to practice in the field. These Practicum Supervisors work collaboratively with the intern candidates in the development of an Individual Learning Plan each semester. These plans are transitional in nature, guiding candidates to develop future goals in the Learning to Teach continuum. Ultimately, these plans are transitional in nature and

are collectively used to inform the Individual Induction Plan. Practicum Supervisors also noted that they engaged in co-planning instruction, participating in co-teaching with the Intern, and providing professional counsel. Noted was the development of a Corrective Action Plan for struggling candidates. These plans are developed by the Practicum Supervisor and Lead Practicum Supervisor. Candidate interviews cited the specificity of the plan, its alignment with the TPE's and required completion dates. If improvements are not evidenced, District Human Resources Services and the TCSJ/SJCOE Admissions Office revoke the intern credential and intern candidate's contract with the district. Re-admission is only considered if the candidate is in good standing with the Admissions Office and when a new placement (hire) is identified and confirmed.

The vast majority of candidates and program completers interviewed remarked on feeling adequately prepared and mentored throughout the program. They noted that the TCSJ/SJCOE faculty, as a whole, had been most supportive and that Practicum Supervisors worked collaboratively with the principal and District Mentor. An overall perception of good coaching skills was shared by the interviewees. They cited that the Practicum Supervisors "jumped right in" when needed, often modeling those research-based strategies which were introduced in candidate coursework. Practicum Supervisors were also noted to coach interns to be creative and find solutions to classroom issues. Their advice was professional, constructive and sound.

Assessment of Candidates

The IMPACT framework competencies aligned with the CSTPs, TPEs and program standards guide key work products to document candidate competence. Opportunities to practice reflection, reference to scholarship within the content areas, and demonstrate well-respected educational practice were evident in course syllabi as well as in the Practicum Supervision Logs.

Each intern candidate is monitored at multiple points in the program to determine if the candidate is successfully meeting or has met the required TPE and CSTP competencies. Ongoing observations and performance evaluations are performed by the Practicum Supervisors. The ratings give the Practicum Supervisor and intern candidate a forum for discussing areas of strength and target next steps in the Individualized Learning Plan. A review of sample candidate files for MM, MS and ECSE revealed key artifacts from the intern teaching experience. These performance artifacts include admission requirements, test score forms, Supervisor feedback and checklists (i.e., reading observations, student engagement, TPE performance), lesson plans, individual learning plans, contact logs, and candidate narratives/reflections.

More specifically and for purposes of accreditation, the IMPACT MM/MS/ECSE Intern Program uses the following assessments to document candidates' competencies and program effectiveness:

- Principal Progress Check—a survey of perceptions aligned to CSTPs
- RICA - pass rates
- Practicum Supervision Grades—a narrative of strengths and areas of growth

- Reading Inventory—an observation by a supervisor on implementation of reading strategies
- SDAIE—documentation conducted by the supervisor
- Corrective Action—summative notes and documentation
- Individual Learning Plans—summative narratives and checklist on strengths and areas targeted for growth in the Learning to Teach Continuum which inform the Individual Induction Plan

After successful completion of the coursework, intern fieldwork/clinical practice, and required program assessments, the intern candidate is recommended for a preliminary credential. The Credential Analyst and Registrar work with the intern candidate to ensure that all requirements are met and support the candidate in the application process.

Findings on Standards:

After review of the program assessment documents, biennial reports and supporting documentation, and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all current program standards are **Met**.

Education Specialist Added Authorization: Autism Spectrum Disorder

Program Design

The TCSJ/SJCOE IMPACT Program represents a collaborative effort between County Offices of Education, school districts, employee organizations representing teachers, and Institutions of Higher Education. Their mission is “to respond to the ever-increasing need for highly qualified educators in California by developing and delivering quality teacher preparation programs to meet the pedagogical demands of today and in the future.” In response to this vision TCSJ/SJCOE offers the Autism Spectrum Disorder Added Authorization (ASDAA). TCSJ provides the option for educators within and outside of the IMPACT program to acquire the ASDAA. During 2012-2014 this offering was essential, as holders of the Ryan Specialist Credential in Learning Handicapped and the Education Specialists Credential in Mild/Moderate Disabilities were required in 2011 by the California Commission on Teacher Credentialing (CTC) to obtain a separate ASD added authorization if the holders were teaching students diagnosed with autism. The ASDAA was offered at TCSJ/SJCOE, as well as at partner locations—the Los Angeles County Office of Education (LACOE) and the Tulare County Office of Education (TCOE). Collectively, across these satellites, 1,052 candidates were awarded ASDAAs in this time period. Given the adoption of new standards for the Education Specialist Preliminary Credentials which now include AASD competencies, the need has decreased substantially with a current enrollment of three candidates.

