

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

**Professional Services Division
May 2018**

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at San Diego 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 7th year report)** is made for the institution.

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

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

Program Standards & Guidelines

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Teacher Induction Program	6	6		
Preliminary Administrative Services	9	9		
Clear Administrative Services	5	5		
Special Education Added Authorization: Autism Spectrum Disorder	3	3		
Special Education Added Authorization: Deaf-Blind	5	5		
Special Education Added Authorization: Emotional Disturbance	3	3		
Special Education Added Authorization:	4	4		

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Orthopedically Impairments				
Designated Subjects: Adult Education	13	13		
Designated Subjects: Career Tech 15 industry sectors	16	16		
Designated Subjects: Special Subjects Aviation (2), Military (2) Drivers Ed, (2)	23* *Drivers Ed only	23		
Designated Subjects: Supervision & Coordination	4	4		
Designated Subjects: Early Childhood Special Education	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: San Diego County Office of Education

Dates of Visit: March 20-22, 2018

2017-18 Accreditation

Team Recommendation: Accreditation

Previous History of Accreditation Status	
Date	Accreditation Status
<u>03/29/2009</u>	<u>Accreditation with Stipulations</u>
<u>05/01/2010</u>	<u>Accreditation</u>

Rationale:

The unanimous recommendation of **Accreditation (with a 7th Year Report)** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, 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

After review of the institutional reports, supporting documentation, completion of interviews with candidates, completers/graduates, faculty, professional development providers, employers, and supervising practitioners, the team determined that all program standards are **met** for all programs offered at San Diego County Office of Education.

Common Standards

Common Standards 2, 3, and 5 were deemed to be **Met** while Common Standards 1 and 4 were **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 7th 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:

<u>Teacher Induction</u> Teacher Induction	<u>Administrative Services</u> Preliminary Administrative Services Credential Clear Administrative Services Credential
<u>Education Specialist Added</u> <u>Authorizations</u> Autism Spectrum Disorders Deaf-Blind Early Childhood Special Education Emotional Disturbance Orthopedic Impairment	<u>Designated Subjects</u> Adult Education Career Technical Education Special Subjects Supervision and Coordination

Staff recommends that:

- The institutions response to the preconditions be accepted.
- San Diego County Office of Education be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- San Diego County Office of Education 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:	Jodie Schwartzfarb New Haven Unified School District
Common Standards:	Keith Walters Cal Baptist College
Programs Cluster:	Lisa Darling-Daniel Ventura County Office of Education
	Paul Johnson Riverside County Office of Education, Retired
	Nancy Parachini University of California, Los Angeles
	Jessica Buronne Yuba County Office of Education
Staff to the Visit:	Gay Roby Commission on Teacher Credentialing

Documents Reviewed

Advisory Meeting Screencasts	District Agreement (MOU)
Annual Instructor Meeting agenda	District Lead criteria
Application for Credential Authorizing Public School Service	<i>District Lead meeting recordings</i>
ASC Program Collaboration Sample Agenda	District Lead MOU
Audio recordings of Advisory Committee Meeting	District Support Provider application
Brandman University Course registration	Designated Subjects Welcome Video
CASC Coach Recruitment Flyer	FACT verification process
CASC Principal-In-Residence job Coach Criteria, Application, and Agreement	<i>Haiku Coach/Instructor Class</i>
<i>Coach Training Recording</i>	Haiku materials
Coach/Instructor meeting agenda	Instructor Criteria, Application, MOU, Resumes
Course Descriptions and Evaluations	Instructor Meetings
CTE Advisory Committee meeting agenda	May 2016 Strategic Plan
Curriculum Council meetings	Mentor Application/District Recommendation

Mentor Collaboration/Curriculum Review	Program summaries
Meeting Agendas	Qualifications of Instructional Personnel
Mentor feedback log	Quarterly newsletters
On-line courses (PPT)	SCDOE organizational structure
PASC Course Matrix, Sequence, Syllabi	SDCOE Website
PowerSchool Learning Management System	Stakeholder surveys
Program Addendum	Support Provider job description, application, and MOU
Program Brochures	Support Provider Recruitment Flyer
Program completion checklists	Systems Leadership Framework
Program Faculty Qualifications	Vision and Mission statement
Program Handbooks	

Interviews Conducted

Stakeholders	TOTAL
Candidates	58
Completers	57
Employers	6
Institutional Administration	3
Program Leaders	9
Faculty	24
Supervisors (District & Program), Mentors	44
Staff Support	4
Credential Analysts	2
Advisory Board Members	8
TOTAL	219

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

Background Information

The San Diego County Office of Education includes 42 local school districts and 124 charter schools serving over 500,000 students. It encompasses 4,300 square miles with 70 miles of beach

along the Pacific Ocean. The County Office was established in 1948 to serve all populations living in the county.

Education Unit

San Diego County Office includes two program-related divisions that house their 12 California credentialing programs. The Human Resources Division provides oversight for the teacher induction, special education added authorizations (4), and designated subjects (5) programs while the Learning and Leading Division provides oversight for the administrative services credentialing (2) programs. These divisions meet weekly but operate their programs independent of the other. Due to the online format of the designated subjects’ programs, candidates enroll from across the state, making it SDCOE’s largest program. Their second largest program is teacher induction, with 440 general education and education specialists currently enrolled.

**Table 1
Program Review Status**

Program Name	Number of Program Completers (2016-17)	Number of Candidates Enrolled (2017-18)
Teacher Induction	290	440
Preliminary Administrative Services	48	108
Clear Induction Administrative Services	100	183
Special Education Added Authorization: Autism Spectrum Disorders	34	102
Special Education Added Authorization: Deaf-Blind	0	4
Special Education Added Authorization: Early Childhood Special Education	5	26
Special Education Added Authorization: Emotional Disturbance	0	2
Special Education Added Authorization: Orthopedic Impairment	6	29
Designated Subjects: Adult Education Career Technical Education Special Subjects Supervision & Coordination	279	538

The Visit

The visit proceeded in accordance with all normal accreditation protocols.

Program Reports

Teacher Induction

Program Design

The San Diego County Office of Education (SDCOE) is the lead educational agency for the Commission-approved San Diego County Office of Education Induction Program. This two-year (or one year for those qualified to enter in the Early Completion Option) program currently serves over 85% of districts within the county, as well as private and charter schools, to meet the needs of San Diego County teachers, as articulated by the program coordinator. A review of program documents confirm that the program's purpose is to provide a safe environment which supports teachers as they grow in their professional practice and transform into lifelong, reflective practitioners. The program builds upon teacher preparation experiences and expands skill levels through support and job-embedded field experiences. This is accomplished through logically sequenced extended preparation and professional development based upon an action research process, continual reflection, collaboration, and self-assessment. This sequence was articulated by a number of interviews with current candidates, completers, mentors, and district leadership.

