

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

**Professional Services Division  
March 2018**

**Overview of this Report**

This agenda report includes the findings of the accreditation visit conducted at Los Angeles 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 a 7<sup>th</sup> Year Report** is made for the institution.

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

	<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
1) Institutional Infrastructure to Support Educator Preparation		<b>X</b>	
2) Candidate Recruitment and Support	<b>X</b>		
3) Course of Study, Fieldwork and Clinical Practice	<b>X</b>		
4) Continuous Improvement	<b>X</b>		
5) Program Impact	<b>X</b>		

**Program Standards**

	<b>Total Program Standards</b>	<b>Program Standards</b>		
		<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
Multiple Subject Intern	6	6		
Single Subject Intern	6	6		
Education Specialist: Mild Moderate Intern	16	16		
Education Specialist: Moderate Severe Intern	16	16		
Early Childhood Special Education Intern	16	16		
Added Authorization: Autism Spectrum Disorders	3	3		
Added Authorization: Early Childhood Special Education	4	4		
General Education Induction	6	6		
Education Specialist Induction	7	7		
Clear Administrative Services Induction	5	5		

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Designated Subjects: Career Technical Education	16	13	3	
Designated Subjects: Adult Education	13	11	2	
Designated Subjects: Supervision and Coordination	4	4		

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:** Los Angeles County Office of Education (LACOE)

**Dates of Visit:** February 25-28, 2018

**2017-18 Accreditation**

**Team Recommendation:** Accreditation

Previous History of Accreditation Status	
Date	Accreditation Status
June 25, 2009 <a href="#">Report Link</a>	Accreditation <a href="#">2009 LACOE COA Action</a>

**Rationale:**

The unanimous recommendation of **Accreditation (with a 7<sup>th</sup> Year Report)** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, graduates, and local school personnel. The team felt that it 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:

Program Standards

All program standards were **Met** for the Multiple Subject, Single Subject, Education Specialist Mild/Moderate, Educational Specialist Moderate/Severe, Early Childhood Special Education Intern programs. In addition, all program standards were met for the Clear Administrative Services Induction program, the Supervision and Coordination program, and the Added Authorizations in Early Childhood Special Education and Autism Spectrum Disorder.

All program standards were **Met** for the Designated Subjects: Adult Education program with the exception of Program Standards 8 and 10 which were **Met with Concerns**.

All program standards were **Met** for the Designated Subjects: Career Technical Education program with the exception of Program Standards 1, 6, and 7 which were **Met with Concerns**.

Common Standards

All Common Standards were **Met** with the exception of Common Standard 1 which was **Met with Concerns**.

Overall Recommendation

Given the above findings on Common Standards and program standards, the review team recommends an accreditation status of **Accreditation**. In addition, the review team recommends that the institution provide a 7<sup>th</sup> Year report within one year of the date of COA action to provide an update on those standards which were met with concerns.

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:

Multiple Subject

Preliminary Multiple Subject Intern

Clear Multiple Subject/Single Subject

Teacher Induction (General Education)

Clear Education Specialist Induction  
*(transitioning to Teacher Induction Fall 2018)*

Administrative Services Clear Induction

Single Subject

Preliminary Single Subject Intern

Designated Subjects

Adult Education

Career Technical Education

Supervision and Coordination

Education Specialist Credentials

Mild/Moderate Disabilities Intern

Moderate/Severe Disabilities Intern

Early Childhood Special Education Intern

Education Specialist Added Authorizations

Autism Spectrum Disorders

Early Childhood

Staff recommends that:

- The institution’s response to the preconditions be accepted.
- Los Angeles County Office of Education (LACOE) be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- LACOE continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

## Accreditation Team

**Team Lead:**

**Caryl Hodges**

Notre Dame de Namur University

**Common Standards:**

**Brad Damon**

National University

**Adora Fisher**

Santa Clara County Office of Education

**Programs Cluster:**

**Lisa Darling-Daniel**

Ventura County Office of Education

**Connie Best**

Davis Joint Unified School District

**R.D. Nordgren**

National University

**Staff to the Visit:**

**Cheryl Hickey**, Lead Consultant

**Jake Shuler**, Consultant

Commission on Teacher Credentialing

## Documents Reviewed

Common Standards Submission  
Common Standards Feedback  
Common Standards Addendum  
Course Syllabi  
Candidate Files  
Fieldwork Handbooks  
Survey Results  
Program Assessment Documents  
Program Assessment Feedback  
Program Review Feedback  
Program Summaries  
Mentor Orientation Handbooks  
Advisory Team Agendas/Minutes  
LACOE Public Website  
LACOE Accreditation Website  
Moodle Site  
Canvas, Haiku

Survey Data  
Field Experience Documents  
Course Matrices  
Advisement Documents  
Faculty/Instructor Vitae  
TPA Data  
Course Scope and Sequence  
Precondition Responses  
Biennial Reports  
Instructor Handbooks  
Observation and Contact Logs  
Candidate ePortfolios  
Candidate credential files  
Leadership Team Minutes  
University of San Diego Website

## Interviews Conducted

Stakeholders	TOTAL
Candidates	108
Completers	50
Employers	34
Institutional Administration	26
Program Coordinators	16
Faculty	32
TPA Coordinators	2
Support Providers / Mentors	45
Field Supervisors – Program	20
Field Supervisors – District	12
Credential Analysts and Staff	19
Advisory Board Members	11
<b>TOTAL</b>	<b>375</b>

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

### Background Information

The Los Angeles County Office of Education (LACOE) is the nation's largest regional education agency. Under the leadership of Los Angeles County Superintendent of Schools and the County Board of Education, LACOE supports 80 public school districts and numerous other agencies in providing educational experiences for the region's two million preschool and school-age children.

### Education Unit

The Chief of Human Resources at LACOE is the unit head for all of LACOE's credentialing program. This position is currently vacant. At the time of the site visit the responsibilities of unit head have been assumed on an interim basis by the Director of Human Resources Services. The credential programs are housed within three different divisions of LACOE. The Beginning Teacher Programs, situated within the Division of Human Resources Services, include the Multiple, Single Subject,

and Education Specialist Mild Moderate, Moderate Severe and Early Childhood Special Education intern programs. In addition, the division offers the Added Authorizations in Early Child Special Education and Autism Spectrum Disorders as well as General Education and Education Specialist Induction programs. The Curriculum and Instruction Division offers the Clear Administrative Services Induction Program and the Accountability and Support Services Division offers the Designated Subjects: Adult Education, Career Technical Education, and Supervision and Coordination credential programs. The day to day implementation of the credential programs are led by program directors who report to directors within the respective divisions.

The size and scope of the service area for LACOE is vast. Los Angeles County educates approximately 2 million K-12 students. Over 3,000 candidates are enrolled across all of LACOE’s credential programs. Some of the programs are specific to the Los Angeles basin spanning from Santa Clarita in the north, to as far south as Long Beach, and into the desert communities in the east. The Beginning Teacher, Induction, and Administrative Services credential programs partner with approximately 80 school districts. LACOE partners include districts, numerous charter schools, nonpublic schools, and private schools. In addition, the Designated Subjects credential programs serve districts and candidates statewide.

**Table 1  
Program Review Status**

<b>Program Name</b>	<b>Number of Program Completers (2016-17)</b>	<b>Number of Candidates Enrolled (2017-18)</b>
Preliminary Multiple Subject Intern	0	12
Single Subject Intern	1	16
Mild/Moderate Disabilities Intern	20	55
Moderate/Severe Disabilities Intern	4	12
Early Childhood Special Education Intern	0	7
General Education Teacher Induction	308	511
Special Education Teacher Induction	123	125
Administrative Services Induction	73	148
Adult Education	32	418
Career Technical Education	217	1806



Supervision and Coordination	7	10
Autism Spectrum Disorders Added Authorization	14	73
Early Childhood Added Authorization	13	24

### **The Visit**

Generally, the visit proceeded in accordance with normal accreditation protocols. However, one program sampling reviewer had to cancel on the morning of the first day of the visit due to illness. In her absence, the team lead and other reviewers were able to rearrange the interview schedule and cover all required interviews as well as assisted in drafting the report. In addition, another reviewer became ill on the last day of the visit but was able to complete her assignment.

An additional complexity existed with respect to the origins and history of the district intern programs. In the past, the LACOE district intern program was an arm of the San Joaquin County Office of Education (SJC OE) district intern program. LACOE was approved as its own separate district intern program in 2014. Because of the timing of the separation of LACOE's district intern programs from the SJC OE program, the program assessment process had already concluded under SJC OE's accreditation visit. The site visit reviewers for LACOE's review used the program assessment documents submitted by SJC OE supplemented with more current information from LACOE as to how the program was modified after LACOE began offering its own separate intern program.

