

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

Division of Standards, Accreditation, and Workforce Investment

June 2026

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at San Luis Obispo 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** 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
Clear Administrative Services Credential	5	5	0	0
Teacher Induction	6	6	0	0

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

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

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

Institution: San Luis Obispo County Office of Education

Dates of Visit: May 4-6, 2026

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
April 26-28, 2016 Site Visit Report	Accreditation

Rationale:

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

Preconditions

All preconditions have been determined to be **aligned**.

Program Standards

All program standards for the Clear Administrative Services Credential and the Teacher Induction Program were **met**.

Common Standards

All common standards for the Clear Administrative Services Credential and the Teacher Induction Program were **met**.

Overall Recommendation

Based on the fact that the team found that all standards for the Clear Administrative Services Credential and the Teacher Induction program were met and that all Common Standards were met, the team recommends **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:

Clear Administrative Services Credential Teacher Induction

In addition, staff recommends that:

- The institution's response to the preconditions be accepted.
- San Luis Obispo County Office of Education continues in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.
- San Luis Obispo County Office of Education be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.

Accreditation Team

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Programs Reviewers:

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Documents Reviewed

Accreditation Data Dashboard
Accreditation Website
Induction Leadership Council Agendas and Minutes
Candidate Advisement Materials
Candidate and Completer Files
Candidate Inquiry Cycle Files
Candidate, Mentor, and Admin Handbooks
Candidate Orientation Materials
Collaborative Logs
Common Standards Addendum

Common Standards Submission
Induction Meeting Presentations
Mentor Self-Assessment & Feedback Tools
Mentor Training Slideshows
Precondition Responses
Program Review Addendum
Program Review Submission
Reflection Tools
Survey Results

Interviews Conducted

Constituencies	TOTAL
CASC Candidates	22
TIP Candidates	35
CASC Completers	11
TIP Completers	18
Employers/Site Administrators	27
Institutional Administration	3
Program Coordinators	1
Partner District Coordinators	8
Program Support Staff	1
CASC Coaches	16
TIP Mentors	40
Professional Development Providers	12
Credential Analysts and Staff	1
Advisory Board Members	17
TOTAL	212

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

San Luis Obispo County Office of Education (San Luis Obispo COE) is located along the Pacific in the central coast region of the state. Established in 1965, the county office operates a Clear Administrative Services Credential as well as Teacher Induction Program that support 10 school districts that serve nearly 33,000 pupils in 75 schools. San Luis Obispo COE is home to approximately 4,000 staff who serve students who have been identified as 55% socioeconomically disadvantaged, 16% special education, 12.3% English language learners, and 9.5% foster/homeless youth.

San Luis Obispo COE credits the administrator and teacher induction programs with supporting the development of innovative practices as well as educator retention. Beyond the classroom, the work of San Luis Obispo COE extends into the community through Grizzly Academy (a National Guard youth program aimed at intervening in and reclaiming the lives of 16–18-year-old students at risk of dropping out of school), career technical education, wellness centers, and early learning opportunities.

Notably, San Luis Obispo COE schools are regularly recognized for excellence with multiple California Distinguished Schools Awards, almost half of schools earning statewide recognition for positive behavioral supports, and wellness center grants, to name a few. The county prides itself on its collaboratively developed vision and mission statements as well as a commitment to embrace change, challenge the status quo, and strive to create inclusive, equitable, and engaging learning experiences that empower students to thrive.

Education Unit

San Luis Obispo COE is a local education agency that sponsors a Clear Administrative Services Credential (CASC) and teacher induction program (TIP), which serves novice administrators and teachers from within the county’s boundaries as well as the teachers eligible for induction support in five local private and charter schools. The programs are housed within the Educational Support Services Department. The day-to-day operation of the programs is led by a director employed by San Luis Obispo COE and a team of five coordinators from partner districts with the highest number of enrolled teacher induction participants, with frequent participation from the assistant superintendent. For the 2025-26 school year, the programs serve 202 candidates (11 CASC first year, 13 CASC second year, 111 TIP Year 1, 72 TIP Year 2, and 12 TIP ECO) and, on average, recommends approximately 100 candidates for their clear credentials each year.

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2024-25)	Number of Candidates Enrolled (2025-26)
Clear Administrative Services Credential	12	24
Teacher Induction	82	178

The Visit

This site visit was conducted virtually. Institutional and program constituencies were interviewed via technology, and the visit proceeded in accordance with all normal accreditation protocols. This accreditation site visit is one of three where the accreditation team is piloting a new program report template format.

PRECONDITION FINDINGS

After reviewing all relevant preconditions for this institution, all have been determined to be **aligned**.

PROGRAM REPORTS

Clear Administrative Services Credential Program Summary

The San Luis Obispo COE Clear Administrative Services Credential (CASC) program supports new educational administrators/leaders. As described in the participant handbook, the program “is committed to building highly competent, and reflective educators with a focus on increasing equitable outcomes for all students.”

The program strives to provide meaningful and relevant support through ongoing, job-embedded professional development and mentoring/coaching. Additionally, mentors guide candidates in demonstrating growth as they reflect on their practice, collaborate with others in the professional community, and seek opportunities to further develop.