The SDCOE organization chart shows that the program is overseen by a lead coordinator working in the Human Resources division. Reporting to the lead coordinator is a project specialist who oversees the development and maintenance of the program. Feedback from district leads, candidates, and district support staff confirm that program clerical staff both at the district and county levels maintain both a smooth running of the program and assist program leadership, candidates, and mentors in accomplishing program goals through record keeping and monitoring. Each district has an assigned district lead or SDCOE lead (for agencies with five or fewer candidates). The district lead directs the district's or agency's induction operations and serves as the link between the project specialist and district induction services.

The SDCOE induction program is a multi-layered, multi-faceted program designed to build upon pre-service experience. Interviews, screencasts, and documents housed on the program's learning management system verify that the project specialist and lead coordinator regularly communicate with district leads to ensure that candidates engage in an appropriate transition into the program and also participate in university-based collaboration meetings. Interviews with site-administrators and district leads indicate that communication with program leadership is a strength. The program provides site-level stakeholders with access to induction-specific information through the MOUs, screencasts, workshops on coaching conversations, regular communication with district leads, and additional requested meetings. These meetings are held both in-person and on-line, and recordings of these meetings are available for those who were not able to attend. District and agency staff report that consistent communication with the program ensures that mentors are hired and assigned according to program expectations and that professional development is provided to prepare mentors for their role in the program. District leads communicate with program leadership, mentors, and district staff to provide program organization, oversight, professional development and support at the district level.

Mentors communicate and collaborate with candidates, providing targeted support and professional development as candidates complete job-embedded experiences housed in the PowerSchool Learning Management System. In addition, mentors communicate regularly in-person and on-line with district and SDCOE leads to engage in professional development, monitor candidate progress, share program information and updates, and provide input on both program effectiveness and candidate competence.

Program accreditation documents and an interview with the lead coordinator confirm that recent modifications to the program design include the renaming of hub leads to SDCOE leads, however, the function of supporting districts or schools with fewer than five candidates remains unchanged. Also, documents show that the program is in the process of transitioning from the Formative Assessment for California Teachers (FACT). While the use of much of California's FACT system remains housed in the Power School Learning, the program's learning management system (LMS), the program has transitioned to a mentor-focused system utilizing formative assessment aspects as opportunities for professional learning and growth.

Program stakeholders are given opportunities to communicate and collaborate in order to evaluate the program and provide input on program improvement. Interviews with candidates, mentors, and site administrators, as well as screencasts and power point documents, show communication between program leadership and district leads that clarifies facets of program monitoring and evaluation. Interviews and documents affirm that mentors contribute input through informal communication with district leads and through monthly surveys. Candidates provide input used to evaluate both the program and their mentors through surveys and candidate program monitoring meetings. Additional stakeholders, such as IHE representatives and site administrators, indicate that they are able to reach out and share informal input regarding the program, however, formal input from site administrators has not occurred since the state-level survey was curtailed.

Course of Study

The San Diego County Office of Education's induction program is transitioning from a focus on formative assessment and support to a focus on mentoring. Currently, the program utilizes action research and the development of an Individual Learning Plan (ILP) as anchors for mentoring, reflection, and self-assessment around the six California Standards for the Teaching Profession (CSTP). The course of study provides both evidence of teaching practice and opportunities to demonstrate growth over time. Candidates and mentors spend an hour a week discussing and reflecting around a sequence of activities which allow them to gather information about students and the teaching context, assess teaching practice, identify a learning goal, and evaluate professional growth. These activities are all integrated into the SDCOE's use of PowerSchool Learning LMS. Program requirements, calendars, professional development, opportunities for collegial communication, and documents illustrating candidates' job-embedded experiences are all housed within this LMS and support the mentoring process. Candidates and site administrators indicate that the mentoring and support are significant strengths of the SDCOE induction

program. Multiple times a year, candidates and mentors gather together to examine candidate progress, reflect on the impact of the experiences on teacher growth, and share ideas and thoughts about their craft. Candidates and program completers stated that at the end of each induction year, they gather with their mentors to reflect on the impact of their induction experience, share-out their Individual Learning Plans, and celebrate the growth made in professional development and student learning.

Assessment of Candidates

The lead coordinator, project specialist, and district leads work together to provide candidates with timely advisement and assistance, while clarifying responsibilities and program requirements. Each candidate has access to program information on the PowerSchool Learning Management System (LMS), and they attend both brick and mortar and virtual meetings where program information is further clarified and progress is updated. Candidates and mentors work together throughout the program to monitor progress on the LMS, while mentors communicate progress to district leads through monthly logs and frequent informal communication. Schedules and documents housed on the LMS verify that accountability for learning is documented through semi-annual meetings, where mentors and candidates reflect on and verify current progress toward completion. Interviews with program leadership, mentors, and district leads confirm that monitoring of documents related to field experiences is completed and signed by two independent sources, providing participant completion data to districts, program stakeholders, and Induction leadership. Communication and collaboration between the lead coordinator, project specialist, and district induction personnel ensure that candidates have the support and guidance necessary to work toward completion of program expectations. Each district lead verifies completion by reviewing grades in PowerSchool and then makes the clear credential determination. Upon successful completion of program requirements, district leads forward a list of names to the San Diego County Human Resources division who then send the SDCOE's teacher induction program a Temporary County Certificate for each recommended teacher.

Findings on Standards

After review of the institutional reports, supporting documentation, the completion of interviews with candidates, completers, mentors, employers, professional development providers, and educational colleagues, the team determined that all program standards are **met** for the teacher induction program.

Preliminary Administrative Services Credential

Program Design

The Preliminary Administrative Services Credential Program (PASC) resides in the Learning and Leadership Division of the San Diego County Office of Education (SDCOE). The PASC is designed to provide an interrelated, cohesive set of developmental learning experiences that prepare prospective school principals for the challenges of school leadership. The program makes a significant contribution to the San Diego region by preparing future school leaders and

educational administrators to become “leaders of learning” who are capable of attaining the level of effectiveness needed to produce high performing schools. The program recruits qualified candidates from diverse backgrounds that represent and advocate for the rich diversity of the region. The 17-month blended model is supported by a director, program instructors, field supervisors, and support staff. In interviews with program leaders, instructors, supervisors, completers and current candidates, there was evidence in the coaching model, the *System Leadership Framework*, coursework, leadership seminars and fieldwork assignments of an explicit focus on equity.

The PASC Program Director and instructors monitor candidate progress via regular review of candidate coursework, fieldwork, and assessments. Candidates who have completed all program requirements and assignments (including fieldwork, action research, online portfolio, and financial clearance) are approved for recommendation to Commission on Teacher Credentialing. The program director and the program support staff monitor the process from the application to the submission for credential recommendation and ensure that the candidate has successfully completed all components of the program.