The Dean at TCSJ/SJCOE oversees all program implementation. Leadership positions within the college coordinate the various programs. There are three manager positions devoted to coordinating activities for IMPACT. The IMPACT Student Advisor meets with each new

candidate, provides advisement, program and scheduling information, as well as ongoing advisement as needed throughout the duration of a candidate's enrollment. The Coordinator of the IMPACT Instructional Program develops courses, assigns instructors, conducts professional development for instructors, and ensures that the quality of coursework is maintained throughout the year. The IMPACT Lead Practicum Supervisor assigns, trains, manages and supports all Practicum Supervisors that work with candidates throughout their enrollment in the program. These managers work together in a collaborative, shared leadership model for effective and efficient program management and responsiveness. The Director of Graduate Studies and Research works closely with IMPACT Leadership to collect the needed evaluation instruments required for evaluation of the program's effectiveness. Eight full-time managers and the Dean meet twice a month to discuss program issues, challenges, next steps, program design, and implementation.

A review of files showed evidence of IMPACT Leadership inviting participating schools/districts that consistently employ candidates to a Consortium meeting each year. These meetings are used as a method to share upcoming changes to the program or CTC requirements, and mutually discuss concerns and issues related to the ongoing needs of teachers, and the evaluation components of candidates. These district partners also provide input and recommendations in selecting highly qualified IMPACT Instructors for the program. These instructors bring their expertise and infuse their scholarly work into each of the emphasis areas in advanced coursework. District partners also assist in the recruitment of fieldwork faculty (Support Providers). Interviews with faculty, as well as the perusal of documents, indicated that faculty members were qualified for the positions in which they were placed. IMPACT Instructors and Practicum Supervisors receive sufficient and ongoing professional development in the areas of content and coaching. It was confirmed through faculty interviews that opportunities were plentiful for individual professional growth through such things as an institution-wide three-day professional development gathering, and quarterly meetings to address programmatic changes addressing best practice, changing standards, and special education legislation.

Course of Study

Candidates seeking this authorization have generally been experienced Education Specialists and those having earned a preliminary and clear credential prior to 2011. During this time, records cited that the IMPACT Student Advisor and/or Coordinator reviewed candidate applicant files to identify comparable experiences in the field to waive a portion of the required coursework. Current admission processes now require the candidate and IMPACT Student Advisor to meet face-to-face and design the course sequence. Per interviews with administrative staff and faculty, the advisor and candidate now look together at the candidates' transcripts to identify previously-taken courses and experiences in the field that would substitute/waive a portion of the coursework.

Documents revealed that candidates are organized into reasonable county cohorts, taking coursework together. Future cohorts will remain within the TCSJ/SJCOE. These cohorts meet two evenings per week for three hours. Courses are taught in blocks, meeting one night of the

week for five to ten weeks. Review of the program document for program assessment demonstrated preliminary alignment with the ASDAA program standards.

As part of the Autism Added Authorization acquisition process, candidates demonstrate that they can effectively work with students who have been diagnosed with autism or who exhibit autistic-like behaviors. Candidates are observed a minimum of three times by a trained Practicum Supervisor. The *Observation Competency Checklist* is used as the basis for the first two observations to assist candidates in developing or sharpening their skills. Candidates demonstrate practicum competencies to the Practicum Supervisor during practicum visits and the Practicum Supervisor identifies how each competency was achieved. After each practicum observation, a reflective conversation is held between the Practicum Supervisor and the candidate. The Practicum Supervisor reviews commendations and recommendations with the candidate. The *ASD Evaluation Rubric* is used to evaluate the candidate in each element that addresses the Autism Added Authorization program. Since candidates have already passed all coursework by the time they begin their practicum, by the third and final practicum visit, candidates are evaluated on the overall *ASD Evaluation Rubric*. These practices were confirmed during interviews with the Dean, the Special Education Consultant, an IMPACT course instructor and a Practicum Supervisor.

Assessment of Candidates

A review of the ASDAA documents confirmed that candidate competency is evaluated with various assessment tools to include:

- Required coursework
- Autism Project, a rubric-driven capstone assessment
- Practicum Supervision Report
- Observation Candidate Competency Checklist, a narrative and sign-off
- ASD Evaluation Rubric, a holistic assessment.

With successful completion of the coursework, focused practicum and other required competencies, the candidate is recommended for an ASDAA. The Credential Analyst and Registrar work with the candidate to ensure that all requirements are met and support the candidate in the application process.

Findings on Standards:

After review of the program assessment documents, the biennial report and supporting documentation and after conducting interviews of administrative staff, faculty, and supervising practitioners, the team determined that all current program standards are **Met**.

