

**Recommendations by the Accreditation Team and Report of Findings of the
Accreditation Visit for Professional Preparation Programs at
Tulare County Office of Education**

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 **Tulare County Office of Education**. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation with Stipulations** is made for the institution.

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

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

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Preliminary Multiple Subject	7	7	0	0
Preliminary Single Subject	7	7	0	0
Education Specialist Mild to Moderate Support Needs	7	7	0	0
Education Specialist Extensive Support Needs	7	7	0	0
Early Childhood Special Education	7	6	1	0
Teacher Induction	6	5	1	0
Career Technical Education	16	15	1	0

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Preliminary Administrative Services	8	6	2	0
Clear Administrative Services	5	4	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: Tulare County Office of Education

Dates of Visit: March 8-11, 2026

Accreditation Team Recommendation: Accreditation with Stipulations

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
<u>March 13, 2018</u>	<u>Accreditation</u>

Rationale:

The unanimous recommendation of **Accreditation with Stipulations** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with candidates, graduates, faculty, employers, supervising practitioners, and community partners. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit’s operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Preconditions

All general preconditions and preconditions for all credential programs were **met**.

Program Standards

All program standards for the Preliminary Multiple Subject and Single Subject credential programs were **met**.

All program standards for the Preliminary Education Specialist Mild to Moderate Support Needs and Extensive Support Needs credential programs were **met**.

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

All program standards for the Teacher Induction program were **met, except for Program Standard 1, which was met with concerns**.

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

All program standards for the Preliminary Administrative Services credential program were **met, except for Program Standards 5 and 8, which were met with concerns.**

All program standards for the Clear Administrative Services credential program were **met, except for Program Standard 3, which was met with concerns.**

Common Standards

All Common Standards were **met.**

Overall Recommendation

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

The team recommends the following stipulations:

Program Standards

1. That within one year, the institution present a 7th year report to provide an update on those program standards which were met with concerns.

Common Standard 1

2. That within one year, the institution submit evidence that the institution employs, assigns and retains faculty and other instructional personnel with qualifications that 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.

Common Standard 3

3. That within one year, the institution submit evidence that all site-based supervisors are trained in supervision, oriented to the supervisory role, and evaluated and recognized in a systematic manner.

In addition, staff recommends that:

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

- Preliminary Multiple Subject and Single Subject
- Preliminary Education Specialist: Mild to Moderate Support Needs, Extensive Support Needs
- Preliminary Education Specialist: Early Childhood Special Education
- Teacher Induction
- Career Technical Education
- Preliminary Administrative Services
- Clear Administrative Services

Accreditation Team

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Documents Reviewed

Common Standards Submission	Assessment Materials
Program Review Submission	Candidate Handbooks
Common Standards Addendum	Survey Results
Program Review Addendum	Performance Expectation Materials
Course Syllabi and Course of Study	Precondition Responses
Candidate Advisement Materials	Performance Assessment Results and Analysis
Accreditation Website	Examination Results
Faculty Vitae	Accreditation Data Dashboard
Candidate Files	

Interviews Conducted

Constituencies	TOTAL
Candidates	226
Completers	61
Employers	74
Institutional Administration	4
Program Coordinators	10
Faculty	27
TPA/APA Coordinators	2
Field Supervisors – Program	39
Field Supervisors – District	96
Credential Analysts and Staff	12
Advisory Board Members	45
Induction Reviewers	7
TOTAL	603

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

Tulare County Office of Education (Tulare COE) is located in Visalia, California, and serves more than 100,000 students who attend schools throughout Tulare County. Tulare County has a growing population of over 480,000 residents and includes an area of 4,863 square miles. As a service oriented organization, Tulare COE has a rich history of providing its 43 school districts, charter schools and community colleges with high quality support services and programs for students to expand their learning beyond the classroom. Within the student population, 22% are English Learners, 77% receive Free/Reduced Lunch, over 700 students are considered Foster Youth, and the Unduplicated Pupil Count is 79%.

Since the mid-1850s, the Tulare County Superintendent of Schools has worked directly with the school districts in the county to provide support and guidance for their operations. These include staff development and training programs related to new curriculum and instructional procedures; support for new teachers through Teacher Induction Programs; business services; credentialing and teacher recruitment; and technology.

The mission of the Tulare County Office of Education is to provide quality service and support to the students and school districts of Tulare County. This is achieved by promoting lifelong learning opportunities that will help individuals lead healthy and productive lives. Tulare COE is dedicated to work in a collaborative manner with students, parents, school districts, public agencies and communities to prepare students to meet the challenges of the 21st century.

The core values of Tulare COE include the following:

- Building Trusting Relationships
- Communicate with Care
- Grow and Empower
- Commit to Serve

Education Unit

The New Teacher & Leadership Development (NTLD) unit offers a range of programs which provide credential pathways for aspiring teachers and administrators. Serving five counties within California and over 70 school districts, the NTLD unit prides itself on helping aspiring educators. NTLD credentials hold the same value and integrity as credentials earned via university-based programs and are valid anywhere in California. Each program is designed to develop talented, dedicated, and eager educators who are trained to expand equity and access for all students.

Under the direction of the County Superintendent of Schools and the Assistant Superintendent of the District Support Services Division, the New Teacher and Leadership Development (NTLD) unit is led by the NTLD administrator and three Program Managers. Additional staff members include a department secretary and five support staff members.

NTLD is proud to offer the following credential programs: Administrative Services - Preliminary, Administrative Services - Clear Induction; Designated Subjects Career Technical Education;

Education Specialist: Early Childhood Special Education, Extensive Support Needs, and Mild to Moderate Support Needs; Multiple Subject and Single Subject Intern programs; and Teacher Induction. The candidates participating in their preparation programs include the following genders: 62% female candidates, 36% male candidates, 1% Nonbinary candidates and 1% Decline to State. Candidate ethnicity includes: 54% Hispanic/LatinX, 31% White, 4% Black or African American, 4% Asian, 3% Decline to State, 3% Two or more races, 1% Native Hawaiian or Pacific Islander and less than one percent for American Indian or Alaska Native. Helping to serve their candidates, the NTLD unit employs over 188 part-time staff to help instruct, guide, and lead the next generation of educators.

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2024-25)	Number of Candidates Enrolled (2025-26)
Multiple Subject Intern	36	29
Single Subject Intern	44	56
Education Specialist Extensive Support Needs	4	12
Education Specialist Mild to Moderate Support Needs Intern	12	49
Education Specialist Early Childhood Special Education Intern	4	18
Teacher Induction	153	389
Career Technical Education	9	15
Preliminary Administrative Services	12	23
Clear Administrative Services Induction	29	44

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 Multiple Subject and Single Subject Intern

Program Design

In partnership with a consortium of local school districts in Tulare County and adjacent counties, the IMPACT Intern Program (IMPACT) offers Preliminary Multiple Subject and Single Subject Intern Credential Programs. These programs are designed to prepare candidates employed as teachers of record in participating public school districts or charter schools to complete the requirements for a preliminary teaching credential. IMPACT currently has one active satellite program with the Fresno Unified School District (Fresno USD) that offers its candidates an in-person delivery model, allowing Fresno USD to deliver the program in a manner that fits the district's scheduling preferences.

Program leadership meets regularly to coordinate implementation, monitor candidate progress, and ensure alignment with program expectations and Commission on Teacher Credentialing (Commission) requirements. The program manager meets weekly with program recruitment analysts to oversee day-to-day operations, while general education and education specialist program managers meet weekly to maintain program coherence and alignment across pathways. Program staff work closely with Tulare COE's Credentialing Department to manage intern credential applications and ensure compliance with credentialing requirements.

Monthly meetings, including additional communication as needed, take place between the Tulare COE program manager and the Fresno USD program manager to monitor implementation of the satellite program and review candidate progress. Throughout the year, practicum supervisors and course instructors meet with the program manager to maintain alignment between coursework and fieldwork expectations, review policies and procedures, and provide feedback that informs ongoing program refinement and continuous improvement.

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

Course of Study (Curriculum and Field Experience)

The programs are delivered in-person, online, or asynchronously. Candidates participate in a two-year preparation model that integrates coursework and field work experiences, including a California Teaching Performance Assessment (CalTPA) seminar course in the second year of the program. Candidates are assigned to a practicum supervisor for fieldwork support and attend courses two nights a week. All candidates complete 132 hours of preservice foundation courses

before entering the credential program, focusing on classroom management, supporting diverse learners, assessment tools, and subject-specific pedagogy. Across the two-year program, candidates in both multiple and single subject programs engage in a sequenced blend of coursework and clinical practice that fosters reflective and data-informed practice.

In the first year, both multiple and single subject candidates focus on equitable and inclusive instruction for diverse learners. The focus includes creating positive learning environments, supporting all learners, and fostering literacy. Some candidates shared that their specific subject areas did not receive the same level of attention and detail in certain courses as those candidates in more traditional subject areas. First-year candidates engage in the Foundations in Teaching modules and seminars, which are designed to provide additional support in lesson planning, Universal Design for Learning, High-Leverage Practices, and other core instructional strategies that strengthen effective classroom practice.

During the second year, general education candidates focus on completing the CalTPA within structured support classes. Multiple subject candidates engage in coursework that deepens their understanding of subject-specific pedagogy for their credential area. Single subject candidates participate in coursework that emphasizes the use of assessment to inform instruction while continuing to develop their skills as reflective professional learners.