A Memorandum of Understanding is in place for each institution and/or partnering district. The hosting institution and SDCOE agree to support each candidate’s learning and growth based upon an articulated Program of Study. A letter is sent to the administrator of each district and/or school site where the candidate is completing the fieldwork component which describes the obligations of the partnership. This process is done via email and, if requested, face-to-face meetings are provided.

According to the PASC Handbook, validated through interviews with instructors, completers and candidates, coursework and field experiences are a combination of face-to-face and online sessions. The coursework is designed for self-directed adult learners. Course content is relevant to the candidates' current work and to their career aspirations. There are a variety of theory-to-practice assignments that provide the candidate with authentic, job-embedded experiences, such as shadowing a principal in a diverse context different from the candidate’s current work site.

The program consists of seven courses, including six core courses that address the California Administrator Performance Expectations (CAPE) which provide face-to-face learning, embedded fieldwork, online experiences, and a two-part seminar on action research. Each course includes online class assignments to be implemented in fieldwork and gives candidates the opportunity to learn and practice administrative competencies in authentic situations. The courses and seminars are delivered during a 17-month program with 21 units of coursework and a significant fieldwork component, including the opportunity to pursue a master’s degree at Brandon University or University of Phoenix.

The PASC program has begun integration of preparation structures for the upcoming California Administrator Performance Assessment (CalAPA) into both its coursework and field experiences.

During the interviews, the PASC instructors discussed how they met together to consider where these tasks would best fit into the program, what content would need to be presented in the courses, and how the tasks would need to be addressed in the fieldwork component.

The PASC Advisory Board representatives are employers and alumni from the program. Through interviews with Advisory Board members and a review of agendas and minutes, it indicates that the board meets at least once a year to review new credential and/or program requirements and policies and how improvements to the program might be considered. Also, at that meeting, the partner district and/or institution representatives offer insights about district and partner needs that they would like the program to address. The Advisory Board consists of county superintendents, assistant superintendents, human resources directors, principals, assistant principals, program completers, and current candidates. The agenda is constructed by the PASC Program Director and informed by input from the partner stakeholders.

Additionally, the candidates give feedback for program improvement through surveys at the end of the program. Often, during the monthly PASC meetings, the program support personnel give the program directors and instructors feedback on how to improve the program.

Course of Study

The PASC program is composed of seven courses, including six core courses that address the California Administrator Performance Expectations (CAPE) which provide face-to-face learning, embedded fieldwork, online experiences, and a two-part seminar on action research. Candidates demonstrate their proficiency through a cumulative electronic portfolio, reviewed by program personnel.

During the candidate interviews, they expressed how much they appreciated the sequence and quality of the program, specifically the course content. They praised the connection between the theory and practice in fieldwork, the caliber of the instructors, and the coaches. One candidate expressed how excited he was to come to class on Saturday, to continue to learn.

A review of the course descriptors and comments from the instructors validated that each course has the CAPE as its foundation with a fieldwork assignment that is to be conducted in job embedded practice, assuring the connection is made between theory and practice. For example, candidates deeply investigate the concepts of the Local Control Funding Formula (LCFF) which delineates various student success metrics. Also, candidates are required to examine a school's student data through the new state dashboard; they unpack root causes for areas of concern and design an action research project that challenges inequitable practices.

A review of the course syllabi and interviews with faculty highlight an emphasis on addressing inequitable practices for vulnerable student populations (e.g. students with special needs). Each of the courses has a specific equity lens that requires the candidate to consider how they will

meet the needs of all students, often calling out marginalized groups and how their needs will be addressed.

The Systems Leadership Framework describes five areas that are consistently referred to when discussing how to meet the needs of all student populations: trust, communication, alignment, transformation, and continuous learning and innovation. According to the stakeholders interviewed, the *System Leadership Framework* is referred to and incorporated throughout all the courses.

A total of 74 field placement hours includes shadowing, CAPE-connected experiences, and an action research project. The fieldwork is closely connected to each CAPE-based course providing significant experiences that are designed to facilitate the application of theoretical concepts in a practical setting. Field experiences include intensive experiences in a variety of diverse settings for the purpose of building understanding of how school leaders work to improve teaching and student learning.

The program design and delivery provide developmental learning experiences that are informed by adult learning theory. The program's learning experiences are designed to address the needs of self-directed future leaders. Candidates shared that the content connects theory and practice, offering relevant, concrete learning experiences that can be applied to the candidate's work in their schools. Candidates learn how to analyze and assess instruction, develop learning opportunities for teachers, and base their strategies for school improvement on data.

Candidates complete periodic benchmark assessments throughout the PASC program in order to demonstrate proficiency with application of the knowledge and skills of successful school leaders. Benchmark assessments are aligned with CAPE standards and major learning intentions and provide both formative and summative data regarding candidate proficiency, as well as opportunities to refine or supplement program curriculum.

Assessment of Candidates

Candidates are assessed regularly throughout the program culminating in an online fieldwork portfolio and presentation. The program handbook describes the process that candidates are required to complete in order to qualify for the credential. This assessment process is verified through a review of the program handbook and in multiple interviews with program directors, coaches, candidates, completers and program support staff.

Based on adult learning theory used in the program, adult learners need to have control over significant parts of their learning through their fieldwork, program evaluation and culminating presentations. Candidates learn as a cohort of peers, work together in small groups, and reflect on their learning and how it relates to their prior experience. The program instructors provide structured feedback on candidate learning and help the adult learners apply their learning to daily practice. Interviews indicate that the program coaches and instructors assess candidates on the

completion of their fieldwork and how these assignments fulfill course assignments and the correlation of these assignments to the CAPES. Program support staff, coaches, and instructors commented that when a candidate is not successful, they are given a number of options to complete the program. Candidates may take more time to finish, revise assignments, take a leave, or exit the program depending on the circumstances. Upon completion of all the above requirements the candidates are eligible to apply for the Preliminary Administrative Services Credential.

Findings on Standards

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

Clear Induction Administrative Services

Program Design

The SDCOE Clear Administrative Services Credential (CASC) Program provides a job-embedded induction program for new administrators needing to clear their administrative credential. The program operates in the SDCOE under the Learning and Leadership Division. Upon employment in an administrative position requiring an administrative credential, candidates must enroll in a program within their first year. SDCOE CASC program provides a blended coaching model, professional learning, and an individualized growth plan to meet each candidate's needs depending on the unique school, district and community contexts. The core features of the model provide one-on-one coaching, classroom walkthroughs, and between two and five professional learning seminars per year in the two-year program. Upon completion of the program, a portfolio of assignments is presented and a 30-minute exit interview is held.