Education Specialist Added Authorization: Early Childhood

Program Design

The TCSJ/SJCOE IMPACT Program represents a collaborative effort between County Offices of Education, school districts, employee organizations representing teachers, and Institutions of Higher Education. Their mission is “to respond to the ever-increasing need for highly qualified educators in California by developing and delivering quality teacher preparation programs to meet the pedagogical demands of today and in the future.” In response to this vision TCSJ/SJCOE offers the Early Childhood Special Education Added Authorization Program (ECSEAA). TCSJ/SJCOE provides the option for educators within and outside of the IMPACT program to acquire the ECSEAA.

The Dean at TCSJ/SJCOE oversees all program implementation. Leadership positions within the college coordinate the various programs. There are three manager positions devoted to coordinating activities for IMPACT. The IMPACT Student Advisor meets with each new candidate, provides advisement, program and scheduling information, as well as ongoing advisement as needed throughout the duration of a candidate’s enrollment. The Coordinator of the IMPACT Instructional Program develops courses, assigns instructors, conducts professional development for instructors, and ensures that the quality of coursework is maintained throughout the year. The IMPACT Lead Practicum Supervisor assigns, trains, manages and supports all Practicum Supervisors that work with candidates throughout their enrollment in the program. These managers work together in a collaborative, shared leadership model for effective and efficient program management and responsiveness. The Director of Graduate Studies and Research works closely with IMPACT Leadership to collect the needed assessment instruments required for evaluation of the program’s effectiveness.

A review of files showed evidence of IMPACT Leadership inviting participating schools/districts that consistently employ candidates, to a Consortium meeting each year. These meetings are used as a method to share upcoming changes to the program or CTC requirements, and mutually discuss concerns and issues related to the ongoing needs of teachers and evaluation components of candidates. These district partners also provide input and recommendations in selecting highly-qualified IMPACT Instructors for the program. Instructors bring their expertise and infuse scholarly work into each of the emphasis areas in advanced coursework. District partners also assist in the recruitment of fieldwork faculty (Support Providers). Interviews with faculty, candidates and completers, as well as the perusal of documents, indicated that all faculty members are qualified for the positions in which they were placed. IMPACT Instructors and Practicum Supervisors receive sufficient and ongoing professional development in the areas of content and coaching. Confirmed through faculty interviews were opportunities for individual professional growth, an institution-wide three-day professional development gathering, and quarterly meetings to address programmatic changes addressing best practice, changing standards, and special education legislation.

Course of Study

Candidates are required to be working on, or have already earned, a preliminary education specialist credential. The candidate and the IMPACT Student Advisor meet to design the course sequence leading to this added authorization. A reflective conversation identifies the candidate's current employment placement, teaching experiences, and previous education. Per interviews, candidates confirmed that when asked, advisors would look at the candidates' transcripts to identify previously completed courses and work experience in the field to substitute/waive a portion of the required coursework. These collective courses and accompanying fieldwork requirements for the ECSEAA contribute to the success of the candidates' ability to teach in Early Childhood special education environments. Candidates continue in their journey to be reflective practitioners, delving into increasingly complex issues associated with ECSEAA throughout their program. Opportunities to practice reflection, reference to scholarship within content areas, and demonstration of research-based educational practice are evident in course syllabi, as well as in the delivery of instruction in the field. While IMPACT Instructors are employed on a course-by-course basis, Practicum Supervisors, who are qualified and experienced in ECSE, are partnered with candidates for the one-unit practicum component. Two to three observations are conducted (based on the needs of the candidate) with a Practicum Supervisor documenting competencies on the ECSEAA Competency Checklist. A culminating meeting is held to verify required competencies and course completion. This was confirmed through document review and interviews with a Practicum Supervisor and an IMPACT Instructor. An interview with program candidates and completers verified that coursework was relevant to classroom needs. Support provided in the field was said to be professional, accommodating, insightful, and "just plain perfect."

Candidates, organized into cohorts, participate in sequential coursework together. These cohorts meet two evenings per week for three hours. Courses are taught in blocks, meeting one night of the week for five to ten weeks. Review of the CTC Submission Course of Study and accompanying assignments/assessments shows evidence of alignment with the ECSEAA program standards.

Assessment of Candidates

ECSEAA candidate competency is evaluated using the following assessment tools:

- Successful completion of the required courses
- ECSA Assessment Project—a 10 point rubric-driven capstone assessment
- Practicum Supervision Report/Observation Candidate Competency Checklist

With successful completion of the coursework and focused practicum, the candidate is recommended for an ECSEAA. The Credential Analyst and Registrar work with the candidate to ensure that all requirements are met and support the candidate in the application process.

Findings on Standards:

After review of the program assessment documents, biennial reports and supporting documentation and after conducting interviews of candidates, graduates, faculty, and supervising practitioners, the team determined that all current program standards are **Met**.

