

**Recommendations by the Accreditation Team and Report of Findings of the
Accreditation Visit for Professional Preparation Programs at
Madera County Superintendent of Schools**

Professional Services Division

October 2025

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Madera County Superintendent of Schools**. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation with a 7th Year Report** is made for the institution.

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

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

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Preliminary Administrative Services Credential	9	9	0	0
Early Childhood Special Education Added Authorization	4	3	1	0

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

- Preparation for the Accreditation Visit

- Preparation of the Institutional Documentation and Evidence
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: Madera County Superintendent of Schools

Dates of Visit: October 6-8, 2025

Accreditation Team Recommendation: Accreditation with a 7th Year Report

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
Date: January 30, 2018 Accreditation Site Visit Report	Accreditation

Rationale:

The unanimous recommendation of **Accreditation with a 7th Year Report** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, completers, and local school personnel. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Preconditions

All Preconditions have been determined to be aligned.

Program Standards

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

All program standards were **met** for the Early Childhood Special Education Added Authorization program with the exception of Program Standard 4 – Experience in Early Childhood Special Education which was **met with concerns**.

Common Standards

All common standards were **met** with the exception of Common Standard 3- Fieldwork and Clinical Practice which was **met with concerns**.

Overall Recommendation

Based on the fact that the team found that all standards were met for the Preliminary Administrative Services Credential and the Early Childhood Special Education Added Authorization program with the exception of Standard 4 in the latter which was met with concerns, and that all Common Standards with the exception of Common Standard 3 which was met with concerns, the team recommends **Accreditation with a 7th Year Report**.

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

*Preliminary Administrative Services Credential
Added Authorization for Early Childhood Special Education*

In addition, staff recommends that:

- The institution's response to the preconditions be accepted.
- Madera County Superintendent of Schools be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Madera County Superintendent of Schools 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

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Programs Reviewers:

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Staff to the Visit:

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Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Course Syllabi and Course of Study
Candidate Advisement Materials
Accreditation Website - Blackboard
CalAPA Data and Results
Candidate Fieldwork Reflections
Assessment Materials

Candidate Handbooks
Survey Results
Precondition Responses
Agendas from Meetings
Meeting Materials
CalAPA Data and Results
Program Website
Program Forms
Course Content
Accreditation Data Dashboard

Interviews Conducted

Constituencies	TOTAL
Candidates	67
Completers	18
Employers	5
Institutional Administration	9
Program Coordinators	2
Faculty	6
Field Supervisors – Program	4
Field Supervisors – District	31
Credential Analysts and Staff	4
Advisory Board Members	11
TOTAL	157

Note: In some cases, individuals were interviewed more than once due to multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

Madera County Superintendent of Schools (MCSOS) is a student-centered organization comprised of over 450 employees who provide services in Special Education and Alternative Education programs from birth to age 22, throughout nine school districts and two charter schools of Madera County. MCSOS serves approximately 32,284 students, of whom 80.8% are participating in the Free and reduced-price meal program, with 22.2% of students identified as English learners.

As a district, MCSOS oversees five public schools, serving 648 students, of whom 81.9% are participating in the Free and reduced-price meal program, with 30.2% of students identified as English learners. The five schools include two P-12 schools, one K-12 school, one 6-12 school and one 7-12 school.

Education Unit

Two credential programs, a Preliminary Administrative Services Credential (PASC) and an added authorization in Early Childhood Special Education (ECSE-AA) are offered at MCSOS. There have been fifteen cohorts in the ECSE-AA program with 141 Added Authorizations granted since the inception of the program. This year, there are fifteen candidates enrolled in the 10-month program that consists of four courses offered by two faculty members and over 60 hours of fieldwork. Bridges to Leadership, the PASC Program, is an 18-month program consisting of six core courses accompanied by coaching. Since the program’s inception in 2005, there have been 84 cohorts. Currently, there are five cohorts in progress serving 127 candidates. This program has a 98.71% passage rate on the CalAPA. A total of 731 candidates have been granted a preliminary credential over the lifetime of this program.

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2024-25)	Number of Candidates Enrolled (2025-26)
Preliminary Administrative Services Credential	50	127
Added Authorization: Early Childhood Special Education	9	15

The Visit

This site visit was conducted virtually. Institutional and program constituencies were interviewed via technology.

The visit proceeded in accordance with all normal accreditation protocols.