An MOU is in place with each of the institution's partnering districts. The district and SDCOE agree to jointly support each candidate's pathway to complete the components of the program through four hours of in person coaching per month for two years (40-60 hours per year) and attendance at two-five professional learning seminars per year. A letter is sent to the appropriate administrator of each district and/or school site where the candidate is fulfilling the CASC requirements describing the specific obligations of the partnership. In addition, the candidate and the coach sign a form agreeing to the implementation of the Individual Growth Plan that will address meeting the California Professional Standards for Educational Leaders (CPSEL). Copies of agreement forms are found in the CASC Handbook.

The CASC program promotes an emphasis on reflective practice that prompts candidates to consider their own beliefs, implicit biases, and the implications of these beliefs on their work as leaders. Through coaching and reflection on equity issues and diversity, the leaders are supported by honoring the principle, "To lead others, first lead yourself." The completers so valued this process of having an expert administrative coach guide their practice for their first

two years that they suggested that the addition of coaching through their future leadership roles would be beneficial.

CASC candidates consider how leaders promote a healthy, learning-centered culture in a variety of contexts and circumstances. Through coaching and professional learning, candidates are supported to focus on the role of trust, communication, purposeful alignment of systems, transformative mindsets, and continuous learning and innovation as essential components of effective leader's expertise. The coach, completer and candidate verified that candidates are consistently required to initiate projects and reflect on the outcomes.

The preliminary and clear administrative services programs share an advisory board that meets annually. Interviews with advisory board members and a review of agendas and minutes show that these meetings provide an opportunity to learn about the program and provide input on program and district needs.

Candidates that were interviewed indicated that they provided feedback on the program components through surveys at the end of the program, and also evaluated their coaches at the end of each of the two years. The program support staff gives the program directors and instructors feedback on how to improve the CASC program during their weekly meetings.

Course of Study

The CASC program is intended to support a new administrator in the initial years of administrative experiences. Once a candidate moves into a position requiring the activation of the credential, the candidate must enter a two-year coaching model within one year of job placement. Over the course of the next two years, the candidate is involved with face-to-face coaching, engages in professional learning, and keeps a portfolio as evidence of the candidate's involvement in addressing and meeting the CPSEL.

According to the information gathered during interviews with coaches, the CASC program is a coaching model two-year program that focuses on embedding the theory learned in the preliminary program into the CASC candidate's leadership practices. Coaches support the candidate to succeed in the job during the first years of leadership. The Individual Growth Plan is developed linking projects to the CPSEL.

CASC candidates are coached at their place of service/employment. Individualized coaching is structured around the CPSEL and its elements. SDCOE CASC participants, along with their coaches, are required to attend seminars that are aligned to their Individual Growth Plans or mandated by the program on specific topics, for example, how to address equity issues in the school curriculum or how to implement equitable disciplinary approaches as reported in the interviews with coaches, candidates and completers. Through coaching and self-assessments on CPSEL, candidates challenge inequities for vulnerable populations such as English-language learners.

Coaches receive formal training through SDCOE's Coaches Academy or Coaching Collaborative Meetings and utilize the *Systems Leadership Framework* as a coaching framework to ensure program cohesion. Coaches and CASC candidates are matched based on areas of expertise and need. Coaches collaboratively support candidates' development of their Individual Growth Plan and together develop a plan for future coaching. Coaches utilize a blended coaching model that includes both facilitative and instructional support to foster reflective practice. Candidates verified that they are observed by their coaches in meaningful, authentic contexts to develop their practices including leadership voice, expert noticing, and building capacity of others through adult learning and teacher feedback.

Assessment of Candidates

Over the two-year induction process the candidate and the coach periodically record progress made on the Individual Growth Plan objectives, which become part of the candidate's e-Portfolio. The CASC handbook describes the assessment process. Additional information was gathered during the interviews with coaches, candidates and completers. By the end of the two-year CASC program, the candidate culminates the experience by producing an e-Portfolio and participating in an exit panel presentation for the coach and a committee of educators. The candidate's growth throughout the program is monitored and assessed in the form of a mid-year collaborative coaching check-ins and the end-of-the-year reflection on the growth on completing the Individual Growth Plan projects.

All requirements are documented using SDCOE's Portfolio Checklist. The CASC Program Director reviews all portfolios prior to program completion and then the recommendation process is completed by the program staff and credential analyst.

Findings on Standards

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

Added Authorizations in Special Education Autism Spectrum Disorder, Deaf-Blind, Early Childhood Education, Emotional Disturbance, Orthopedic Impairment

Program Design

The San Diego County Office of Education Added Authorizations in Special Education (AASE) program serves teachers from school districts in San Diego County and across the state of California. The program director and support staff confirmed that SDCOE recently launched its AASE program statewide with an increase from 45 candidates to 173 candidates as of spring 2018.

The SDCOE's AASE programs are housed within the Human Resources Division and serves candidates seeking an added authorization in the areas of Autism Spectrum Disorder, Deaf Blind, Early Childhood Special Education, Emotional Disturbance, and Orthopedic Impairment. The day

to day operation is overseen by the Teacher Effectiveness and Evaluation Lead Coordinator. The online learning management system, Power School, delivers online coursework.

This lead coordinator is under the direct supervision of the Executive Director of the Human Resources Division. The coordinator also develops and maintains the operating budget, collects accountability data and collaborates with the programs. The program director verified that a new hire would be starting to assist in the operation of the AASE as they have continued to grow.

The program's purpose is to provide a learning experience for teachers that ensures all students, regardless of exceptionality, receive high quality educational opportunities. This mission is accomplished through coursework, support from the course mentor, and the development of an added authorization portfolio.

The program director and support staff confirmed that an Advisory Committee, consisting of program instructors, the lead coordinator, and the program specialist, inform and assist in making decisions about the program design and implementation based on data collected. The Advisory Committee meets quarterly to receive program updates, share insights from the field, and make program decisions that serve to improve the delivery model and meet the needs of candidates.

Course of Study

Upon acceptance, all AASE candidates are enrolled in the Characteristics Module of their selected authorization area. A 7-week course where the candidate learns about the various aspects of the disability area as outlined in the program standards, Characteristics Module is 100% online through Power School Learning System. The Characteristics instructor mentors candidates throughout the 22-week program as verified by the candidates and program completers. Currently SDCOE assigns about 15 candidates to one Characteristics instructor.

Upon completion of the Characteristics Module, a candidate is then enrolled in each of five core module courses individualized for their specialty: Assessment, Behavior, Collaboration, Specialized Healthcare, and Transition. Throughout participation in the program, candidates work to build a portfolio including a videotaping component evidencing classroom practice in relation to the Added Authorization program standards, evidence of 30 hours of professional development, and an action plan for implementation. The program coordinator shared that there is one instructor per core module in that area of expertise. Candidates and program completers validated that instructors are knowledgeable, providing relevant information to take and implement in their current teaching assignments.