Education Specialist Clear Induction Credential**Program Design**

In response to their vision, TCSJ/SJCOE offers an Education Specialist Clear Induction Program that provides its candidates the opportunity to individualize enhanced coursework and/or engage in specific professional development for the purpose of broadening their existing expertise in meeting the academic learning needs of their students. While the majority of the candidates enrolled in IMPACT's Education Specialist Clear Induction Program have either earned their preliminary education specialist credential through TCSJ/SJCOE's Education Specialist Intern Program, there are a few candidates who have completed a traditional program elsewhere.

The Dean at TCSJ/SJCOE oversees all program implementation. Leadership positions within the college coordinate the various programs. There are three manager positions devoted to coordinating activities for IMPACT. The IMPACT Student Advisor meets with each new candidate, and provides advisement, program and scheduling information, as well as ongoing advisement as needed throughout the duration of a candidate's enrollment. The Coordinator of the IMPACT Instructional Program develops courses, assigns instructors, conducts professional development for instructors, and ensures that the quality of coursework is maintained throughout the year. The IMPACT Lead Practicum Supervisor assigns, trains, manages and supports providers that work with candidates through induction. These managers work together in a collaborative, shared leadership model for effective and efficient program management and responsiveness. The Director of Graduate Studies and Research works closely with IMPACT Leadership to collect the needed evaluation instruments required for program assessment. Eight full time managers meet with the Dean twice a month to discuss program issues, challenges, next steps, program design, and implementation.

The review of files showed evidence of IMPACT Leadership inviting participating schools/districts that employ induction candidates, to an annual Consortium meeting. These meetings are used as a method to share upcoming changes to the program or CTC requirements, and mutually discuss concerns and issues related to the needs of beginning induction teachers, and formative evaluation components of candidates. These district partners also provide input and recommendations in selecting highly qualified instructors for the IMPACT program. These instructors bring their expertise and infuse their scholarly work into each of the emphasis areas in advanced coursework. District partners also assist in the recruitment of fieldwork faculty (Support Providers). Interviews and perusal of documents indicated that faculty members were qualified for the positions in which they were placed. Support providers and instructors receive

sufficient and ongoing professional development in the areas of content and coaching. It was confirmed through interviews that there are opportunities for individual professional growth, an institution-wide three-day professional development gathering, and quarterly meetings to address programmatic changes addressing best practice, changing standards, and special education legislation.

Course of Study

TCSJ/SJCOE's IMPACT Education Specialist Clear Induction Program is a two-semester program. Candidates are required to have a preliminary credential. This program provides candidates the option of taking a variety of advanced coursework and/or engaging in specific professional development for the purpose of broadening their existing expertise in meeting the academic learning needs of their students. Candidates' preferences form the focus for their course of study and inform the Individual Induction Plans. The required and elective courses are scaffolded to ensure that candidates are building on their knowledge as needed throughout the duration of the clear induction program.

A typical program to ensure that specific program standards are met would include a selection of three advanced courses, a seminar with portfolio development, and an advanced practicum. Per interviews with instructors, support providers and induction candidates and completers, advanced coursework study includes collaboration and communication, coaching, formative assessment, pedagogy, universal access, and focused professional development. A review of advanced coursework syllabi identified appropriate learning outcomes and assignments, program assessment outcomes, and assignments linked to the program standards. Exemplary practitioners in the field, employed by partnering districts, serve as instructors in the programs' clear induction special education courses.

The candidate and the IMPACT Student Advisor meet to design an appropriate Individual Induction Plan, using a reflective conversation to identify each candidate's current employment placement, teaching experiences, and future plans in the field of education. During interviews, candidates confirmed that, when asked, advisors will also look at the candidates' transcripts to identify potential courses for substitution. This conversation affords the IMPACT Student Advisor a familiarity with the candidates' professional work and to serve as a coach in the development of the Individualized Induction Plan (IIP). At the time of the visit, candidate induction plans were reviewed in the candidate files. After the Individual Induction Plan is developed, candidates submit the proposed plan to their district's designee for discussion and approval. In the event that the district's representative is not in concert with the plan, further discussion and adjustments are made with support from IMPACT Student Advisor.

While enrolled in the Seminar and Portfolio Development course, candidates take advanced coursework that is spread throughout the academic year. As part of the professional growth process, candidates collaborate with their Support Providers, administrators from TCSJ/SJCOE, site administrators from their school sites, general education teachers, and other education

specialists. Candidates gather input from these various resources to design a portfolio that demonstrates candidates meet the standards-based competencies, using the Education Specialist Clear Competency Record within the context of their classroom. While the Support Providers confirmed that their observations allow for their signing off five out of 20 of these competencies, the overall portfolio is scored by a small team of trained and calibrated scorers using a four-point rubric on the Clear Competency Record.