PRECONDITION FINDINGS

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

PROGRAM REPORTS

Preliminary Administrative Services Credential

Program Design

Bridges to Leadership (BTL) is the Preliminary Administrative Services Credential (PASC) program for Madera County Superintendent of Schools (MCSOS). Housed in the credential programs of their human resources division, BTL is an 18-month PASC program with flexible scheduling with both fall and spring entry points. There are five active cohorts of PASC candidates currently enrolled in the program: one in-person and four online. An additional online cohort will start at the end of October 2025 and another in January 2026. All PASC enrollees are candidates and there are no interns since this program is not a university program. There are 127 PASC candidates, with 17% attending in person and 83% attending online.

The leadership structure includes a team of five full-time MCSOS employees, including two administrative assistants, two program directors, and one director. The PASC program includes four full time and 16 adjunct faculty, for a total of 20 faculty members, who teach coursework and/or support a California Administrator Performance Assessment (CalAPA) cycle. Current partnerships include Clovis Unified School District, Fresno Unified School District, Madera Unified School District, and Kings County Office of Education. Through partnership and service agreements, the scope of services and responsibilities for both MCSOS and the partners are delineated, clearly defining roles and expectations and sharing the responsibility for the implementation success of the program. Partners agree upon participating in program quality and advisement through an advisory board, candidate recruitment, selection of candidates, curriculum development, delivery of instruction by providing instructors, selection of fieldwork supervisors, and assessment of candidate competence.

Based on interviews with employers, the advisory board, adjunct faculty, and fieldwork supervisors, the program leadership communicates on a regular basis with its constituents. The frequency of meeting with partner school districts and COE depends upon the partner/service agreements. The MCSOS Advisory Support Team (MAST) meets on a quarterly basis to review program data, including enrollment numbers, CalAPA passage rates, and completion rates. Opportunities to meet with partner employers occur annually to solicit feedback on their respective district and county needs. Instructors convene annually to share updates related to California Commission on Teaching Credentialing standards and assessments, changes in program scheduling, and course evaluation results to drive program improvement. Individually, instructors reach out directly to their program to ask questions, share student concerns, or collaborate on problems that may arise during their instruction. Program leadership communicates with fieldwork supervisors more frequently due to their direct support to PASC candidates assigned to their respective school sites. It is evident through interviews that the

program leadership is responsive to the needs of their constituent groups and provide support and services in a timely manner.

Based on feedback provided by constituents, modifications to the PASC program can be made quickly which is an advantage to having a small PASC program. During the interview with program completers, testimony was shared that feedback given during their cohort year was implemented, as evidenced when the completer was supporting a program candidate a couple of years later. It was later stated by another completer how responsive program leadership is to make improvements as needed.

Course of Study (Curriculum and Field Experience)

The PASC program course of study is based on the California Administrator Performance Expectations (CAPE) and consists of six core courses over the span of 18 months. Coursework is a combination of written work, fieldwork, and threaded discussions. The course of study begins with an orientation and includes six core courses, a job shadowing and fieldwork requirement, three CalAPA cycles, and an equity-driven leadership reflective presentation at the end of the program. Delivery format is offered both in person and online.

Professional leadership perspectives are developed throughout the core courses, specifically within the Culturally Conscious Leadership (CCL) and Personal Ethics and Leadership Capacity (PELC) courses. According to current candidates and program completers, these two courses provided foundational development and cultivation of their leadership skills incorporating an equity-driven mindset. CCL and PELC also support the equity-driven leadership skills candidates need to successfully complete their CalAPA cycles. Assignments such as attending specialized meetings, conducting an equity audit, and conflict resolution provide relevant experience in engaging with this standard.

Candidates are given opportunities to understand and apply theories and principles of educational equity in their Social, Political, Legal, Economic, and Cultural Understanding (SPELC) course. Candidates expand their understanding of the larger context in which schools operate. Candidates' CCL course guides them through understanding themselves and in developing their cultural competency. The Culture of Teaching and Learning (CTL) course brings learnings from the previous courses to applying them in creating inclusive and accessible learning environments to their K12 students. Assignments such as developing a deeper understanding of the Local Control Funding Formula and the Local Control Accountability Plan in alignment with the Single Plan for Student Achievement (SPSA) and their impact on student success provides them with the application of theory to practice.

Candidates also have the opportunity to critically examine principles of democratic education and the responsibilities of citizenship in their Shared Vision of Learning (SVL), SPELC, and Management of the School in Service of Teaching and Learning (MGMT) courses. Further exploration and application of these principles are embedded within their CalAPA cycle 1 which analyzes data to inform school improvement. This combination of coursework and performance assessment cycle guides students through identifying an equity gap in the data and informing best practices to address the gap.