Candidates experience a comprehensive and integrated program of advanced course and fieldwork designed for teachers who already possess an education specialist credential. The completion of coursework includes course assignments, fieldwork hours, professional development and e-portfolio. All candidates provide documentation and evidence of meeting each of the respective added authorization standards through coursework. All evidence of

meeting added authorization standards is monitored and verified by the program mentor/characteristics instructor and verified by the program leadership.

Prior to completion of the core modules, candidates complete specific AASE courses of study:

- The Autism Spectrum Disorder (ASD) course of study requires candidates to complete course modules of nine hours participation, including pre- and post-test, quizzes, discussions, and an assignment. Through these requirements, candidates are able to demonstrate the knowledge and skills acquired throughout the course. Candidates shared that coursework was often repetitive of skills and knowledge they are already had but overall was a good refresher. Candidates felt coursework was functional and applicable to their practice. The characteristics module consists of coursework and experience. This module focuses on the specific characteristics of ASD; instructional strategies for students with ASD; and the sensory, language, and social implications for students with ASD. Current experience in working with students with ASD and ASD Coach: 10 hours
- The Deaf and Blind (DB) course of study consists of course assignments, fieldwork hours, compiling an e-portfolio, professional development. Should a candidate have past experience related to this authorization, credit may be given for that work.
- The Early Childhood Special Education, ECSE, course of study addresses the four ECSE AA Standards and is taught by an instructor who is a credentialed expert in the field working with infants through preschoolers. Candidates shared that coursework was functional and applicable to their current teaching practices while being both rigorous and relevant.
- The Emotional Disturbance (ED) candidates experience a comprehensive and integrated program of course and fieldwork in three specific modules. It was reported that candidates felt well supported by their instructor throughout the programs, providing personal contact information for actual conversation, not just online or through email. Candidates shared that coursework was functional and applicable to their current teaching practices. Candidates felt the program was rigorous and relevant to their added authorizations.
- The Orthopedic Impairment (OI) course of study consists of the online completion of a core module, a characteristic module, and a fieldwork-portfolio module. Program instructors indicated that coursework in the assessment course is designed to be functional and applicable for students to implement in their current teaching assignments. Candidates validated that the course was relevant, functional, and practical.

For candidates who are not teaching students with a disability that is pertinent to the special education added authorization, SDCOE makes it accessible for candidates to complete this process by videotaping themselves in an interaction with a student with that particular identified disability.

Assessment of Candidate

Each instructor administers a post-test aligned with the Commission on Teacher Credentialing for the Authorization Standards. The post-test must be mastered at 80% to fall within a pass/fail format.

If the candidate fails the post-test mastery with less than 80%, program director and program instructors reported that the candidates are encouraged to retake the post-test after receiving support from the Characteristic instructor. After the content is further reviewed the candidate can then retake the post-test. There has been one candidate who had to retake the post-test.

Accountability for learning is documented through the three components of the program: 1) Core Modules; 2) Characteristics of the Authorization Module; 3) Fieldwork/Portfolio Module. During the module coursework, completion is documented through assignments and assessments. Upon successful completion of program requirements, a candidate notifies the program coordinator. Portfolios are reviewed by the advisory committee three times a year. Once the program verifies portfolio completion, the program coordinator submits candidate information to the credential office who then makes a recommendation for the added authorization.

For candidates who are not teaching students with the disability that is pertinent to the added special education authorization, SDCOE AASE makes it accessible for candidates to complete this process by videotaping an interaction with a student with that particular identified disability in the AASE area of study.

Program instructors indicated that coursework in the assessment course is designed to be functional and applicable for students to implement in their current teaching assignments. Candidates, validated that the course was relevant, functional and practical. This was the overall sentiment for the Characteristics and Core Module coursework in all the AASE. It was reported that candidates felt well supported by their instructor throughout the programs.

The majority of the candidates shared, “they were readily accessible for us. They even provided their personal contact information for us to have an actual conversation with and not just online or through email.” Program Instructors and Support Staff agreed that they felt supported by their peers and program coordinator. Collaboration between peers, program leads and candidates was the overall factor making the SDCOE AASE program successful. It is evident by the continued growth of candidates that the program is a collaborative, interactive and rigorous program. Stakeholders expressed the information was relevant and applicable to their current practice.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Special Education Added

Authorizations in Autism Spectrum Disorder, Deaf-Blind, Early Childhood Special Education, Emotional Disturbance, and Orthopedic Impairment.

Designated Subjects: Career Technical Education

Designated Subjects: Special Subjects

Designated Subjects: Adult Education

Program Design

San Diego County Office of Education's (SDCOE) Designated Subjects Credential (DSC) program is located in the Human Resources Division department. The program is supervised by the Executive Director of Human Resources. The DSC program, which includes Career Technical Education, Special Subjects and Adult Education Programs, was moved in 2016 under the Human Resources division and completely revised to meet current program and curriculum needs. The program staff consists of a Designated Subjects Coordinator, program specialist, credential technician and a program secretary, as well as a temporary data clerk. Adjunct staff provide budgetary support. Online instructors provide input into course design annually. Virtual advisory and curriculum committees are informational for district staff. In interviews, the program director shared that they are refining the membership and purpose of the two groups.

The program communicates informally with other programs in the unit, as well as with the institution. Program staff also collaborate with one another during weekly staff meetings. Advisory Committee meetings provide an opportunity to share information and program changes with participating districts. Instructor collaboration meetings are held quarterly and are designed to review course feedback from candidates. There are also ongoing informal interactions throughout the year. Instructors indicated that they receive candidate and program feedback and implement course changes as necessary for candidate comprehension and curricular currency. Formally, a Memorandum of Understanding is in place for each partner employer, which includes approximately 250 districts and educational programs. The program staff is contacted directly by employers as issues and needs arise as employers shared that the program staff has an open-door policy for employers to contact them in a variety of ways.

The SDCOE Designated Subjects Career Technical Education/Special Subjects Credential as well as the Adult Education program consists of four (4) online courses. Review of PowerSchool program content (the SDCOE's learning management system) verifies a logical sequence of content and assignments to meet the needs of a variety of learning styles, as well as differentiated content in the Adult Ed and CTE programs. One of the modules is differentiated for Adult Education and CTE Emphasis only. There is an MOU in place with an IHE to allow candidates to receive course units for additional expense. CTE program instructors as well as the CTE program staff shared that they collaborate in curriculum meetings committees, and have constant access to IHE program staff.

The program advertises and recruits qualified instructors from experienced content teachers from local secondary school districts, SDCOE, and university faculty. An application and hiring process is in place that includes program stakeholders participating on interview panels. Candidates report that instructors have a depth of content knowledge, provide specific and timely feedback, and are available on a regular basis.

Outside stakeholder participation occurs via Advisory Committee and Curriculum Council virtual meetings, where they listen to program changes as well as enrollment data. Meetings are open to all stakeholders, but most do not participate. Questions are submitted via a chat box at the end of the meeting. A survey is then sent to participants for input such as areas of strength and areas for additional support, as indicated by the Curriculum Council agenda, webinar and survey feedback that was reviewed.