San Luis Obispo COE’s CASC program is designed around three main components: the development of an Individual Induction Plan (IIP), ongoing coaching/mentoring, and continuous professional learning opportunities. Within this structure, candidates receive individualized coaching support to improve their practice, learn professional responsibilities, and positively affect student learning.

The foundation of the program is the Individualized Induction Plan (IIP) which focuses on the California Professional Standards for Education Leaders (CPSELs) and is developed with the assistance of the coach. Candidates initially assess their proficiency based on the CPSELs, independently evaluating their strengths and challenges in each of the elements, and then through a collaborative reflection with their coach. This joint endeavor also serves to inform coaching conversations and goal setting.

As shared by current CASC candidates and program completers, the IIP allows candidates to align their professional activities to the various elements of the CPSELs. One CASC candidate stated, “The IIP allows us to embed our [program] work into our day-to-day practice.” Another candidate shared that the IIP was well-organized and relevant to her job responsibilities which made it easy to weave into her daily work. The ADS data reflects this focus on growth and development, as informed by the CPSELs. In rating program effectiveness in developing the skills and tools needed to become an educational leader, 100% of program completers found the program to be either effective (30.8%) or very effective (69.2%)

When asked about coaching support, specifically in developing the IIP and reflecting on leadership, both current candidates and completers valued the impact of their coaches. One completer mentioned, “My coach was the highlight of the whole thing. I learned a lot from her, and she helped me through the process.” In addition to supporting candidates on the alignment of the CPSELs with day-to-day responsibilities, coaches developed meaningful relationships with

their candidates and provided multiple opportunities for new administrators to reflect on their leadership and to balance their various roles in the interest of self-care.

The 2024-25 ADS data confirms that coaches modeled collegial practices that led to candidate success (84.6%), promoted reflective practices (92.3%), and served as excellent and valuable role models (84.6%).

Professional learning opportunities, another core component of the program, directly support a candidate's individual growth in mastering the CPSELs. With the guidance of their coach, a candidate designs a personalized learning program that aligns with their identified needs and IIP goals. Multiple candidates and completers confirmed that the professional development and networking opportunities provided by the program expanded their knowledge and perception of their leadership role. The focus on self-care also extends into learning opportunities provided by guest speakers and San Luis Obispo COE staff. One completer found it "refreshing that the program cared about us and the longevity of our careers."

Interviews confirm the ADS data for 2024-25 with 100% of candidates stating that they would recommend the San Luis Obispo COE CASC program to potential candidates without reservation.

Clear Administrative Services Credential Program Standard Findings

Program Standard 1: Program Design and Rationale	Team Finding
Induction is the support and guidance provided to novice educators in the early stages of their careers.	<i>No response needed</i>
California's Administrator Induction is an individualized, job-embedded, two-year program, with enrollment in a program expected upon placement in an administrative position, but no later than one year from activation of the preliminary credential.	Consistently
The design of the program is based on a sound rationale informed by theory and research, is primarily coaching-based, and includes personalized learning.	Consistently
Professional learning may be offered through formal and informal partnerships, complements and integrates school and/or district goals, and employs competency indicators that support a recommendation for the clear credential.	Consistently
The program design provides multiple opportunities for candidates to demonstrate growth and competence in the California Professional Standards for Educational Leaders (CPSEL) outlined in Standard 5 .	Consistently
The design of the program allows for enrollment within one year of starting an initial administrative position.	Consistently

Program Standard 1: Program Design and Rationale	Team Finding
Upon program completion, the Induction program sponsor certifies a candidate's ability to demonstrate the administrative and operational knowledge, skills and dispositions needed to effectively lead, manage, and improve educational organizations.	Consistently
Assessment of candidate competence is grounded in the proficiencies expressed in Standard 5 of the Administrative Services Credential Induction Program Standards.	Consistently

Finding on Program Standard 1: Met

Program Standard 2: Program Collaboration, Communication, and Coordination	Team Finding
The induction program formally collaborates with education organizations through partnership agreements to establish a professional education community structure that facilitates and supports induction activities.	Consistently
Each partner's contributions to the design and implementation of candidate preparation and certification are outlined through mutual contract/agreement.	Consistently
Induction programs maintain communication on a regular basis with their partners to ensure that each candidate builds a coherent individualized learning program.	Consistently
The induction program identifies the individual responsible for program coordination, key personnel involved in program implementation, and the reporting relationships between the identified personnel.	Consistently
Program coordination includes admission, advisement, participant support and assessment, coach preparation, and program evaluation.	Consistently
The induction program individualizes professional learning opportunities for each candidate and includes program, employer, partner and high quality professional learning approved by the provider, in support of Standard 5 outcomes.	Consistently
The program regularly assesses the quality of their professional learning offerings using criteria that includes participant feedback and direct observation of offerings.	Consistently
The program leaders provide formative feedback to professional learning providers on their work.	Consistently