The PASC program prepares candidates for the three CalAPA cycles, support embedded within coursework and fieldwork. During orientation, candidates are introduced to the CalAPA cycles and assigned lead instructors who will guide them through each cycle. During the instructor interview, two instructors confirmed they have been trained by Pearson to be CalAPA cycle assessors. Program completers and current candidates share their extreme satisfaction in the level of support and encouragement they have received by program leadership and instructors. One current candidate shared her initial apprehension to enrolling in an online credential program. However, she has shared how “grateful” she is to have joined this program. “I have received so much support. They [program staff] know me by name. The instructors are very knowledgeable.” Another current candidate shared how the “online program feels like a hybrid program, due to the level of support I get.” Both program completers and current candidates share how the level of support received has built their confidence in completing and successfully passing the CalAPAs. This level of candidate confidence is supported by the program’s 98.71% CalAPA passage rate, surpassing the state’s passage rate.

Another component of the BTL PASC program is fieldwork, which includes site placement and job shadowing. The fieldwork assignments embedded within the courses support candidates as they prepare for their CalAPA cycles. In the CCL course, candidates complete three fieldwork assignments by attending a specialized meeting, observing various settings, and conducting an equity audit in preparation for CalAPA cycle 1. In the PELC course, candidates complete three fieldwork assignments that will prepare them for CalAPA cycle 2. In the CTL course, candidates complete fieldwork assignments to prepare them for cycle 3. Interviews with fieldwork supervisors, many who are alumni of the PASC program, stated how responsive program leadership is in providing support and feedback to both them and their assigned candidates. Relevant fieldwork activities, such as writing FRISK letters, attending a variety of meetings, and navigating student discipline, provide opportunities to “implement theory to practical use.” These activities are tracked on a CAPE log that the candidate maintains and the fieldwork supervisor signs confirming the candidate has participated and engaged in activities and tasks that show competency in the CAPE. Input from the fieldwork supervisors include providing more structured fieldwork assignments in school budgets, understanding discipline-related Education Codes and their site-level application, and the “power of listening.”

PASC candidates are provided with a list of ideas per course for their 20 hours of school site-level job shadowing. It is the candidates’ responsibility to seek out their job shadowing placements. The Fieldwork Supervisor Agreement includes the required fieldwork supervisor qualifications and responsibilities of the fieldwork supervisor. Upon completion of their fieldwork requirements, candidates are evaluated by their fieldwork supervisor using the Fieldwork Supervisor Candidate Evaluation. Candidates are scored on a 5-point Likert scale across the six CAPEs, and the fieldwork supervisor will determine based on the scores if the candidate met the requirements of the fieldwork assignments.

Candidate support for success in the program consists of the support team, which includes the directors, fieldwork supervisors, instructors, coaches, and the MCSOS Information Technology department. The support team reviews the progress of each PASC candidate and provides

appropriately leveled support as needed. Candidates with disabilities are eligible for reasonable accommodations and are encouraged to contact the program leadership to request this service.

Assessment of Candidates

Within each core course, there are formative and summative assessments that assess the candidates' level of competencies. These assessments are presented to candidates in various forms throughout the course of their 18-month program. Assignments are provided to candidates to guide them through their CAPE and CalAPA cycles, and feedback is given as direct comments and through rubrics using a standards-based reporting process. Fieldwork assignments are assessed based on their written submissions and scored on a four-tiered rubric with an expectation of "meeting standards" as the minimum to express competency. CalAPA cycles are electronically submitted to the Pearson portal and evaluated by Pearson-trained external assessors. CalAPA results are released to programs/institutions three weeks after submission. At the end of their PASC program, candidates present their equity-driven leadership reflective presentation. This component is a 45-minute presentation that addresses the candidate's learning from various courses, course work, job shadowing, and all three cycles of the CalAPA. The culminating presentation will demonstrate the candidates' leadership development and competency.

Program leadership is responsible for notifying candidates of their program requirements that need to be completed prior to being recommended for their preliminary administrative services credential or certificate of eligibility. Program requirements include candidates successfully completing all course work, satisfying their fieldwork component, passing all three CalAPA cycles, and presenting their equity-driven leadership reflective presentation. Candidates are notified of these requirements at orientation and reminded throughout their program as appropriate. Further information and related forms are provided nearing the completion of their program.

As previously stated, the PASC support team reviews the progress of each PASC candidate and provides appropriately leveled support as needed. Candidates with disabilities are eligible for reasonable accommodations and are encouraged to contact the program leadership to request this service. It is the responsibility of the candidate to inform their instructors of their required accommodation to ensure their success in the PASC program.

If coursework does not meet standard, the candidate and program director will meet to discuss a plan of action and determine the level of support needed. The candidate may be required to retake the course(s) if they continue to not meet standards for the course(s); an extension may be granted if warranted. If a candidate continues to be unsuccessful, the candidate may be released from the program.

