

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

**Division of Standards, Accreditation, and Workforce Investment
April 2026**

Overview of this Report

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

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

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

Program Standards

| Programs | Total Program Standards | Met | Met with Concerns | Not Met |
|---|-------------------------|-----|-------------------|---------|
| Teacher Induction | 6 | 5 | 1 | 0 |
| Designated Subjects: Career Technical Education (CTE) | 16 | 16 | 0 | 0 |
| Clear Administrative Services Credential (CASC) | 6 | 6 | 0 | 0 |

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

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

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

Institution: Fresno County Superintendent of Schools (SS)

Dates of Visit: March 22-25, 2026

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

| Accreditation Reports | Accreditation Status |
|--|---|
| Date: April 17, 2018 Accreditation Site Visit Report | Accreditation COA Action Letter Site Visit Report |

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, 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 **Accreditation** for the institution was based upon the following:

Preconditions

All preconditions have been determined to be aligned.

Program Standards

All program standards are met for the Designated Subjects Career and Technical Education (CTE) and the Clear Administrative Services (CASC) programs and all standards are met with the exception of Program Standard 3 which was met with concerns for the Teacher Induction program.

Common Standards

All common standards have been met.

Overall Recommendation

Based on the fact that the team found that all Common Standards were met and that all program standards for the CTE, CASC and Teacher Induction programs were met with the

exception of one program standard which was met with concerns, the team recommends *Accreditation*.

In addition, staff recommends that:

- 1) The institution's response to the preconditions be accepted.
- 2) Fresno County Superintendent of Schools continues in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.
- 3) Fresno County Superintendent of Schools be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.

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

*Designated Subjects: Career and Technical Education
Clear Administrative Services
Teacher Induction*

Accreditation Team

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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 Addendums
Course Syllabi and Course of Study
Candidate Advisement Materials
Accreditation Website
Faculty Vitae
Candidate Files
Candidate Virtual Classroom

Assessment Materials
Candidate Handbooks
Survey Results
Performance Expectation Materials
Precondition Responses
Performance Assessment Results and
Analysis
Examination Results
Accreditation Data Dashboard

Interviews Conducted

| Constituencies | TOTAL |
|---------------------------------|--------------|
| Candidates | 132 |
| Completers | 58 |
| Institutional Administration | 9 |
| Program Coordinators | 3 |
| Faculty | 36 |
| District Leads | 6 |
| Professional Learning Providers | 23 |
| Site Administrators | 30 |
| Coaches | 58 |
| Credential Analysts and Staff | 4 |
| Advisory Board Members | 19 |
| TOTAL | 378 |

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

Fresno County is a region of great demographic, economic, and cultural diversity and spans 6,011 square miles in the San Joaquin Valley of Central California. The Fresno County Superintendent of Schools (SS) was established in the 19th century and provides resources to 206,000 students and 14,526 school staff members inclusive of 31 school districts and 39 charter schools countywide. Fresno County SS is the 9th largest county office in California by enrollment. The districts supported throughout the county vary in size, with the smallest district having an enrollment of 17 students to Fresno Unified School District, which is the 3rd largest district in California. The Fresno County SS is located in Fresno which is the largest city in Fresno County. Of the students in Fresno County, 17% are English Learners, 75% are socioeconomically disadvantaged, and 12.4% are students with disabilities. Fresno County SS supports the 3rd largest migrant education population in California, serving approximately 6,300 students annually. When examining achievement data, 46.4% of students in Fresno County meet or exceed state standards for English Language Arts and 34.1% meet or exceed standards for Math while 86.2% graduate with a high school diploma or its equivalent.

Education Unit

The Fresno County SS offers a Teacher Induction Program, a Designated Subjects: Career and Technical Education (CTE) program and a Clear Administrative Services Credential (CASC) program. Each of these programs is housed in a separate division of the county office. The CTE program operates under the Instructional Division, which is led by a Deputy Superintendent. The CASC program operates under the Educational Innovation and Support Division, which is led by an Assistant Superintendent. The Teacher Induction Program operates under the Human Resources Division, which is led by an Assistant Superintendent. Each credential program has its own leader who is responsible for the daily administration of the program. The teacher induction program serves 294 candidates in the 2025-26 year within the 50 school districts and charter institutions served by Fresno County SS. The CTE program supports 55 candidates in 46 school districts and charter institutions in the 2025-26 academic year. The CASC program serves 97 candidates in the 2025-26 academic year within 39 school districts and charter institutions.

Table 1: Enrollment and Completion Data

| Program Name | Number of Program Completers (2024-25) | Number of Candidates Enrolled (2025-26) |
|---|---|--|
| Teacher Induction | 234 | 294 |
| Designated Subjects - CTE | 37 | 55 |
| Clear Administrative Services Credential (CASC) | 95 | 97 |

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

PROGRAM REPORTS

Designated Subjects: Career Technical Education (CTE)

Program Design

The Fresno County Superintendent of Schools (Fresno County SS) Career Technical Education (CTE) Department serves as the accredited program sponsor for the Designated Subjects: CTE Credential in Fresno County. The CTE Department is housed under the Instructional Division led by the Deputy Superintendent. The CTE Director is responsible for day-to-day operations of the program which includes screening of candidates, processing of credential applications, oversight of credential coursework, logistics related to program mentors, and candidate monitoring.

The structure of the coursework for the CTE credential program is asynchronous online instruction with virtual and in-person support sessions. In Early Orientation there are six required modules new teachers must complete including CTE 100 (CTE Foundations) followed by CTE 101(Curriculum and Instruction). Advanced professional preparation is not currently offered by the program.

Leadership

The Fresno County SS CTE program is housed in the Instructional Division under the leadership of a deputy superintendent. The Curriculum and Instruction unit within that division is supported by an Executive Director, a full-time Director, a Content Coordinator, four instructors, 12 CTE staff mentors, and a shared administrative assistant. Communication with CTE credential staff is facilitated by the Fresno County SS CTE leadership. Program content, delivery, and coordination of services are communicated through regularly scheduled meetings. The Director facilitates monthly mentor meetings to discuss pacing for mentoring and the progress of the teachers. Monthly meetings with district supervisors in the specific service area occur on the first Thursday of each month throughout the academic year which include updates and activities within the CTE credential program. Additionally, weekly CTE management staff meetings are conducted which include discussions of any issues of the candidates and progress related to the TPEs or CSTPs. The Executive Director meets monthly with the Fresno County SS

Deputy Superintendent of Instruction to review data and discuss program updates. A CTE Credential Advisory Committee comprised of small and large districts meets once a year to gain input about the credential program and offer the program highlights for the year.