Course of Study

The program website indicates that the course of study includes new teacher orientation, 150 hours of approved professional teacher preparation in a sequenced set of courses, and support from a mentor teacher until the candidate clears their credential. Candidates may also be required to successfully complete courses in Health Education, CPR and U.S. Constitution as the clear credential requires. The majority of candidates reported that the process for clearing the credential was clear.

CTE candidates who hold a previous MS/SS credential participate in a six week CTE Core course to obtain their clear credentials. Candidates without a previous credential participate in a 150-hour online program that can be completed anytime within three years, in addition to two years of fieldwork with their non-evaluative mentor.

The 40 hour Foundations course includes 10 hours of instruction on teaching English Learners, including SDAIE, and teaching students with special needs. It also includes history of CTE and Adult Education (AE), classroom environment, lesson design, assessment, and self-assessment around the TPEs (CTE), CSTP, and program standards. The AE Emphasis course engages candidates in adult learning theory as well as exploration of the CSTP.

Candidates must be employed as a CTE teacher to complete this course of study in order to apply their learning. In this way, their activities and assignments tie directly into the classroom. Teaching strategies for a range of diverse learners are covered throughout the program. As required, English learner instruction is embedded in the program. Instructors shared that upon completion of the program, candidates provide course feedback which they use to make adjustments as needed to the online coursework.

Mentors, assigned by the employers based on program criteria, provide three observations each year for the required two-year fieldwork experience. Mentors are assigned to each candidate and provide support to the candidate to meet the CSTP, TPE and/or program standards through

on the job teaching assignments, monthly contacts, and classroom observations. In addition to the observations, mentors provide support by contacting the candidates a minimum of once a month.

Following mentor approval, there is an open enrollment process in an online format in Powerschool. Review of Powerschool indicates there is online training in mentoring and coaching. All program documentation is uploaded as well. Candidates provide feedback on mentor support at the end of the program. Interviewed mentors commented on the quality of the training and ease of access to materials in the Powerschool Mentor course. Mentors must meet eligibility requirements and complete mentor training before being assigned to a candidate.

Assessment of Candidates

Program staff assists and advises candidates and applicants regarding their credential requirements, timeline for clearing, and course requirements. The credentialing website houses all credentialing information, necessary forms, program guidelines, contact information, and resources. The credential technician shared in her interview that she spends a good portion of her work time being available for support as necessary to district credential analysts who collect and review documentation for Preliminary and Clear Designated Subjects credentials, prior to submitting to the program credential technician.

Formative and summative assessments are provided by course instructors. Candidates are assessed through program instructors and mentors to indicate they meet the Commission-adopted competency requirements, as specified in the program standards. Coursework requisites, grading policy, and course feedback are delineated in the online course menu, syllabus and website. The program maintains candidate completed assignments which are included in the candidate's culminating portfolio course. Upon program completion, the site administrator verifies two years of successful teaching experience before candidates can apply for the clear credential.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Designated Subjects Credential Career Technical Education, Adult Education and Special Subjects programs.

Designated Subjects: Supervision and Coordination

Program Design

San Diego County Office of Education's (SDCOE) Designated Subjects Credential (DSC) program is located in the Human Resources Division department. The program is supervised by the Executive Director of Human Resources. The DSC Supervision and Coordination program, was launched in the last six months to support the need for supervision and coordination of the growing CTE programs. The program staff consists of a Designated Subjects Coordinator, program specialist, credential technician and a program secretary, as well as a temporary data clerk. Adjunct staff provide budgetary support. An online instructor provides input into course design. Currently there are no candidates enrolled in the program and no completers.

The Supervision and Coordination credential coursework is offered for candidates who possess a Clear Designated Subjects Credential. This leadership development course is designed for prospective, newly appointed, or experienced administrators in community colleges, regional occupational centers and programs, and secondary school districts. The coursework is designed for current holders of a valid Designated Subjects Teaching Credential with a minimum of 3 years of full-time teaching experience in the subject named on the credential. Candidates must be recommended by an administrator from their district. Review of course content in the online Powerschool LMS indicates that candidates complete a 6-semester unit/60 hour course. The program contains a module for each program guideline, fieldwork and portfolio. This course is taught in an online format and on an as needed basis. Material covered in six modules examines the roles of the Advisory Committees in CTE classrooms, the role of a supervisor, coach and manager, development of professional learning opportunities, budgets and grant writing, and recruitment of students for CTE classrooms.

Course of Study

Review of the online course content verifies that the course content is delivered primarily through video, web link and narrative text. Each module, 1 through 6, establishes a focus with content, discussion prompts, and a wikiproject. Finally, candidates craft personal reflection papers within each module which is submitted to the instructor for feedback. Projects are individualized and specific to each candidate's experience and context.

Module 1: Candidates consider the role of advisory committees, how to ensure that they are productive integral parts of a CTE or Adult Education program, and design an advisory committee as their Wikiproject.

Module 2: Candidates consider their roles in the interview, hiring, support, and coaching of new and veteran teachers within their own program(s). They produce an observation plan, take notes, and develop "next steps" for either a teacher on their staff or from a video provided.

Module 3: Candidates consider the process of determining what professional development is needed for staff, how to design engaging presentations and how to evaluate the effectiveness of

professional development. They design professional development with specific individuals in mind.

Module 4: Using what they learn within this module, and what they already know from previous experiences, candidates research and describe budgets specific to their district or site, and describe a grant available for their program and share their program needs, connected to the grant of their choice.

Module 5: After learning more about specific CTE and Adult Education pathways, candidates share current methods of student recruitment for their programs, and determine how they can enhance the current programs at their district or site.

Module 6: After reviewing relevant research and best practices regarding master schedules and calendaring, candidates create a calendar specifically to support their own work or analyze their current master schedule for the strengths and challenges of the schedule relative to their program(s).

Candidates are required to be employed in a supervision position and assignments are job-embedded and provide candidates an opportunity to examine current issues in leadership.

Assessment of Candidates

Candidate feedback is provided by instructors. . All feedback to candidates is via the personalized feedback for the online instructor. Candidates have the opportunity to resubmit unsatisfactory coursework to meet standards.

Upon completion of the online program requirements, candidates apply for clear credentials. Program credential technicians verify completion and recommend candidates.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Supervision and Coordination Credential Program.

Common Standards

Standard 1: Institutional Infrastructure to Support Educator Preparation Met with Concerns

The accreditation programs offered through the San Diego County Office of Education (SDCOE) strive to transform public education while guaranteeing high levels of student achievement. This vision is stated in SDCOE's Vision and Mission page on the county's website and is supported in each program through their individual mission and vision statements, courses, and participant experiences.