**Program Reports**  
**Multiple Subject Intern**  
**Single Subject Intern**  
**Education Specialist Mild/Moderate Intern**  
**Education Specialist Moderate/Severe Intern**  
**Early Childhood Special Education Intern**

**Program Design**

The LACOE District Intern program is designed for individuals who want to be employed as an intern teacher, earn a teaching credential, and attend classes, many of which are held at LACOE headquarters in Downey. LACOE offers district intern credentials in Multiple Subject, Single Subject, Education Specialist Mild/Moderate, Education Specialist Moderate/Severe, and Early Childhood Special Education.

The LACOE Preliminary Multiple Subject, Single Subject Credential, and Education Specialist Credential Programs are offered in an intern format only. Intern candidates are hired as the full-time teacher of record for the employing district or charter school. Candidates within the program work in primarily in Los Angeles County, where 66% of students are eligible for free or reduced school meals. Because of the numerous challenges often associated with schools in high poverty areas, the LACOE District Intern Program design focuses on preparing teachers who can be successful teachers in even the most challenging classrooms in California.

The LACOE Preliminary Multiple Subject, Single Subject, Education Specialist, and Early Childhood Special Education credential programs' mission of teacher preparation for candidates is based on the vision and emphasis of positively affecting all children represented within the Los Angeles area, as defined by the new state standards' definition of the whole child. Coursework and fieldwork experiences are designed to support candidates in addressing both the social and emotional needs of students while keeping content rigorous and relevant. Instructors and practicum supervisors guide candidates to see themselves as change agents for the students they serve.

**Multiple and Single Subject Credential**

The LACOE Preliminary Multiple and Single Subject Program is a job-embedded, two-year Internship. The length of the program, structure of coursework, and field experiences are designed specifically to align with all state preconditions and program standards. LACOE's District Intern Program is in transition this school year. Year Two Candidates are continuing their program following the previous design under the former program standards. Candidates entering the District Intern program in the 2017-18 school year are participating in the program design that is aligned to the new Teaching Performance Expectations (TPEs) and 2015 Preliminary Multiple Subject/Single Subject Program Standards. They will complete the newly adopted CalTPA teaching performance assessment in their second year of teacher preparation.

### Education Specialist Credential

It is the LACOE program's intent to prepare teachers for the multiple possibilities of special education teacher roles (e.g., classroom teacher, inclusion specialist, co-teacher). Education Specialist program coursework is predominantly taught by current special education administrators who are able to expertly weave in theory and apply knowledge of the reality of appropriate application in California classrooms.

The LACOE Preliminary Education Specialist program is a job-embedded, two-year internship. The length of the program, structure of coursework, and field experiences are designed specifically to align with all state preconditions and program standards. The program leadership maintains strict guidelines as to the placement of employed interns by visiting new sites, meeting with site administration and reviewing assigned district employed support. Candidates are assigned a LACOE practicum supervisor to provide programmatic fieldwork support. Candidates also attend courses two nights per week in Downey.

Courses have been modified to include an emphasis on Universal Design for Learning (UDL) and Multi-Tiered System of Supports (MTSS). Because the new verbiage in the TPEs identify inclusion and co-teaching, it was important to ensure that all candidates receive current and relevant information presented in a redesigned course in order to meet the needs all students.

### **Course of Study (Curriculum and Fieldwork)**

Intern program leadership maintains strict guidelines as to the appropriate placement of employed interns by visiting new sites, meeting with site administration and reviewing assigned district employed support. Candidates are assigned a LACOE practicum supervisor to provide programmatic fieldwork support. Candidates also attend courses two nights per week in Downey.

All intern candidates meet with their program practicum supervisors a minimum of twice monthly. Supervisors perform both formal observations and informal meetings each month. In addition, the supervisors meet each semester with the site administrator and district employed support/mentor as required in the program standards. The practicum supervisor provides four semester grades within the length of the candidate's program. The supervisors meet monthly with the program coordinator to review policies, requirements, and communicate status of intern candidates. In interviews with intern candidates it was apparent that a strength of the program is its ability to match program supervisors with candidates by including school type as a consideration in selecting the practicum supervisor in order to ensure the supervisor's contextual experience best supports the candidate.

### **Assessment of Candidates**

Intern candidates are assessed on program competencies in three ways. Candidates self-assess on all domains of the TPEs at the beginning, middle, and end of the two-year program. Practicum supervisors formally observe candidates monthly in relation to TPEs and subject-specific pedagogy, as well as assess and grade candidates each semester using a rubric aligned to the

TPEs. Coursework is the third means by which candidates are assessed. Course objectives are created using the TPE matrix. Instructors assess each objective formatively and summatively.

Intern candidates are advised of program assessment during orientation, at the start of each course, and from communication with the practicum supervisor. Assessment results are communicated within the Canvas Learning Management System, where all final grades are posted. The program coordinator communicates with all faculty and practicum supervisors regarding intern performance and assessment results. The program coordinator meets with candidates at risk of failing to create a remediation plan.

### **Findings on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, program staff, instructors, employers, and mentors, the team determined that all program standards were **Met** for the Multiple Subject, Single Subject, Education Specialist, and Early Childhood Special Education Intern programs at the Los Angeles County Office of Education.

## **Added Authorization: Autism Spectrum Disorders**

### **Program Design**

The LACOE Autism Added Authorization program authorizes the credential holder to conduct assessments, provide instruction and special education-related services to individuals with a primary disability of autism at the grade level and age levels authorized by the prerequisite credential. The enrollment for this program for 2017-18 is 73, with a large contingency of that number planning to begin the program next semester.

Interviews with instructors confirmed the two pathways in which to earn the Autism Added Authorization. Special Education Induction candidates can earn this authorization by embedding the coursework into the 10-12 units of coursework needed to clear the credential. The second path is to enroll any candidate holding an education specialist credential.

### **Course of Study (Curriculum and Fieldwork)**

The Autism Spectrum Disorder course (SPED267, 1 unit) is designed to provide candidates with knowledge of a range of disabilities within autism spectrum disorders and best practice methodologies, including applied behavioral analysis and sensory integration. The Communication and Behavior for Autism Spectrum Disorder course (SPED 258, 2 units) includes the examination of effects of different forms of communication on behavior and a sharing of tools to help improve communication. The Programming Strategies in Autism course (SPED 259, 2 units) and embedded Fieldwork course (1 unit) examine research-based approaches to teaching students with Autism as well as known effective strategies currently approved and used by teachers in the field. These courses are offered in both online and face-to-face format, with instructors given the ability to build in more hybrid delivery as needed.

Instructors indicated being actively involved in building courses in terms of content, curriculum, identifying resources, and the sequence in which the courses are taught. Instructors work together by sharing materials and information as they plan and deliver courses. They are encouraged by program staff to review and refine courses every year and to provide other feedback to the program. Instructors stated a goal of the program as helping to build a tool kit for candidates and to be sure candidates leave class with skills and strategies they can use in their class the next day.

Instructors' spoke of fieldwork as one of the most important features of the program; focusing on implementing strategies from courses in the classroom with someone who is supervising them observing their work. Fieldwork supervisors are usually at the same school site as the candidates; if not, one of the instructors often serves as the supervisor.

Completers of the Autism Spectrum Disorders Added Authorization program confirmed the structure of the program and described courses that were convenient to attend and included rich content that was immediately relevant to their work. They also praised the instructors and the classroom strategies they provided.

Candidates enrolled in the Autism Spectrum Disorders Added Authorization program complete all three courses listed above, including the fieldwork requirement that is embedded within the SPED 259 course. The program may grant equivalencies for certain program requirements by considering previous work experience, relevant professional development or coursework. For consideration of equivalencies, the work must be comparable to the standards as approved.

### **Assessment of Candidates**

Candidates are evaluated by program staff upon completion of each course, as evidenced by passing coursework grades. The fieldwork component is evaluated by a special education site or district administrator.

### **Findings on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, program staff, instructors, employers, and mentors, the team determined that all program standards were **Met** for the Autism Spectrum Disorders Added Authorization at the Los Angeles County Office of Education.

## **Added Authorization: Early Childhood Special Education**

### **Program Design**

The Early Childhood Special Education Added Authorization program is housed in the Beginning Teacher Program unit within the division of Human Resources Services. Candidates enrolled in the Early Childhood Special Education Added Authorization program complete all three courses listed below, including the fieldwork requirement. The program may grant equivalencies for certain program requirements by considering previous work experience, relevant professional development or coursework. For consideration of equivalencies, the work must be comparable to the standards as approved.