If a candidate does not pass their CalAPA cycle(s) or receives a condition code, candidates are encouraged to remediate with their CalAPA instructor and/or fieldwork supervisor. Program completers shared how encouraging, nonjudgmental, and supportive their CalAPA instructors were during the program. Two program completers shared they experienced medical leaves during their program, and their CalAPA instructors worked with them to ensure they not only

got caught up but were able to finish their programs within the regular timeline. This was possible by completing an Extension Request and implementing the action steps according to the plan.

PASC candidates are made aware of the grievance and appeal process, as stated in course syllabi, the program handbook, and a link accessible on the BTL webpage. Grievances include candidate questioning the prerequisites for program participation, program requirements, participation hours, special needs provisions, anti-discrimination policy, program extension request rationale, and/or denial of a preliminary administrative services credential. There is a five-step process to the grievance process and must be filed with the program director to be reviewed by the Program Administrator Team.

Program evaluation and effectiveness is deemed by program leadership as an “integral part of the Bridges to Leadership PASC program.” Evaluation methods used to collect program data for analyses and continuous improvement efforts are through end-of-course evaluations, end-of-program evaluations, fieldwork evaluations, CalAPA passage rates, and feedback from constituents on the effectiveness of the BTL PASC Program. Based on evaluation results and feedback, program leadership refine current practices and program policies/procedures to be responsive to the needs of the candidates and partner districts/county offices of education.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, faculty, employers, advisory board, and supervising practitioners, the team determined that all program standards are **met** for the Preliminary Administrative Services Credential.

Early Childhood Special Education Added Authorization

Program Design

The Madera County Superintendent of Schools (MCSOS) Early Childhood Special Education Added Authorization (ECSE-AA) program is housed within the Human Resources Division, under the leadership of the Director of Credential and Certification Programs. The Director reports to the Chief Human Resources Officer, who in turn reports to the Superintendent. The program is staffed by two instructors who oversee the delivery of four sequential courses. Its primary purpose is to equip Education Specialist credential holders with the knowledge and skills necessary to support children with disabilities from birth through kindergarten.

The program director reports quarterly to the MCSOS Leadership Implementation Team (LIT). These meetings provide opportunities to share program data, successes, challenges, and resource needs with the Superintendent and key institutional leaders, particularly those whose departments support the ECSE-AA program.

The program is delivered entirely online through the Blackboard learning management system. This format combines both asynchronous and synchronous instruction. Candidates complete

and submit coursework electronically and progress through the four-course sequence as part of a cohort model that encourages collaboration and peer support.

Regular communication between the ECSE-AA program director and support staff ensures the program remains responsive to candidate needs. Topics include cohort and individual progress, program updates, data requirements, and policy or procedural changes.

The Madera Advisory Support Team (MAST) serves as the program's advisory board and meets quarterly. Members include partner district representatives, faculty, and support staff. These meetings are used to review internally collected data, assess program impact, and identify emerging needs of both candidates and local educational partners. MAST members also maintain ongoing communication with program leadership outside of formal meetings.

Over the past academic year, there have been no significant structural changes to the ECSE-AA program. The design remains consistent in its goal of providing Education Specialists with added authorization in early childhood special education.

Course of Study (Curriculum and Field Experience)

The ECSE-AA program consists of four stand-alone courses, typically completed over one academic year. Candidates usually follow a prescribed course sequence as a cohort. However, under extenuating circumstances, candidates may defer coursework and join a future cohort to complete the program.

Each course is structured over a set number of weeks and is aligned with contemporary trends in special education. Instructional strategies include textbook readings, multimedia content, online discussions, and application-based assignments. Candidates submit weekly coursework and participate in discussion forums based on relevant readings and activities.

In total, candidates complete 68 hours of online instruction and 60 hours of fieldwork:

In course 1: Infants, Toddlers, and Preschoolers with Special Needs, candidates complete 15 hours of fieldwork exploring the five developmental domains: cognitive, motor (fine/gross), communication (receptive/expressive), self-care, and social-emotional.

In course 2: Working with Families in Early Childhood Special Education, fieldwork focuses on Individualized Education Program (IEP)/ Individualized Family Service Plan (IFSP), family engagement, and cultural responsiveness. Candidates create a parent training presentation, which is shared with families and evaluated for effectiveness. Instructors noted strong candidate engagement, with some participants stating, "Wow! I am a knowledgeable other."

In course 3: Assessment and Instruction for Infants, Toddlers, and Preschoolers the emphasis is on formal and informal assessments, cultural responsiveness, and family-centered practices. Candidates complete 15 hours of fieldwork focused on evaluating and interpreting assessments.