Coursework is coordinated with fieldwork through a crosswalk that aligns course content with the Teaching Performance Expectations (TPEs) observed during candidates' clinical practice. This structure ensures that the instructional strategies, pedagogical approaches, and content addressed in coursework are connected to the teaching practices candidates implement in their classrooms. Candidates receive support from practicum supervisors and district-employed mentor teachers. A review of documents and interviews with mentors indicates that mentor teachers receive training on adult learning theory, cognitive coaching, and current program-specific knowledge. In interviews, mentors stated that they were not evaluated or recognized systematically by the program.

Candidates participate in both formal and informal observations with their practicum supervisors each semester to support integration of theory and practice. Formal observations occur three times per semester and include written annotations and a structured debrief that connects the observed instruction to the relevant TPEs and coursework. Candidates receive three informal observations per semester that focus on providing feedback and coaching to support ongoing instructional growth. Program standard 3 states that "clinical supervision... must be archived either by annotated video or scripted observations and evaluated based on the TPEs, which produce data that can be aggregated and disaggregated." However, candidates shared that these informal observations are not formally annotated or scripted but do provide opportunities for reflective dialogue. The candidate's reflection is uploaded into the New Teacher and Leadership Development (NTLD) database.

The program provides systems of support for candidates who are struggling with coursework and/or clinical practice. Supports include additional advisement and targeted assistance when

needed. A review of documents and interviews indicates that Tulare COE and Fresno USD monitor candidate progress through assignment completion, course surveys, and clinical practice hourly logs. If concerns arise in any area of the program, the program manager contacts the candidate to provide guidance and support. In addition, formal protocols are in place to provide increased support when needed, including the development of a support plan and, if necessary, a corrective action plan to help candidates successfully meet program expectations.

Surveys and course evaluations are used to gather data on candidates' coursework and clinical practice experiences. Program managers review this information regularly and use it to inform the program's continuous improvement process. Recent program enhancements informed by assessment data include integrating literacy standards more intentionally across the curriculum, developing TPE-aligned "look-fors" to guide practicum observations, and revising assessment coursework to better align with the expectations and timeline of the TPA cycles.

Assessment of Candidates

Candidates in both the Tulare COE and Fresno USD cohorts are assessed through a combination of coursework, fieldwork, and state-mandated performance assessments. While summative measures such as grade reports, course assessments, and state assessments are used to determine eligibility for recommendation for the preliminary credential, the program emphasizes formative assessment throughout the two-year internship. Formative measures include course assignments, mentor reflection tools (MRT), and formal and informal fieldwork observations. Instructors and supervisors provide specific, timely, and constructive feedback designed to support candidates in meeting the TPEs. Candidates' self-assessment is incorporated to promote cycles of inquiry, reflection, and continuous improvement.

Candidates are informed about assessment expectations and program requirements through multiple communication structures, including Year 1 and Year 2 program orientations, the practicum supervision and fieldwork orientation, course syllabi, and the program handbook. These resources provide information on timelines, grading criteria, assessment requirements, and available supports. Candidates monitor their academic progress through the NTLD database, which provides access to unofficial transcripts and a tracking system for state-mandated assessments and required support hours. Program managers and recruitment analysts monitor candidate progress each semester through review of grades, attendance records, support hour logs, and MRT results.

A review of documents and interviews with candidates, completers, and supervisors, indicates that the program provides targeted support for candidates who experience difficulty meeting expectations. The program manager may collaborate with candidates to develop a support plan or corrective action plan to address concerns related to coursework completion, attendance, participation, grades, GPA, adherence to program policies, or professional dispositions. These plans are intended to provide structured guidance and support to help candidates successfully meet program requirements.

Candidates in both Tulare COE and Fresno USD cohorts receive information about the CalTPA throughout the program. During year 1 orientation, candidates are introduced to the assessment structure, timelines, and expectations. The year 2 orientation provides additional details about the CalTPA courses that support completion of Cycle 1 and Cycle 2. Dedicated CalTPA preparation courses and fieldwork experiences are intentionally aligned to support successful completion of the assessment cycles. The CalTPA coordinator oversees preparation efforts, leads course development and implementation, and conducts data analysis. Individual appointments and office hours for additional support are available with the CalTPA course instructors as needed.

Accreditation Data System (ADS) data show that the Tulare COE overall CalTPA results from 2021-24 have a pass rate of 98%, with two of those years having 100% pass rates, compared to the state average of 92.5%. The average multiple subject pass rate from 2021-24 was 97.4%, with three of those years having 100% pass rates, compared to the state's overall average of 90.2%. Tulare COE's single subject overall pass rate was 98.2%, with 3 of those years having 100% pass rates, compared to the state's overall average pass rate of 94.9%.

Candidates who do not pass a CalTPA cycle meet with the CalTPA coordinator to develop a remediation plan. Before the meeting, the coordinator reviews the candidate's submitted materials to facilitate a discussion for resubmission. Candidates who do not complete both cycles within the two-year program must enroll in the Extended Support Program and participate in ongoing CalTPA workgroup sessions until the assessment requirement is completed.

Assessment data and candidate progress indicators are reviewed by program leadership to monitor candidate performance and inform program improvement. These processes ensure that candidates receive clear expectations, ongoing feedback, and structured support to successfully meet program competencies and credential requirements. One such improvement was increasing the number of CalTPA sessions in the program from two to four.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, supervising practitioners, employers, institutional administrators and staff, and educational partners, the team determined that all program standards are **met** for the Preliminary Multiple Subject Intern and Single Subject Intern Credential programs.

Preliminary Education Specialist Instruction Credential: Mild to Moderate Support Needs Intern and Extensive Support Needs Intern

Program Design

The IMPACT Intern Program (IMPACT) offers Preliminary Education Specialist intern credential programs in Mild to Moderate Support Needs and Extensive Support Needs. The program operates within the New Teacher and Leadership Development (NTLD) unit in the District

Support Services Division. Program leadership includes a full-time program manager responsible for program design and implementation, supported by a recruitment analyst who assists with program coordination and candidate support. Program leadership collaborates with the NTLD Administrator and works with the Tulare COE credentialing department to ensure candidates meet Commission requirements. Communication occurs through weekly meetings among program staff and monthly meetings within the NTLD unit that support collaboration and information sharing across educator preparation programs. The program manager also meets with general education program staff to maintain alignment across programs and with current Commission policies. The program manager works closely with the practicum supervisors, the CalTPA coordinator, onsite mentors, and instructors.

IMPACT gathers input from multiple educational partners to support continuous improvement. The IMPACT Advisory Board meets twice annually and includes district representatives and other educational partners who review program data on candidate progress and exit surveys and provide feedback. Additional input is gathered through leadership meetings that include district partners, representatives from other county offices of education, university partners, and leaders of district candidate programs. Feedback from candidates, mentors, and supervisors is collected through course evaluation surveys, mid-year surveys, exit surveys, and the Commission's Program Completer Survey. District partners provide feedback through the District Pulse Survey and through ongoing communication with program leadership. Interviews with employers indicated that there was "little direct contact with program supervisors" initially and across the school year. Mentor selection is primarily site-determined and if an appropriate mentor cannot be found on-site, the program would go off-site to find an appropriate mentor. Employers reported that "most of their contact regarding site interns is through their district offices."

Over the past two years, program leaders reported refining the cohort model and strengthening differentiated coursework to better address the needs of candidates across credential pathways. During this period, the program also expanded collaboration with partner districts, including the implementation of the satellite program with Fresno Unified School District (Fresno USD). Lastly, program leadership shifted in 2024 when a new program manager was hired to oversee all educator preparation program operations.

Course of Study (Curriculum and Field Experiences)

Documentation and interviews indicated that the IMPACT intern program provides a two-year sequence of coursework integrated with job-embedded clinical practice. Candidates are employed as teachers of record in partner districts while completing program coursework and credential requirements. Candidates in the Mild to Moderate Support Needs, Extensive Support Needs, and Early Childhood Special Education programs complete many courses together while engaging in differentiated assignments aligned with their credential area and Teaching Performance Expectations. Coursework is delivered through a combination of in-person, synchronous, and asynchronous instruction to accommodate candidates' employment schedules, with the exception of the Fresno USD cohort, which is offered in-person only.

Prior to program enrollment and based on document review, applicants must meet all program requirements aligned with educator preparation standards. All applicants must complete a prerequisite course, Framework for Teachers (FIT), which totals 136 hours of content presentation in areas including legal and ethical issues, physiology of learning, teacher communication, reading pedagogy, and English learner knowledge and skills. The FIT course was discussed as being designed to ensure that beginning candidates were prepared to begin their internships having met a minimum set of skills to support their success in the classroom. Document review and candidate interviews confirmed the Mild Moderate Support Needs program consists of eight subject matter courses and two clinical practice courses during the first year across two semesters. During the second year, candidates complete eight additional subject matter courses, including two courses supporting Education Specialist CalTPA Cycles 1 and 2, along with two additional clinical practice courses. The Extensive Support Needs program follows a similar structure.