During interviews with administrators from various school sites, school districts, and all county offices noted that the program works, with all constituencies indicating that the CTE program actively communicates and readily responds. One Site Administrator stated, “They always get back to me right away with any question or issue I may have. We worked with another program before and it is great to have a program in our area with an in-person component.”

The CTE program seeks input from external and internal constituencies and partners. External feedback from school district partners is completed in various methods including monthly meetings with school site supervisors, CTE Advisory Committee meetings, program surveys from candidates, and more informal feedback from onsite visits by CTE leadership staff. Additionally, the CTE Advisory Board of Management meets every other month and is comprised of district management representatives, the Deputy Superintendent, and a Fresno County SS Board Member.

Recent program improvements and modifications

The Fresno County SS CTE program has made several recent program improvements and modifications to the program based upon feedback from external and internal constituents. The following has detailed information on these changes.

The CTE program developed a new, locally designed Early Orientation course which is the start of the six modules for candidates in the program. This change prompted additional updates across the program, including revisions to course outlines and the standards alignment matrix to ensure full coherence with current program standards. The program also revised portfolio requirements to strengthen reflection and demonstrate competency. A culminating portfolio artifact was added, requiring candidates to record and submit a final video presentation guided by reflective questions. This new element serves as a comprehensive review of candidate growth, program impact, and alignment with program standards.

In response to candidate feedback seeking more direct interaction, the program launched a blended approach to professional learning. Seven new targeted training sessions were added this year (six required), incorporating live mentor-led breakout sessions for collaboration through Zoom. Also, a hybrid spring live meeting option was also introduced, providing synchronous online participation for the CTE 101 course.

To deepen industry and community connections, the program invites new teachers to attend Fresno CTE events such as the Fall Conference and Spring Advisory to experience and foster collaboration with post-secondary institutions and industry partners. This option gives new teachers meaningful exposure to high-quality CTE practices, industry engagement opportunities, and peer mentoring within related pathways.

An additional improvement has been the redesign of mentor logs and coaching data collection. The updated system uses Google Forms to capture monthly coaching interactions that are more focused, and reflective. This shift allows the program to analyze data trends, collaborate on feedback and gain meaningful insight into candidate growth and coaching effectiveness. The move to a digital platform also provides greater visibility into mentor activity enabling targeted adjustments and support for mentors and candidates based on the data collected.

A Program Hub was developed as a virtual Canvas center that serves as the primary access point for announcements, resources, and program requirements. The Hub provides interactive communication opportunities and guidance for candidates across all program phases, creating a supportive and connected learning environment.

The program doubled its mentor team from six to twelve mentors. This growth allows for more consistent, high-quality coaching and increased collaboration among mentors through monthly meetings focused on alignment, data review, and instructional support. An administrative coordinator position was also added to strengthen credential processing, candidate support, and overall program operations. Additionally, the Fresno County SS approved the addition of an extra administrator to meet the demand of increasing needs.

Course of Study (Curriculum and Field Experience)

Fresno County SS CTE program website and flyers detail program coursework and fieldwork requirements for prospective candidates, enrolled candidates, and external partners. The structure of the coursework for the CTE credential program is asynchronous online instruction with virtual and in-person support sessions. Early Orientation is now the first course for all candidates in the program and is taught through Fresno County SS. There are six required modules new teachers must complete. CTE 100 (CTE Foundations) is the second course required in the pathway followed by CTE 101 (Curriculum and Instruction). Virtual support for the courses with the instructor is offered once a week every Wednesday. Mandatory virtual support workshops are scheduled six times in the first year of the program. Additionally, Fresno County SS mentors are assigned to first time teachers with 50 hours of support during the first year and with 10 hours (once a month) of support during their second year to ensure accomplishment of the CSTPs. Additional support during the second year is provided by the district-assigned supervising administrator and site mentor of 10 hours (once a month).

In order for candidates to clear a Designated Subjects Credential Career Technical Education. Candidates must complete Early Orientation; CTE 100 Foundations course requiring a minimum of 75 hours; CTE 101 Curriculum Development, Instruction and Assessment requiring a minimum of 75 hours; Health for Educators; CTE Teaching Portfolio; six teacher training workshops per year, CPR First Aid; and U.S. Constitution requirements. On average, candidates meet with their mentors approximately one hour per week during the program. The CTE program requires a total of 261 fieldwork hours.

In Year 1, candidates are expected to complete a total of 60 hours in clinical practice and fieldwork. This includes 25 hours with a Fresno County SS mentor during the Foundations

course, 25 hours with Fresno County SS mentor during the Curriculum Development, Instruction and Assessment course, six new teacher training workshops, and 10 hours while creating their Year 1 Portfolio.

In Year 2, candidates are expected to complete a total of 51 hours of clinical practice and fieldwork. This includes 10 hours with a Fresno County SS mentor, 10 hours with site mentor, 10 hours with site supervising mentor, 20 hours while creating their Year 2 portfolio, and one hour presenting their portfolio.

In addition, 150 hours of coursework are required. A candidate participating in the full program is required to complete a total of 261 hours.

In interviews, many of the current candidates and completers stated that they understood the program requirements. The CTE program staff made the process understandable. One completer stated that the process was smoother than obtaining their Substitute Teaching Credential.

Coursework in critical areas

Participants in the CTE credential program gain experience in school settings where the curriculum aligns with state-adopted content standards, providing opportunities for candidates to work with diverse student populations and apply their learning in real-world contexts. The demographics of the Central Valley school districts provide opportunities for candidates to be placed in settings that reflect the diversity of California's student population. Fresno County SS mentors are selected based on their industry knowledge and experience, ensuring they provide effective support aligned with program standards. This allows the Fresno County SS to build the professional capacity of their candidates and the districts that they serve to fulfill their vision of creating nurturing, responsive and equitable learning environments for all students.

The CTE program at Fresno County SS supports candidates with a variety of research-based professional learning and collaboration opportunities throughout the program. These professional learning sessions are tailored and designed in response to the needs and wants of candidates and school administrators. In addition to providing participants with customized professional learning offerings, all mentors are provided with annual professional learning based on research-based best practices. The intent of this ongoing system of support is to develop both the educators that participate in our programs as well as their assigned mentors.

Systems of Support

The Fresno County SS CTE program ensures strong alignment between coursework and fieldwork across participating districts. Candidates are actively teaching while completing coursework which allows them to apply what they learn in their courses and other professional learning. Mentors and district administrators provide ongoing support through regular check-ins, observations, and feedback, ensuring consistent expectations across settings.