Candidates have two pathways in which to earn the Early Children Special Education Added Authorization. Candidates holding a Preliminary Special Education credential who are in the Special Education Induction program can earn this authorization by embedding the courses into the 10-12 units of induction coursework needed to clear their credential. The second path is for candidates not enrolled in the induction program who enroll in the three courses, including fieldwork.

### **Course of Study (Curriculum and Fieldwork)**

The Curriculum and Environments in Early Childhood Special Education course (2 units) focuses on cognitive skills, language and literacy, motor skills, social/emotional growth and communication skills. Candidates demonstrate the ability to create learning environments in a wide range of settings and apply a broad repertoire of evidence-based interventions strategies, adaptations and assistive technologies to maximize a child's learning potential. Candidates demonstrate a variety of strategies, instructional approaches, and assessment procedures to ensure their ability to develop, deliver, integrate, and regularly assess a child's progress.

The Early Language and Communication course (2 units) focuses on the basic principles of increasing school preparedness for children at risk for future reading difficulties. It focuses on communication and its relationship to early literacy development for young children with disabilities. Candidates demonstrate that they can ensure their literacy curriculum is balanced and comprehensive and addresses the full range of language and emergent literacy competencies. The need to recognize the primary language of English learners is emphasized.

The Assessment and Intervention course (2 units) provides candidates with the knowledge of the basic principles, processes, procedures, and instruments that lead to appropriate interventions and well developed IFSPs/IEPs, as well as an understanding of the range of appropriate assessment and evaluation approaches available for children, birth through five years old. Candidates demonstrate an understanding of the IFSP/IEP process and the ability to participate with the family and other members of the team to develop and implement IFSP/IEP and coordination of services. Practicum supervisors observe course content in practice to ensure that a fluid connection exists between coursework and practice.

In the last course, Advanced Special Education Practicum Supervision and Fieldwork (1 unit), each candidate completes a comprehensive study of programs and research in addition to participating as a part of a multi-disciplinary team to assess and develop an appropriate IFSP or IEP including development and implementation of strategies to meet the goals/objectives of the IFSP or IEP and progress monitoring. Candidates are monitored and supervised by personnel holding an Early Childhood Special Education Credential.

### **Assessment of Candidates**

Candidates are evaluated by program staff upon completion of each course as evidenced by passing coursework grades. The fieldwork component is evaluated by a special education site or district administrator.

### **Findings on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, program staff, instructors, employers, and mentors, the team determined that all program standards were **Met** for the Early Childhood Special Education Added Authorization at the Los Angeles County Office of Education.

## **Teacher Induction Programs**

### **General Education Education Specialist**

### **Program Design**

The Los Angeles County Office of Education (LACOE) is the lead educational agency for the LACOE Teacher Induction Programs. This report addresses the General Education and Education Specialist Induction programs at LACOE. As the number of Los Angeles charter schools has grown and local districts have decided not to sponsor induction programs, the LACOE consortium has grown to partner with a total of 75 districts and charter schools on a yearly contract basis. The LACOE Induction Project Director has the authority and responsibility to implement program components under the direction of the consortium's leadership team. The program coordinates services with the liaison and lead coordinator of each district/charter school. District coordinators work closely with the District Superintendent of Human Resource Services and the credential analyst or person responsible for hiring and processing credentials. Coordination within the LACOE consortium is supported by induction lead advisors/program coordinators hired by LACOE and under the supervision of the project director. Each district is assigned a program coordinator to assist with the administration and delivery of the Induction Program. In the case of the General Education Induction program, three coordinators are assigned, one of which is part-time.

The LACOE Education Specialist Induction program is a state approved Induction program designed for education specialists who have a preliminary special education credential and are currently employed in a special education teaching assignment teaching students with

Mild/Moderate Disabilities, Moderate/Severe Disabilities, Severely Handicapped, Deaf and Hard of Hearing, Early Childhood, and other Special Education authorizations.

The Educational Specialist Induction program uses the former induction standards while the General Education Induction program utilizes the revised induction standards (2016). Beginning in fall 2018, all teacher induction programs will be using the same standards.

Interviews and review of documents confirmed that the program communicates with stakeholders through multiple means. The Teacher Induction Leadership Team acts as an advisory entity and meets three times per year. The team is comprised of assistant superintendents and other district administrators. At these meetings, LACOE shares information with the team members, and it is also evident that team member feedback is solicited, given, and accepted by LACOE. An example of this feedback loop is the creation of new mentor criteria that were developed in collaboration by the team and the LACOE staff. Communication between LACOE and the team members is frequent and, as reported by the team members, the LACOE staff are quite responsive.

Induction mentors receive communication through monthly meetings (Mentor Forums) in which they collaborate with other mentors, learn about program expectations, receive training for “just in time” support, as well as mentoring and coaching tools. Mentors made various statements about how quickly program coordinators respond to their requests and/or concerns. New mentors are part of a two-year onboarding program where they receive training and information pertinent to their position. All mentors receive ongoing training relevant to their roles and oftentimes based on their stated needs. Mentors expressed the openness of the program coordinators to their needs and suggestions. Feedback from mentors is also sought throughout the year in the form of surveys. Mentors were able to cite evidence of changes stemming from this survey feedback. An example is the changes in the Teacher Learning Communities (TLC) agendas. TLCs are professional development sessions implemented twice per academic year attended by both the mentor and candidate.

Interviews with employers (school site principals) verified that communication from both General Education and Education Specialist Induction programs occurs at the beginning of the year through an assignment email. Communication continues in the form of triad meetings which clarify the roles and responsibilities of mentors, teachers and administrators. The triad meetings occur twice per year, but may occur more frequently depending on need. The triad meeting facilitates the alignment of evaluation goals with induction work. Administrators shared their belief that program leadership supported their school missions and their teachers/candidates. The principals also reported that LACOE program coordinators were very responsive and accommodating to them and their teachers/candidates. For example, program coordinators often came to meet with them at their school sites rather than having them coming to the LACOE facilities in Downey. The charter school leaders were especially appreciative of the understanding the program coordinators demonstrated for their unique circumstances, and ensuring that the mentors assigned to their schools had this understanding.



## **Course of Study**

Documentation shows that the program is designed to improve teacher practice as measured by the California Standards for the Teaching Profession (CSTPs) and student achievement through goal-setting, professional learning, data analysis, lesson planning, self-assessment, and reflection. The focus for induction programs is mentoring and this focus was evident through the process of document review and interviewing of candidates, completers, mentors, program coordinators, and external stakeholders.

Candidates are provided an overview of the program via the Canvas Learning Management System (LMS). General education candidates have an introductory course, a first year course, and a second year course in the LMS. The Education Specialist Induction program has a course that provides an overview of the one-year program. These courses provide some common elements, including: program eligibility, program requirements, and a course summary that is accessed on a calendar that spans the academic year. In addition, an email component is added in the “course home” and in the “commons” area where relevant information is shared, some in the form of files uploaded by the programs. Finally, announcements can be made by programs to the candidates through the LMS.

The curriculum for the General Education program consists of six modules aligned to the CSTPs. Each module includes: 1) a review of the candidate’s overall goal, 2) mini-inquiry for that module that concentrates on one CSTP standard and selection of two elements within that standard for a total of three standards (six elements) covered each year, 3) a co-assessment on the Continuum of Teacher Practice (CTP) for the two elements selected, and 4) the use of program tools written collaboratively by the mentor and candidate, documenting the activities implemented by the candidate throughout the module. These program tools are uploaded into the LMS. The fifth, and final, element of the module is a self-selected local professional development that connects to the candidate’s goal, state-standard focus, and module inquiry, and is documented in the form of a Professional Development Reflections Log, and included in the LMS portfolio. Professional development opportunities are offered three times per year at the LACOE facilities in Downey, usually on Saturdays.

The General Education program offers an Early Completion Option (ECO) for candidates who meet specific criteria such as having two years of successful teaching and at least two exemplary evaluations of their teaching over those years. The ECO candidates receive an equivalency for three modules based on the evaluations they submitted to the program. The remaining three modules must be completed in their one-year program. ECO candidates in the Special Education program are required to complete three modules over the course of one year, aligned to the CSTPs. The program will expand to two years when it realigns to the newer state standards in 2018-19 academic year.

Mentors are assigned in a variety of ways. The mentor/candidate match is primarily assigned by LACOE coordinators. There are several districts who hire and assign mentors. Mentors have their own course in the LMS with similar elements as the candidates, including important meetings

and trainings, documents and tasks that must be completed by mentors to support their candidates as well as for professional development purposes. Program coordinators are able to keep track of candidates' progress through the LMS by examining their portfolios, as explained below.