In course 4: Supervised Field Experience – Project in Early Childhood Special Education, the capstone experience requires candidates to complete 15 hours of fieldwork, including the design and implementation of a thematic instructional unit. While candidates found the syllabus well-organized, some requested earlier guidance on available field placement sites, especially those working with infants and toddlers.

Fieldwork placements are self-selected by candidates. MCSOS ensures that supervisors meet the basic requirements; however, no formal training for supervisors was documented. Supervision is generally provided by site administrators, although it was noted that they receive limited guidance from MCSOS regarding expectations for supporting candidates. Supervisors expressed interest in receiving clearer direction and training.

Many candidates are already employed in early childhood special education settings and reported receiving support both from district colleagues and ECSE-AA course instructors. Open communication and syllabus-based guidance support the field experience, with additional interventions and one-on-one meetings scheduled for candidates requiring extra assistance.

Instructors indicated that they escalate unresolved concerns to the Director, who is readily available and responsive. Candidates and completers consistently reported feeling prepared and appreciated how closely the fieldwork aligned with their coursework. Feedback from candidates emphasized the relevance and practical application of assignments.

Assessment of Candidates

Candidate progress is monitored across all four courses and corresponding fieldwork experiences. Assignments are submitted through Blackboard, and the culminating assessment in Course 4 involves designing and implementing a thematic instructional unit tailored to a student's assessed needs.

Instructors provide detailed, actionable feedback to help candidates meet ECSE-AA standards. Communication is typically conducted via email, allowing for ongoing support. Candidates reported that instructors were responsive and willing to offer additional resources and clarification upon request.

Candidates also appreciated the clear expectations outlined in each course syllabus, including assignment descriptions and evaluation rubrics. They indicated feeling comfortable reaching out to instructors when they had questions about assignments or grading.

For candidates falling behind, instructors and support staff collaborate to develop support plans aimed at keeping them with their cohort whenever possible. This early intervention approach helps ensure timely program completion.

Overall, candidates consistently reported a high level of satisfaction with the clarity, structure, and relevance of coursework, as well as the support received from both instructors and program leadership.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Early Childhood Special Education- Added Authorization Program, except for the following:

Standard 4: Experience in Early Childhood Special Education – Met with Concerns

There was limited evidence that the supervisors for the Added Authorization program are trained to guide the professional development of an early childhood special educator. Supervisors in the ECSE-AA program requested additional direction and communication regarding the program expectations of candidates and their role in supporting the candidates.

INSTITUTION SUMMARY

The Bridges to Leadership (BTL) PASC Program and the Early Childhood Special Education Added Authorization (ECSE-AA) Credentialing Program are sponsored by the Madera County Superintendent of Schools (MCSOS). Both programs are well-supported and highly regarded by constituents. A county office administrator shared that Bridges to Leadership has been recognized by the California School Boards Association for its innovative approach to developing leadership skills. During the Madera Area Support Team (MAST) interview, a member noted that the ECSE-AA program is not only respected within the county but also recognized across the state.

Both programs align with the MCSOS vision to improve educational outcomes by supporting students, families, and educators. Through interviews with various groups, it became evident that these programs produce educators who positively impact education by prioritizing people and embracing a customer service-oriented mindset. County office administrators, program leaders, and MAST team members emphasized that “we do not leave people behind,” and are committed to supporting candidates through program completion. This dedication is reflected in the program’s 98.7% CalAPA pass rate as well as the high rate of attendance at interviews.

A MAST team member shared that meetings often focus on enhancing the candidate experience in both programs, reinforcing the belief that “customer service comes first.” Administrative assistants echoed this sentiment, stating that they treat instructors, fieldwork supervisors, and candidates with the same respect and care they would want for themselves.

While formal collaboration within the programs is easy to observe, the informal collaboration is equally impactful as evidenced in numerous interview responses. MAST team members and instructors reported that program leadership regularly shares updates and information. Instructors and fieldwork supervisors noted that they feel comfortable reaching out with questions or concerns via phone or email. Current and former candidates also shared that they could easily contact their instructors or fieldwork supervisors whenever support was needed. The accreditation site visit team likened the communication and collaboration similar to that of a family.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<i>No response needed</i>
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.	Consistently

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs.	Consistently
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	Consistently
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.	Consistently
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	Consistently
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	Consistently
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	Consistently
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	Consistently

Finding on Common Standard 1: Met

Summary of information applicable to the standard

The Madera County Superintendent of Schools (MCSOS) sponsors two programs: the Bridges to Leadership, Preliminary Administrative Services Credential (PASC) Program and the Early Childhood Special Education Added Authorization (ECSE-AA) Credentialing Program. MCSOS supports both programs through financial resources, time, and personnel.