The Special Education Consultant and a current scorer stated that as the college enrollment increases and additional scorers join the team, a more formal process for training and calibration will be implemented. Based on feedback from the CTC Biennial report, a new four-point rubric-based Competency Record has been developed with the ultimate goal of streamlining the collection and analysis of standard-based data. This was noted during the interview process.

It was also noted that the Education Specialist Program Narrative has been updated internally to reflect current course offerings and program expectations. Full implementation of the content in the revised version of the Education Specialist Clear Induction program will occur in the 2015-2016 school year. Changes include an updated Education Specialist Competency Record; Clear Education Specialist Portfolio Checklist and Rubric; the IIP; and a new course, Enhanced Special Education Law.

Inherent in the TCSJ/SJCOE Impact Program formative assessment system are observation, inquiry and analysis of student work. Support Providers provide feedback in supervision reports, observe candidates demonstrating competencies and coach candidates in targeted areas on the Individual Induction Plan. Qualitative data, such as observation notes, lesson plans, and student work products are used to assist candidates in reflecting on the effectiveness of their teaching. Candidates interviewed cited good coaching, punctual visitations, professionalism, sound and constructive feedback, and creative solution-finding as some of the characteristics demonstrated by the Support Providers.

Assessment of Candidates

Candidate competency is evaluated with various assessment tools which include:

- Advanced Coursework Assignments and Assessments
- Education Specialist Portfolio providing holistic evidence of candidate competencies
- Practicum Supervision Reports, providing summaries of candidate strengths and areas for growth
- Candidate Competency Record, providing observations of candidate demonstration of competency in the California Standards for the Teaching Profession

The advanced coursework component at TCSJ/SJCOE elicits candidates' engagement in self-assessment. Inquiries give candidates the opportunity to research a specific topic, create and implement a plan of action based on the designed plans, be observed and/or discuss the implementation of that action plan, and evaluate student work. Inquiries are a key

component of all enhanced coursework and provide a direct link to a candidate's fieldwork. Support Providers discuss their candidates' progress in the inquiry process and provide guidance, support, and suggestions as candidates expand their knowledge and assess their own learning. These discussions inform the supervision reports and competency records.

A review of a sampling of Education Specialist Induction Folios confirmed that the IIP goals are achieved, the standard-based competency record is complete and the inquiry and analysis processes have advanced the candidates' knowledge and skills in their field.

After successful completion of the advanced coursework, advanced practicum and other required competencies, the candidate is recommended for an Education Specialist Clear Credential. The Credential Analyst and Admissions Office works with the intern candidate to ensure that all requirements are met and supports the candidate in the application process. Completers in this program assured the reviewer that the Credential Analyst and Admissions Office Registrar are most supportive in overall guidance as well as the application process.

Findings on Standards:

After review of the program assessment documents, the biennial reports and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all current program standards are **Met**.

Preliminary Administrative Services Credential with Intern

Program Design

The Coordinator of the Preliminary Administrative Services Credential Program directs the preliminary and intern Administrative Services Credential program. Responsibilities include advisement of potential and enrolled candidates, developing schedules for programs, selection of and assignment of instructors to courses, facilitating professional development for faculty, monitoring partnerships and communication between TCSJ/SJCOE and school districts, and review and revision of appropriate CTC documents. The Director of Graduate Studies and Research works closely with this Coordinator to collect the needed evaluation instruments required for program assessment.

In addition to the informal daily meetings, eight full-time Coordinators and the Dean meet twice a month to discuss program issues, challenges, next steps, program design and implementation. Coursework and fieldwork faculty meet each fall to further support the cohesiveness of the cohort structure. Faculty, Fieldwork Supervisors, and the Program Coordinator communicate and collaborate in a variety of formal and informal ways. Faculty meetings are held at least semi-annually to discuss program improvement. The faculty attends an annual retreat to analyze candidate work and to participate in the annual program review process. The Program Coordinator maintains regular formal contact, at least once each semester, with Fieldwork Supervisors. The Program Coordinator is also available to candidates,

Fieldwork Supervisors and faculty on a regular basis. Interviews confirmed that while formal meetings were held with faculty, Field Supervisors, and site administrators at least once each year, there was much more communication that took place on an informal basis through email, telephone and face-to-face conversations. All stakeholders confirmed that the Coordinator was available and quick to respond to all contacts.