Program documentation, including the course crosswalk table, syllabi, and fieldwork lesson plan templates, reflected that coursework addresses key areas of Education Specialist preparation, including special education law and the individualized education program process, creating positive and supportive learning environments, instructional strategies for diverse learners, Universal Design for Learning, and literacy methods aligned with recently implemented state literacy standards. A review of course syllabi indicates that coursework in both pathways integrates theory, research-based practices, and applied learning opportunities aligned with the Teaching Performance Expectations. Differentiation across credential pathways occurs through credential-specific assignments and the use of guest instructors with specialized expertise. Instructor interview responses reflected that “coursework integrates high-leverage practices and provides differentiated assignments aligned with the needs of candidates in MMSN and ESN programs.” Three instructors also noted that assignments require candidates to analyze student data and develop IEP goals using objective language. The intern site employers stated they “feel that the interns are well supported by the program” and agreed that “course start times can be problematic due to an intern’s responsibilities in their teaching positions.”

Clinical practice occurs through the intern pathway in which candidates complete requirements within their own classrooms. Through partnerships with local districts, candidates serve as teachers of record while completing program requirements. The satellite program with Fresno USD provides an additional delivery model in which coursework is offered in person while candidates complete clinical practice within the district. Program completers reported that these clinical experiences provided meaningful opportunities to teach and receive feedback and helped prepare them to collaborate with general education teachers.

Candidates receive support during clinical practice from both district-employed mentors and program supervisors. Mentors and supervisors participate in program orientations and ongoing training sessions. Program instructors and supervisors meet periodically throughout the year to discuss candidate needs, program expectations, and program updates. These meetings provide opportunities to adjust coursework with clinical practice expectations and to share information about candidate progress.

Assessment of Candidates

Candidates are informed of program expectations and assessment requirements through monthly orientation sessions, the program handbook, and course syllabi. Program staff interviews confirmed that candidates receive information about assessments and program requirements at multiple points throughout the program. Candidates receive feedback on coursework and program expectations through instructor comments, assignment evaluations, rubrics, and ongoing communication with instructors and program supervisors.

Documentation and interviews indicated that candidates are assessed throughout the program using course-based assessments, program evaluations, state-required credential assessments, and six formal observations per year. Coursework assignments aligned with program learning outcomes and the Teaching Performance Expectations (TPEs) provide opportunities for candidates to demonstrate competency in instructional planning, classroom environment, and implementation of special education practices. Program instructors reported “monitoring candidate progress and providing feedback during coursework.”

Candidate progress toward the MMSN and ESN TPEs is monitored through the Mastery and Reflection Tool (MRT). The MRT is completed each term by both the candidate and the practicum supervisor to evaluate candidate growth across the TPEs for the MMSN and ESN credential programs. The tool is cumulative across program terms and uses a developmental scale in which candidates are rated as Beginning, Developing, Applying, or Exemplifying the TPEs. Ratings are informed by evidence gathered through classroom observations and reflective conversations. At least one observation or reflective conversation must be documented each program year to monitor candidate progress. Candidates report that the MRT supports critical reflection and professional growth aligned with the MMSN and ESN TPEs. Program staff also track candidate progress related to assessments, practicum supervision, and program requirements, which are discussed at program-wide meetings held twice yearly and more frequently when individual needs arise.

Program staff described several support structures for candidates experiencing challenges with internship responsibilities, coursework, or assessments. Candidates may seek assistance during weekly office hours or through direct communication with instructors, mentors, and supervisors. Mentors and supervisors provide guidance related to instructional practice and program expectations within the candidate’s school setting. Program documentation and interviews indicated that the program also implements a structured intervention process when additional support is needed. As one staff member explained, “We have what’s called a support plan where the program manager meets with the candidate to determine what additional support they need. The next step above that is a corrective action plan where specific issues and required actions are outlined.”

Candidates provide feedback about their experiences through course surveys, mid-year surveys, exit surveys, and the Commission’s Program Completer Survey. Program leadership indicated that feedback is reviewed as it is received and discussed with program staff to identify trends and areas for improvement. Assessment data from coursework and program surveys are

reviewed by program leadership and staff within the NTLD unit as part of ongoing program evaluation. Feedback from candidates, district partners, and advisory board members informs program modifications and improvements to coursework and candidate support systems.

Candidates in IMPACT are assessed by and required to successfully complete the Education Specialist CalTPA. Candidates are introduced to the assessment during program orientation and supported through coursework aligned with the teaching performance assessment expectations. Course syllabi reflect opportunities for candidates to engage in instructional planning, assessment, and reflection aligned with the performance assessment tasks. Notably, ADS data reflects a 100% pass rate for submitted Education Specialist Teaching Performance Assessments in 2023-2024 and in 2024-2025. Teaching Performance Assessment data are shared with instructors, supervisors, employers, and advisory board members.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, supervising practitioners, employers, institutional administrators and staff, and educational partners, the team determined that all program standards are **met** for the Preliminary Education Specialist Instruction Credential: Mild to Moderate Support Needs and Extensive Support Needs programs.

Early Childhood Special Education Intern

Program Design

The IMPACT Intern Program (IMPACT) is offered through the Tulare County Office of Education's (Tulare COE) New Teacher and Leadership Development (NTLD) unit. The Early Childhood Special Education (ECSE) credential with embedded Autism Authorization is one of three Education Specialist credentials offered. A full-time program manager is responsible for the program development and design, while a recruitment analyst supports the day-to-day program operations. There is a parallel structure for the satellite program in Fresno with a program manager and a recruitment analyst/support person. According to the program manager, IMPACT has graduated four candidates and 18 are currently enrolled in the program. IMPACT has a satellite site in Fresno and is looking to replicate its model in other county offices of education. The program requires 28 units for completion and takes 24 months for those who attend full-time. Candidates engage in 600 hours of clinical practice.

Written documents state that IMPACT prioritizes clear, timely communication and collaboration at the unit and program levels. Data gathered from interviews supports that assertion. Information gathered from program managers, staff, supervisors, and instructors report scheduled weekly, monthly, or term-based meetings as well as ad hoc meetings that support program implementation and continuous improvement activities. Candidates and program completers stated that they regularly meet with the program manager and had access to instructors and supervisors.

Based on interviews with multiple constituents, communication within the program appears to be a strength. For example, district employers commented on how easy it was to reach the program manager and that “the phone was answered every time.” Instructional staff confirmed that they met individually with program managers at the beginning, middle, and end of each course. Instructors reported that program managers meet with them when there are updates to class materials or assignments. Program managers and staff from general education and education specialist programs report a meeting weekly to ensure alignment across programs.

Candidates reported that the program manager and recruiter/analyst will drop in on classes occasionally to visit with the candidates. The program recruiter/analyst believes that by being visible and present, the candidates will be more likely to ask for help if needed or attend office hours. Candidates shared that they see the program recruiters/analysts before classes start, whereas first-year candidates see the program manager weekly as she teaches the year-long seminar class. Some candidates report that they meet with supervisors weekly or more if requested, while others reported less frequent contact with supervisors but stated that they were readily available through Zoom or phone calls.

Advisory board members state that communication between themselves and program leadership is open and bidirectional. For example, data on candidates’ progress, strengths and challenges, and exit surveys are shared in advance of meetings for discussion and feedback. Statewide assessment data are reviewed annually and compared to state averages. The data are used for continuous improvement, and board members feel that the recommendations they make are implemented. For example, one board member recommended a change in course sequence, which was subsequently made.

Employers of IMPACT candidates commended the program for their excellent communication. They appreciated the in-person meetings and relationship they had with the program manager. Employers stated that they felt comfortable in their knowledge of the expectations for district partners and the content of the Memorandum of Understanding between the IMPACT program and the district. One site stated that they have a shared Google document that tracks candidates progress towards their credentials, and another spoke about the ease with which they could communicate with program staff. The recurring comment was, “when I call, they answer the phone.” Employers appreciated being kept in the loop if a candidate was struggling or needed extra support.

Program supervisors spoke of a structured onboarding process that includes several trainings. ECSE supervisors mentioned receiving information about the TPA and use of the Mastery Reflection Tool (MRT) to track candidate mastery of the TPEs. Supervisors reported monthly standing meetings with the program manager and occasional participation in the seminar class. Supervisors stated that they do not, however, have any interaction with site mentors, and there is no formal introduction to the site administrator. Supervisors review candidate and program data to guide them in their supervision and feel “heard” when they make recommendations to program staff. For example, one supervisor reported that it would be more beneficial to video

record candidates during informal observations rather than transcribe the lesson and now that modality is used to observe and provide performance feedback to candidates.

There have been multiple revisions to the program since the program documents were submitted and reviewed. The program manager is relatively new to the program and took over the role in July 2025. They have implemented changes to the courses that have helped to differentiate instruction for ECSE candidates so that the classroom experience better matches ECSE content. While these changes are beneficial to candidates, they have not yet been implemented for the Fresno USD cohort. The recent changes were evident in interviews with instructors and first-year candidates. Candidates nearing the end of their program stated that they did not benefit from credential-specific breakout sessions with those who have expertise in ECSE. The first-year candidates spoke to the benefit of break-out sessions and assignment modifications. This is an area of focus for the program manager who is working on identifying experts in early childhood special education to be guest presenters, lead small group breakout sessions, and assist with modifying assignment descriptions.

A one-credit seminar was recently added to the program for first-year candidates that supports them in making connections between coursework and clinical practice. The seminar is taught by the program manager, and supervisors report that they occasionally attend the seminar. During this course, candidates are assigned to observe a class or program other than their own to experience the continuum of placement options within their credential requirements. The course is not graded or consequential to program completion; however, candidates do not receive credit if they fail to submit assignments in a timely manner.