The professional portfolio further connects coursework and classroom practice, as candidates use real teaching artifacts to demonstrate their growth and competence. Ongoing support and structured requirements ensure a cohesive program where candidates learn, practice, and demonstrate the skills needed for their credential. The Fresno County SS CTE program has a multi-level process to identify and support candidates who need additional assistance in meeting program competencies. Candidates are identified through multiple measures, including coursework performance, mentor observations, and portfolio progress.

When a candidate is identified as needing support in course work, the first level of intervention includes collaboration between the instructor and mentor. The instructor provides initial academic and instructional support, while the mentor works directly with the candidate to provide guidance, coaching, and targeted strategies for improvement. If additional support is needed, the candidate, mentor, and instructor may meet to develop a more structured support plan. The course can also be extended to provide more time to complete modules. Candidates are allowed to re-submit assignments to work toward mastery and improve grades. Candidates' grades and passage rates are monitored for each course.

Candidate progress on all program competencies is monitored through their monthly mentor meetings and portfolio, where there is a standing agenda item to discuss candidate needs, share updates, and identify appropriate resources and support. These meetings ensure ongoing communication, tracking of progress, and alignment of support strategies.

If necessary, candidates may be provided with extended time in the program, along with additional coursework and support, to ensure they are able to fully develop and demonstrate the required competencies. This structured and collaborative process ensures that candidates are consistently identified, supported, and provided with multiple opportunities to successfully meet program expectations and provide feedback.

Assessment of Candidates

CTE Preliminary credential holders are assessed on coursework with a culminating portfolio after their first year along with fieldwork observations, evaluations and goal attainment aligned with competencies and the CSTPs. In the second year of teaching in order to clear their credential, CTE teachers must meet the Advanced Professional Preparation standards and complete their portfolio work aligned to the CSTPs. They also have observations and evaluations by school site staff.

The CTE Induction Director monitors progress through mentor logs and course enrollment records of each candidate in the credential program to ensure timely progress. Observations in year one and year two by the mentor are turned into the Director as benchmarks for progress. At the end of each year, the site supervisor turns in an evaluation form and recommendation for the CTE candidate to the Director. Those candidates who do not make sufficient progress will receive additional support from the program staff and school site staff. In the credential program, candidates are allowed to re-do assignments if they fall below a grade of a B. Additional mentoring hours are provided when needed for teaching success. If necessary, a plan

of action is discussed with the mentor, content coordinator, and the school site to support candidates as well as the administrator in order to give additional support to the candidate in the classroom.

Candidates are informed about how they are assessed and evaluated during the program orientation in both year one and year two, during the first-class session of CTE 100, and again when they meet with their mentor to set goals for the year aligned to the competencies. In the second year, candidates are informed by the Director of Induction and with their supervising site administrator when setting goals aligned to the CSTPs.

Findings on Standards

Following the 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 (1-16) are **met** for the Designated Subjects: Career Technical Education program.

Teacher Induction

Program Design

The Fresno County Superintendent of Schools (SS) Teacher Induction program is part of the Teacher Development department. The Teacher Development department is housed in the Human Resources Division, which is supervised by the Assistant Superintendent of Human Resources. The Assistant Superintendent of Human Resources reports directly to the Superintendent. The Fresno County SS credential department is also housed within the Human Resources Division and is supervised by the Executive Director of Human Resources, who also supervises the Director of Teacher Development. The Director of Teacher Development supervises the Director of Teacher Induction ([Fresno County SS Org. Chart](#)).

The Fresno County SS Teacher Induction program has a consortium of over 33 school districts, private schools, and charter schools. Fresno County SS is the Local Education Agency for a few schools which include several Special Education (SPED) sites, alternative education school(s), and a dual enrollment high school.

There is regular and ongoing communication from Fresno County SS program leadership to staff, coaches, and the larger unit. Program leadership meets regularly with Induction staff team members. Weekly Induction staff meetings are scheduled for the entire academic year before school starts. Induction staff know that they can bring questions/updates regarding the program to these weekly meetings to discuss as a team. The team also has on their calendars communication reminders and topics for teachers and coaches. There are also weekly communication and collaboration with the larger education unit including all educator preparation programs. The Teacher Development Director meets weekly with the Executive Director of Human Resources, which includes Credentials, and the Assistant Superintendent of

Human Resources. The Teacher Development Director shares weekly Induction updates. The Assistant Superintendent meets bi-weekly with the Superintendent and shares these updates.

The pathway and delivery model for Fresno County SS induction for the various credentials (Multiple Subject, Single Subject, and Education Specialist) are all similar. The pathway consists of a two-year Induction program with an Early Completion Option for qualifying candidates. The delivery model is a hybrid approach. In Year 1 of the program, Candidates attend a full day in-person Induction collaboration meeting with their coach in early Fall, which is essentially an orientation. This meeting will launch candidates and coaches off on their fall semester requirements. After that meeting, the candidates and coaches continue their weekly meetings in-person and some online (as approved by Induction staff). In early Spring, Year 1 candidates and coaches engage in an online, collaborative webinar that will launch them off on their spring semester requirements. In Year 2, the candidates complete their orientation online in collaboration with their coach through a Year 2 webinar sent out by Induction staff. This webinar launches candidates and coaches off on their fall semester requirements. After this webinar, candidates and coaches continue their weekly meetings in-person and some online (as approved by Induction staff). In early Spring, Year 2 candidates and coaches engage in an online collaborative webinar that will launch them off on their spring semester requirements.

Each school district, private school, charter school and Fresno County SS select their own Induction coaches though qualifications remain the same. The institution selects the induction coach based on as many of the following criteria as possible including being at the same site, same grade, same credential, and best professional role model for the candidate. These coaches are selected by their site administrator and report directly to the site administrator at their sites. For coaches serving at Fresno County SS sites, they are selected by their site administrator which includes the SPED sites, the Director of the alternative education school(s) and the Director of the dual enrollment high school. These individuals normally choose coaches that are staff at their sites and report directly to them.