Finding on Program Standard 2: Met

Program Standard 3: Selection and Training of Coaches	Team Finding
The induction program selects, prepares, assigns, supports, and supervises coaches, using well-defined criteria.	Consistently
Coaches receive initial training prior to being assigned to a candidate.	Consistently
Initial training includes the development of knowledge and skills of: coaching, goal setting, use of appropriate coaching instruments, and processes of formative and summative assessment designed to support candidate growth in the leadership competencies outlined in Standard 5 of the Administrative Services Credential Induction Program Standards.	Consistently
The program provides ongoing training to refine coaching skills, engage in ongoing professional learning in current educational trends, research and policy changes.	Consistently
The program provides ongoing support for individual coaching challenges, reflection on coaching practice, and opportunities for networking with coaching peers.	Consistently
The program identifies and assigns one of its coaches to each candidate within the first 30 days of days of the candidate's admission to the program, matching the coach and candidate according to defined criteria.	Consistently
Clear procedures are in place for reassignment of coaches, if the candidate/coach pairing is not effective.	Consistently
The program regularly assesses the quality of services provided by coaches to candidates, using criteria including participant feedback, direct observation of coaching, growth of candidate on established criteria, and compliance with program requirements.	Consistently
Induction program leaders provide formative feedback to coaches on their work.	Consistently

Finding on Program Standard 3: Met

Program Standard 4: Professional Learning	Team Finding
The induction program is a composite of the key intersecting elements of individualized coaching, professional learning opportunities, and assessment of skills, dependent upon the identified needs of each candidate, and chronicled on a common document, the individual induction plan (IIP).	Consistently
The induction experience is informed by ongoing assessment and is cyclical in nature.	Consistently
Components include initial assessment, goal setting, a plan that incorporates coaching and professional learning opportunities, ongoing formative assessment and reflection, benchmark and summative assessment and reflects a minimum of 60 clock hours and a maximum of 90 clock hours annually.	Consistently
Section A. The Individual Induction Plan (IIP) The program provides candidates and coaches opportunities to collaboratively develop professional performance goals as part of an annual Individual Induction Plan (IIP) that is grounded in the outcomes of Standard 5 and considers both employer priorities and individual job responsibilities. The IIP serves as the blueprint for the full induction experience, outlining the components of the program that will enable the candidate to meet or exceed established performance goals.	Consistently
Section A. The Individual Induction Plan (IIP) In accordance with Education Code 44270.1(a)(3), the IIP identifies individual needs, based on the candidate's assignment and prior professional experiences, including the assessment that occurs at the end of the preliminary program, if available. The program ensures that the IIP identifies specific performance outcomes and data to be collected to certify demonstration of candidate proficiency in the areas of leadership articulated in Standard 5 of the Administrative Services Credential Induction Program Standards. The IIP is a working document, periodically revisited for reflection and revision. The IIP supports both the coaching and professional learning aspects of the induction program.	Consistently
Section B. Coaching The program implements a research-based coaching model, with a sound rationale, that meets the individual needs of beginning administrators. Coaching is a process and service that is individualized for each candidate, with a common focus of developing leadership competency rather than completion of hours.	Consistently

Program Standard 4: Professional Learning	Team Finding
Section B. Coaching The coaching based induction program provides a minimum of forty hours of job-embedded coaching activities, including site visits, face-to-face meetings, and electronic conversation (e.g. telephone, computer applications) to support the development of leadership competences in response to the complexity of the candidate's administrative position, experience, background, and IIP goals. In order to provide each candidate with the coaching service needed to attain program outcomes, additional coaching hours may be required. Coaching is regular, consistent, and ongoing throughout each year of the two-year program. Coaching is enhanced with technology supports, however it should be primarily in person and at the site.	Consistently
Section B. Coaching The coaching process is one that requires confidential coach-candidate collaboration in self-assessment; investigation and data gathering regarding the circumstances and environment in which the candidate is embedded, and identification of candidate's experience, prior knowledge, and needs; goal setting, that intertwines job-embedded leadership performance with Category III, Standard 5 program outcomes; action planning to guide attainment of goals but which also identifies opportunities for both candidate growth and demonstration of program outcomes; observation and data gathering regarding learning, impact, and leadership performance; ongoing facilitated reflection, formative assessment, adaptation, anticipation, and development of leadership competence; and documentation of growth and attainment of Category III, Standard 5 program outcomes.	Consistently
Section C. Professional Development The program provides professional development offerings (a minimum of 20-30 clock hours annually) addressing needs common to all beginning educational administrators as well as provides differentiated learning opportunities as outlined in the candidates' IIP. It includes reflection on current practice, direct instruction in research-based best practices, modeling, problem-based practice, and opportunities for planning and adaptation to current leadership responsibilities. Professional development provides opportunities for candidates to develop professional networks that share best practices and challenges and garner collegial support. All professional development is designed to support the application and demonstration of program competency outcomes articulated in Standard 5 of the Administrative Services Credential Induction Program Standards, and the attainment of the candidate's IIP goals.	Consistently