As evidenced by documents and interviews of current candidates and completers, candidates create an Individualized Learning Plan (ILP) with their mentors at the onset of their program. The ILP addresses how they will meet the intent of the standards through the completion of three to six modules, depending on their program's requirements. The plans must address all six of the CSTP domains, with General Education addressing three in Year 1, and the remaining three in Year 2. General education induction candidates meet with their mentor on a weekly basis, usually in-person but sometimes via telephone or teleconferencing, depending on distance and availability. Special education candidates meet with their mentor at the school site on a monthly basis.

Documents and interviews revealed that during the regular meetings with the candidates, mentors determine which "tools" are needed to meet the intent of the standard to which the candidate is presently focusing. Mentors often seek additional resources for their candidates, as evidenced by separate interviews with mentors and candidates. Candidates expressed their pleasure in the usefulness of the tools in meeting their goals. Triad meetings with mentor, candidate, and the school-site administrator confirm progress with the modules and the overall ILP.

### **Assessment of Candidates**

At the start of the 2015-16 academic year, the LACOE General Education Induction program moved away from a binder portfolio to the LMS mentioned above, and revised the program structure and portfolio process. In interviews, candidates and mentors often referred to these portfolios, indicating that they were key to keeping track of candidate assessment.

Upon completion of each module, the mentor, instructor and/or program coordinator determine if the candidate has met the requirements for successful completion based on a published rubric. Successful completion is comprised of meeting the requirements of a candidate progress survey, participation in TLCs and weekly meetings with mentors, and other professional development activities that were identified in the ILP. In addition, mentors complete progress surveys at the end of each module; surveys are shared with program coordinators who score and record them. Completion includes evidence of reflective practices, personal and professional growth, and overall teacher competence; all of which is measured against the state standards. For General Education candidates who complete all requirements move on to Year 2. Those who do not meet all the requirements are counseled and provided a plan that addresses all components not met and when they will be completed. This was confirmed by interviews with mentor and program coordinators. This process is further explained below.

Struggling candidates are identified by the mentor first, who attempts to work with directly with candidates to alleviate the concerns. If the problem or problems persist, the mentor will enlist the help of a program coordinator who can create an assistance plan with the candidate and mentor. In interviews, instructors mentioned their use of such a process. However, the program coordinators, instructors, and mentors acknowledge that this process is not written policy, but the chain of command is identified in MOUs signed by each mentor and by each candidate. Candidates wishing to grieve an action can do so; this is explained in the Beginning Teacher Program Handbook made available by LACOE.

Candidates reported that they were informed of the various curriculum requirements at an information session and/or a one-on-one orientation meeting with the program coordinator. These requirements are also available in their LMS and Induction Handbook, as well as being continuously monitored by their mentors.

In interviews, candidates confirmed that upon completion of all modules required of the programs, the candidate's portfolio is examined by the program coordinator who may deem the candidate eligible for recommendation for credential and provided a letter of completion. This examination is based on a rubric made available to the candidate. Once completion is confirmed by the program coordinator, the candidate is given a letter of completion by the program coordinator. The program director or others at LACOE that serve in the role of credential analyst work with credentialing technicians at their partner school districts to ensure completion of program requirements and then LACOE staff submits their credentialing packet to the Commission for a Clear Credential.

### **Findings on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, program staff, instructors, employers, and mentors, the team determined that all program standards were **Met** for the General Education and Education Specialist Induction programs at Los Angeles County Office of Education.

## **Clear Administrative Services Induction Program**

### **Program Design**

The Los Angeles County Office of Education (LACOE) is the lead local education agency for LACOE's Clear Administrative Services Induction program. The LACOE Clear Administrative Services Induction program notes that it prepares candidates for the 21st century leadership needs of Los Angeles County districts, schools and the county office of education. LACOE serves a diverse community of 80 public school districts, multiple charter schools/networks and 2 million pre-school and school age children within 4,000 square miles.

LACOE's blended-learning Clear Administrative Services Induction program is administered in partnership with LACOE's Instructional Technology Outreach Division within the Curriculum and Instruction branch. Under the direction of the Superintendent, and the Chief Academic Officer, the Clear Administrative Services Induction program's Program Director reports to the Division III Director, who has given the program director full authority to design and implement the program. Under the leadership of the program director, a 10-member Advisory Council has been implemented as a result of a direct need for additional support to make the program more effective. During quarterly advisory council meetings, members review both quantitative and qualitative data, consider the implications of the data and provide advice and guidance regarding next steps based on the data. The advisory council is also a working council that strives to bring theory into practice by collaborating with other stakeholders within the program, as well as outside partnerships, to suggest and make changes that benefit candidate development and impact student learning and school experiences.

Currently, LACOE's program retains 68 coaches for their 150 candidates. The program staff meets quarterly with the coaches to collect feedback on program implementation, provide professional development and update the coaches on changes made to the program. Coaches are also required to attend a three-day orientation, and attend all program networking meetings with their program candidates. Many of the coaches sit on the advisory council, providing coherence across program components. The program director works closely within the Curriculum and Instruction department at LACOE to provide current professional development for all program stakeholders, including candidates, coaches and advisory council members, as well as program partners.

LACOE's Clear Administrative Services Induction program two-year, job-embedded program is focused explicitly on the California Professional Standards for Education Leaders (CPSELs). Candidates develop an Individualized Induction Plan (IIP) and smart goals annually, with leadership coach guidance. Candidates determine their own sequence of study for the CPSELs to assure that the plan is aligned to candidate, employer, supervisor, and site/district goals. The candidates' supervisors review and approve the candidate study plan at the beginning of both years. During each of the two years, candidates receive 40 hours of individualized coaching from their leadership coach, including multiple coach observations of candidates in authentic leadership activities. Candidates also participate in 30 additional hours of professional learning (CPSEL seminars may count for ten of these hours), attend Cohort networking sessions, and complete three online CPSEL professional learning modules correlated to their IIP.

The LACOE Clear Administrative Services Induction credential program has created strong communication with its partners and stakeholders to ensure clear expectations, requirements and support for their candidates. The program director meets quarterly with school district partners, program leadership coaches and the advisory council. Haiku, the program's Learning Management System (LMS), is a virtual space for candidates to house all of their documents in an electronic portfolio, which is reviewed regularly by program staff. Candidates build their ePortfolio to document their learning and accomplishments. The ePortfolio includes work

artifacts, reflections on practice, assessments, and coaching logs. The ePortfolio is scored against a rubric, and must meet published quality standards. Program staff tracks and reviews all candidate documents in Haiku and provides feedback to candidates. In addition, staff updates candidate coaches on completion of required documents. Program staff also use Haiku to house communication regarding updates or changes to the program. Candidates can access Haiku at any time online to check for feedback on their documents as well as communication from program staff or their leadership coaches.

### **Course of Study (Curriculum and Field Experience)**

A blended learning approach combines face-to-face and digital service delivery within the program. Individualized coaching is provided on site, and also through digital interaction via FaceTime, Adobe Connect, and/or Google Hangouts. Structured professional learning opportunities are provided through cohort coaching, and through candidate completion of online learning modules with correlated assessments.

Each year, candidates are required to demonstrate competency in three of the six CPSEL. To facilitate demonstration of competency, the program requires candidates to develop an IIP for each, year one and year two that includes goals and objectives aligned to the CPSEL. In addition to the development of the IIP, candidates are required to demonstrate knowledge and understanding of the CPSEL through 10 hours of online modules with assessments. There are six online learning modules that align with the six CPSEL. Candidates are required to choose three modules each year that best fit the context of their job placement and are related to their IIP goals and objectives. The modules are scored by LACOE Administrative program staff and the scores are available to the candidates through Haiku. Candidate coaches are notified of candidate competence on the modules and work with their candidates if improvement is required. As candidates develop their IIP, they must also include a professional learning plan that identifies the additional 10 - 20 hours of professional learning that the program requires. These hours may include workshops hosted by LACOE, districts, schools and/or professional organizations. During their coaching hours, candidates reflect on the goals and objectives from their IIP as they relate to the work at their school sites. Leadership coaches support candidates throughout the year to achieve their job embedded IIP goals and objectives.