Candidates who are completing the preliminary credential requirements will meet with program staff to learn about the end-of-program requirements. Included in the presentation is the requirement for candidates to meet with their supervisor and site mentor to develop an Individual Development Plan (IDP). Supervisors and site mentors will also be trained on IDP development and that meeting is scheduled for April 2026.

Course of Study (Curriculum and Field Experience)

The curriculum is a two-year program during which candidates are placed as teachers of record in local districts throughout Tulare and adjacent counties. Candidates from the Fresno cohort stay within that district. IMPACT candidates receive in-person, synchronous, and asynchronous instruction whereas Fresno cohort candidates are taught exclusively face-to-face. Most of the coursework is taken together with the Mild Moderate Support Needs and Extensive Support Needs candidates. However, ECSE candidates take three additional courses to cover the ECSE Teaching Performance Expectations.

Syllabi clearly list program learning outcomes and the TPEs addressed in the course. Assignments list the TPEs that are being introduced, practiced, and/or assessed through that assignment. Course assignments are linked to the credential specialization of the candidates and can be modified to fit the continuum of placements and differing population needs. Employers noted that they saw tremendous growth in candidates over the course of

their program and that, by the end of their program, candidates were well prepared. Overall, the consensus from employer interviews was that candidates were well supported by the program, prepared to teach, and valued by the districts.

Current candidates felt that the course of study prepared them to teach in early childhood special education settings and gain skills expected in the TPEs. For example, during interviews, they shared that course content in the classes specific to early childhood special education provided them with information about developmentally appropriate practices, play based intervention, naturalistic assessment, and a focus on the family. The one exception was that candidates could not recall course content focused on Individualized Family Support Plans (IFSP), even though the course syllabi include the information. Those candidates placed in birth-to-two settings reported that they learned about developing those documents through their employer and/or site mentors.

The academic program is evaluated through multiple avenues. Students complete Course Evaluation Surveys at the end of each course. The surveys are anonymous, but the system allows the program recruiter/analyst to identify who has and has not turned in the surveys and sends out reminders to those who have not completed them. The IMPACT recruiter/analyst reports that, typically, every candidate completes them. Candidates were under the impression that the surveys were mandatory for grades to be released. Instructors and the program manager also hold informal meetings and believe that the candidates are comfortable enough that they will share information with them on what worked and what could be improved upon. Data on student performance is also shared with advisory board members, instructors, and supervisors. Instructors are informally surveyed to determine how each class went and if changes should be made.

Clinical Practice is embedded throughout the program, and candidates are supported in multiple ways. For example, the seminar for first-year students helps candidates make connections between the content they learn in class and their teaching practice. Program completers and candidates stated that the assignments they complete in clinical practice have been meaningful and relevant to their teaching, which is consistent with the program's emphasis on integrated fieldwork and coursework experiences. Candidates agreed that the Mastery Reflection Tool helps them reflect and encourages them to think critically about their teaching. Program completers and candidates gave their highest praise to their supervisors and reported that the support and feedback they received from supervisors is invaluable. All candidates reported that the supervisors were highly responsive to their needs and supported them to the level they requested. Some candidates are matched with supervisors who do not hold the credential or expertise in ECSE. However, candidates reported that those supervisors seek out relevant resources. According to the program manager, finding supervisors and site mentors with the relevant credentials and experience is a priority.

Site or district mentors are district-assigned staff who support the candidates as they begin their teaching. Site mentors receive information and training on their role with the candidates. In instances where the site mentor is a teacher on special assignment or a learning coach, there

was more extensive support. As with supervisors, not all district mentors have the required credentials or expertise in ECSE. This is known to the program manager and is a priority for the program.

Employers and site mentors are familiar with the Memorandum of Understanding between IMPACT and the district as it applies to allowing opportunities to observe and to complete assignments outside of their own classroom or program. For example, ECSE candidates must demonstrate experiences across the continuum of placements, with different ages and disabilities. Candidates reported that site mentors and employers have assisted them in accessing different settings and populations. Course assignments span settings and diagnosed conditions. For example, one instructor shared an assignment that required an in-home observation and interview with families. As candidates complete their program and move into induction, a new policy will be implemented in 2026 in which the supervisor, site mentor, and candidates will meet to create an Individual Development Plan (IDP) for induction. Supervisors stated that they previously had inconsistent interactions with site mentors but agreed that it would be helpful to have triangulation meetings with candidates.

Evaluation of clinical practice for continuous improvement is collected through surveys, review of supervision rubrics, and informal conversations with supervisors, employers, and board members. Advisory Board members routinely review student progress and provide feedback during meetings. Feedback from employers is gathered informally during meetings with the program manager.

Assessment of Candidates

Candidates are assessed through self-assessments, course and fieldwork assignments, supervisor observations, and the Teaching Performance Assessment. The IMPACT Handbook lists all program expectations, including formative assessments, field-based assignments, and assessments required by the state.

The practicum courses in years one and two are used to link assignments to clinical practice and include information on formal and informal observations. There are six formal video-based assessments each year. These observations act as formative assessments and are rated on a four-point Likert scale on a well-articulated rubric across multiple criteria that map onto TPA expectations. Candidates are rated as “beginning”, “developing”, “applying”, or “exemplifying” the designated TPEs. Candidates are also evaluated on six informal observations and two visits, one at the end of each term. During year two, the seminar is used to support candidates as they submit their TPA cycles. The seminar is led by an instructor who holds the Early Childhood Special Education Added Authorization. In the Fresno cohort, the Early Childhood Special Education candidates are in a combined credential seminar with other education specialist candidates due to a small cohort size.

There is a robust multi-tiered system of support for candidates who struggle with program and state-required assessments. The program manager and teaching performance assessment coordinator host weekly office hours. If a candidate is struggling with assessments that are class

or field-based, they meet with the instructor and are given opportunities to revise. If assignments are not submitted, the first course of action is a conversation with the instructor. If warranted, the program manager is brought into the conversation, and a student support plan is developed. The focus of the student support plan is to build on the candidate's assets. If the candidate struggles following the implementation of the support plan, a corrective plan is put in place. A student may be removed from the program if they do not comply with the corrective plan.

Information about the Teaching Performance Assessments is introduced during the initial orientation and information is provided in the IMPACT Handbook. Assignments embedded in the year two seminar are designed to encourage candidates to complete both cycles of the TPA. Supervisors and instructors are trained on the assessments and informed of the guidelines for offering acceptable support. Those guidelines are also listed in Canvas for instructors, supervisors, and candidates. Because the Early Childhood Special Education Teaching Performance Assessment has been recently introduced, there is no data reported yet. The TPA coordinator shared that all eight candidates who submitted the newly introduced assessment this year received passing scores.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, supervising practitioners, employers, institutional administrators and staff, and educational partners, the team determined that all program standards are **met** for the Early Childhood Special Education Intern credential program, except for:

Program Standard 3 – Met with Concerns

The team did not find evidence that all program supervisors have expertise in Early Childhood Special Education, and that all district employed supervisors hold a Clear Early Childhood Special Education credential.

Teacher Induction

Program Design

The Tulare County Office of Education's (Tulare COE) Teacher Induction Program (TIP) is a two-year, job-embedded program comprising 43 districts, including rural and suburban districts, private schools, charter schools, and public schools. The TIP program has 389 candidates in 43 districts. The county office organizational chart and interviews show that TIP falls under the New Teacher and Leadership Development (NTLD) unit, which operates within the District Support Services (DSS) branch. The program is overseen by the NTLD administrator, who reports to the assistant superintendent of DSS and the county superintendent of schools. Day-to-day operations and the development of the program are under the direction of the program manager. Two Induction Program Specialists provide support to the program and collaborate closely with the manager. The program has 14 induction reviewers who read and review the

candidates' assignments in the Canvas Learning Management System (LMS) and report candidates' progress directly to the manager via shared spreadsheets. Finally, the 260 mentors for the program are assigned by districts and report directly to the program manager regarding induction and mentoring.

Because districts are responsible for hiring mentors for their candidates, the process varies by district. Reviewers, however, are hired by Tulare COE, so obtain the position by completing an application and interview. All mentors and reviewers have at least three years of teaching experience and a clear credential. Site and district administrators indicate that they document and ensure credential and subject/grade level matches for their candidates. It is not always possible to make direct matches, especially at more rural schools, so site administrators confirmed that they ensure the candidate has a mentor and support from others to form a system of support. One administrator stated that their school was small enough that everyone provided support. Others mentioned working closely with the program manager to ensure a system of support. During interviews, mentors and reviewers stated that they receive mentor training for the program, including new mentor training, kick-off, monthly meetings for reviewers, and mentoring events and modules to ensure consistent mentor training. The trainings are held in person and virtually. It is most often at these meetings and the meetings for candidates and mentors that the program receives feedback via exit surveys. Mentors commented that the program manager is "always asking for feedback."

The induction program handbook and interviews with constituents indicate that the program's communication has evolved positively over the years. For example, one principal shared, "I think that's one of the best things - the communication." Another mentioned that the manager shares program slide decks with them and indicates that the program manager is "very responsive to calls and emails." Within the program, the manager and specialists meet twice a week to address program needs, address continuous improvement, and prepare for upcoming events. Several mentors commented on the program manager's accessibility, stating that they knew they could call or email them anytime, "including when she is off and probably shouldn't be answering emails." All interviewees mentioned the program manager's office hours as another means of communication. Several candidates indicated that while they had not reached out to the program manager, they knew she and the mentors were "there if I needed something." Besides office hours and events, the program manager communicates with candidates and mentors via email and the Canvas LMS. To ensure ongoing communication and shared knowledge among the Tulare COE programs, the manager meets twice per month with the NTLT administrator and program managers to discuss unit updates, upcoming events, unit- and program-specific data analysis, and continuous improvement efforts. The manager and specialists also participate in the NTLT unit's monthly staff meetings. Reviewers meet with the program manager nine times per year to calibrate expectations for assessing assignments within the ILP and also meet with the manager for individual check-ins in February, during which they can provide program feedback.