Program Standard 4: Professional Learning	Team Finding
Section D. Assessment The induction program develops assessments to measure candidate competence and take into account the highly variable nature of administrative responsibilities. Assessment tools such as rubric based scales, are based on outcomes from Standard 5 of the Administrative Services Credential Induction Program Standards, identified by the program to measure leadership performance, and used to determine candidate growth and competence. Initial, formative, and summative assessments are collaborative, based on data gathered by the candidate, coach, and program.	Consistently
Section D. Assessment The initial induction assessment is designed to measure a candidate’s entry-level competence in each of the program-selected outcomes from Standard 5 of the Administrative Services Credential Induction Program Standards as baseline information that can be compared in future assessments to determine the candidate’s growth over time and overall competency. The initial assessment is informed by multiple measures.	Consistently
Section D. Assessment Formative assessment supports and informs candidates about their professional performance and growth as they reflect and improve upon their practice as part of a cycle of inquiry and continuous improvement. The formative assessment process engages the candidate in gathering evidence about his/her own leadership practice, promotes reflection, documents candidate learning and leadership impact, and identifies next steps in pursuit of IIP goals. It utilizes multiple measures such as self-assessment, observation, and analyses of leadership performance.	Consistently
Section D. Assessment The program conducts a benchmark assessment midway through the program. This evaluates the candidate’s progress toward demonstration of competence. The results of the benchmark assessment are reviewed with the candidate and recorded by the program, with prompt goal and/or IIP revisions, if necessary.	Consistently

Program Standard 4: Professional Learning	Team Finding
Section D. Assessment Prior to recommending each candidate for a Clear Administrative Services Credential, the program determines that each candidate has reached a level of competence meriting possession of a Clear Administrative Services Credential. This determination is based on a review of observed and documented evidence, collaboratively assembled by coach and candidate. This summative review includes a defensible process, an appeal process, and a procedure for candidates to repeat portions of the program as needed. The induction program sponsor and the coach verify that the candidate has met competency expectations for performance as outlined in Standard 5 of the Administrative Induction Program standards.	Consistently

Finding on Program Standard 4: Met

Program Standard 5: Determining Candidate Competence for the Clear Credential Recommendation	Team Finding
Induction programs support candidate development and growth in the following areas of educational leadership, requiring documentation in at least one area of each CPSEL, for a minimum of six areas of competence.	<i>No response needed</i>
CPSEL 1. Development and Implementation of a Shared Vision Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students. Element 1A: Student–Centered Vision Element 1B: Developing Shared Vision Element 1C: Vision Planning and Implementation	Consistently
CPSEL 2. Instructional Leadership Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth. Element 2A: Professional Learning Culture Element 2B: Curriculum and Instruction Element 2C: Assessment and Accountability	Consistently

Program Standard 5: Determining Candidate Competence for the Clear Credential Recommendation	Team Finding
<i>CPSEL 3. Management and Learning Environment</i> Education leaders manage the organization to cultivate a safe and productive learning and working environment. Element 3A: Operations and Facilities Element 3B: Plans and Procedures Element 3C: Climate Element 3D: Fiscal and Human Resources	Consistently
<i>CPSEL 4. Family and Community Engagement</i> Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources. Element 4A: Parent and Family Engagement Element 4B: Community Partnerships Element 4C: Community Resources and Services	Consistently
<i>CPSEL 5. Ethics and Integrity</i> Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard. Element 5A: Reflective Practice Element 5B: Ethical Decision-Making Element 5C: Ethical Action	Consistently
<i>CPSEL 6. External Context and Policy</i> Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices. Element 6A: Understanding and Communicating Policy Element 6B: Professional Influence Element 6C: Policy Engagement	Consistently

Finding on Program Standard 5: Met

Teacher Induction Program Summary

The San Luis Obispo County Office of Education (San Luis Obispo COE) Teacher Induction Program (TIP) supports teachers within its districts, as well as teachers from private and charter schools within its boundaries. The core values of San Luis Obispo COE and its induction programs are connection, collaboration, and continual improvement.

The evidence consistently shows how much candidates appreciate the support from their mentors. During interviews, several candidates expressed gratitude to their mentors for walking hand in hand with them through the Individualized Learning Plan (ILP) and that they

never felt alone. One candidate voiced that she appreciates how her mentor always starts meetings by asking how she is doing. Then together, they problem solve the candidate's current classroom concerns before diving into the induction work. Another candidate shared that their mentor listens to them and allows space for discussion instead of offering a quick fix based on advice from their own experiences. Mentor efficacy is also confirmed in the 2024-25 ADS data as 96.7% of candidates rated their mentor as collaborative or highly collaborative.

In addition to mentor support, San Luis Obispo COE TIP offers their candidates a myriad of opportunities for professional development (PD). According to interviews with PD providers, specific sessions are available that focus on various California Standards for the Teaching Profession (CSTPs), such as family engagement, culturally responsive learning, and social emotional learning. During the 2025-26 school year, the program added a monthly Educational Specialist network where topics such as "how to write an Individualized Education Program (IEP)" and "how not to burn out as a special education teacher" are discussed. San Luis Obispo COE TIP also partners with their SELPA to provide professional development. Mentors confirmed that candidates are provided with several PD opportunities and email reminders are sent to encourage candidates to participate. According to the 2024-25 ADS data, approximately two thirds of program completers indicated that access to available resources had a strong impact on their teaching and learning.