The Induction coaches all attend mentoring trainings in-person or online throughout the Fall semester based on their level of experience as an induction coach ([Event Schedule for Induction Teachers and Coaches](#)). In interviews, a veteran coach stated that the coach training is high quality, adding “Collaborating with other coaches, and modeling for each other is inspiring. Coach training is a strength for the program.” Coaches are evaluated throughout the year through a variety of methods. They are informally assessed during the in-person orientation to ensure coaching rapport and stance is in place. Induction staff follow up as necessary with coaches based on any observations. Induction teachers also conduct surveys throughout the year and respond to a question which asks if they have felt supported by their coach. The results are reviewed and strategically followed up with (if needed) to ensure that trust is not damaged between the pair. If the feedback and follow-up meetings with the Induction coach prove ineffective, then a meeting with the site administrator is scheduled to discuss a possible coaching change. Another way that coaches are provided with feedback is through their monthly log submissions. The coaches are all assigned trained Induction Reviewers. These Induction Reviewers read each log submitted by the Induction Coach online and provide

coaching feedback. Coaches noted in interviews that “I feel like I have a partner in the Induction Reviewer.” Coaches expressed appreciation for the Induction Reviewer serving as “meta coaches” and providing support. The Induction Reviewers also report any concerning language or patterns to Induction leadership staff. The Induction staff then follow up with the Induction Coach. If a coaching relationship is deemed not effective and a change is requested by either the coach or candidate, that request is taken with urgency. The process is explained to all participants at the Induction Collaboration meeting and handouts detailing this information are provided to them as well.

The Induction program frequently seeks input from internal constituents and external community partners. The Induction program gets input from Induction program candidates and coaches at multiple points (three to four) throughout the year in the form of surveys and are always mindful of additional interactions that solicit feedback (emails, one on one conversations, etc.). The survey responses are analyzed by staff and modifications are made to the program as deemed necessary to best meet the needs of teachers and coaches and maintain the integrity of the induction program standards. Induction program staff also survey site administrators/superintendents during the year and go out and meet individually with each site administrator and/or superintendent at least once a year. Feedback is gathered at these meetings as well. Lastly, the Induction program seeks input from additional external community partners through the Fresno County SS Clear Credential Advisory Meetings. The Advisory group is made up of district, IHE, and community partners. The induction programs seek their input through surveys as well ([Feedback chart](#)).

Significant Program Changes

Over the last two years, The Teacher Induction Department has evolved from a department within the Human Resources Division of Fresno County SS to be encompassed within a Teacher Development Department that includes a Rural Teacher Residency Program, future Internship programs, and an internal system of support for Fresno County SS employees in Peer Assistance and Coaching.

In addition to structural changes, the Induction program has fully migrated to the refreshed 2024 CSTPs for both Year 1 and Year 2 candidates. All program requirements are aligned to the 2024 CSTPs, and training has been provided to site administrators, coaches and candidates regarding the refreshed CSTPs. To support candidate and coach transition to the revised CSTPs, the program developed an aligned Teaching Practice Framework. This framework is a companion to the CSTPs to help guide teachers’ reflection in a structured and detailed manner.

In response to feedback from administrators and candidates, the program has expanded professional learning sessions free of charge to candidates. Although not required, these sessions are strongly encouraged and were created in response to feedback from both candidates and administrators.

Teacher Induction has helped to develop a continuum of mentoring support across programs within the Teacher Development department (Induction, Residency, PAC, Internship). A

professional training that was once only available to Induction coaches, the Mentoring Academy, is now provided to all coaches/mentors across programs. This includes a full-day, in-person session (preceded by a one-hour online webinar) creating a unified approach to mentor preparation ensuring all coaches within the consortium have participated in the same foundational coaching training. This alignment promotes equity in training standards and enables coaches to support multiple programs as needed, strengthening collaboration and flexibility.

Course of Study (Mentor System)

Fresno County SS Induction coaches are matched with their participating candidate based on criteria of being at the same site, same grade, having the same credential, and being the best professional role model for the candidate. In the 24-25 Accreditation Data System (ADS) Survey Report, it is noted that 87.9% of candidates responded that they were matched with a mentor within the first 30 days of enrollment. It is further noted that 90% of candidates stated they were very well matched with their coach (2024-25 ADS Report). Induction coaches are selected by their site administrators. The Induction staff meet with site administrators annually in the spring and discuss induction needs for the next school year. Site administrators are reminded verbally and through email regarding the Induction coach criteria.

Year 1 Induction candidates develop their Individualized Learning Plan (ILP) at Induction Collaboration with their coach. Year 2 Induction candidates develop their ILP through an online webinar with their coach. In both cases, the Induction coach is provided with a facilitation guide of coaching questions to allow the candidate to engage in reflection to determine their ILP goals. Induction staff are providing advisement and consultation during these reflective conversations as teachers craft their goal with their coach. Candidate progress toward the goal is tracked by the candidate, coach, Induction staff, Induction Reviewer, and site administrator. The teacher submits a copy of their Initial ILP which includes their goal(s), CSTP connections, measurable outcomes, and planned research. For the ILP, this initial submission is first shared with the site administrator. The site administrator is instructed by Induction staff to review the goal and provide additional resources as needed or help craft a part of the goal to align with the district/site mission/vision. Upon submission, the Induction Reviewer assigned to read this submission provides any additional feedback as another layer of advisement.

As the candidate meets weekly with their coach, the candidate updates the various sections of the ILP, including insights gathered from their research, how they've applied their learnings into their classrooms, and their current progress/results. Once complete at the end of the semester, the candidate uploads the final submission of their ILP which includes their goal(s), insights/reflections, and final progress towards meeting their goal(s). The Induction Coach has been involved in this reflective process throughout the semester as evidenced by Monthly Logs. The Induction Reviewer provides final feedback and asks for additional evidence, if needed ([Reviewer feedback snapshot of ILP](#)). In interviews, Year 1 candidates report that the ILP work impacted their professional practice by "keeping me accountable and focused. Reflection Journals have been helpful." Another candidate stated, "My ILP work goes straight into my

lesson - I taught this unit previously and the engagement now is vastly different. This is because of my ILP Focus of Practice. It's pretty awesome to see!"

The Fresno County SS Induction program ensures availability of resources for candidates and coaches to accomplish the ILP and make progress toward mastery of the CSTPs in several ways. As noted in the 2024-25 ADS Survey report, 77.9% of candidates agree that their coach was very helpful in ensuring adequate resources. The candidates and coaches are all provided with the available and optional professional learning opportunities ([PL Event Schedule](#)). Candidates and coaches are encouraged to attend any or all of these PL offerings that align to their ILP goal. The topics for these PL sessions are determined through feedback from candidates, coaches, and site administrators. The site administrators are also trained by Induction staff to review the ILP goal(s) with their teacher and provide any additional resources that correlate to their goal. In interviews, Site Administrators stated, "I appreciate that teachers establish a problem of practice - using quantitative and qualitative data. Being involved in Induction has been powerful as the site administrator. I have implemented some things from Induction at my school and supported staff with resources." In addition, the Teacher Induction Program creates and disseminates bi-monthly newsletters with bite-sized research, information, and resources pertaining to effective instruction and pedagogy as directed by candidate, coach, and site administrator feedback. Lastly, as resources come across to the Induction department from the larger Fresno County SS organization, staff share those out via email with candidates and coaches.