Communication is also facilitated through the Canvas LMS, where candidate work is housed. According to mentors and reviewers, each constituent has a different type of access. For

example, mentors have access to their candidate's work as observers, who can read and discuss the ILP with their candidates. Reviewers have access to candidates' assignments, and the program manager can access all assignments and reviews. This allows the program to monitor candidates' progress and reach out if someone is struggling. If many assignments are missed, the reviewers can ask the manager to reach out to the particular candidates and mentors. The program support staff also stated that they can see the work and document progress.

Mentors, candidates, and administrators confirmed that adaptations are part of the program's continuous improvement process. For example, the program has partnered with two outlying school districts to offer kick-off meetings, Year 1 winter meetings, and mentor meetings. These arrangements offer participants geographically convenient meeting locations. A district administrator thanked the program for this change and stated that the program is "very responsive to district needs." Additionally, candidates noted that the Year 2 spring meetings transitioned from in-person to online. These changes proved more convenient for those who must drive long distances to attend meetings. Also, according to the program manager, the mentor meetings will be differentiated between less-experienced mentors and those with more experience for the next school year. This change is in response to feedback from experienced mentors.

According to members of the advisory council, as well as some candidates and mentors, the program has made other changes in response to feedback: providing specific examples to help candidates and mentors understand assignments/tasks; offering office hours; creating a mentor and candidate responsibilities checklist and adding videos with instructions for assignments/tasks.

Course of Study (Mentor/Coaching System)

Mentors and candidates confirmed that they were matched based on their credential type, grade taught, subject area, or proximity. In some cases, even principals can be mentors in smaller, more rural districts. In those cases, district administrators confirmed that they perform candidate evaluations to maintain the separation between induction mentors and evaluating administrators. According to support staff, the program follows up to ensure the mentor's validity and appropriateness. State surveys indicate that 95% of candidates had no significant issues with their mentors. To that end, several candidates indicated that their mentors were "amazing." One candidate stated, "It was fun not to be alone," and another stated that her mentor helped her to be "a little less anxious" about her new job. When asked whether they were told about the process for changing mentors if their match did not work, candidates stated that they were able to follow the process without any trouble. One stated, "My first one didn't work for me, and she felt it too. My second mentor is wonderful." Candidates confirmed that they spend at least one hour per week with their mentor. One mentor said that he saw his candidate several times a day and typically spent more than the required hour together working on the ILP, answering questions, and reflecting on teaching practices.

Candidates' and mentors' onboarding process is initiated by distributing the Induction Eligibility Enrollment Form to human resources personnel in each district. The form serves as the primary

tool for districts to enroll candidates and recommend qualified mentors, as it provides essential credential and assignment information for both. Interviews with program support staff indicate that they use the forms to verify candidate eligibility and mentor qualifications, which includes validating credentials through the Commission database. Candidates confirmed that they receive a welcome letter and a mentor within 30 days of enrollment in the program. Candidates also receive induction onboarding from the program. In the event of a misaligned match, the program manager works with the district to identify and assign another mentor.

After onboarding, candidates and mentors attend a kickoff event to learn about program requirements, including the Individualized Learning Plan (ILP), the California Standards for the Teaching Profession, and the Continuum of Teaching Practice (CTP). Candidates and mentors confirm that this is when ILP work begins. The ILP serves as the guide for the candidates' induction experiences. Interviews and program documents show that the ILP begins with candidates identifying professional growth goals in collaboration with mentors. Candidates and mentors review the Individual Development Plan (IDP) from the preliminary program, classroom experiences, student data, and the CSTP to select a specific CSTP element as the focus of their teaching growth goal. The CTP assesses the current teaching practices specific to the goal, identifies challenges, and facilitates the identification of professional learning experiences. Input and recommendations from mentors and site administrators refine the ILP by supporting candidates' alignment with district initiatives and offering ideas for professional learning. According to candidates, because the ILP is chunked into smaller "assignments," they submit items every few weeks. Their work is guided by their mentors and assessed by reviewers. Some candidates appreciated the feedback, sharing that "You get to watch your growth." On the other hand, some candidates and mentors stated, "It gets discouraging to have reviewers keep sending it back to you." Both mentors and candidates state that the work can be returned for missing a date. Overall, some candidates and mentors expressed concern that the program's emphasis on completing assignments within the online learning management system overshadows the intent of induction to focus on candidate growth and development. Discussion with the program induction team indicates that this feedback will be addressed and modified by the program for Fall 2026.

As candidates progress through the program, they also pursue professional development opportunities aligned with chosen CSTPs and goals. Review of the ILP document shows that candidates apply research in the classroom, gather data, and, in consultation with the mentor, analyze its impact on student learning. Candidates reflect on their progress toward achieving their goal by reflecting on questions and prompts addressed in the ILP. Self-reflection informs future application and guides continued professional learning. Site administrators stated that they want their candidates to have "voice and choice," so they offer many professional learning options. Candidates can choose those that best meet their needs and interests.

The program offers mid- and end-of-year surveys in which candidates and mentors provide feedback to the program. The 2024-25 state program completers' survey indicates that 98% of respondents found the induction program had a positive impact on their teaching and learning and on them as professionals. Additionally, employers indicated that the program manager

solicits feedback several times per year. In regard to mentors receiving feedback on their mentoring, interviews indicated that mentors feel most of their feedback comes from the reviewers on the ILP and the program manager's comments on the ILP and log.

Assessment of Candidates

Candidates are assessed regularly on their ILP by reviewers. Because reviewers respond to the work every few weeks, candidates and mentors are aware of candidates' progress. According to reviewers and program specialists, the assignments are monitored and tracked on the Reviewer Tracker, so the program manager can reach out to candidates who are falling behind or make positive comments on other ILP and assignments. Mentors keep track of hours on logs, which are monitored by program specialists and the program manager. The program tracks the required support hours. Review of the program handbook and interviews with constituents indicate that monthly reminders are sent to candidates and mentors who may be falling short in logging monthly support hours. The program closely monitors the attendance of both candidates and mentors at program meetings.

The program apprises candidates and mentors of the induction process via an asynchronous orientation prior to live kick-off events. In addition to the orientation and kick-off, the program process and requirements are located in the handbook. The program shares examples of completed ILP sections for all to reference.

Program documents and interviews with mentors, reviewers, and specialists confirm that if candidates fall two or more assignments behind or if assignments consistently fail to meet quality expectations, the program manager will meet with the candidate and mentor to discuss the concerns. The program manager will then determine if a support plan is warranted. This individualized plan outlines specific expectations for the candidate and mentor and provides tailored guidance to help them achieve program goals. Additional meetings with the manager serve as check-ins regarding the candidate's and mentor's progress toward meeting the expectations of the support plan. If needed, district staff will be included in the development and implementation of the support plan. A site administrator expressed appreciation for the support plans put in place when issues arise. Along with the feedback from reviewers, mentors provide ongoing feedback through discussions and analyses with candidates. With reviewers, mentors, the program manager, specialists, and the candidates themselves monitoring and confirming progress, a system is in place to ensure that only those who meet the appropriate standards are recommended for the clear credential. The program manager approves the recommendation for the clear credential before sending the recommendations to the Tulare COE credentials unit. Specialist staff check candidates' applications for the clear credential and stay in contact with districts and candidates until the credential has been issued.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, supervising practitioners, employers, institutional administrators and staff, and educational partners, the team determined that all program standards are **met** for the Teacher Induction program, except for:

Program Standard 1 – Met with Concerns

The team did not find sufficient evidence that the Teacher Induction program is designed and implemented to be a robust mentoring system focused on candidate development and growth in the profession.

Career Technical Education

Program Design

The Tulare County Office of Education Designated Subjects Career Technical Education (CTE) Credential Program is housed in the New Teacher and Leadership Development (NTLD) unit, under the purview of the Assistant Superintendent of District Support Services. The program manager works collaboratively with the program’s recruitment analyst to manage day-to-day operations to support candidates, practicum supervisors, and district partners.

The program regularly communicates with district partners, instructors, practicum supervisors, and candidates. Communication is in the form of email and phone correspondence, shared Google Sheets tracking participant success with districts that have more than one candidate, scheduled orientations, and regular meetings. Candidates receive mentorship from program-assigned practicum supervisors multiple times per month through calls, text, email, and discourse through the Canvas platform on observation documentation. The program manager and support staff meet weekly to collaborate on the delegation of responsibilities and uniformity of processes. The NTLD staff meet weekly and monthly to share program goals and ensure a collaborative understanding of program responsibilities for program and candidate success. Program staff additionally works closely with the Tulare COE credentialing department through onboarding and offboarding of candidates.