The element that ties all the support pieces together is the Individual Learning Plan (ILP), which is truly individualized and results in both candidate and pupil progress. In interviews, mentors and candidates voiced how accommodating the program is by adjusting the ILP to fit candidates' individual needs. For example, a music mentor mentioned how he was able to meet with program leadership to make specific adjustments to the ILP for his music candidates. Additionally, an education specialist mentor commented that, "BTSA did not align with special education teachers' daily lives. I appreciate how the new induction program has evolved and is relevant for our new teachers." A document review of the ILP confirms that there are a multitude of tools available to candidates and mentors to best meet the needs of the candidate, ranging from lesson planning support to observation tools. In a success story shared during the visit, one candidate saw a 30% increase in the class average on a unit exam after learning how to design assessments to focus on key themes and ideas, while allowing students to retake portions with reworded questions.

All of these program strengths would not be possible without the leadership team. The San Luis Obispo COE director collaborates with five coordinators from the districts within the county that support the largest number of TIP candidates. The leadership council (advisory board) and coordinators agree that the program's prioritization of collaboration and calibration results in a consistent induction experience for all candidates. Interviews of candidates, mentors, coordinators all confirm that program leaders are available and accommodating. It is apparent that the TIP is very teacher and human centered.

TEACHER INDUCTION PROGRAM STANDARDS FINDINGS

Program Standard 1: Program Design	Team Finding
Each Induction program must support candidate development and growth in the profession by building on the knowledge and skills gained during the Preliminary Preparation program to design and implement a robust mentoring system as described in the following standards that helps each candidate work to meet the <i>California Standards for the Teaching Profession</i> .	Consistently

Finding on Program Standard 1: **Met**

Program Standard 2: Components of the Mentoring Design	Team Finding
The Induction program's mentoring design must be based on a sound rationale informed by theory and research, and must provide multiple opportunities for candidates to demonstrate growth in the California Standards for the Teaching Profession.	Consistently
The mentoring approach implemented by the program must include the development of an Individualized Learning Plan (ILP) for candidates based on needs determined by the teacher and program provider, in consultation with the site administrator and guided by the Preliminary Program Transition Plan.	Consistently
The ILP must address identified candidate competencies that support the recommendation for the credential.	Consistently
Mentoring support for candidates must include both "just in time" and longer term analysis of teaching practice to help candidates develop enduring professional skills.	Consistently
The program's design features both individually and as a whole must serve to strengthen the candidate's professional practice and contribute to the candidate's future retention in the profession.	Consistently

Finding on Program Standard 2: **Met**

Program Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System	Team Finding
The Individualized Learning Plan (ILP) must address the <i>California Standards for the Teaching Profession</i> and provide the road map for candidates' Induction work during their time in the program along with guidance for the mentor in providing support.	Consistently

Program Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System	Team Finding
The ILP must be collaboratively developed at the beginning of Induction by the candidate and the mentor, with input from the employer regarding the candidate's job assignment, and guidance from the program staff.	Consistently
The ILP must include candidate professional growth goals, a description of how the candidate will work to meet those goals, defined and measurable outcomes for the candidate, and planned opportunities to reflect on progress and modify the ILP as needed.	Consistently
The candidate's specific teaching assignment should provide the appropriate context for the development of the overall ILP; however, the candidate and the mentor may add additional goals based on the candidate's professional interests such as, for example, advanced certifications, additional content area literacy, early childhood education, case management, evidence-based practices supportive of specific disabilities within the candidate's caseload, consultation, collaboration, co-teaching, and collaborating with para-educators and service providers.	Consistently
Within the ILP, professional learning and support opportunities must be identified for each candidate to practice and refine effective teaching practices for all students through focused cycles of inquiry.	Consistently
The program must assist the candidate and the mentor with assuring the availability of resources necessary to accomplish the ILP.	Consistently
The program must ensure dedicated time for regular mentor and candidate interactions, observations of colleagues and peers by the candidate, and other activities contained in the ILP.	Consistently
In addition, the mentoring process must support each candidate's consistent practice of reflection on the effectiveness of instruction, analysis of student and other outcomes data, and the use of these data to further inform the repeated cycle of planning and instruction.	Consistently
Within the ongoing mentoring interactions, the mentor must encourage and assist candidates to connect with and become part of the larger professional learning community within the profession.	Consistently

Finding on Program Standard 3: **Met**

Program Standard 4: Qualifications, Selection, and Training of Mentors	Team Finding
The Induction program assigns qualified mentors and provides guidance and clear expectations for the mentoring experience based on the program's design.	Consistently
Qualifications for mentors must include but are not limited to: 1) Knowledge of the context and the content area of the candidate's teaching assignment 2) Demonstrated commitment to professional learning and collaboration 3) Possession of a Clear Teaching Credential 4) Ability, willingness, and flexibility to meet candidate needs for support 5) Minimum of three years of effective teaching experience	Consistently
Guidance and clear expectations for the mentoring experience provided by the program must include but are not limited to: 6) Providing "just in time" support for candidates, in accordance with the ILP, along with longer-term guidance to promote enduring professional skills 7) Facilitation of candidate growth and development through modeling, guided reflection on practice, and feedback on classroom instruction 8) Connecting candidates with available resources to support their professional growth and accomplishment of the ILP 9) Periodically reviewing the ILP with candidates and making adjustments as needed	Consistently
The program must provide ongoing training and support for mentors that includes, but is not limited to: 10) Coaching and mentoring 11) Goal setting 12) Use of appropriate mentoring instruments 13) Best practices in adult learning 14) Support for individual mentoring challenges, reflection on mentoring practice, and opportunities to engage with mentoring peers in professional learning networks 15) Program processes designed to support candidate growth and effectiveness	Consistently