The program continually seeks input from constituents at multiple entry points throughout the year. The candidates and coaches are surveyed throughout the year in the form of surveys and additional informal interactions. The survey responses are analyzed by staff and modifications are made as deemed necessary to best meet the needs of candidates and coaches. The site administrators/superintendents are surveyed during the year and during the site-administrator meetings in the spring, feedback is gathered. The Induction program seeks input from additional community partners through the Fresno County SS Clear Credential Advisory Meetings as well as through surveys. The advisory group is made up of district, IHE, and community partners. All responses from these surveys are thoroughly analyzed and trends and district needs are highlighted. The Induction team then has conversations regarding what program modifications and or enhancements may be necessary

Assessment of Candidates

The Fresno County SS Teacher Induction program uses a variety of evidence to monitor and support candidates regarding their performance to ensure they are progressing towards meeting program requirements. Coaches submit monthly logs which capture the conversations they have been having, the goals they have been setting, and any "just in time" support provided. The logs are reviewed monthly by Induction Reviewers. Reviewers provide any additional coaching or resources that the candidate and/or coach may need. These logs also document any conversations regarding the ILP or additional upcoming requirements. When it seems like progress is lacking, or goals are not of substance, the Induction Reviewers contact Induction leadership staff who follow up with the candidate and coach. Induction Reviewers are

provided with rubrics and exemplars to ensure that as they are reviewing ILPs, that they are of high quality, and that there is consistency across expectations and submissions ([Exemplar ILP sample](#)). If candidates are not making progress, Induction Reviewers alert Induction leadership staff. Many times, the staff has also been made aware of the situation by the assigned coach. The Induction leadership staff reach out to the candidate and coach to schedule a meeting. They also include the site administrator if additional time in the Induction program may be required for support. Induction leadership staff assist the candidate in recalibrating goals if necessary to ensure relevance. If needed, the Induction leadership staff also grant extensions of requirements to provide additional time.

Each candidate is assigned a specific staff member from the start of the school year. This allows staff to have their own “caseload” of teachers which allows them to check in and provide additional coaching as necessary. The designated team member introduces themselves at the 1st in-person meeting of the year, sends a Welcome Email to their caseload of candidates and coaches, and this list is also posted on the Induction website ([Designated Team Member](#)). The process for getting additional Advice and Assistance is also shared with candidates and coaches at Induction Collaboration. Teachers are provided information regarding program competencies, assessment, and evaluation at Induction Collaboration. Candidates and coaches are provided with a Teacher Program Requirements document. Each piece is discussed, and additional information is provided closer to the start of each requirement. The candidates in the Fresno County SS Teacher Induction Program all have an online system for document submission. The induction dashboard in this system also reflects the same requirements. The status for each document starts as “Not Submitted.” As documents are submitted and approved by their assigned Induction Reviewer, the status changes to “Growth Demonstrated”. If additional information is required, then the reviewer changes the status to “Additional Evidence Needed.” Comments and feedback are always provided by the Induction Reviewers along with the status change. Candidates have a clear visual on their dashboard regarding their progress in Induction program requirements/competencies ([Snapshot of Digital Status](#)). The program consistently reviews candidates’ personal reflections on the CSTPs, monthly coach logs, end of month CSTP reflection(s), and culminating end of year CSTP reflections to assess candidate competence and programmatic improvement. This substantial review process is carried out by the Induction Reviewers. In interviews, it was stated that “through collection and analysis of candidate competence data, a decision was made to differentiate our professional learning offerings and adjust our coach observation of the candidate process” to support programmatic improvement. 80% of candidates reported that their system of support was very helpful in supporting their teaching practice (2024-25 ADS Report).

Program leadership monitors candidates throughout the year and checks for completion of all program requirements. Candidates submit an application for the Clear credential to the program and it is reviewed for the appropriate credential being applied for and verification of renewal requirements. The application is then sent to the Fresno County SS credential analyst to submit to the Commission on Teacher Credentialing for recommendation of the Clear credential.

Findings on Standards

After review of all available information including interviews with candidates, program completers, program personnel, mentors, coaches, and other constituency, the team determined that all Induction program standards are **met** for the Fresno County Superintendent of Schools except for the following:

Standard 3: Designing and Implementing Individual Learning Plans Within the Mentoring System – Met with Concerns

In a review of evidence, including interviews, it was determined that there is not a planned opportunity to modify the ILP as needed. Evidence showed that candidates are responsible for notifying coaches if there is a desire to modify the ILP without a planned opportunity to consider whether or not the ILP needs to be modified.

Clear Administrative Services Credential

Program Design

The Clear Administrative Services Credential (CASC) program is situated within the Educational Innovation and Support Division of the Fresno County Superintendent of Schools (SS). Specifically, it operates under the System Innovation and Improvement department, which also oversees other professional development and leadership initiatives. The leadership of the CASC program is structured with the goal of ensuring high-level oversight and specialized support, by maintaining a consistent presence with partner districts to fulfill the CASC Program Standard Two: Collaboration, Communication and Coordination. The program is part of a unit led by the Executive Director of System Innovation and Improvement and the Assistant Superintendent of Educational Innovation and Support. The internal team consists of Executive Leadership coaches who specialize in systems and leadership, working directly with candidates and the program coordinator to manage the day-to-day operations and candidate progress.

The program maintains strong unit collaboration by coordinating with other accredited programs, including Career Technical Education (CTE) and Teacher Induction. Leadership from these three programs meet quarterly to ensure alignment and share best practices. External coordination is facilitated through combined Advisory meetings for all three programs, as well as regular meetings with District Administrators and the Fresno County SS Cabinet Leadership to ensure the program remains responsive to the needs of the broader educational community. Interviews with district leaders highlighted the success of this coordination, with one lead noting that “the coordination with FCOE and [the district] is brilliant.” This sentiment was echoed often by others, with many district leaders expressing appreciation for the responsiveness of all three programs.