The program consists of academic coursework in combination with supervised field experiences and the 24-unit program is completed in one year. Traditional and Intern Preliminary Administrative candidates are organized into cohorts and take all of their coursework together. Candidates choose to enroll in either the stacked cohort that candidates attend both classes back-to-back on one night per week and the cohort that meets two evenings per week. Each course meets one night per week for five to twelve weeks, depending on course. Coursework and fieldwork requirements contribute to the success of administrative candidates including the opportunity to apply theory to authentic practice during an extended fieldwork placement. Every semester begins with an orientation, which allows candidates an opportunity to meet by cohort with the program coordinator. Coursework and fieldwork in the Preliminary Administrative Services Credential Program are designed to reflect principles of leadership development in order to cultivate knowledge and skills relevant to the complex demands that prospective administrators must be prepared to face.

All candidates in the TCSJ/SJCOE Administrative Services program participate in extensive fieldwork experience, which continues over the duration of their program. In the traditional program, candidates are released from their teaching responsibilities one day each week for 20 weeks to perform the roles and functions of a site administrator under the guidance and direction of a veteran site administrator. To support this partnership and cause the least disruption to a potential candidate's classroom, candidates must secure the approval of their own site administrator or supervisor prior to applying to the program. Candidates reported that they were placed at a school within their district, but not their current school site.

In order to effectively communicate with district/school site personnel, IMPACT leadership invite participating schools/districts that employ candidates to an annual Consortium meeting. District directors of curriculum and instruction and/or human resources, and in some cases school site administrators, are released by the districts to attend the Consortium meetings. Stakeholders confirmed in interviews that these meetings are used as a method to share upcoming changes to the program or discuss concerns and issues related to the needs of beginning teachers and administrators. Input is sought from school site administrators both at the annual meeting and through informal, on-going communication at the school site. District partners also provide input and recommendations in selecting highly qualified instructors for the program. Interviews and a review of documents confirmed that many faculty and Field Supervisors are employed by or have retired from local school districts.

Beginning in 2013-14, the program modified the program assessment and began using the California Administrative Performance Expectations (CAPEs) to guide their fieldwork experience

in meeting beginning mastery of the skills and abilities that a novice administrator should know and be able to do. This replaced the use of the Candidate Competency Record (CCR) and the candidates' portfolio is based on the CAPEs and is one measure used in the assessment of candidates' competency. In addition, the program uses the first day of the fieldwork assignment for an orientation to the CAPEs and the expectations of fieldwork assignments.

Course of Study

According to input from candidates and completers, the course sequence for the Preliminary Administrative Services program is scaffolded in such a way that it addresses the CAPEs and provides the content needed to be successful in the fieldwork as well as completion of their portfolios. Success of the program is evidenced by 100% of candidates completing the program in the 2013-14 school year. Completers reported that it was difficult to identify the most beneficial course because all of them were helpful at different times in the progression of their fieldwork.

A review of the course syllabi identified appropriate learning outcomes and assignments to assist candidates in the completion of the CAPEs and the portfolio required for completion of the program. Faculty reported that courses were designed to deliver content that covered the required information for candidates to complete the CAPEs during their fieldwork. Course evaluations completed by candidates provided evidence for both the instructor's ability to provide meaningful instruction as well as the alignment of coursework to the candidate learning outcomes.

Candidates are advised of assessments and program expectations during a one-day orientation to the program, individual course syllabi, and a second semester orientation that outlines the expectations and assessments for the second semester. Additionally, all candidates receive a fieldwork handbook and syllabus outlining the specific expectations and assessments for fieldwork.

The fieldwork supervisor is selected by the district based on success as an administrator and as a match with the candidates' training. Both fieldwork supervisors and candidates indicated that matches were carefully arranged and were designed to give the candidate the ultimate opportunity for success. Stakeholders indicated that the process of having candidates complete their fieldwork within their own district allowed them to "grow their own" administrators.

Fieldwork Supervisors mentor candidates through field experiences, providing the candidate with accurate and relevant feedback concerning professional strengths and weaknesses. Candidates and completers all confirmed that the 20-day fieldwork experience was the strength of this program as it provided an opportunity to work in an authentic setting. The relationship developed with the Field Supervisor was especially valued as this person became a trusted colleague for the future. Advisement by Fieldwork Supervisors, faculty and the Coordinator

provided the support needed to complete the program while holding a teaching position. The fieldwork provided the opportunity to get the experience needed to complete the CAPEs.

Assessment of Candidates

The Administrative Services Credential coursework and fieldwork is a mastery program. All candidates must demonstrate beginning mastery of all leadership areas outlined on the California Administrative Performance Expectations (CAPEs), earn a passing grade of “C” or above in all coursework (coursework includes assessment and mastery of the California Administrator Content Preliminary Administrative Services Credential Program Expectations), and successfully complete and submit a Professional Portfolio that provides evidence of success in each of the subsections of the CAPEs.