### **Assessment of Candidates**

The LACOE Clear Administrative Services Induction program provides multiple opportunities to receive both formative and summative feedback as they document competency in the CPSELS. The candidates' ePortfolio in Haiku serves as collective evidence of their competence in all six CPSELS. Over the two year induction process, candidates and their coaches record their progress of IIP goals and objectives on Collaborative Assessment Logs, which are uploaded to their Haiku ePortfolios. These logs are tracked and reviewed by program staff and feedback is given to each candidate on their logs as it relates to progress towards their goals and objectives. In addition to the Collaborative Assessment Logs and ePortfolios, candidates are required to take a leadership self-assessment three times a year. This self-assessment helps candidates reflect on their growth towards competence on the three CPSELS they have chosen for that year. The self-assessment is

uploaded to Haiku and shared with their Leadership Coach to be used as a point of conversation during coaching sessions. Finally, the CPSEL online learning modules and assessments are a third measure of candidate competence and serves to complete their Haiku ePortfolio. Upon completion of the ePortfolio, the program staff scores all candidate ePortfolios against a common rubric and each candidate receives an ePortfolio score in Haiku. If for some reason, at any time during the year, a candidate's ePortfolio indicates a lack of progress towards any CPSEL, program staff address the concern with the candidate and interventions are put in place along with a timeline of activity to ensure candidate success.

### **Findings on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, program staff, instructors, employers, and mentors, the team determined that all program standards were **Met** for the Clear Administrative Services Induction Program at the Los Angeles County Office of Education.

## **Designated Subjects Credentials**

### **Career Technical Education**

#### **Program Design**

The Los Angeles County Office of Education (LACOE) Career Technical Education (CTE) Credential program in collaboration with the University of San Diego (USD), provides a sequence of coursework for the CTE program. The CTE program is under LACOE's Accountability and Support Monitoring Department, Career Technical Education Unit. The Designated Subjects Credentials Coordinator oversees the CTE program as well as Adult Education and Supervision and Coordination Credential programs. The required coursework is taught by six instructors, selected by LACOE and employed through a partnership with USD.

Communication between staff and instructors within the credential program is frequent and includes regularly scheduled instructor meetings to discuss programmatic topics, class logistics, analysis of stakeholder feedback, and program changes.

The program coursework is delivered through an online platform, Moodle, and has an appropriate design and sequence to prepare candidates to become successful and effective CTE teachers. The Program utilizes *CTE Teach Online Early Orientation* for initial preparation coursework to meet CTE Standard 3. Topics included in this six-module sequence, such as lesson planning and diversity, are built upon in later coursework. The coursework content is directly aligned to the CTE program standards. While many candidates complete coursework while teaching, some candidates are not employed and participate in the Advanced Professional Training for CTE Credentials class which meets on-site in a face-to-face format. Field experience is required for a minimum of two years of teaching as part of the program design. The candidate's employer supervisor and an assigned mentor teacher provide supervision and support in the

form of observations, feedback, and regular contact for a minimum of two semesters or more as needed to meet program competencies.

Stakeholder input is shared through surveys provided to candidates during coursework and to supervisors and mentors annually. These data are analyzed by the program coordinator and instructors and presented to advisory members.

Over the last 24 months, many systematic processes have been put into place to organize the program and become more responsive to candidate and employer needs. The program coordinator has focused on customer service as a goal throughout the program. Reports from all stakeholder groups during site visit interviews indicate the high level of excellent customer service they receive. “Incredible”, “amazing” and “outstanding” were frequently used to describe the program coordinator, her team, and the program. Many responses described the speed of a returned response regarding questions, requests for information or clarification, or assistance with credential applications. Other changes are primarily related to the revision of course syllabi content and titles, assessment instruments, and an increase to the total program hours and units, such as the final ePortfolio course.

### **Course of Study (Curriculum and Field Experience)**

The program requires a total of 150 hours and 12 semester units. The CTE credential program sequence is as follows:

1. Early Orientation Modules (*CTE Teach, CTE Online*)
2. Health Education for Teachers, 10 hours and 1 semester unit
3. Foundations of Classroom Management, 40 hours and 3 semester units
4. Foundations of Curriculum, 40 hours and 3 semester units
5. Teaching English Learners and Students with Special Needs, 40 hours and 3 semester units
6. Teaching Portfolio, 20 hours and 2 semester units

Applicants must submit a signed agreement to complete Early Orientation within their first thirty days of receiving their Preliminary Designated Subjects Career Technical Education credential recommendation letter. Program candidates and completers interviewed indicated the coursework required was clear and straightforward.

Candidates receive support from their employer, mentor, program faculty and staff through holistic feedback on practice, opportunities to reflect, and reviews of lesson planning, delivery, and assessment. Supervisor and mentor observations occur a minimum of one time per semester and are guided by forms provided by the program that are aligned to the CTE program standards (which assesses the Category II Candidate Competencies). In this way, program coursework features a logical progression as it builds from course to course. Those candidates who are not able to teach a minimum of four semesters with the accompanied supervision and mentoring are required to take the Advanced Professional Training for CTE Credentials course for their clear

credential. This course is only offered in a face-to-face format in order for the instructor to observe candidates presenting a standards-based lesson using instructional technology. Interviewed mentors and supervisors stated the handbook clearly explained the form they were to fill out for the required observations. Mentors indicated any training in coaching and support skills were provided by their district of employment, not the program.

### **Assessment of Candidates**

Candidates complete a course-specific pre-assessment on the first day of the class and a post-assessment on the last day which provides the credentials unit with important data about instructional gains for each course.

Teaching Portfolio is a culminating course that enables candidates to provide evidence through an e-portfolio of their knowledge and skills as an effective CTE teacher. Once graded by the instructor using the ePortfolio rubric, the approved ePortfolio is submitted to the program coordinator for the candidate's credential file.

Candidates are also evaluated by supervisors/employers on program designed forms submitted directly to the LACOE CTE program coordinator and added to the credential file. The forms are a checklist of the Program Standards, Category II, however there was little indication that candidates are assessed on the TPEs or the CSTPs for the advanced program.

### **Findings on Standards**

After review of the institution report, supporting documentation, the completion of interviews with current candidates, program completers, supervisors, mentors, advisory members, instructors, Institutions of Higher Education partners, and program leadership, the team determined that all program standards are fully met for the CTE program with the exception of the following:

#### **Standard 1: Program Design and Rationale – Met with Concerns**

While the Program Assessment document (August 2015) provides a coursework matrix of TPEs, a TPE crosswalk with Program Standards chart, and another for the CTE Teach Early Orientation online modules, there is minimal evidence of alignment of competencies related to the TPEs. Candidate and completer interviews did not indicate a working knowledge of the TPEs. On occasion, supervisors used CSTP references, not TPEs, on observation notes and contact logs. During interviews, stakeholder groups did not indicate using TPEs or CSTPs.

#### **Standard 6: Determination of CTE Teacher Competence – Met with Concerns**

While the Program Assessment document (August 2015) provides a Coursework Matrix of TPEs, a TPE crosswalk with Program Standards chart, and another for the CTE Teach Early Orientation online modules, it is not clear how candidates demonstrate competence based on the TPEs. All supervisor and mentor observation forms submitted for review in handbooks and candidate files used only the Program Standards, Category II. Candidate and completer interviews did not indicate a working knowledge of the TPEs.



## **Standard 7: Advanced Programs of Preparation – Met with Concerns**

While the Program Assessment document (August 2015) provides a crosswalk between Category II Program Standards and the CSTPs, it is unclear how candidates are assessed in the attainment of the CSTPs, especially when not employed in a teaching context. Interviews with candidates and completers did not indicate candidate knowledge of CSTPs. A review of candidate portfolio requirements and actual ePortfolios and credential files did not indicate CSTP levels of attainment.

### **Adult Education**

#### **Program Design**

The Los Angeles County Office of Education (LACOE) Adult Education (AE) Credential Program, in collaboration with the University of San Diego (USD) as the credit verification unit, is organized and coordinated by a program coordinator, along with support from a CTE/AE specialist, additional coordinator, and a lead instructor. An advisory group provides intermittent leadership input along with instructors who meet three to four times a year at a Credential Services Teacher meeting. At this meeting, instructors review course data, completer data, updates from USD, any coursework changes, and provide curricular input. Interviews with all stakeholders indicated that they had a strong connection to the leadership of this program, and their needs and information requests were models for strong customer service. Unit leadership indicated that monthly cross-program exchanges of information and procedures were occurring. This new collaboration is intended to lead to best practices in program design across all credential programs at LACOE.

Course instructors provide support and feedback to candidates as they progress through required sequential standards-based coursework. Supervisors and mentors, assigned by the employer, provide field-based feedback of teaching practice, providing evaluations based on program standards for candidates.