Each accreditation program has a unique governance structure, with some crossover among programs. The executive director of the Human Resources Division supervises the Teacher Induction (TI), Added Authorizations for Special Education (AASE), and Designated Subjects (DS) programs. The Preliminary Administrative Services Credential (PASC) and Clear Administrative Services Credential (CASC) programs operate out of the Learning Leadership Services (LLS) Division, with the LLS Assistant Superintendent overseeing these programs, supported by program leadership. The HR Executive Director and the LLS Assistant Superintendent meet weekly on a variety of topics but credentialing programs are not a standing agenda item. It is unclear if they equally share responsibility for SDCOE's credentialing programs or who would be considered the unit head.

Stakeholder involvement is apparent in every SDCOE program. Some programs have two-deep leadership--coordinators and program specialists—who reach out to districts, employers, faculty, and candidates on an individual basis. Advisory committees and district liaisons (called team leads) offer contextual information to their respective programs. Mentors and coaches come together regularly for ongoing training where they are also encouraged to provide suggestions and report personal insights into their work. Interviews with these stakeholders confirmed that SDCOE has an open door for communication and support, encouraging stakeholder involvement.

Stakeholders also provide formal feedback on program implementation. Candidate interviews confirmed that program participants complete surveys at the end of professional development sessions and by completing surveys throughout the year, covering topics such as program structure, timelines, and work with their coaches or mentors. Mentors and coaches are also able to provide feedback through surveys and when working with program leadership. Advisory committees are able to provide input to programs when they meet at various times of the year. Program leadership has connections with several local institutions of higher education (IHE), offering an informal manner in which to share information and support programs in both institutions, as confirmed by IHE representatives during interviews. At this time, site administrators offer feedback on an informal, as needed, basis.

Collaboration is ensured through each program's individual leadership structure. Each of SDCOE's twelve accreditation programs has a strong foundation of collaboration as mentioned by the majority of stakeholder groups. Teacher Induction personnel hold various meetings with district leads, credential analysts, and mentors, all of which strengthen collaboration. AASE and

DS programs add online discussion boards to their collaboration strategies while the ASC programs encourage coaching networks, all of which strengthen the communication and collaboration of program participants and personnel.

In discussion with unit leadership, accreditation programs receive sufficient resources from county funds and the instructional technology (IT) department. When finances are needed, the county office supports programs by providing needed funding. Programs do have fees for participation. Depending on need, payment plans are available, while some districts assist in covering program participation costs. Program leadership reported that the county office of education also supports programs by covering the cost incurred by participants using credit cards, absorbing the costs of transcripts, and providing facilities as needed. Programs are also supported through the staffing positions provided, from the lead coordinator and program directors, to credential analysts and support staff at the SDCOE level, to a variety of program instructors and mentors and coaches who work to support the programs through courses and at individual district levels.

Faculty in the credential programs includes mentors, instructors, and coaches. Each position has an application process including a written application, interview, and references, as evidenced in documentation provided. Programs support the hiring and retention of faculty who represent and support diversity and excellence, supporting unit leadership's focus on quality and programs modeling the expectations placed on program candidates, as shared during interviews with program leadership. In alignment with SDCOE Board Policy [#4007](#) and Education Code [§44101\(a\)](#), programs seek to hire and promote persons who are underrepresented in the workforce compared to their numbers in the available labor force, including individuals with disabilities, women, and persons of minority racial and ethnic backgrounds. This process is assured through executed MOUs with program partners, and higher education partners, as evidenced in documents provided.

Each CTC-approved program verifies that faculty are qualified to teach courses and supervise candidates. Collective bargaining units outline qualifications for district employees, and are verified through candidate's resumes. Faculty degrees, assignments, and experiences are key to their success as instructors. Candidates reported appreciating that those leading their courses are current instructors in the field, so have up-to-the-minute experiences and understanding of candidates' situations.

There is no one overall process to verify participant completion in all of the accreditation programs offered through SDCOE as each program has its own pathway to check completion of program components and recommend participants for credentials through CTC. Databases, PowerSchool, tracking tools, module completion and portfolio work are all employed by program leaders to determine participation and program completion before candidate names are forwarded to the credential analysts for a credential recommendation.

Rationale: Met with Concerns

The team was unable to find evidence of consistent, systematic, unit-level oversight in all of the SDCOE's credentialing programs. With programs housed in two different divisions of the SDCOE, there are two autonomous leadership structures instead of one single unit. The responsibilities of program oversight were either delegated to the program-level leaders to perform or not in evidence at the time of the site visit.

Standard 2: Candidate Recruitment and Support

Met

Institutional leadership has established clear recruitment and support procedures for each CTC approved credential program. A review of each program's website, and further affirmed through interviews with administrators and candidates, confirms that admission requirements are consistent with Commission requirements. A variety of multiple measures that assess candidate qualifications are used by SDCOE's programs and include items such as an application, verification of program specific eligibility, current placement suitability, supervisor recommendation, and a writing sample. Program personnel review application materials to ensure each admitted candidate is qualified.

Interviews with institutional administrators highlighted a commitment within each program to serve all qualified individuals, schools and districts. Typical recruitment practices include components such as well-designed websites, printed brochures, and information meetings. In response to the need to diversify the educator pool and to sustain a countywide climate of diversity, inclusion, equity, and respect, SDCOE is participating in a grant program that provides tuition grants for classified staff of diverse backgrounds who have obtained admittance into a credential program. It is expected that as these credential candidates complete credentialing programs and become credentialed teachers and administrators, the entire SDCOE increases in diversity. Additionally, all program staff have engaged in a two-year multifaceted study on equity and diversity, which has culminated in the establishment of a new administrative position, Executive Director of Equity.

Webpages for each of the county programs provide information needed to determine eligibility, participation and completion of the program. Additionally, qualified personnel are available to respond to individual questions. The variety of support items reviewed include detailed job descriptions, Memorandums of Understanding, training options, and support expectations. The programs' commitment to establish trusting, respectful relationships is a common theme found within the provided information. Interviews with candidates affirmed the effectiveness of program-level support, advice, and assistance activities.

Interviews with program directors, instructors, mentors/coaches, and candidates confirm evidence regarding competency and performance expectations are established, shared and used to guide advisement in each program. Program directors and instructors use the web-based learning management system to disseminate artifacts such as completion timelines, handbooks, and rubric-based assignment descriptions. Instructor feedback on assignments guides candidates as they systematically work to meet program requirements. Regular meetings with

their assigned mentor or coach provide candidates with additional clarification regarding program expectations, as well as opportunities for any needed, additional individualized assistance.