The program actively seeks feedback from its educational partners. Candidates complete mid-year and end-of-year surveys during each of the two years they are in the program, an exit survey, and the Commission’s program completer survey. Candidates complete course evaluations on each of the required courses. The advisory board consists of program partners and meets semi-annually to collaborate on examining program data, identifying program areas for growth and development, and delivering honest feedback. District partners are invited to participate in NTLD Leadership Team meetings twice per year to receive program updates and to provide the program with feedback. Program leadership attends quarterly CTE Program Consortium Meetings and monthly Commission CTE program hours to collaborate with and gain knowledge from CTE programs statewide.

The CTE program manager was hired in the summer of 2024 and officially took over management of the CTE program as well as the Single Subject and Multiple Subject Intern programs in the summer of 2025. An additional change in leadership occurred in the summer of 2025 when NTLD hired a new unit administrator. In this time, communication has improved with constituents outside of the organization. One educational partner praised Tulare COE for “always being able to reach out but now they are reaching out too.”

Course of Study (Curriculum and Field Experience)

CTE candidates are hired by employing districts and teach for two years in the classroom while simultaneously enrolled in the CTE program to meet CTE Program Standards through coursework that engages them with all Teaching Performance Expectations (TPE) and connects classroom learning to the instructional application in a CTE classroom. Coursework blends asynchronous and synchronous learning opportunities and includes relevant instructional topics such as creating effective learning environments, using technology in the classroom, CTE foundational knowledge, instructional practices in the CTE classroom, creating environments to support student safety and health, and understanding the physiology of learning. Practicum supervisors support candidates through these two years by providing constructive and engaging feedback and bridging the connection between learning and implementing learned concepts. While practicum supervisors are certificated and experienced in CTE teaching, training in supervision and support of CTE practicum supervisors is not evidenced as currently occurring.

There is an additional pathway for teachers who already hold a clear teaching credential and are hired by their district to teach a CTE class and need to clear a CTE Preliminary Credential through one year of teaching and coursework to meet the CTE Program Standards on CTE foundational knowledge. Candidates complete required coursework in critical areas that address CTE teaching of English Learners and special populations, learning to design and incorporate differentiation for students with special needs, such as students with IEPs, 504s, multilingual students, etc. Candidates learn socioemotional and trauma-informed practices. Candidates are also required to log 45 hours of support to build their capacity in working with EL students in the NTLD platform in their first year of the program.

Candidates receive the support of program-assigned practicum supervisors, veteran CTE credential holders who serve in a mentorship capacity for the two years they are enrolled in the CTE program. Practicum supervisors complete six informal and six formal video observations of their assigned candidates annually, providing feedback on TPE implementation in the Mastery Reflection Tool each year, observation of strategies for working with English learners in the Integrated English Learners Development Observation Tool in year one, and coursework-learned teaching strategies.

In addition to serving as instructional support for new CTE candidates, practicum supervisors mentor candidates through coursework and technology assistance with video uploading, TPE alignment in their videos, the facilitation of the Canvas platform, etc. Candidate interviews indicated that practicum supervisors are easily accessible and advocate for their candidates. Candidates were overwhelmingly appreciative of the positive support they receive. Program staff is also mentioned as being readily available to answer questions and support candidates, and the program manager completes site visits to observe the candidates in their instructional practice annually.

Candidates who are struggling with the demands of the program are often able to work alongside their instructor or practicum supervisor to alleviate the situation. When additional support is necessary, the program manager is alerted and holds a meeting with the practicum

supervisor or instructor and the candidate to determine a course of action. If productive change does not occur, the candidate is placed on a contract that commits them to a collectively determined course of action within a specified time frame. The program manager prioritizes site visits for struggling candidates.

Candidates complete end-of-course surveys, mid-year surveys, end-of-year surveys, and exit surveys. Many open-ended questions are embedded in these surveys, asking for transparent and honest feedback pertaining to what is going well with CTE Staff, coursework, instructors, and supervisors, in addition to challenges. Data from these surveys is aggregated and reviewed by the program manager and unit leaders and then brought to the advisory board for review, discussion, and action. Data is shared at Leadership Team meetings with district partners. End-of-course survey data is shared with the course instructor to determine course change. About 90% of exit surveys from the 2025 school year candidates report satisfaction with the effectiveness of the program's structures and processes, particularly commending the flexibility of the program, the accessibility of resources and instructors, and the relevance of the curriculum to the classroom application.

Assessment of Candidates

Candidates are assessed in a variety of capacities over the two-year program. Verification of completion of CTE Teach Early Orientation modules 1-6 must be submitted to the unit before recommendation for a Preliminary CTE Credential and enrollment in the CTE Program. Candidates submit and receive feedback on 12 video observations by their practicum supervisor during each year in the program, annotating their application on each of the TPEs each year. Additional tools that assess candidate's progress include the Integrated English Language Development Observation Tool, the annual Mastery Reflection Tool, and the annual NTLD Grade Report. The course instructor determines competency on CTE Program Standards as met through the course curriculum in required coursework. Candidates record their own completion of 45 hours of professional development in the capacity of working with English Learners in the NTLD platform, and practicum supervisors record support of their candidates in the NTLD platform.

Struggling candidates either self-identify or are identified by the instructor, practicum supervisor, or district employer. These candidates are provided with additional reflective support and assistance to meet program competency on standards-aligned coursework. If candidates are unable to fulfill their requirements, the program manager will work with the candidate to develop either a support plan or a corrective action plan. Through interviews, candidates were overwhelmingly positive about the support they receive from instructors.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, supervising practitioners, employers, institutional administrators and staff, and educational partners, the team determined that all program standards are **met** for the Career Technical Education Credential program, except for:

Program Standard 5 – Met with Concerns

The team did not find evidence that all supervisors and support providers of Career Technical Education teachers are trained in supervision and support of beginning teachers and evaluated for their service to new teachers.

Preliminary Administrative Services

Program Design

The Preliminary Administrative Services Credential (PASC) program is housed within the Tulare County Office of Education and operates as part of the county's leadership preparation and development initiatives. Program leadership is coordinated through the District Support Services unit and overseen by the program manager, who is responsible for managing both the PASC and Clear Administrative Services Credential (CASC) programs, coordinating instructors, monitoring candidate progress, and overseeing program improvement processes.

Program leadership communicates regularly with instructors, district partners, and program constituents. Coordination occurs through instructor discussions, leadership team meetings, and ongoing communication with program personnel responsible for candidate support and course delivery. These interactions allow the program to review candidate progress, address emerging issues, and implement program improvements based on feedback and data analysis.

Program leadership described several program modifications implemented during the past two years based on candidate and program data. These changes include improvements to course organization and assignment clarity in Canvas, alignment of survey instruments across credential programs, additional instructional sessions to support candidate success on CalAPA Cycle 2, and development of systems to track candidate employment outcomes after program completion.

The program seeks input from multiple stakeholders, including instructors, district-employed supervisors, advisory board members, employers, and program completers. Advisory board members reported meeting approximately three times per year to review program information, examine candidate data, and discuss program needs. These meetings provide opportunities for regional collaboration among leadership preparation programs and allow advisory members to contribute feedback based on their field experiences.

Advisory board members indicated that they review information related to program enrollment trends, candidate feedback, and CalAPA pass rates. Participants described opportunities to provide feedback regarding candidate preparation and program structures, and several constituents noted that program leaders are responsive to suggestions for program improvement.

District representatives also described communication with school administrators and leadership teams regarding candidate participation in the program, including coordination with site supervisors and mentors who support candidate field experiences.

Course of Study (Curriculum and Field Experience)

The program sequence integrates coursework and field-based leadership experiences designed to support candidates in developing leadership competencies aligned with administrative roles in schools and districts. Coursework emphasizes practical leadership preparation and is designed to connect directly to candidates' professional responsibilities in their schools or districts.

Instructors reported that many course assignments require candidates to apply leadership concepts within their own school contexts. Examples include analyzing district policies, examining student achievement data to identify areas of need, and developing leadership plans or school improvement strategies related to their current roles. Program completers reported that coursework assignments frequently required them to analyze school or district data, review policies, and develop leadership strategies connected to their professional roles. Completers noted that this structure allowed them to apply program learning directly to real leadership situations within their schools or districts.

Evidence reviewed during the site visit indicated that candidates engage in activities related to analyzing student achievement and school climate data and examining factors that influence student outcomes. Instructors reported that coursework assignments require candidates to review data related to student performance and identify areas where leadership strategies may improve outcomes for diverse student populations.

Candidates and program completers described using school and district data to inform leadership decisions and guide improvement initiatives within their professional contexts. These activities support candidates in understanding the needs of diverse learners and considering leadership approaches intended to support equitable outcomes for students.

Fieldwork experiences provide candidates with opportunities to engage in leadership practice under the guidance of district-employed supervisors who serve as site mentors. Supervisors described providing candidates with structured leadership experiences that expose them to a variety of administrative responsibilities during approximately 20 days of fieldwork.

Supervisors reported that candidates participate in activities such as leadership meetings, school improvement discussions, student discipline processes, staff collaboration, and parent communication. These experiences allow candidates to develop a realistic understanding of administrative roles and responsibilities in school settings. A candidate shared, "A lot of what we talked about in the program I was able to apply immediately at my school. It helped me think through real leadership decisions and how to support teachers and students."

Areas identified for potential growth included continued clarification of assignment expectations and timelines for candidates, additional guidance for maximizing fieldwork experiences, and opportunities to strengthen communication structures with supervisors and instructors.