Communication with stakeholders is a cornerstone of LACOE's Designated Subjects Adult Education program. All stakeholders felt a personal connection to the program coordinator and other staff. Candidates receive support and advisement upon initial contact with the Designated Subjects Credential program when requesting a preliminary teaching credential all the way through the three-year period when they are recommended for a clear teaching credential. Candidate and completer interviews repeatedly conveyed that they were thankful for LACOE's exemplary customer service from the first phone call or email, through Early Orientation, coursework and clear credential requirements. The reputation for exemplary customer service was the reason many candidates chose LACOE's Adult Education program.

Program staff communicate with employers upon a candidate's entrance to the program. At that time, employers assign a supervisor and a mentor for the candidate. Candidates are provided the required forms by email, and mentors receive a mentor handbook to review. These

documents are returned via email to the program each semester for as long as the candidate is in the program, for a minimum of two semesters. An advisory team, consisting of district level CTE and AE program leaders, meets occasionally to review program data and to hear about program updates/changes, and provide program feedback.

Interviews with candidates and completers highlighted the availability and access to instructors in online courses. Feedback and responses were quick and timely. Additional support was provided by instructors when needed.

The program sponsor offers Early Orientation via CTEonline before or during the first month of teaching. Candidates then progress through two sequential three unit courses with CTE teachers; Foundations of Classroom Management and Foundations of Curriculum. Candidates then take the Foundations of Teaching Adult Learners course, and then the Teaching Portfolio course. The Health class can be taken at any point during the program. While classes are sequential, candidates choose at what pace to enroll in them during their three-year preliminary credential. Minimally candidates will need one year to complete the coursework.

Fieldwork is independent of the coursework and is completed with the employer for the duration of the program enrollment. Candidates may receive two observations or more per year from their supervisor. There are two formal observations required per year from both the supervisor and mentor. While only two contacts by the mentor are required each semester, all mentors interviewed indicated they met anywhere from twice a month to twice a week with their candidates. This was confirmed in candidate and completer interviews. Supervisors also indicated that a function of the mentor's role was to provide additional support when a notation of "does not meet the standard" was given on evaluation documents. The observations by both the mentor and supervisor represent the multiple, systematic supervised instructional events.

LACOE's Adult Education Credential program has undergone changes since the 2013 Initial Program Review and the last Biennial Report. These changes are primarily related to the revision of course syllabi, assessment instruments, and an expansion of the hours/units for the Teaching Portfolio course which resulted in an increase to the total program hours and units.

### **Course of Study (Curriculum and Field Experience)**

The LACOE Adult Education Credential program, in collaboration with the USD, provides a sequence of coursework that has an appropriate design and sequence to prepare candidates to meet the Adult Education credential requirements. Program faculty assist teachers and provide feedback on practice as well as opportunities to review lesson planning, delivery, and assessment, including submission of a teaching portfolio.

Upon receiving a recommendation letter from LACOE for the Preliminary Adult Education Credential, candidates must begin to fulfill the following requirements:

- complete the free, self-paced, online Early Orientation course as well as the Instructional Technology and Adult Learning modules within the first 30 days of the credential issuance date
- complete the four required courses:
  - Foundations of Classroom Management,
  - Foundations of Curriculum,
  - Foundations of Teaching Adult Learners, and
  - Teaching Portfolio
- complete the Health Education for Teachers course
- complete the CPR certification (Infant, Child and Adult) and U.S. Constitution requirements
- verify two years of successful teaching in at least one of the subjects listed on the credential with one course in each of four terms, two of which must be with the same school district
- meet all Adult Education Category II Candidate Competencies as verified by the employer supervisor and mentor teacher
- complete and submit the Clear Adult Education Credential application with all required fees and documents

Adult Education candidates are provided with multiple opportunities to develop their academic knowledge and practice the Category II standards. However, candidates do not appear to learn the skills required to support English Learners and Special Needs students, unless they pursue the resources independently.

Field experience is required for a minimum of two years of teaching as part of the program design. However, only one year is required to be evaluated if the teacher has completed two years. The candidate's employer supervisor and an assigned mentor teacher provide evaluation and support in the form of observations, feedback, and contact for a minimum of two semesters or more as needed to meet program competencies. The minimum support requirements are one contact per semester. More support can be requested and will be provided.

### **Assessment of Candidates**

The Adult Education Program provides leadership, direction, and feedback for candidates as they progress towards the completion of the Category II standards. A candidate self-assessment is completed by the candidate during the first course (Foundations of Classroom Management) and is done again upon completion of the fourth course (Teaching Portfolio). The Category II standards are also addressed through the supervision received by the district employer. Specifically, the supervisor is required to observe, meet with, and provide feedback to the teacher candidate at least once per semester in order to assess their progress toward meeting the standards. District supervisors utilize the Supervisor Program Evaluation Checklist to observe and provide feedback to candidates each semester until all coursework is completed and all program competencies have been met. Similarly, mentors utilize the Mentor Observation Form to observe candidates each semester and to provide feedback. Interviews with candidates and

completers emphasized the value of the post-observation conference. In addition, mentors and supervisors were reported to provide not only feedback, but directions for resources (PD, observations, etc.) for the candidate.

Instructors provide timely corrective feedback and have a high level of availability to support the candidate. Course assignments in Moodle Learning Management System provide a grade and written feedback. Rubrics were available for most assignments. Once the course is completed, candidates are provided a transcript from USD. The Teaching Portfolio provides candidates the opportunity to demonstrate a summation of their learning. Once finalized, after receiving feedback from instructor, the portfolio is sent to the program.

Candidates receive support and advisement from initial contact with the program sponsor in requesting a preliminary teaching credential through the three-year period when they are recommended for a clear teaching credential.

The program uses and reports candidate data from the pre- and post-course self-assessments, the candidate self-assessments, and the supervisor program evaluations. Informal candidate assessments that are not reported as data include the mentor observation forms and mentor feedback logs.

The Teaching Portfolio course provides evidence of a collection of skills and knowledge gained by the teacher throughout the coursework. As part of this course, candidates are informed of the process of completion and applying for the clear credential. Checklists assist in organizing this information.

### **Findings on Standards**

After review of the institution report, supporting documentation, the completion of interviews with current candidates, program completers, supervisors, mentors, advisory members, instructors, IHE partner, and program leadership, the team determined that all program standards were **Met** for the Adult Education program with the exception of the following:

#### **Standard 8 Curriculum and Instructional Planning**

#### **Met with Concerns**

*Rationale:* Review of online coursework and interviews with candidates and faculty do not indicate assignments or resources to adapt curriculum and instruction to accommodate students' special needs.

#### **Standard 10: Instructional Practices (A, B, D)**

#### **Met with Concerns**

*Rationale:* After review of coursework and interviews with candidates and faculty, reviewers could find no evidence that candidates were provided with strategies to address the needs of English Learners and those with special needs. While some assignments recommended that candidates consider special needs or English Learners, it appears that some candidates could complete the program without having addressed this requirement.

## Supervision and Coordination

### **Program Design**

The Designated Subjects Credentials Unit promotes candidates' professional growth to develop the necessary skills, knowledge, and attitudes required to become highly-trained, professional supervisors and coordinators who serve Career Technical Education and Adult Education students. The Designated Subjects Supervision and Coordination Credential will authorize the holder to supervise and coordinate subjects and classes in all types of Career Technical Education and Adult Education programs. Candidates who wish to apply for the Supervision and Coordination Credential must first complete LACOE's Supervision and Coordination course successfully and then may apply for the credential.

As demand for the Designated Subjects Supervision and Coordination Credential is limited, LACOE offers the Supervision and Coordination course only once per year in order to have sufficient enrollment. Individuals who contact the program are placed on a waiting list as needed for the course which is generally offered in the spring.

Interviews with the instructor and completers also highlighted the availability and access to instructors in the online courses. Feedback and responses were quick and timely. Additional support was provided by the instructor as needed.

The Supervision and Coordination course is taught online with 3 onsite (face-to-face) meetings for a total of 14 weeks. The course is designed to prepare experienced teachers for positions as supervisors or coordinators of Career Technical Education and Adult Education programs. The course content is aligned to the CTC Supervision and Coordination Program Guidelines and is based upon the assumption that candidates' teaching experience and prior Designated Subjects coursework provide them with a strong foundation in either Career Technical Education or Adult Education programs.

LACOE's Supervision and Coordination Credential Program has recently undergone some changes since the 2013 Biennial Report. The Credentials Coordinator and the Supervision and Coordination course instructor reviewed the course syllabus and updated the pre-course and post-course self-assessments to better reflect the current course content and program guidelines. LACOE has implemented the new pre-course and post-course assessments.