The CASC program is designed as a two-year, individualized, and job-embedded system of mentoring support, grounded in adult learning theory, as required by Program Standard 1: Program Design and Rationale. It features a one-on-one coaching model where skilled administrators provide personalized guidance based on the California Professional Standards

for Educational Leaders (CPSEL). Coaching is delivered through a blended model that includes in-person, virtual, and asynchronous support, allowing for flexibility and real-time application of leadership skills. Coaches are required to hold a Clear Professional Administrative Services Credential and have a minimum of three years of successful administrative experience. Interviews with district leads affirmed that coach recruitment is highly localized and data-informed; for example, large districts utilize informal recommendations from area superintendents and personal analysis of a potential coach's effectiveness at moving staff into leadership positions, while small districts may use teacher surveys regarding administrator effectiveness to identify potential coaches. District leads and coaches confirmed that they all complete the same coach application provided by Fresno County SS and coaches are monitored throughout the program. CASC coaches must also demonstrate knowledge of adult learning development, the CPSEL standards, and the formative assessment process.

The program provides a structured initial and ongoing training schedule, including "Mentoring Trainings for Coaches" and access to a professional learning library. These trainings focus on the "Blended Coaching" model, which aims to move between instructional and facilitative coaching. The CASC program evaluates coach performance through a combination of centralized and district-level oversight. During an interview, the CASC Coordinator discussed the newly implemented standardized feedback tool, now integrated into the coach dashboard of the program's digital portfolio, to review performance metrics. District leads confirmed during interviews that they now utilize a new dashboard for "Cohort-Based Oversight," which one lead described as a "great anchor" for real-time monitoring and noted that the "coaching logs are so much easier to maintain." In instances where coaches operate within specific partner districts, the evaluation process incorporates direct input from the respective District Lead. These evaluative efforts conclude with an annual meeting between the Coordinator and District Lead to assess individual coach progress, monitor candidate development, and review the general efficacy of the coaching partnership.

Fresno County SS's CASC program has demonstrated that they actively seek input from its partners through quarterly leadership meetings and advisory meetings that involve district partners and other key stakeholders. Feedback from these constituencies is used for programmatic changes and continuous improvement. For example, recent updates to the Individualized Learning Plan (ILP) instructions were directly informed by feedback from both candidates and coaches. During an interview, program completers confirmed this responsiveness, stating that "PL facilitators listen and are open to new ideas" and that the "lines of communication are always open."

The quality of coaching services is assessed through real-time monitoring via the program's digital dashboard as the CASC Coordinator evaluates the quality of dialogue between coaches and candidates, ensuring that mentorship remains aligned with program expectations. This was confirmed through interviews with the coordinator, coaches, and district leads and by review of current ILP activity in the dashboard. Additionally, the program has established coaching efficacy protocols within structured coaching meetings to identify and provide targeted support

to coaches who may require further guidance as demonstrated by meeting agendas and materials.

In the last two years, the program has undergone significant enhancements to streamline candidate support and data integration. In September 2025, the program transitioned to a new dashboard interface to improve the feedback loop between coordinators, coaches, and candidates. According to the program's report, "the Automated ILP Feedback System provides instant email notifications for submissions, enabling review cycles to be completed within a 24-48-hour window. Candidates interviewed confirmed that communication occurs within that time window and that this system provides "very quick, specific feedback" that directly guides their work. Additionally, the ILP framework was updated in September 2025 with a stated intent to center on Improvement Science, emphasizing strategic instructional leadership over routine administrative management. This focus was confirmed by district leads, coaches, professional learning providers, and candidates.

Course of Study (Mentor/Coaching System)

As stated in the Fresno County SS's report, the course of study for the CASC program is a two-year, job-embedded, and site-based induction experience designed to foster high-quality leadership through a personalized and interconnected curriculum. This program integrates one-on-one coaching, professional development, and cohort-based learning communities to ensure candidates meet or exceed the California Professional Standards for Educational Leaders (CPSEL). Throughout the two-year sequence, candidates engage in a minimum of 40 annual hours of individualized coaching with a veteran administrator, which includes at least 20 face-to-face contact hours each year to facilitate deep, reflective practice. This structure ensures the program meets Program Standard 4 regarding mentoring and support. One program completer stated that their "Mentor was well matched and diligent," helping them to "memorialize [their] learning." This mentorship is supplemented by 20 to 30 hours of annual professional learning focused on critical leadership areas such as the Principalship, School Climate and Culture, and Instructional Leadership, with mandatory training specifically dedicated to Equity and the Model Code of Ethics. Candidates and professional learning providers discussed these sessions in depth, and both groups shared that candidates examine personal attitudes regarding "privilege and power," creating an environment where a participant recently shared, "I felt safe." The feeling of safety was expressed often in candidate interviews. According to reported (ADS) completer survey responses, 91.5% of candidates report that the program was effective or very effective in preparing them as an educational leader. 91.5% of candidates responded well or very well that the program provided them with the tools to become an effective educational leader. Overall, there is a consistent high trend, comparable to the state average, in the last five years that the program effectively prepared them as an administrator.

A central component of the curriculum is the development and implementation of an Individualized Learning Plan (ILP) for each of the two years, which serves as a roadmap for the candidate's professional growth. Review of current ILP's and interviews of candidates and coaches confirmed that, in consultation with their employer and coach, candidates address individual professional needs as mandated by Precondition 3. The ILP is strategically aligned

with district and site goals and is grounded in a framework of Improvement Science that distinguishes between routine administrative management and strategic instructional leadership. Candidates identify at least two areas of growth and establish SMART goals, collecting evidence of their progress through a series of inquiry cycles, reflection, and collaboration. This process is documented in a digital e-portfolio that allows for real-time monitoring and data-driven dialogue between the candidate, the coach, and the program coordinator. A program completer noted that the “ILP prepared me for setting site goals” and that the focus on evidence helped them see tangible growth.

The mentoring system includes digital platform features, including an automated feedback system that was created to ensure candidates receive substantive review on their goal submissions within a 24- to 48-hour window. Interviews of coaches and candidates confirmed that this is a consistent practice. Regular cohort meetings, candidate-coach sessions, and optional professional learning opportunities provide additional layers of networking and support as candidates progress toward program completion. When logistics or personal needs require a change, the program is responsive; for instance, a candidate noted that when they needed to switch coaches, the coordinator “took care of it quickly.” The course of study culminates in a professional portfolio that represents two years of leadership development and serves as the primary evidence for recommendation for a clear administrative services credential.