Finding on Program Standard 4: **Met**

Program Standard 5: Determining Candidate Competence for the Clear Credential Recommendation	Team Finding
The Induction program must assess candidate progress towards mastery of the <i>California Standards for the Teaching Profession</i> to support the recommendation for the clear credential.	Consistently
The documentation of candidate progress must reflect the learning and professional growth goals indicated within the Individualized Learning Plan and evidence of the candidate's successful completion of the activities outlined in the ILP.	Consistently
Prior to recommending a candidate for a Clear Credential, the Induction program sponsor must verify that the candidate has satisfactorily completed all program activities and requirements, and that the program has documented the basis on which the recommendation for the clear credential is made.	Consistently
The program sponsor's verification must be based on a review of observed and documented evidence, collaboratively assembled by the candidate, the mentor and/or other colleagues, according to the program's design.	Consistently
The Induction program's recommendation verification process must include a defensible process of reviewing documentation, a written appeal process for candidates, and a procedure for candidates to repeat portions of the program, as needed.	Consistently

Finding on Program Standard 5: **Met**

Program Standard 6: Program Responsibilities for Assuring Quality of Program Services	Team Finding
The program must regularly assess the quality of services provided by mentors to candidates, using criteria that include candidate feedback, the quality and perceived effectiveness of support provided to candidates in implementing their Individualized Learning Plan, and the opportunity to complete the full range of program requirements.	Consistently
Induction program leaders must provide formative feedback to mentors on their work, including establishment of collaborative relationships.	Consistently
Clear procedures must be in place for the reassignment of mentors, if the pairing of candidate and mentor is not effective.	Consistently
The program must provide a coherent overall system of support through the collaboration, communication and coordination between candidates, mentors, school and district administrators, and all members of the Induction system.	Consistently

Finding on Program Standard 6: **Met**

INSTITUTION SUMMARY

San Luis Obispo County Office of Education (San Luis Obispo COE) operates a collaborative and thoughtfully designed educator preparation system that includes both the Clear Administrative Services Credential (CASC) program and the Teacher Induction Program (TIP). Grounded in strong partnerships, responsive leadership, and a commitment to continuous improvement, the programs reflect the county office's dedication to supporting both beginning administrators and teachers across diverse local educational agencies. Leadership works closely with participating districts to maintain alignment with California's standards while fostering a shared vision for effective teaching and leadership.

A notable strength of the San Luis Obispo COE programs is their emphasis on individualized support and collaboration. Through structured mentoring and coaching, along with ongoing communication with local educational agencies, candidates receive guidance tailored to their specific professional contexts. Both programs demonstrate a commitment to supporting candidates in meeting induction requirements, including collaborating with local education agencies (LEAs) to address placement challenges and ensure candidates can participate meaningfully in their respective programs. This partnership-based approach contributes to a supportive environment in which candidates feel valued and guided throughout their induction experience.

San Luis Obispo COE also demonstrates a strong commitment to reflective practice and continuous improvement across both programs. Feedback from candidates, mentors, coaches, and partners is consistently gathered and used to inform program decisions and refine program design and implementation. This ongoing cycle of feedback and adjustment supports responsiveness to candidates' needs and contributes to the overall effectiveness of the program.

Overall, the San Luis Obispo COE induction programs reflect a strong foundation built on collaboration, responsiveness, and a commitment to supporting the development of both educators and instructional leaders. With continued attention to formalizing key processes and ensuring consistency across programs and contexts, San Luis Obispo COE is well-positioned to sustain and enhance its effectiveness in preparing educators and administrators to meet the diverse needs of students across the region.

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>

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

Finding on Common Standard 1: Met

Summary of information applicable to the standard

San Luis Obispo COE induction programs demonstrate a coherent and well-organized approach to addressing Common Standard 1. Across both the Teacher Induction Program (TIP) and the Clear Administrative Services Credential (CASC) program, there is a clearly articulated and shared vision focused on developing reflective practitioners, supporting educator growth, and improving outcomes for all students. This vision is consistently communicated through program handbooks, orientations, and professional learning, and is reflected in key components such as individualized learning plans, mentoring, and cycles of inquiry aligned to the CSTPs and CPSELs.

San Luis Obispo COE has established comprehensive structures to support effective program implementation. Roles and responsibilities are clearly defined across the county office, participating local education agencies, mentors, coaches, and candidates, contributing to a shared understanding of expectations. Leadership structures—including collaboration with Educational Support Services Department leadership and advisory bodies such as the Induction Leadership Council—support ongoing communication, coordination, and program oversight, promoting coherence across programs.

Collaboration with partners is embedded in the program design through regular engagement with LEA representatives, TIP coordinators, and regional and higher-education partners. These partnerships provide meaningful opportunities for input and communication across programs. Feedback from partners is actively used to inform program improvements, including adjustments to program tools, mentor support, and training structures. As one educational partner noted, “[The director of induction] is really good at looking at things in real time and making the changes,” reflecting a responsive system of continuous improvement.