### **Course of Study**

Interviews with completers (no candidates enrolled at this time) indicates that the course content was extremely effective in preparing them for their current assignment. Course content follows the required guidelines:

Guideline 1: Knowledge of Designated Subjects Programs: Each candidate knows the purposes, characteristics, and activities of vocational and/or non-vocational Designated Subjects programs.

Guideline 2: Planning, Organization and Management of Designated Subjects Programs: Each candidate knows and applies the skills of planning, organizing, and managing Designated Subjects programs including program implementation planning; conference leadership; community relations and advisory processes; program evaluation; and principles of student leadership and development.

Guideline 3: Personnel Policy Development and Administration: Each candidate knows and applies the skills of personnel policy development and administration including selection, evaluation, staff development, human relations, and supervision.

Guideline 4: Fiscal and Regulatory Concepts: Each candidate knows and applies the fiscal and regulatory concepts related to Designated Subjects programs including budgeting, legislation, school law, intra and interagency relations and funding sources.

Five field-based projects document competencies, in addition to online and class based coursework.

### **Assessment of Candidates**

Candidates receive support and advisement from the initial contact with the Designated Subjects Credential Program in requesting information about the Supervision and Coordination credential through the completion of the course and the credential application. Candidates also receive support and advisement from the Supervision and Coordination course instructor throughout the program.

The program also uses a candidate data from the pre- and post-course self-assessments as well as the course evaluations, in addition to grades, to document competencies for the clear credential.

### **Findings on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, program staff, instructors, employers, and mentors, the team determined that all program standards were **Met** for the Supervision and Coordination Credential program at the Los Angeles County Office of Education.

## Common Standards

### Standard 1: Institutional Infrastructure

### Findings: Met with Concerns

The Los Angeles County Office of Education (LACOE) programs are grounded in research that posits the largest impact on student achievement is teacher quality as well as school leaders who “undertake and lead a school reform process, act as managers of school improvement, cultivate the school’s vision, and make use of student data to support instructional practices and provide assistance to struggling students.” The collective vision of the LACOE educator preparation unit is: “Every student will have a credentialed, effective, resourceful and innovative teacher and administrator.” The LACOE educator preparation unit’s mission is to prepare educators for California public schools and alternative settings through collaboration with the county’s 80 school districts, charter, and private schools, and throughout the state as well as with educational partnerships including Institutes of Higher Education (IHE), trained mentors and coaches, rigorous coursework, professional standards, job-embedded experience and transformational professional development.

The Superintendent assigned the Chief Human Resources Officer to maintain oversight of the educator preparation programs at LACOE. That position is currently vacant. They have completed one round of recruitment without finding a viable candidate. Recruitment efforts continue and they plan to fill the position before the start of the 2018-2019 academic year. Educator preparation programs are housed in three distinct divisions within LACOE. The Beginning Teacher Programs are housed in the Division of Human Resources Services under the direction of the Director of Human Resources. These include: Multiple Subject, Single Subject, Education Specialist: Mild/Moderate and Moderate/Severe, and Early Childhood Special Education Interns, General Education and Special Education Induction; Autism Spectrum Disorder Added Authorization, Early Childhood Special Education Added Authorization. The Designated Subjects Programs, including Career Technical Education, Adult Education, and Supervision and Coordination, are housed in the Division of Accountability, Support, and Monitoring under the direction of the Director of Accountability, Support, and Monitoring. The Professional Clear Administrative Services Credential Program is housed under the Division of Curriculum and Instruction under the direction of the Director of Curriculum and Instruction. Each program has a Program Director who handles the day-to-day operations of the credential program(s).

Review of documents and interviews with a wide range of stakeholders indicate that the faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and decision making for all educator preparation programs through regular meetings, intensive retreats, advisory boards, leadership teams, and ongoing communication by program directors, coordinators, and staff. Through regular meetings throughout the year, the education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, institutions of high education, and members of the

broader educational community to share information and elicit feedback to be used in program review and improvement.

The resources to support each program are unique to that program. The Beginning Teacher Programs receive a yearly allotment of \$1 million from the LACOE general fund. Additional funds to run the program are generated through fees and tuition paid by candidates and/or districts supporting candidates. The Designated Subjects program is self-sufficient and does not receive funds from the LACOE general fund. The program is supported by money received from applications and course fees. The staff salaries, with the exception of the Program Director's, are supported entirely through funds raised by the program. The Professional Clear Administrative Services Induction program Director's salary is covered by the general fund with additional funds provided through application fees and tuition. Program directors are responsible for creating their program budgets, including projecting program enrollments income to ensure sufficient funds are raised to cover program expenses. Changes in programs that might impact the need to generate more funds involve careful consideration within the program as well as with districts to ensure any increases in fees and tuition do not have a negative impact on program enrollments. Tuition has remained unchanged for at least three years.

As the Unit Leader, the Chief Human Resources Officer has the authority and institutional support required to address the needs of all educator preparation programs and consider the interests of each of the programs within LACOE. This position is currently vacant. The newly hired Director of Human Resources is currently also designated as the Interim Human Resources Officer.

When openings in faculty and staff occur, the program directors initiate a process to search for and hire new faculty and/or staff. The programs provide professional development for new faculty and staff as well as provide ongoing professional development for current faculty and staff. The programs search for faculty who are currently active in the field and are qualified to teach courses, provide professional development and supervise field-based and clinical experiences. Qualifications include 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.

LACOE's certification programs have written criteria and an approved process for determining whether candidates have met requirements for the credential. Each program is responsible for determining candidate eligibility prior to acceptance into the program and monitoring candidate progress throughout program participation. Program coordinators monitor candidate progress, notifying candidates of missing requirements, and determine if documentation and evidence are sufficient in meeting program requirements. Each program lead (director/coordinator) has the final authority to determine a candidate's advancement for candidacy for a credential. Once the program director or coordinator has determined a candidate has met all the requirements to be recommended for a credential, the packet of materials along with the appropriate checklist, is



sent to the LACOE individual in each program who has the authority to make the final recommendation. That individual again reviews all submitted materials to ensure that all requirements have been met and that documentation for each requirement is in the application packet. Once this second review is completed, only candidates who meet all requirements are recommended for a credential.

### **Rationale**

After reviewing the LACOE organizational structure and interviewing LACOE administrators and program directors, the team felt that the programs were challenged by not having a Unit leader in place to support the unit as a whole and the fact that this position has had two individuals previously who remained in the position for a short period of time.

### **Standard 2: Candidate Recruitment and Support**

**Findings: Met**

Candidates are recruited and supported in all educator preparation programs to ensure their success.

Evidence reviewed at the site, as well as candidate and stakeholder interviews confirm that each preparation program has sound admission criteria that utilizes multiple measures (transcripts, letters of recommendation, interviews, and recommendations). Admission criteria for each program are clear and consistently applied in each program in a manner that ensures candidates meet state requirements and the requisite experience and knowledge.

LACOE relies heavily on referral as its main recruitment strategy for each preparation program. The education units have developed strong relationships with surrounding districts, charters, and non-public schools based on program quality, candidate success, program responsiveness, and accessible program personnel. LACOE's diverse candidate population is a reflection of the diverse region in which it operates.

Program coordinators and directors are clearly identified and accessible to guide each candidate's attainment of program requirements. Candidates receive regular, systematic updates from program coordinators regarding their progress, outstanding requirements, and program expectations. Candidate interviews universally indicated that coordinators were highly accessible and multiple methods of contact were available to candidates (phone, email, text, and communication within the various learning management systems). The accessibility, responsiveness and support provided by the LACOE personnel was clearly a strength across all programs.

Candidate competency and progress in meeting performance expectations in all programs are regularly assessed and utilized in providing candidate support as evidenced by interviews with coordinators, students, and stakeholders. Supporting evidence and program documents also confirmed systematic assessments of candidate competency across all programs used to inform and scale candidate support.

There is sufficient evidence across the programs to indicate collaboration in the design and implementation of the programs. Program partners, candidates, instructors and coaches/mentors all report that from their perspectives, the programs well prepare candidates to carry out their roles in P-12 education in meeting the needs of California students in their schools. One program partner interviewee stated, "One of the many things we value about the program is the way they prepare candidates to communicate with staff and parents at school sites, how LACOE's candidates are thoughtful and reflective regarding their role and responsibility at the site." The success of candidates from LACOE was also corroborated through review of ePortfolio documents, interviews with site administrators and interviews with program completers. A current school administrator and completer of the program expressed their appreciation for the programs customization, based on the needs of the candidate and the needs of the school site. They stated the program "was seamless, because the requirements matched what we were doing at the school site."