Assessment of Candidates

The assessment of candidates within the Fresno County SS CASC program includes many components, which rely on both quantitative and qualitative data, to determine the candidate’s progress towards meeting the standards. The primary evidence used for monitoring includes the Individualized Learning Plan (ILP), specific Problem Statements, SMART Goals, and Final Reflections, all of which are documented within a centralized digital dashboard. Additionally, the program tracks candidate engagement through self-reflections, professional learning logs, and participation in cohort meetings. This data is aggregated into a "Master List" that provides the CASC Coordinator with an overview of each candidate’s status. The CASC Coordinator described her consistent practice of consulting the Master List to monitor the quality of conversation and coaching, which the district leads of larger districts shared as well.

The program employs an automated notification system that alerts both the coach and the CASC Coordinator immediately upon the submission of key program components. These alerts are intended to facilitate expedited review cycles, with a target of providing substantive feedback within a 24- to 48-hour window. This responsive feedback loop is intended to provide the opportunity for timely interventions, such as Zoom consultations, to address challenges as they arise and provide the necessary scaffolding for candidate success. In accordance with Common Standard 2, if a lack of progress is observed, the CASC coordinator convenes a progress review meeting with the candidate and coach to identify "resource gaps" or "conceptual hurdles," as described in the program’s review documents. Candidates are informed about assessment and evaluation processes through the orientation sessions that are intended to emphasize the "why" behind data-driven ILPs and their alignment with the CPSEL.

All assessment instruments, instructions, and resources for data collection are permanently accessible to candidates through the resource tab on the digital dashboard. To verify that candidates have mastered the necessary competencies, the program relies on a partnership between the site-based coach and the CASC Coordinator. Using a centralized digital system, these two parties engage in regular consultation to review evidence of candidate growth and ensure it meets the professional expectations set by the CPSEL. This ensures candidates meet Program Standard 5 regarding the demonstration of professional leadership. One candidate emphasized the long-term impact of this assessment process, stating, “The skills I learned about how to use data has translated to two different positions” since clearing their credential. A dedicated progress-tracking tool is maintained throughout the two-year induction period to provide a clear record of every requirement the candidate has satisfied.

The program also uses assessment data and participant feedback to drive continuous internal improvements. A notable example occurred in late 2025, when the program overhauled its Individualized Learning Plan (ILP) guidelines to focus more heavily on strategic instructional leadership and the principles of Improvement Science. Additionally, program leaders facilitate specialized forums for coaches to discuss instructional hurdles and share effective strategies, which directly informs how the program is refined over time. For instance, the program recently provided coaches with ready-to-use frameworks for Visible Learning (e.g., effect size charts) based on trends identified in candidate feedback surveys. The final step in the assessment process is the formal recommendation for a clear credential, a responsibility held by the CASC Coordinator and program leadership. Before this recommendation is submitted, a comprehensive audit is conducted to confirm that the candidate’s portfolio is complete, all clinical practice hours have been logged, and every program standard has been successfully demonstrated.

Findings on Standards

After reviewing all available information including interviews with candidates, program completers, program personnel, mentors, coaches, and other constituencies, the team determined that all program standards are **met** for the Fresno County SS Clear Administrative Services Credential program.

INSTITUTION SUMMARY

The review team had a positive experience working with the Fresno County Superintendent of Schools (SS) Teacher Induction, Career Technical Education (CTE) and Clear Administrative Services Induction programs. Unit leaders, program staff, partners, mentors, coaches and candidates were welcoming and supportive throughout the review process. At each level, support was a consistent theme. Candidates feel supported by their mentors, program staff feel supported by the institution and the unit supports the credentialing programs. In addition, Fresno County SS as an institution is committed to promoting diversity, equity and inclusion throughout the county.

COMMON STANDARDS FINDINGS

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

| | |
|--|---------------------|
| Common Standard 1: Institutional Infrastructure to Support Educator Preparation | Team Finding |
| 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 Fresno County Superintendent of Schools (SS) supports three credential programs, including Teacher Induction, Career and Technical Education and Clear Administrative Services Credential programs. The vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks. Institution leadership and other program leadership consistently discussed their desire to support new teachers and administrators, acknowledging the wide variety of needs from rural districts with as few as 17 students to their largest district serving over 70,000 students. It is the vision of Fresno County SS to support and serve everyone in their community.

The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs. This was confirmed through interviews with program staff and advisory members. Fresno County SS ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues. This was confirmed through document review and interviews with the Deputy Superintendent, Assistant Superintendents, and Advisory Board. The institution provides the unit with sufficient resources for the effective operation of each credential program. This was confirmed through interviews with advisory board, district stakeholders, candidates and mentors. District leaders emphasized that the programs they offer are nonnegotiable because their districts, especially those in rural areas, lean on the county office for resources and programs to keep educators and leadership in the profession. They have a clear financial process in place to ensure they are able to provide these programs each year in order to serve their community.

The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs. Interviews and document reviews confirmed the unit leadership regularly meet to evaluate program data to make improvements and provide professional learning to meet candidate needs. Interviews with each constituent group confirmed “we are always looking at data, both formal and informal, to make program improvements”. Individuals outside of the institution also commented on the openness and responsiveness of the credential program staff.

Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence. Fresno County SS employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences.

Interviews with program staff and the credential analyst and document reviews confirmed a clear process exists to monitor and ensure that candidates are recommended only when they have met all requirements. Constant communication and clear procedures exist between the credential analysts, program leadership and district partners.

| 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

The Fresno County SS provides support to districts in recruiting, admitting, and retaining candidates across its Teacher Induction, Career Technical Education (CTE), and Clear Administrative Services Credential (CASC) programs. Fresno County SS collaborates with districts to guide recruitment decisions, including outreach to rural communities through the Rural Residency Program, which now includes special education candidates. District feedback and survey data inform recruitment strategies, and grants are pursued to expand rural recruitment. The education unit accepts applicants based on clear criteria that include multiple measures of candidate qualifications.

Appropriate personnel and resources are identified and accessible to support candidate progress. Candidates are paired with trained mentors or coaches who provide individualized guidance through regular meetings, observations, and professional learning opportunities. Mentors receive structured training, ongoing feedback, and system-level support to ensure effective mentoring practices. Processes are in place to reassign mentors when necessary to maintain productive mentor-candidate relationships. One mentor stated, “We meet weekly and review the teacher’s goals and reflections. That consistent check-in makes a real difference in their growth.”