During interviews, county office administrators emphasized the significance of these programs not only to MCSOS but also to the broader central valley region. Each administrator described how they ensure the programs have the necessary resources to operate effectively.

Administrators, program leaders, leadership team members, administrative assistants, and instructors consistently described the programs as people-first and customer service-oriented. One instructor shared that the program ensures they have everything they need, allowing them to focus on teaching and engaging with candidates.

MCSOS's vision is to enhance the quality of life for students, parents, and educators through education. Both the PASC and ECSE-AA programs strive to positively impact education by preparing reflective educators who value relationships, collaboration, and data-driven decision-making to help all students achieve their goals.

A review of program documentation, including handbooks and presentations, demonstrates that this vision is consistently communicated. The vision is evident in the candidates who complete the program. One county office administrator noted that educators completing these programs are making a meaningful impact in schools and are highly regarded for their leadership skills.

For both programs, collaboration within the program and in the broader educational community is evident. A strong example of collaboration within the programs is the Madera Area Support Team (MAST). This team includes program leadership, county office administrators, instructors, fieldwork supervisors, administrative assistants, former candidates, and district partners. MAST meets quarterly and receives regular updates from program leadership.

Team members shared that they frequently review data, including completion rates, end-of-course evaluations, and candidate feedback, to inform program improvements. One member described how they brought insights from their course to the team for discussion, emphasizing that "we are partners, advisees, and responsive to customer needs."

Many instructors and fieldwork supervisors are graduates of the programs, bringing valuable experience and an understanding of the program's mission. Faculty and instructional personnel are current or recently retired practitioners from the California educational system.

While formal hiring sites such as EdJoin and LinkedIn are used, many hires occur through professional networks and personal outreach. One instructor shared that they contacted the program to teach, motivated by a desire to give back after graduating. A county office administrator noted that the faculty reflects the diversity of the community and workforce. Another administrator highlighted that the school districts served by the program vary widely in size, from very small to over 20,000 students, and instructors come from these diverse districts. They are current or former practitioners who have worked in these communities.

The program maintains rigorous standards to ensure that only candidates who have completed all requirements are recommended for a credential. Once instructors and fieldwork supervisors verify that all assignments and required hours are completed, the program's administrative assistant notifies program leadership. Leadership then confirms that all criteria have been met before recommending the candidate for a clear credential.

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

Finding on Common Standard 2: Met

Summary of information applicable to the standard

Review of program documents, enrollment data, and interviews with program leadership, faculty, candidates, completers, and district partners confirm that the Madera County Superintendent of Schools (MCSOS) educator preparation programs recruit, admit, and support candidates to ensure their success. Admissions procedures are clearly defined and consistently implemented. Candidates and leadership verified that application requirements, such as transcripts, credential verification, letters of interest, and résumés, are communicated clearly on the program website, during informational meetings, and through direct advisement. Evidence from interviews and document review indicates that admission decisions are based on multiple measures of candidate qualifications.

The unit demonstrates a strong commitment to developing and sustaining a diverse educator workforce. Enrollment data show that the candidate population reflects the diversity of the local communities served. Leadership described purposeful outreach efforts, including

collaboration with regional districts, attendance at conferences, targeted postings on websites and LinkedIn, and partnerships with local universities and classified employee pipelines. Interviews confirmed that partners have intentionally diversified their leadership pipeline by recruiting from classified and teacher ranks, implementing transparent hiring practices, and sharing demographic data with constituents. They attribute their current “deeper and more diverse candidate pool” to these coordinated efforts.

Support for candidates is a consistent strength of MCSOS’s programs. Candidates, completers, and partners described personnel as highly accessible, responsive, and genuinely invested in candidate success. Faculty and staff were characterized as “willing to work with candidates personally, one-on-one,” providing tailored guidance to meet program expectations. Document review, including candidate handbooks and advising materials, shows that clear information is provided regarding course timelines, assessments, and milestones, ensuring candidates understand each step of their progression. Advisory board members and district partners identified personalized support as a hallmark of the program, noting, “We care about our candidates, and we want them to be successful and complete the program.” Candidates also highlighted the sense of community fostered through the program’s virtual components, explaining that “the community that is built, even online, creates a sense of belonging that almost mirrors an in-person program.”