San Luis Obispo COE demonstrates a strong commitment to reflective practice and continuous program improvement. Feedback from candidates, mentors, and partners is gathered through multiple measures and used to inform program decisions and refine implementation. As described by program leadership, “We look at what we heard, what we did in response, and whether it had the intended impact,” illustrating a deliberate cycle of using data to guide and evaluate program changes.

There is ample evidence of strong processes for recruiting, supporting, and developing mentors, coaches, and other instructional personnel. Clear selection criteria, combined with ongoing training and feedback, support effective mentoring and coaching practices. Professional learning reflects current educational practices and includes attention to equity and the needs of diverse learners. At the same time, evidence related to targeted recruitment for diversity or representation within the mentor and coach pool is less clearly articulated.

Finally, San Luis Obispo COE has established consistent processes to monitor candidate progress and verify completion of program requirements prior to recommending candidates for the clear credential. Candidate work is reviewed regularly, with timely feedback and ongoing progress monitoring.

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.	Inconsistently
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

The San Luis Obispo COE induction programs demonstrate a clear and structured approach to supporting candidates from admission through completion. Across both the Teacher Induction Program (TIP) and the Clear Administrative Services Credential (CASC) program, systems are in place to support candidates through job-embedded experiences and monitor progress toward meeting program expectations.

Admission processes are defined and aligned to Commission requirements, including verification of credentials and employment. Documents state candidates must hold a valid preliminary credential and be employed in a position that enables participation in induction activities, including being assigned at least 50% within their credentialed area. The enrollment process includes review by the Credential Manager and coordination with participating LEAs to confirm eligibility and placement. In practice, program leadership indicated that when candidates do not meet the 50% threshold, the credential manager collaborates with LEAs to ensure candidates are assigned at least 50% within their credentialed area so that candidates are not denied enrollment. While a process has been developed to address situations where candidates are not yet appropriately placed, it is not consistently documented in program materials such as the handbook.

Once admitted, candidates are supported through structured mentoring and coaching systems that are individualized and grounded in their professional context. Candidates meet regularly with mentors or coaches and engage in cycles of goal setting, reflection, and application through the Individual Learning Plan (ILP) or the Individual Induction Plan (IIP). These processes

are aligned to the CSTPs and CPSELs and provide multiple opportunities for candidates to demonstrate growth over time.

San Luis Obispo COE has established consistent systems for monitoring candidate progress and providing ongoing feedback. Candidate work is reviewed throughout the program, with feedback provided through platforms such as Google Classroom and through direct communication with program staff. Evidence of progress guides support, and candidates requiring additional assistance are identified through ongoing monitoring and provided targeted support, including outreach from program staff and opportunities to revise and strengthen their work. As one educational partner noted, “We ensure that we include multiple people in communication so that nobody gets missed,” reflecting coordinated systems of support and oversight.

Roles and responsibilities for supporting candidates are clearly defined across mentors, coordinators, and program leadership, contributing to a structured and accessible system. Candidates shared during interviews, “Communication was clear, there was never a time that we didn’t know where we were going or what we needed to do.”

Overall, San Luis Obispo COE has developed and sustained clearly defined structures for candidate support and progress monitoring. demonstrates alignment with Common Standard 2 through clearly defined structures for candidate support and progress monitoring.

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

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

Finding on Common Standard 3: Met

Summary of information applicable to the standard

San Luis Obispo COE ensures that candidates in both the Teacher Induction Program (TIP) and Clear Administrative Services Credential (CASC) program engage in a coherent course of study that integrates program expectations with job-embedded practice across diverse educational settings. Serving over 33,000 students across more than 75 schools in 10 districts, candidates work in varied contexts, including significant populations of English Learners and unduplicated pupils, providing meaningful opportunities to develop responsive teaching and leadership practices. As one CASC candidate shared during interviews, “The program doesn’t feel separate from my job—it’s directly connected to what I’m doing every day with students and staff, which makes the learning more meaningful.”

Program design centers on individual plans (ILPs/IIPs), ongoing coaching, structured professional learning, and cross-district collaboration. CASC candidates reported that collaboration with job-alike peers during cohort sessions provides a valuable space to share challenges, exchange strategies, and build networks of support.

In TIP, candidates collaborate with mentors to implement new learning from weekly meetings and professional development, document growth within their ILPs, and reflect on instructional practice through coaching logs and feedback cycles. Interviews with district leaders confirmed that mentors are selected by district partners using established qualifications, aligned to candidate credential areas whenever possible, and supported through initial training and ongoing professional learning.

In the CASC program, candidates engage in IIP-driven leadership development aligned to professional standards, supported by coaches whose experience is matched to candidate roles

when feasible. Coaches participate in initial training, receive ongoing communication and resources, and engage in Coaching Collaboratives to strengthen practice and alignment to program expectations. Interviews confirmed that program staff provide individualized feedback through communication, reminders, and review of coaching logs to ensure consistent support.

Across both programs, intentional structures embedded within meetings and professional learning allow candidates and mentors/coaches to engage with peers from diverse school and district contexts within and beyond the county. These interactions support broader perspectives, collaborative problem-solving, and the application of new strategies aligned to individualized growth goals.