While candidates reported receiving guidance and feedback from instructors and district-employed supervisors, interview responses suggested variability in supervisors' understanding of program expectations and processes, indicating that communication and coordination structures between program leadership and supervisors could be strengthened. In addition to strengthening their systems for candidate guidance and feedback, review of program documentation indicates further opportunities for candidates to learn about the role of schools in preparing K-12 students to actively and productively engage in civic responsibility.

Assessment of Candidates

Candidates are assessed through a variety of performance-based assessments designed to evaluate their ability to apply leadership concepts in educational settings. Instructors reported using leadership projects, written reflections, presentations, and applied assignments connected to candidates' professional responsibilities to assess candidate learning and leadership development.

Candidates are informed about assessment requirements through course materials, program communication, and guidance from instructors and program staff. When candidates require additional assistance with coursework or assessments, instructors and program leadership collaborate to provide individualized support, including additional meetings, opportunities to revise assignments, and instructional sessions designed to address areas where candidates commonly experience difficulty.

Program leadership reviews assessment data, including candidate performance and survey feedback, as part of the program's continuous improvement process. Data related to candidate outcomes and assessment performance are analyzed during leadership meetings and instructor discussions to determine whether adjustments to coursework or program supports are needed.

Coursework and program activities are designed to support candidates in developing leadership competencies aligned with the California Administrator Performance Expectations (CAPE). Instructors reported that coursework includes leadership projects, applied assignments, written reflections, and presentations designed to assess candidates' ability to analyze educational systems and apply leadership strategies in their schools or districts.

Program leaders monitor candidate performance on the California Administrator Performance Assessment (CalAPA) and review candidate submission and pass status data as part of program evaluation processes. Program leadership reported that analysis of candidate performance indicated that CalAPA Cycle 2 presented challenges for some candidates. The overall pass rate in 2024-25 was 88.2%. In response, the program implemented additional instructional sessions designed to strengthen candidate preparation and increase candidate success on this assessment cycle.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, supervising practitioners, employers, institutional

administrators and staff, and educational partners, the team determined that all program standards are **met** for the Preliminary Administrative Services Credential Program, except for:

Program Standard 5 – Met with Concerns

The team did not find evidence that the program prepares each candidate to understand the role of the school in preparing K-12 students to actively and productively engage in civic responsibility.

Program Standard 8 – Met with Concerns

The team did not find evidence that the program includes an effective system of guidance and feedback to candidates on their performance in coursework and fieldwork.

Clear Administrative Services

Program Design

The Clear Administrative Services Credential (CASC) program at the Tulare County Office of Education is designed to support newly appointed school administrators as they complete the induction process while serving in leadership roles within their schools or districts. The program is overseen by the program manager, who coordinates program operations, candidate support systems, instructor collaboration, and program improvement processes. The program emphasizes job-embedded learning, mentorship, and reflective leadership practice. Candidates work with trained district-employed coaches who provide ongoing support through regular meetings, leadership reflection, and guidance aligned with each candidate’s Individual Learning Plan. Program leadership monitors candidate progress through coursework, coaching documentation, and program data to ensure candidates successfully demonstrate the leadership competencies required for clear credential completion.

Program leadership monitors candidate progress in multiple ways, including instructor check-ins, assignment completion tracking, attendance requirements, and internal program databases. When concerns arise regarding candidate progress, instructors communicate with the program manager to develop appropriate support strategies.

The program collects and analyzes several types of data to inform program improvement, including midpoint surveys, end-of-course surveys, instructor feedback, candidate completion data, and employment outcomes after program completion. Program leadership reviews these data with instructors and program staff to identify trends and make programmatic adjustments. Several program improvements have been implemented based on this data analysis. These include improved organization of program materials within Canvas, clearer assignment expectations, additional instructional sessions to support CalAPA success, and development of tracking systems to monitor candidate career advancement following program completion.

The program also receives input from an advisory board composed of regional leadership preparation partners. Advisory members reported meeting approximately three times per year to review program data, discuss emerging needs in educational leadership preparation, and

share practices from their own programs. Advisory board members indicated that they review data such as candidate feedback, enrollment trends, and CalAPA pass rates, and that their input has contributed to program improvements, including adjustments to Individual Learning Plans and enhanced strategies to support candidate success on leadership assessments.

Course of Study (Curriculum and Field Experience)

The CASC program is structured as an induction experience that supports candidates in applying leadership skills in their current administrative roles while receiving ongoing mentorship and coaching. District-employed coaches serve as the primary support for candidates during the program. These coaches provide mentoring, guidance, and feedback as candidates complete program requirements and reflect on their leadership development.

District-employed coaches reported that they typically meet with candidates on a regular basis, often weekly, to discuss leadership challenges, review candidate progress toward their Individual Learning Plans, and reflect on leadership decisions occurring in their school contexts. Coaching conversations frequently focus on real leadership situations such as addressing school emergencies, facilitating difficult conversations with staff or parents, and responding to operational issues within the school environment. One district-employed coach described the reflective nature of these conversations, stating, “Most of our meetings focus on situations the candidate is currently facing at their school. We talk through the challenge, reflect on it, and then plan next steps.”

Interviews with district-employed coaches indicated that coaches provide regular mentoring support to candidates while they serve in administrative roles within their schools or districts. Coaches described meeting frequently with candidates to discuss leadership challenges, reflect on current school situations, and monitor progress toward goals outlined in the Individual Learning Plan. Coaches also emphasized the collaborative nature of the program and the responsiveness of program leadership when questions or concerns arise regarding candidate progress.

While coaches described program leadership as responsive when contacted for support, several participants reported that communication with the program occurs primarily through email or information shared by candidates and noted that they had received limited direct updates regarding program changes, particularly during periods of leadership transition. Some coaches suggested that more regular meetings or structured communication from the program would strengthen alignment between coaching support and program expectations. The team did not find consistent evidence that the program implements ongoing training for coaching, regularly assessing the quality of services provided by coaches to candidates, and creating a clear procedure for reassignment of coaches when necessary.

Coaches described their role as helping candidates connect program learning with leadership practice and supporting candidates in applying leadership strategies within their schools and districts. Through ongoing reflection and discussion, candidates are able to examine their leadership practices and identify areas for growth as they progress through the program.

Program completers reported that program activities were closely aligned with their day-to-day responsibilities as school leaders. Many completers described applying program learning directly to their work with teachers, staff, and school communities. Examples provided by program completers included using student achievement data to guide instructional decisions, facilitating collaborative discussions with teachers regarding instructional improvement, improving testing systems and procedures, and strengthening school culture through improved communication and leadership practices.

Interview data suggest several strengths within the CASC program. Participants consistently highlighted the program's emphasis on practical leadership application, strong mentorship and coaching structures, and alignment of program activities with real administrative responsibilities. Candidates benefit from opportunities to apply leadership learning directly to their work while receiving guidance from experienced administrators serving as coaches and mentors.

The program's flexible structure was frequently highlighted by participants as a strength. Completers reported that the program's design allowed them to balance administrative responsibilities with program requirements while still engaging in meaningful leadership development activities. Completers also emphasized the importance of mentorship and job-shadowing opportunities within the program. Mentors provided guidance during real leadership situations and helped candidates reflect on their leadership decision-making and problem-solving strategies.

Assessment of Candidates

Candidate assessment in the CASC program focuses on performance-based demonstrations of leadership growth and professional development. Candidates engage in reflective activities, leadership projects, and applied assignments designed to demonstrate their ability to implement leadership practices within their school contexts.

Coaches and instructors monitor candidate progress through coaching meetings, reflections on leadership practice, and review of candidate work connected to their Individual Learning Plans. These activities allow coaches and program staff to observe candidate growth and evaluate readiness for continued leadership responsibilities. Program leadership and coaches also review candidates' progress toward the goals identified in the Individual Learning Plan as part of the monitoring process used to determine whether candidates are successfully meeting program competencies and requirements for program completion.

When candidates require additional support, coaches communicate directly with program leadership to determine appropriate interventions. These supports may include additional coaching conversations, increased monitoring of candidate progress, or collaboration with program staff to identify strategies to support candidate success. Program leadership also reviews candidate performance through course completion data, survey responses, and program progress monitoring systems. These data help identify candidates who may need additional support and inform broader program improvement decisions.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, supervising practitioners, employers, institutional administrators and staff, and educational partners, the team determined that all program standards are **met** for the Clear Administrative Services Credential program, except for:

Program Standard 3 – Met with Concerns

The team did not find evidence that the program provides all coaches with ongoing training, regularly assesses the quality of services provided by coaches to candidates, and has a clear procedure in place for reassignment of coaches when necessary.

INSTITUTION SUMMARY

The Tulare County Office of Education (Tulare COE), located in Visalia, California, operates the New Teacher and Leadership Development (NTLD) unit, an educator preparation program accredited by the California Commission on Teacher Credentialing. Serving five counties and over 70 school districts, NTLD offers a comprehensive range of credential programs, including Multiple Subject, Single Subject, Education Specialist, Career Technical Education, Teacher Induction, and Administrative Services programs at both preliminary and clear induction levels.

Tulare COE demonstrates clear organizational strength through a well-defined leadership structure. The County Superintendent serves as Unit Head, with program oversight flowing through the Assistant Superintendent of District Support Services to an NTLD Administrator and three Program Managers. This structure ensures accountability across all credential programs while maintaining compliance with Commission accreditation standards.