Program leadership and faculty consistently connected this support to MCSOS’s philosophy of equity and inclusion. As one leader stated, “In education, we talk about ‘all means all,’ and the Bridges [PASC] program exemplifies this with our candidates. We don’t leave our candidates behind, and they, in turn, learn from that model to better support their own teachers and students.” Programs employ a defined, yet flexible, process to identify and assist candidates who need additional support. Faculty and supervisors monitor progress through formative assessments, fieldwork evaluations, and performance rubrics. When concerns arise, individualized plans outline specific goals, timelines, and check-ins. Candidates praised this approach, with one preliminary administrative services credential candidate sharing, “When I submit the CalAPA, I already know I’m going to pass because the faculty and staff have prepared me for success.”

Overall, evidence across interviews and documents indicates that MCSOS consistently meets the expectations of Common Standard 2. The team found clear, well-implemented processes for candidate recruitment, admission, advisement, and support.

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	Consistently

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	Consistently
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	Consistently
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	Consistently
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	Consistently
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	Consistently
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	Inconsistently
All programs effectively implement and evaluate fieldwork and clinical practice.	Consistently
For each <i>program</i> the <i>unit</i> offers, candidates have significant experience in <i>California public schools</i> with diverse <i>student</i> populations and the opportunity to work with the range of <i>students</i> identified in the <i>program</i> standards.	Consistently

Finding on Common Standard 3: Met with Concerns

Summary of information applicable to the standard

MCSOS has developed and implemented a high-quality sequence of courses that emphasize the knowledge and skills essential for working in California schools. In the ECSE-AA program, courses are designed with a strong family-centered approach. They foster an understanding of various disabilities while being mindful of cultural and linguistic diversity. During interviews, both current candidates and program completers expressed appreciation for how the coursework directly connects to their classroom experiences, enhancing its relevance and applicability.

The PASC program offers both in-person and online cohort models, focusing on equity-driven leadership skills. Candidates and completers shared that the program provided valuable insights into educational administration, offering perspectives beyond their classroom experiences. Instructors and candidates agreed that assignments are practical, relevant, and aligned with the responsibilities they will assume as future administrators.

Fieldwork assignments are a vital component of both programs, designed to deepen learning and promote reflective practice. Through these experiences, candidates apply the principles learned in coursework and engage in hands-on activities that mirror real-world educational settings. Interviews with program leaders, fieldwork supervisors, candidates, and completers consistently highlighted the effectiveness of fieldwork in reinforcing course content and providing opportunities to practice and demonstrate credential-related competencies.

In both programs, candidates self-select their fieldwork supervisors. The program ensures that supervisors are highly qualified through credential verification. Candidates and completers expressed gratitude for the guidance and support provided by their supervisors, noting the value of diverse field experiences in preparing them for their roles and support classroom instruction.

Many fieldwork supervisors, particularly in the PASC program, are also program alumni, bringing a unique understanding of what is required for success. All supervisors receive a handbook outlining their responsibilities. Additionally, PASC fieldwork supervisors are provided with a video to further clarify their roles.

Some supervisors, especially those in the ECSEAA program, expressed a desire for increased communication and training regarding their responsibilities and the expectations of the program.

Rationale for the Finding

In the Early Childhood Special Education Added Authorization (ECSE -AA) program, there was insufficient evidence demonstrating that supervisors receive training specific to guiding candidates through their fieldwork experiences, are oriented to their supervisory roles, or are evaluated and recognized through a systematic process. Similarly, in the Preliminary Administrative Services Credential (PASC) program, there was limited evidence indicating that supervisors are evaluated and recognized in a systematic manner.

Common Standard 4: Continuous Improvement	Team Finding
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	Consistently
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	Consistently
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	Consistently
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key constituencies such as employers and community partners about the quality of the preparation.	Consistently

Finding on Common Standard 4: Met

Summary of information applicable to the standard

Evidence from document review and interviews with program leadership, faculty, supervisors, candidates, completers, and advisory board members confirms that the institution develops and implements a comprehensive, data-driven continuous improvement process at both the unit and program levels. The system includes multiple sources of evidence, end-of-course and end-of-program surveys, instructor feedback, CalAPA performance data, candidate enrollment and completion rates, and demographic trends, that are systematically collected, analyzed, and applied to strengthen program quality and candidate outcomes.

Interviews with leadership verified that the unit follows an established annual data cycle. Candidate, completer, and employer feedback are compiled into summary reports, reviewed by the leadership team, and shared with advisory boards and faculty. Interviews with faculty, advisory board members, and district leadership confirmed that program modifications are made in response to these analyses. Examples include revisions to course sequencing in the administrative services credential program to better align theory and practice, expanded opportunities for candidate collaboration following survey feedback from Early Childhood cohorts, and additional supports for candidates demonstrating difficulty with performance assessments. Data on CalAPA pass rates, attendance, and completion trends are routinely disaggregated to identify patterns and inform program decisions.