Shared structures—including ILPs/IIPs, coaching logs, professional learning, and clearly defined annual schedules of program activities, deadlines, and feedback cycles—provide a cohesive framework for candidate learning, practice, and demonstration of competency. Review of documents confirms that candidates apply their learning directly within their professional settings and receive ongoing formative feedback to support continuous improvement.

Interviews confirmed that the program collaborates with district partners to ensure the selection, training, and support of qualified site-based supervisors, including mentors and coaches, who are equipped to guide candidates in addressing the needs of diverse student populations. Resources across both programs support mentors and coaches in facilitating candidate growth related to equity, access, and effective instructional and leadership practices.

ADS data shows that 97% of TIP candidates reported that their mentor supported them in reaching their professional learning goals, and 100% of CASC candidates would recommend this credential program to potential candidates. Through these integrated structures, the program provides candidates with sustained opportunities to learn, practice, and demonstrate the knowledge and skills required for their credential in a cohesive, supportive, and contextually relevant manner.

Common Standard 4: Continuous Improvement	Team Finding
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	Consistently
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	Consistently
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	Consistently

Common Standard 4: Continuous Improvement	Team Finding
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

San Luis Obispo COE implements a comprehensive, multi-year continuous improvement process to assess both unit and program effectiveness and to make timely, data-informed modifications. Grounded in improvement and implementation science, the unit systematically examines current conditions and partners with educational partners to strengthen systems that promote equitable outcomes for candidates and the students they serve.

At the program level, effectiveness is regularly assessed through a structured cycle of data collection occurring at multiple points throughout the year. Review of documents confirms that internal data sources include candidate and mentor/coach surveys (mid-year, end-of-year, and ongoing session feedback), attendance and participation records, mentor/coach logs, and completion data. These data provide insight into program quality, candidate engagement, and the effectiveness of support structures. Program staff analyze these data to identify trends, determine areas for improvement, and modify program components to better meet candidate needs.

Candidate performance and growth data are also central to the continuous improvement process. Interviews with candidates confirm that the ILPs and Individualized IIPs are reviewed throughout the year to monitor progress, provide targeted feedback, and identify areas of need at both the individual and program levels. These data ensure that candidates are developing the knowledge and skills necessary for professional practice while informing program adjustments in real time.

The unit incorporates program completion and outcome data, including credential recommendation rates and statewide completer survey data, to evaluate overall program effectiveness. Interviews confirmed that these data are analyzed alongside internal findings to identify patterns in candidate success and areas for program refinement.

External data sources further strengthen the continuous improvement cycle. Enrollment projections, candidate and mentor demographic data (including ADS data), district hiring needs, and feedback from district partners and professional learning surveys are collected and analyzed. These data inform decisions related to program design, staffing, resource allocation, and professional learning offerings, ensuring alignment with partner needs and community contexts. Several interviews confirmed that data is actively used to inform program changes,

with each meeting including a review of updates made in response to feedback, as well as the introduction of new data for ongoing analysis.

Through this comprehensive and cyclical approach, the education unit ensures that multiple measures—including candidate readiness for professional practice and feedback from key educational partners—are continuously used to improve programs and services. This process strengthens alignment with program standards, supports equitable outcomes, and ensures that candidates are effectively prepared to serve diverse student populations.

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

Finding on Common Standard 5: Met

Summary of information applicable to the standard.

San Luis Obispo COE induction programs ensure that all candidates enrolled in Teacher Induction and Clear Administrative Services Credential (CASC) programs demonstrate the knowledge and skills necessary to effectively support all students in meeting state-adopted academic standards. Review of documents confirms that candidates achieve this through successful completion of individualized growth plans (ILPs/IIPs), which guide professional learning, application, and reflection aligned to the California Standards for the Teaching Profession (CSTPs) and the California Professional Standards for Educational Leaders (CPSELs).

Documents reviewed also confirm that program design centers on the development and implementation of purposeful professional learning systems that build educator capacity and directly impact student learning and growth. A structured planning tool is used to support the intentional design and facilitation of professional learning and reflection opportunities. This ensures that candidates engage in practices that are responsive to student needs. As one candidate reflected during an interview, “The ILP process helped me to connect what I was learning directly to what my students needed; it really helped me think through how I plan and how I teach.”

Program impact is evidenced through multiple measures of data collection and analysis. Internal program surveys, along with aggregated data from the ADS dashboard, provide

evidence of candidate competence and program effectiveness. Specifically, 97% of TIP candidates reported that their program was effective at helping them develop the skills, habits, or tools they need to grow in their teaching practice. In addition, 99% of the CASC candidates reported that their program was effective at developing the skills and tools needed to become an educational leader.

The unit and its programs systematically evaluate and demonstrate a positive impact on candidate learning and competence, as well as on teaching and learning in schools serving California's students. Evidence of this impact is seen in candidate growth over time, as documented through ILP/IIP reflections, application of new instructional and leadership strategies, and increased effectiveness in using data to inform practice.

Candidate growth is further demonstrated through ongoing documentation within individualized learning plans, where participants reflect on their practice, analyze data, and set meaningful goals. Review of documents confirms that these reflections provide evidence of growth over time and the application of new strategies that positively influence student achievement.