All interviews with current candidates and completers confirmed that the placements of candidates in fieldwork and/or coaching experiences were well thought out and successful. Across all programs, the unit seeks to match candidates with the best possible placements for fieldwork, and ensures that coaches and mentors have similar experiences to the candidates they support. Samples of candidate interviews from each program spoke highly of their fieldwork experience and of the support and ongoing relationship with the instructors of their coursework as well as their fieldwork supervisor or coach. One Clear Administrative Services Induction program completer from a private school spoke about the placement, "by pairing me with a private school coach, the coach was better able to support me with my staff and my school community, they understood my context." Candidates from the intern program spoke highly of their instructors, expressing how supportive the instructors were of their learning and how applicable their learning was to their context, "every class we gain skills that we can immediately apply to our context." Instructors in the intern program valued their freedom to participate in the development of the curriculum and how responsive the program was to instructor feedback and suggestions. The instructors, coaches and fieldwork supervisors from programs also indicated how much they appreciated the professional development they were provided, ensuring that they were current in the knowledge and skills required of candidates to be successful in today's California school environment.

Program directors clearly have relationships with district and school site leadership, as evidenced by interviews with school site administrators, Advisory Council members (who may be district or site-based), and candidates who rely on program staff, coaches and supervisors to support their work, relationships and placements at districts and school sites. Interviews with program staff, as well as reviewing program documents, indicate that the application process for hiring candidate support staff is thoughtful and rigorous and includes input from partners and stakeholders. One staff member stated," It is important to us that candidates have the very best

personnel support throughout their experience with the program. We want to develop strong, competent 21<sup>st</sup> century leaders for our schools.”

District leaders and supervisors report that candidates are well prepared to work in California school settings with diverse learners. This was confirmed with leadership from eight representatives from eight different districts in Los Angeles County and one private school administrator. District leadership interviewees commented on the diversity of the candidates in the program, and appreciated the program’s focus on recruiting diverse candidates who could relate to the culture and school populations they served. Completers confirmed that their courses focused on the standards and prepared them to work with the diverse students, staff and communities. Candidates said that their courses are rigorous and include strategies and practices to improve teaching and learning, and that field experience required them to apply what they learned from coursework to their specific teaching placements.

Throughout the unit, candidates most valued their coaches, mentors and supervisors. The unit’s identification and hiring of a diverse, well-qualified support staff is evident in the responses from current candidates of the various programs and completers. One completer stated, “What I valued most about the program was my coach. Over the two years of the program, my coach was always there to support me through the most difficult situations. After completing the program, my coach and I still maintain a relationship; I feel I have developed a life-long friendship with my coach.”

Program supervisors, coaches, and instructors indicated that they value the training and networking provided by the program. Across the programs, support staff is required to attend professional development in their specific area of support. Support staff attends networking meetings, and depending on the program, must attend cohort meetings with their candidates. An observation of one cohort meeting provided evidence of collaboration and networking within cohorts amongst both candidates and their coaches. Coaches attended the cohort professional development alongside their candidates, participating in all aspects of the professional development. One coach commented, “During network cohort meetings, I value the professional development and learning alongside my candidates. It gives us an opportunity to build our relationship as co-learners, it adds a different perspective.”

Through the review of countless documents, and interviews, it is clear the unit offers candidates across all programs significant experiences and support systems to ensure candidates are well prepared to work in diverse California school settings. The programs have prepared candidates with familiarity with California’s adopted content standards and frameworks, developed their knowledge and skills to work within diverse communities, and to provide equitable access to the students within those school communities.

## Standard 4 – Continuous Improvement

Findings: Met

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.

It is clear from interviews with program leadership, candidates and completers that there have been significant improvements within programs over the last several years. Programs demonstrated the ability to identify their effectiveness and to make appropriate modifications based on findings from a variety of data sources including end-of-course and program candidate surveys, feedback from program advisory boards and leadership teams, and survey data from supervisors and instructors.

A review of supporting evidence, program documents, and interviews with LACOE leadership, and students, confirmed that LACOE has comprehensive systems of program evaluation. Program coordinators and directors regularly meet and share data with constituents to evaluate program standards and explore ways to evaluate the unit's performance. The assessment system for the credential programs at LACOE include direct assessments of candidate and completer performance as well as measures of candidate learning and program effectiveness. Assessment and evaluation information for the unit includes:

- Proficiency of candidate competencies: CPSEs, TPEs, and CSTPs
- Completion rates of the program(s)
- Summative candidate fieldwork assessment
- E-portfolios/portfolios including candidate reflections and self-assessments
- End of course evaluations
- Mentor/coaches evaluation
- Faculty evaluations

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 stakeholders such as employers and community *partners* about the quality of the preparation.

While programs have been engaged in using data for continuous improvement for many years, the capacity of the unit to implement this continuous improvement process is in its early stages. Programs have made a coordinated effort to put a unit assessment system in place in the absence of having a unit lead. Program coordinators and directors have aligned their candidate survey using the same rubric and adding four unifying questions across all areas focusing on mentor/coaching support and overall program satisfaction. Data from these new unit survey questions will not be available until summer 2018 and is intended to inform unit/program revisions for the 2018-19 school year.

Interviews with program leadership indicate that they are in the early stages of developing their unit assessment system. LACOE undertook an effort over the past year to create a common unit vision, unit goals, and policies. As part of this effort, the program directors meet several times during the year to discuss common issues and challenges. They have also added common questions within their completer surveys for each program. Evidence of these efforts are included on their accreditation website and were evident in interviews with program coordinators and directors. The current vacancy in the position of unit lead and the location of their programs within three separate divisions of the organization underscore the challenges of addressing the need to continue to formalize and build out LACOE’s unit assessment process.

**Common Standard 5: Program Impact**

**Findings: Met**

LACOE ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to effectively educate and support all students in meeting state-adopted academic standards. Assessments across the span of each program indicate that candidates meet the California Commission on Teacher Education-adopted competency requirements as specified in the program standards.

Throughout the visit, the team heard from a full range of stakeholders who spoke to the process used to access continuous growth and development of candidates throughout their programs. All stakeholders discussed in detail that, beginning with the application process, the candidates are highly supported by the LACOE programs to succeed in their field experience and in their coursework.

There is a deliberate effort made by the programs and their P-12 partners to ensure that candidates are continuously assessed through the following: pre and post course assessments, candidate self-assessments across key stages of the program, culminating portfolios, supervisor evaluations, mentor evaluations, mentor observations and logs, Teaching Performance Assessment (for Preliminary General Education only), Individual Learning Plans, co-assessment reflections, candidate progress surveys, and coursework assignments and grades.

As a unit, LACOE, and its programs collect and evaluate data to demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California students.

LACOE collects and analyze qualitative and quantitative data in seven areas to identify patterns of program impact on teaching, learning, and leadership in districts/schools that serve California’s students. The areas of focus are the following: Retention Data, Credential Completion Data, Mentor/Coach Job Embedded Learning Experiences, Informal Feedback, Program Survey Data, Standard Assessment Instruments, and Partnerships. Data collected in each of the areas include:

- Retention Data: Examines candidate(s) retention in education; remain in same district/school or move to another district/school; continue in the same or similar role, are promoted. Retention data for all programs indicate high degrees of retention in the field in which they obtained their credential.
- Credential Completion Data: Number of program completers; data/reasons for those who do not complete program. Program completion data for most programs indicate completion rates over 80%.
- Mentor/Coach Job Embedded Learning Experiences: Samples of collaborative logs, collaborative assessment logs; mentor teacher observations; mentor teacher feedback log.
- Informal Feedback: Comments provide by credential candidates, program completers, district/school personnel (administrators, principals, and district employed supervisors/mentors), LACOE instructors, mentors, and supervisors, and IHE partners.
- Program Survey Data: Customer Service, Mentor/Supervisor Matching and Quality, Program Design, and Credentialing
- Standard Assessment Instruments: Instruments are based on:
  - California Standards for the Teaching Profession (SMART goals, Individual Learning Plan, Teaching Performance Assessment, supervisor observations)
  - California Professional Standards for Leaders (Coach observations and discussions, Individual Induction Plan, SMART Goals and artifact evidence, 80% or higher on CPSEL Assessments),
  - Adult Education Category II Program Standards (Candidate Self-Assessment on program standards, Supervisor Program Evaluation, portfolio)
  - Career Technical Education Category I Program Standards (Candidate Self-Assessment on program standards, Supervisor Program Evaluation, portfolio)
  - Supervision and Program Guidelines (courses, field projects, and assignments)
- Partnerships: interactions with districts/schools and Institutions of Higher Education through staff/program meetings, leadership team, and advisory boards.