Interviews and document review confirmed that the advisory board plays a central role in this process. Members described quarterly meetings in which leadership presents data dashboards and invites discussion about candidate needs and program effectiveness. Participants noted that recommendations are documented and revisited at subsequent meetings, demonstrating a genuine feedback loop. One advisory board member shared that the group collectively brainstorms strategies to address identified needs and that leadership “follows up at the next meeting with updates on actions taken, truly a continuous improvement effort.” Another partner commented that MCSOS is a “great partner and adaptable to the needs of our district, open to feedback and willing to adjust to meet the needs of a large urban system.”

Faculty confirmed that candidate assessment data and instructor feedback are used to refine coursework, fieldwork expectations, and protocols. They cited the alignment of field assignments to updated state standards and the addition of online resources for geographically distant candidates as recent outcomes of data review. Candidates also recognized that their feedback results in visible changes, sharing that “our voices are heard” when program structures, such as course order or collaboration time, are adjusted based on cohort input.

The leadership team triangulates multiple measures, including completer and employer surveys, to evaluate the extent to which candidates are prepared to enter professional practice. Results are shared transparently with faculty, advisory board members, and district partners, fostering a collaborative culture of reflection and shared responsibility for program quality. Data are also used to guide professional development offerings, strengthen partnerships through updated memorandums of understanding (MOU), and ensure alignment with initiatives such as CSLA and Early Childhood collaborations.

Overall, evidence indicates that MCSOS consistently implements a comprehensive and participatory continuous improvement process that integrates diverse data sources, engages key constituents, and leads to meaningful program enhancements. The system reflects the unit’s commitment to evidence-based decision-making and its mission to prepare effective, equity-minded educators for California’s schools.

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

Finding on Common Standard 5: Met

Summary of information applicable to the standard.

Evidence from document review, program data, and interviews with program leadership, faculty, completers, and district partners confirms that MCSOS ensures candidates demonstrate the knowledge, skills, and professional dispositions necessary to educate and support all students in meeting state-adopted academic standards. Multiple measures, including performance assessments, self-evaluations, mentor and employer feedback, and course-embedded assignments, are used to determine candidate competence prior to recommendation for the credential.

Program data demonstrate that candidates meet or exceed Commission-adopted performance expectations. CalAPA results show a 98.7 percent overall pass rate, indicating that nearly all leadership candidates successfully demonstrate proficiency in the California Administrator Performance Expectations (CAPEs). In the Early Childhood Special Education Added Authorization program, 100 percent of survey respondents indicated that the program “provided me with a positive process for working toward my ECSE Added Authorization.” Likewise, 100 percent of PASC candidates reported feeling “well prepared” or “very well prepared” across all CAPEs. These quantitative measures are reinforced by faculty monitoring of candidate progress and by clearly defined assessment checkpoints throughout each program.

Interviews and surveys confirm that program completers apply their learning effectively in professional settings. Completers from the preliminary administrative services credential program described using concepts from their coursework, such as cultural proficiency, reflective leadership, and systems thinking, to guide decision-making and support equity at their school sites. They reported modeling their leadership philosophies on mentors and faculty from the program, highlighting a through-line between preparation and practice. District partners and administrators consistently described MCOE-prepared leaders as “reflective, collaborative, and equity-minded,” noting their ability to navigate complex challenges and support diverse learners.

Interviews also revealed that the program’s influence extends beyond current participants. Many completers shared that they were referred to the program by colleagues or supervisors who had previously completed it, and in turn, they actively recommended it to others. This cycle of referral reflects the lasting professional impact of the program. Leaders who have experienced its value advocate for their peers to enroll, thereby expanding the program’s reach and strengthening leadership pipelines across the region.

Program leadership systematically analyzes completer performance data and employer input, to evaluate impact on candidate learning and P–12 teaching and learning. Data review meetings and advisory discussions have led to program refinements such as enhanced guidance for CalAPA tasks and expanded coaching support during fieldwork. Faculty and mentors cited this process as an example of the unit’s continuous feedback loop connecting candidate outcomes, constituent input, and curriculum improvements.

Employers reported that completers positively influence teacher growth and student achievement, often serving as instructional coaches, mentors, and site leaders soon after

program completion. Candidates and partners alike described the overall experience as transformative, noting that the program “builds leaders who not only know what effective practice looks like but can also inspire it in others.”

Overall, evidence across multiple data sources confirms that MCSOS’s educator preparation programs have a measurable and positive impact on candidate competence, professional practice, and P–12 student learning. The team found clear and compelling evidence that completers are well prepared to meet California’s standards for the profession and are making meaningful contributions to the schools and communities they serve.