Standard 3: Course of Study, Fieldwork and Clinical Practice

Met

The unit has delegated responsibility and oversight for the design and implementation of coursework, fieldwork, and clinical practices to the individual program directors. A review of each program’s websites, learning management system documents, and informational brochures reveals a planned sequence of coursework and clinical experiences. A commitment to deliver learning experiences that prepare candidates to impact P-12 students, provide job embedded mentoring or coaching, strengthen collaboration skills, and embrace principles of equity serve as a common vision. Interviews with candidates and completers affirmed that the themes were intentionally and repeatedly referenced.

Interviews with institutional administrators, instructors, and mentors/coaches confirmed the unit’s dedication to the use of educational research on effective practice. Common practices include the use of Leading Edge Certification coupled with gradual release training to develop each instructor’s ability to leverage on-line learning dynamics. Additionally, training in the Five Dimensions of Teaching and Learning is used to frame candidate-mentor/coach conversations and subsequent reflection activities. Candidates and completer comments verified that the instructor and mentor/coach preparation has resulted in learning experiences that were relevant, effective, and supportive.

Job-embedded learning experiences provide candidates with opportunities to experience issues of diversity. Examples include the designated subject assignment that asks candidates to construct differentiated lesson plan activities and the administrative credential programs school policy impact on vulnerable populations action research project. Fieldwork evaluations that are focused on equity ensure that course work is transferred into class and school embedded practice.

Memorandums of Understanding (MOU) define the criteria for the selection of district employed mentor/coaches. Program personnel are tasked with the responsibility of verifying that the district employed mentor/coach holds appropriate certification and teaching experiences. Interviews with candidates and completers substantiated the implementation of selection criteria and generated multiple comments of appreciation for mentor/coach content and pedagogical expertise. The MOUs also state that district employed mentors/coaches participate in advisory committee meetings. This expectation supports the unit’s decision to use the advisory meetings as an opportunity to deliver relevant program updates and training. Interviews with program administrators and a review of several archived advisory meetings affirms the system. However, efforts to confirm full participation were inconsistent.

Interviews with program administrators noted a systematic approach to evaluating course and fieldwork effectiveness. The process starts with a review of candidate performance as indicated in course rubric scores and mentor/coach performance feedback. A subsequent review of

candidate-mentor/coach monthly logs as well as the annual candidate evaluation of mentor/coach effectiveness allows triangulation to occur. Candidate-specific issues are immediately addressed at the individual level. Generic themes are transferred into future advisory meeting agendas where input related to potential areas for program improvement are discussed. The result of the program level monitoring appears to create an efficient system of protocols that ensure candidates experience issues of diversity, professional supervisory support, and appropriate instructional activity-curriculum standards/framework alignment.

Standard 4 – Continuous Improvement

Met with Concerns

The unit has delegated the development and implementation of data collection to program personnel who have unique systems for their program. A review of course syllabi and assignments, confirmed through faculty and candidate interviews, highlight program-level processes that gather and use multiple sources of data, dependent upon the individual program. PowerSchool electronic course delivery software allows programs to monitor course level effectiveness through the aggregation of rubric scores and course instructor feedback comments. Submission of monthly supervisor logs provides data related to candidate content application. Google document surveys given out at the end of each course use Likert scale questions focusing on topics such as course registration, ease of learning platform navigation, and applicability of content to generate insights into delivery effectiveness. Additionally, open-ended prompts allow candidates to offer rationales for the Likert scale ratings. Finally, end of program proficiency is determined through venues such as the clear administrative credential portfolio review and the induction programs individual learning plan presentations. End of program verification form affords mentors/coaches the opportunity to evaluate and comment on a candidate's preparation to enter professional practice.

Interviews with administrators and instructors confirmed that directors and/or program specialists are tasked with the responsibility to review the data and determine emerging themes deemed critical for immediate program improvement. Themes are shared with course instructors as well as relevant mentors/coaches during routine monthly meetings. Program-level gaps are addressed in a manner that best meets the needs of current and future candidates. For example, the preliminary administrative services program's cohort structure allows remedial material to be added into subsequent course work. Or, in cases such as the designated subjects program that does not employ the cohort model, data is used to make adjustments that impact future course offerings.

During advisory meetings, there is opportunity for stakeholders to provide input. Each program assumes responsibility for holding advisory meetings. District employed mentors/coaches are typically invited to attend. Virtual meetings allows asynchronous attendance and electronic archiving. A review of several recordings confirmed through interviews with program administrators reveals efforts to facilitate training as well as opportunities for participants to use the discussion board to brainstorm program improvements. Recent evidence connected to course-level improvements was portrayed as organic and difficult to quantify.

Embedded in the institution's administrator evaluation system is the development, implementation, and evaluation of personal, context-embedded annual goals. Interviews with program administrators suggested that annual performance requirements which linked their personal, annual goals with program effectiveness objectives supported continuous unit improvement. Top program administrators also indicated that required participation in the institution's strategic planning process offered an additional opportunity for program personnel to engage in unit improvement activities. An example of the embedded unit focused program improvement endeavors would be the "March 8--Facilitating Self-Assessment Workshop with New Administrators in our Clear Administrative Services Credential accomplishment" which was highlighted on page 16 of the May 2016 Strategic Plan.

The team did not find evidence beyond the goals listed within the strategic plan that indicated unit support for continuous program improvement activities. Additionally, the team did not find evidence to suggest that a systematic, unit level approach was being employed to identify unit effectiveness. Finally, interviews and reviews of advisory meeting minutes suggest that inconsistent practices related to gathering program and unit feedback from key stakeholder groups such as employers and community partners limit the comprehensiveness of the continuous improvement cycle.

Rationale

While a continuous improvement process was in evidence at the program level for each of SDCOE's credentialing program, little evidence was found that the unit has a formal cycle of continuous improvement that makes appropriate modifications based on collecting and analyzing data reflecting the effectiveness of unit operations. Additionally, feedback from a variety of key stakeholders was not found at either the program or unit level.

Standard 5 – Program Impact

Met

Program administrators and instructors assume responsibility to ensure each candidate is prepared to serve as professional school personnel. The unit's objective to cultivate candidate commitment to continue his/her education and to establish the institution as a trusted partner guide evaluation practices. Interviews with program administration and district employed mentor/coaches suggest that the use of authentic, job-embedded assessments that reflect the "I do, we do, you do, your students do" sequence are effective at supporting the development of each candidate's knowledge and skills. A review of course requirements affirmed that each candidate's final skill level is verified through the use of final summative assessments such as the Program Evaluation and Action Research Project for PASC candidates, the Individual Growth Plan for CASC candidates, and the portfolio review checklist for Induction candidates.

Survey data is used to establish candidate perceptions related to the relationship between program activities and learning. Survey reports are reviewed by program administrators and advisory committees. Interviews with program administrators, instructors and mentor/coach noted that each program's final project includes evidence-based references to the impact the

candidate's learning had on P-12 students. A review of the final projects affirmed the references. However, a unit plan to systematically collect and evaluate positive impact data was not found.