Fifty-four percent of NTLD’s candidates identify as Hispanic/LatinX, mirroring the student population they serve. This alignment underscores the institution's genuine commitment to equity and access in educator preparation. With 635 candidates currently enrolled and a support network of over 188 part-time instructional staff, NTLD demonstrates adequate operational capacity to meet regional demand.

Overall, Tulare COE reflects a community-centered institution with a strong commitment to developing the next generation of educators across the five counties and more than 70 school districts it proudly serves.

COMMON STANDARDS FINDINGS

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

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

Tulare County Office of Education's New Teacher and Leadership Development (NTLD) unit demonstrates a well-developed institutional infrastructure that supports educator preparation across multiple credential programs. Across constituent interviews and submitted evidence, NTLD demonstrates a deliberate commitment to the components of Common Standard 1, meeting the standard in all but one area.

NTLD's vision, that teachers and administrators prepared through the unit are dedicated and well-equipped to support California's diverse learner population, is grounded in a research base that draws from established frameworks, including Knowles' Principles of Adult Learning,

Vanderbilt's "How People Learn" framework, California's Quality Professional Learning Standards, and works focused on equity, coaching, and culturally responsive teaching. These foundations reflect alignment with California's adopted standards and the needs of diverse P-12 communities.

Involvement of community partners is a notable strength of the unit. As confirmed in interviews, each credential program maintains advisory boards, instructor meetings, and collaborative planning structures that regularly engage district partners, practicum supervisors, mentors, and instructional staff. At the unit level, the Leadership Team Forum, Tulare COE Board of Education oversight, and District Support Services management meetings ensure program coordination is embedded within the broader institutional structure. This multi-layered engagement reflects genuine investment in shared decision-making across all programs.

NTLD's collaboration with the broader education community is extensive. The unit participates in statewide networks, conferences, and regional meetings, including Cluster 3 Director Meetings, the CA Induction Conference, CA Council on Teacher Education, Credential Counselors and Analysts of CA, and CA County Superintendent's Curricular and Improvement Support Committee, as well as Commission program office hours. These activities connect NTLD faculty and staff with P-12 colleagues, higher education partners, and state-level credentialing leaders, supporting continuous program improvement and professional currency.

According to Tulare COE human resources staff, "NTLD communicates and collaborates with HR to ensure our employees are taken care of." Additionally, one Assistant Superintendent shared that assistant superintendents themselves step into the role of instructor for NTLD courses, which reflects not only the high quality of personnel delivering content but also the genuine commitment of district leadership to the success of these programs. Faculty and instructional personnel across all programs are selected and supported through defined job descriptions, application processes, and structured evaluation tools. In the spirit of continuous improvement, a natural next step will be ensuring that evidence of alignment with each of the four qualification areas for faculty described in Common Standard 1.7 is systematically captured and maintained across all programs.

Faculty development is supported through diversity-focused professional learning incorporated through Tulare COE's Equity Conference, Equity Design Team, and program-specific trainings addressing culturally responsive teaching, Universal Design for Learning, Multi-Tiered System of Supports, and equity-centered coaching. Overall, NTLD's framework for recruitment and faculty development reflects a commitment to supporting both excellence and diversity.

As confirmed in documentation as well as program administrator and credentialing staff interviews, the credential recommendation process is thorough with program-specific checklists, manager reviews, and final approval by the NTLD Administrator before submission to Tulare COE's Credentialing Department for a secondary review. Program leadership and

credentialing staff verify that this dual verification system is working well and reflects effective quality control practices.

Overall, NTLD presents an institutional infrastructure with clearly evidenced strengths in vision coherence, stakeholder engagement, external collaboration, and credential recommendation processes.

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

Tulare COE demonstrates an organized approach to candidate recruitment and support across all credential programs. The evidence submitted reflects approaches in place for attracting various candidates, facilitating smooth program entry, and sustaining individualized support through program completion.

Admission requirements are clearly documented and accessible for each program — iLead PASC, iLead CASC, IMPACT Intern, Teacher Induction, and CTE — with program-specific applications, eligibility requirements, and candidate agreements in place. This consistency across programs reflects a structured and transparent admissions process that candidates and district partners can navigate with clarity.

Tulare COE recruits candidates through a variety of intentional and well-coordinated strategies. Each program employs distinct recruitment strategies appropriate to its candidate population, including information sessions, district outreach, recruitment fairs, social media promotion, and stakeholder-assisted referral networks. The PASC program notably engages past participants and district superintendents as recruitment partners, reflecting a community-embedded approach. The Teacher Induction program leverages existing district relationships through program specialists who facilitate enrollment directly with eligible teachers. Unit-level recruitment is further supported through Tulare COE's communications infrastructure, including social media and the annual report, extending the unit's visibility across the region.

Candidate advisement and support structures are comprehensive and clearly articulated. Upon entry, candidates receive program-specific handbooks, participate in orientations and welcome meetings, and are connected with site-based mentors and program-assigned supervisors who provide individualized support throughout the program. NTLD administrators and CalTPA/CalAPA coordinators maintain office hours and individual appointments to ensure timely, personalized guidance. As confirmed in documentation and interviews, a proactive progress monitoring system is in place across all programs, with candidate status meetings, district collaboration, and clearly defined Support and Corrective Action Plans for candidates identified as not making adequate progress. In addition to these plans, unit leadership provides guidance while maintaining candidate confidentiality throughout the process across all programs. These structures reflect a genuine commitment to candidate retention and success.

Personnel assignments for candidate support are well-defined and appropriately layered, with program facilitators, recruitment analysts, credential analysts, practicum supervisors, mentors, and district liaisons each carrying defined roles within the support structure. The NTLD Administrator serves as a unifying point of accountability, ensuring candidates receive the support they need to be successful. Interviews indicated that program leadership ensures access to support and advisement at the point of onboarding, where candidates are connected directly to program managers, with support staff maintaining that bridge between candidates and leadership as needs arise.

Overall, Common Standard 2 is adequately addressed through the submitted evidence and interviews confirming defined systems for admissions, recruitment, advisement, and candidate support across all programs.

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

Summary of information applicable to the standard

Tulare COE offers a planned sequence of coursework and clinical practice to ensure that all candidates for all programs have the tools necessary to be successful in their work. Evidence of the sequence of coursework and clinical practice for each Tulare COE program was provided on the accreditation website. Interviews with candidates confirmed that coursework is integrated closely with field experiences to provide a cohesive and comprehensive program. Candidates in the preliminary program indicated that “the way they lay out the coursework is so practical” and indicated that the coursework is aligned with the practicum.

Candidates indicated that the supervisors for clinical practice were effective and knowledgeable and supported them throughout the program. A candidate reported, “my mentor was available every week...We met every Tuesday, and I could share my work and get feedback.” Another candidate indicated, “my supervisor and the program director went above and beyond to make a wrong right, and my mentor has been a lifesaver.” An induction candidate shared that their supervisor “helped me set goals to make a difference.” A candidate appreciated the opportunity to visit another school site during their program and commented that “getting to step out of your own school site and see how another school site and other leaders function... there’s a wealth of knowledge all day long.”

A review of the Tulare COE documents indicated that supervisors, mentors, and course instructors were well-qualified based on their credentials and experience. One area of inconsistency was that site-based supervisors did not seem to be evaluated and recognized in a systematic manner for all programs.

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

It is evident that Tulare COE’s programs are committed to an active, continuous improvement process. Tulare COE regularly assesses program effectiveness in relation to each programs’ course of study, fieldwork and clinical practice, and availability of support services. Candidates provide feedback to programs via exit tickets and surveys, direct informal feedback, and challenges shared during office hours. Program managers review data and state survey responses from the Accreditation Data System (ADS) data.

The Advisory Leadership Board indicated that data was shared with them during their four meetings per year. This forum also provided an opportunity for member feedback to Tulare COE. The overarching comment from the Advisory Leadership Board is that Tulare COE is always ready to answer questions, and if they do not have an answer, they will find out the answer and return the call. Open communication with Tulare COE resonated with all of the members. They also noted that when there is a problem, Tulare COE fixes it. Multiple constituents noted Tulare COE’s responsiveness to adapting and modifying programs or processes based on feedback. Numerous candidates shared that they felt their voices were heard by program leaders.

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.

Utilizing a rigorous and comprehensive evaluation process applied across all programs, Tulare COE ensures that candidates preparing to serve as professional school personnel know and demonstrate the knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Providing these programs to schools within Tulare COE has helped numerous small districts to staff their programs through job recruitments and ongoing support. In addition to a set of comprehensive assessments across all Tulare COE programs to ensure candidate competency, including formative and summative measures, candidates and completers across programs shared about the willingness of program faculty and leadership to provide individualized support whenever sought.

Testimonies by candidates and partners support the impact of their programs for schools serviced by Tulare COE. Constituents stated that they came to the interviews because they felt strongly that the program is “amazing” and they were “so glad they found it.” Candidates also reported that “there are high standards, but they get the support they need when they need it”. In addition, employers in many of the districts served by Tulare COE reported “that the program is extremely responsive through picking up the phone or coming to the site.” In additional interviews with candidates in the program, they said that Tulare COE allowed them to change their career and become teachers through the preliminary program. A site

administrator indicated that “it is difficult but helpful,” and the word “grateful” was used by several site administrators to describe how they felt about the program. Another candidate expressed her gratitude to Tulare COE: “I’ve never taught a day in my life before this, and now I feel like I’m running a really good program because of the schooling I’ve had. I don’t know what it would look like without this program.”