Candidate progress is systematically monitored using evidence from multiple sources. CASC candidates develop Individual Leadership Plans (ILPs) in collaboration with their coaches, supported by timely feedback and reflection data. Teacher Induction candidates create ILPs aligned with the California Standards for the Teaching Profession (CSTPs), establishing measurable goals and reflecting on outcomes. CTE candidates utilize portfolios and mentor logs aligned to Teacher Performance Expectations (TPEs) during their first year and aligned to the CSTPs in their second year to meet clear credential requirements. Progress is documented through coaching logs, classroom observations, participation in professional learning, and program records. Candidates requiring additional support receive targeted interventions, including additional coaching and professional learning.

Candidates receive clear communication regarding program expectations, progress toward competencies, and available support. Structured advisement, mentoring, and use of evidence guide candidate development and ensure program requirements are met. Through these aligned systems, Fresno County SS demonstrates a commitment to supporting a well-prepared educator workforce, ensuring candidates have the guidance, resources, and opportunities necessary for successful entry and retention in the profession.

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

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

Finding on Common Standard 3: Met

Summary of information applicable to the standard

The Fresno County Superintendent of Schools (Fresno County SS) ensures that candidates across Teacher Induction, Career Technical Education (CTE), and Clear Administrative Services Credential (CASC) programs engage in a coherent course of study that integrates program expectations with job-embedded practice. Program design centers on the use of Individual Learning Plans (ILPs), ongoing coaching, professional learning, and standards-based frameworks to guide candidate learning, application, and reflection on practice within their classroom and leadership contexts.

In Teacher Induction, candidates develop ILPs aligned with the California Standards for the Teaching Profession (CSTPs), identifying areas of growth, implementing instructional strategies, and reflecting on outcomes. Coaches support this work through weekly meetings, structured conversation guides, observations, and ongoing documentation of practice. In the CASC program, candidates develop ILPs aligned to the California Professional Standards for Educational Leaders (CPSELs), participate in job-shadowing and cohort learning, and engage in coaching conversations that connect leadership theory to practice. In the CTE program, candidates’ complete coursework and portfolio tasks aligned to the Teacher Performance Expectations (TPEs) and CSTPs, applying their learning directly within their instructional settings.

Across all programs, Fresno County SS collaborates with districts to support the selection of qualified site-based supervisors, mentors, and coaches. These personnel are trained, oriented to their roles, and supported to ensure effective guidance. Shared structures such as ILPs, ongoing coaching, professional learning, and program expectations provide a cohesive framework that allows candidates to learn, practice, and demonstrate the competencies required for their credential. Through field-based experiences and program coursework, candidates apply their learning in their professional settings and receive ongoing feedback to support growth. Data from the 2024–2025 Accreditation Data Dashboard indicates that 96 percent of candidates reported that their mentor or support provider was helpful or very helpful in providing feedback from observations to improve their instruction.

Candidates consistently describe these interactions as meaningful and tailored to their individual needs, with one noting, “My coach helps me focus on my goals and provides strategies I can apply immediately in my classroom.”

Through these integrated structures, Fresno County SS provides candidates with opportunities to learn, practice, and demonstrate the knowledge and skills required for their credential in a cohesive and supported 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 completion data as well as data reflecting the effectiveness of unit operations to improve programs and their services. | Consistently |
| The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key constituencies such as employers and community partners about the quality of the preparation. | Consistently |

Finding on Common Standard 4: Met

Summary of information applicable to the standard

The Fresno County SS credential programs implement a continuous improvement process to assess program and unit effectiveness and make modifications based on findings. Quarterly collaboration meetings across CASC, CTE, and Teacher Induction provide structured opportunities for program staff and leadership to review data, identify trends, and make

adjustments to coursework, fieldwork, and candidate support. As one program leader shared, “These meetings allow us to see patterns across programs and make timely, evidence-based adjustments to support both candidates and coaches.”

The Fresno County SS Advisory Committee supports program improvement by reviewing feedback from all three programs, including input from site and district personnel, institutions of higher education, and, for CTE, community partners. This feedback informs program modifications, including professional learning opportunities and enhancements to feedback systems to better support coaches and candidates.

Candidate and coach surveys are administered at multiple points during the year and provide additional data to guide program adjustments. Findings from these surveys have resulted in specific program changes, including targeted professional learning aligned to candidate needs and expanded offerings such as classroom management training in Teacher Induction and focused instructional sessions in CTE.

Candidate-level data, including ILPs, coaching logs, observations, and dashboard-monitored progress, also informs program improvements. When needed, program staff provide additional resources, refine program components, and implement targeted interventions. Enhanced data systems and structured protocols, including automated ILP feedback and real-time candidate monitoring, support the timely review and use of data to guide these modifications.

Through the use of candidate and program completion data, as well as data reflecting the effectiveness of unit operations, Fresno County SS regularly reviews and modifies its programs. These processes support continuous improvement, strengthen alignment with program standards, and ensure candidates are effectively prepared to serve diverse student populations.

| 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.

Fresno County SS ensures that all candidates enrolled in their teacher induction, career and technical education and clear administrative services credential programs demonstrate the knowledge and skills necessary to educate and support all students in meeting the state adopted academic standards. Induction candidates achieve this through their successful completion of their Individualized Learning Plan as they cultivate their skills while moving toward mastery of the California Standards for the Teaching Profession (CSTP). CTE candidates demonstrate this through coursework completion where students meet competencies in both the Teacher Performance Expectations (TPE) and CSTP.

Clear administrative services credential candidates demonstrate this through successful completion of the Individual Learning Plan as they show growth in each of the California Professional Standards for Educational Leaders (CPSEL). This was confirmed through document reviews and interviews.

Survey data from stakeholders provides evidence that the program has a positive impact on candidate competence and subsequently on student achievement. The State program completer survey substantiates the positive impact on candidates. In the 2024-25 state compiled Completer Survey 94.8% of teacher induction participants, 59.1% of CTE participants and 91.5% of clear administrative services participants stated that the program was very effective or effective in helping develop the skills needed to be successful and grow their teaching practice. All of this data aligns with the state average survey data. One program completer from the Teacher Induction Program stated: "This process was very beneficial. The foundation of what I learned solidified important teaching concepts for me and brought clarity to my professional responsibilities. The program helped me grow in my teaching area and I am very grateful for the opportunity. I brag about FCOE all of the time because I appreciate the warmth of the staff, the reviewers, resources and feedback I received."

The majority reflected that the programs directly impacted their professional practice in numerous ways. These range from developing new skills, to learning new strategies, and even developing meaningful goals and using data in an effective manner. The use of data review and engaging in reflective practice was a consistent theme reported in each credential program.