Within coursework, candidates demonstrate proficiency through assignments that are research-based, such as papers, projects, presentations, case studies, journals and examinations. As part of the fieldwork assignment, candidates are assessed on their performance using the CAPEs and through evidence collected for their Professional Portfolio. Fieldwork Supervisors mentor candidates through the field experience, providing the candidate with accurate and relevant feedback concerning professional strengths and weaknesses. Candidates create an individual leadership plan that provides the candidate with a plan for ongoing professional leadership development.

Fieldwork Supervisors also collaborate with the Program Coordinator in documenting candidate progress as evidenced through formative and summative assessments. Candidates are recommended for a certificate of eligibility after they have successfully met the requirements of all coursework and fieldwork. They must also have successfully completed a professional portfolio designed to document beginning mastery of the competencies of the CAPEs.

Findings on Standards:

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.

Administrative Services Clear Induction Credential

Program Design

The Coordinator of the Administrative Services Induction Program directs the Clear Administrative Services Credential program. Responsibilities include advisement of potential and enrolled candidates, assignment of leadership coaches to candidates, facilitating professional development for leadership coaches, monitoring partnerships and communication between TCSJ/SJCOE and school districts, and review and revision of appropriate CTC documents. The Coordinator of the Administrative Services Induction program works with other TCSJ/SJCOE

coordinators in a collaborative, shared leadership model for effective and efficient implementation of program offerings. The Director of Graduate Studies and Research works closely with this director to collect the needed evaluation instruments required for program assessment.

The mission of the program is to develop a workforce of teachers and school leaders who are comfortable with collaboration; understand the need to prepare students for both work and higher education; and have the skills to develop, implement and sustain innovative ideas in education. TCSJ/SJCOE exemplifies the notion of learning opportunities that are rigorous, relevant, relationship-driven and incorporate reflection for professional growth.

New coaches are provided, at no cost to the individual, the Association of California School Administrators (ACSA) Coaching Leaders to Attain Student Success (CLASS), a training for coaches of site administrators. In addition, coaches are recruited for their specific educational and professional background in order to meet the needs of the Clear candidates. All forms have been updated to reflect the new competencies and the Coaches Manual and the Candidate Handbook have been revised. Beginning in 2014-15, all candidates receive 40 hours of coaching that is now required by CTC. These changes were confirmed through interviews with the Coordinator, coaches, and review of documentation on site including Coaching Logs and DiaLogs. The Dialogs are a summary of each coaching session while the Coaching Logs document hours met.

TCSJ/SJCOE Administrative Services Clear Induction candidates succeed as a result of a strong model of collaboration between TCSJ/SJCOE and the local education agencies/districts that recruit and hire graduates. Partner districts contribute resources of personnel, time, and facilities if appropriate. District partners also provide input and recommendations in selecting highly qualified leadership coaches for the program. The Coordinator of the Administrative Services Clear Induction program has an initial meeting with the Superintendent, or designee, of any district that either has a candidate enrolled in or has expressed interest in the program. A written overview of the program and input regarding the TCSJ/SJCOE Administrative Services Clear Induction program is provided. Interviews with stakeholders confirmed that meetings were held at the beginning of the year with the Coordinator and any district that had Clear Induction candidates. In addition, stakeholders and site administrators provide input throughout the year in an informal way with personal contacts, emails, and telephone calls. End-of-year surveys of site administrators, district personnel, candidates, and coaches provided additional opportunities for input in the Administrative Services Clear Induction Program.

Course of Study

The coaching program for the Administrative Services Clear Induction program puts knowledge into action with a knowledgeable and experienced leadership coach or “guide on the side.” The needs of the candidate are at the forefront of the program. As a result, the data collected from candidates and their employers regarding candidates’ ability to meet the California Professional Standards for Educational Leadership (CPSELs) drives the determination of objectives. WestEd’s

research document, Descriptions of Practice (DOPS), serves as the program guide for candidate proficiency. TCSJ/SJCOE's leadership coaches use assessments, strategies, tools and training that is researched and designed by ACSA/UC Santa Cruz New Teacher Center, to assess each candidate's competency. New coaches are required to take the three-day CLASS training offered by ACSA where they are introduced to blended coaching. The Coordinator also holds quarterly meetings with the leadership coaches. A review of sample agendas of these meetings documented numerous opportunities to practice coaching skills and review current publications relating to coaching or current topics. Interviews with coaches indicated that the coaching training provided by ACSA was critical to the success of the coaching assignments. In addition, follow-up meetings throughout the year provided opportunities for coaches to stay current with new strategies.

Clear Induction candidates participate in a minimum of 20 hours annually of professional development identified by the coach and the candidate and/or the candidate's supervisor. Coaches meet with the Clear Induction candidates two to three times a month on a formal basis to review the CPSEs. Each Clear Induction candidate completes an Inquiry (Action Plan) with goals to demonstrate competency for each of the CPSEs. The coach and Site Supervisor sign off on the Inquiry to make sure it is aligned with the goals of the school.

Clear Induction candidates and site administrators reported in interviews that the coaching model was extremely beneficial to the candidates. It provides an opportunity to collaborate on assignments that did not involve direct evaluation. It allows candidates to try out-of-the-box thinking with the coach questioning, listening, counseling, and coaching in a one-on-one format. Relationships are developed with a great deal of trust that extends through the program and into the candidates' future.

Assessment of Candidates

Clear Induction candidates and their coaches complete an initial Competency Assessment to provide a baseline of strengths and areas where plans for improvement should be focused during the first year. Goals are then set and Individual Learning Plans (ILPs) are developed and CPSEs to be addressed are determined. At each coaching session this plan is reviewed and progress indicated. At the end of the first year, the candidate, supervisor and coach complete another Competency Assessment. After the coach conferences with the candidate about the results, the information is sent to the Program Coordinator for monitoring and recording. It is expected that candidates receive scores of 4, 5, or 6 on each CPSEL. A similar process is completed in the second year of the Clear Induction program. Each candidate maintains a Portfolio of all Inquiries (Action Plans) that address the CPSEs completed with Coaching Logs and DiaLogs. A rubric has been developed for the scoring of the Portfolio.

Findings on Standards:

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined all program standards are **Met**.

Math Instructional Added Authorization

Program Design

The Director of Graduate Studies and Research at TCSJ/SJCOE has convened a Mathematics Instruction Added Authorization (MIAA) Leadership Team, a group of adjunct faculty, that are responsible for ensuring that the TCSJ/SJCOE MIAA content and design reflect expertise in mathematics content (a mathematics professor), mathematics education (a mathematics education professor), teacher education (an education professor), and teacher leadership (a practicing K-12 mathematics teacher). This team is facilitated by the Director of Graduate Studies and Research at TCSJ/SJCOE. The Director of Graduate Studies and Research is also responsible for collecting the needed evaluation data required for program assessment. In reviewing documentation and interviewing faculty, the Leadership Team had developed a program that provides K-9 instructors with the Mathematics Instruction Added Authorization to teach Mathematics through Algebra I levels.

The one-year MIAA program provides 13 units (seven courses) of coursework with design and focus based on the competencies described within Standards 2, 3, and 4. The sequencing of the courses and substantive fieldwork is designed so that MIAA candidates may demonstrate growth and expertise in three domains: mathematical content knowledge, specialized mathematical knowledge for teaching and thinking, and the pedagogical knowledge and practices for teaching mathematics. The final course, *Designing Mathematics Instruction* builds upon the candidates' knowledge gained within the previous courses and requires that they design and implement effective mathematics units and lessons for each grade span in their authorization. The MIAA coursework and fieldwork address the complex interplay of math content and pedagogy in effective teaching. Interviews with candidates indicated that the program requires they try new strategies in their classroom, bring in student work for review, and experience teaching mathematics at three different grade levels.

Information received based on interviews of faculty and candidates revealed that this program was approved in October, 2013 and courses are realigned by faculty as needed. The program receives the input of district, faculty and candidates through end-of-course surveys and changes are made to the program based on the information received.

Course of Study

The design of the MIAA program includes a purposeful, interrelated, and developmentally-designed sequence of coursework. The guided fieldwork is strategically integrated into all coursework and, concurrent with the final course, includes two (for K-Pre-Algebra authorization) or three (for K-Algebra One authorization) Lesson Studies with one Lesson Study at each grade span in the candidate's authorization. The Lesson Studies are co-planned and co-taught with colleagues and are provided oversight by the Fieldwork Coordinator. These fieldwork experiences extend candidates' understandings of the three domains. Interviews with candidates revealed that the strengths of the program include: the immediate use of new skills, class evaluations and reflections, and the knowledge of the faculty. One candidate commented that

the program had rejuvenated her career. Candidate interviews also reported that instructors were always willing to provide support either face-to-face, by email or on the telephone.

Assessment of Candidates

Candidates demonstrate mathematical and pedagogical content knowledge and skills to support effective K-8 mathematics instruction and student learning throughout their coursework and fieldwork experiences. The first course sets the stage for the candidates' capstone project. The candidates gather evidence for their Teacher Action Research study from each course's Demonstration of Advanced Practice (DAP). The data serves as the portfolio of evidence for the candidates' research study. Candidates reported in interviews that the DAP projects provide opportunities for the program instructors to advise candidates on their progress in the program. The minimum requirement on the DAP is 80% to move on to the next course and to be included in the Teacher Action Research Project. Candidates who do not receive the minimum score must meet with their instructor and/or the director to develop a plan of action for remediation.

Findings on Standards:

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.