

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

**Professional Services Division
May 2019**

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Sonoma 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 Probationary Stipulations** 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

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Preliminary Multiple /Single Subject - Intern	6	3	1	2
Preliminary Education Specialist – Mild/Moderate	22	20	1	1
Preliminary Education Specialist – Moderate/Severe	24	22	1	1
Designated Subjects – Adult Education	13	12		1
Designated Subjects – Career Technical Education	16	14		2
Clear Administrative Services	5	4		1
Teacher Induction	6	4	1	1

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: Sonoma County Office of Education

Dates of Visit: March 25 – 28, 2019

2018-19 Accreditation

Team Recommendation: Accreditation with Probationary Stipulations

Although the Sonoma County Office of Education has operated a Commission approved educator preparation program since 2004, induction programs were not incorporated into the accreditation system until 2011. Therefore, the 2019 accreditation visit is the first accreditation site visit for this institution.

Rationale:

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

Program Standards

Preliminary Multiple Subject and Single Subject-Intern

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with interns, faculty, practicum supervisors, employers, and mentors, the team determined that all program standards are **Met** for the Multiple/Single Subject Intern program except for the following:

Program Standard	Team Finding
1: Program Design and Curriculum	Not Met
2: Preparing Candidates toward Mastery of the <i>Teaching Performance Expectations</i> (TPEs)	Not Met
3: Clinical Practice	Met with Concerns

Preliminary Education Specialist Mild/Moderate Disabilities Intern

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with interns, faculty, practicum

supervisors, employers, and mentors, the team determined that all program standards are **Met** for the Education Specialist Intern program except for the following:

Program Standard	Team Finding
1: Program Design, Rationale and Coordination	Not Met
16: Assessment of Candidate Performance	Met with Concerns

Designated Subjects – Adult Education

After review of the institutional report, supporting documentation, outcomes data including portfolios, survey results, the completion of interviews with candidates, completers, facilitators, employers, mentors and program coordinators, the team determined that all program standards are **Met** for the Designated Subjects – Adult Education Credential Program except for the following:

Program Standard	Team Finding
1: Program Design and Rationale	Not Met

Designated Subjects – Career Technical Education

After review of the institutional report, supporting documentation, outcomes data including portfolios, survey results, the completion of interviews with candidates, completers, facilitators, employers, mentors and program coordinators, the team determined that all program standards are **Met** for the Designated Subjects – Career Technical Education Credential following:

Program Standard	Team Finding
1: Program Design and Rationale	Not Met
6: Determination of CTE Teacher Competence	Not Met

Clear Administrative Services

After review of the institutional report, supporting documentation, outcomes data including ePortfolios, the completion of interviews with candidates, completers, and coaches, the team determined that all program standards are **Met** for the Clear Administrative Services Credential Program except for the following:

Program Standard	Team Finding
1: Program Design and Rationale	Not Met

Teacher Induction

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, mentors, and employers, the team determined that all program standards are **Met** for the Clear Teacher Induction Program except for the following:

Program Standard	Team Finding
1: Program Purpose	Not Met
6: Program Responsibilities for Assuring Quality of Program Services	Met with Concerns

Common Standards

Common Standard 5 was **Met**. Common Standards 1 and 4 were **Not Met** and Common Standards 2 and 3 were **Met with Concerns**.

Precondition Findings:

General Preconditions 5b

The team finds that the program is not meeting General Precondition 5b which is an assurance that all candidates participating in public school-based field activities hold a Certificate of Clearance from the Commission. Rosters of candidates enrolled in the district intern program indicated that some candidates had not received a Certificate of Clearance prior to being enrolled in the district intern program.

Intern Preconditions 2 and 7

The team further finds that the program is not in compliance with Intern Precondition 2: Subject Matter Requirement, that requires all individuals admitted into the intern program have passed the subject matter examination or completed a subject matter program in the subject area that the intern is authorized to teach. Candidates reported that they have been allowed up to one year after admittance into the program to meet the subject matter competence requirement. Currently, there are candidates enrolled in the Sonoma County Office of Education’s North Coast School of Education Intern program who have not demonstrated subject matter competence and are the teachers of record for their classroom serving on a Provisional Intern Permit (PIP), Short Term Staffing Permit (STSP) or on a 30 day substitute permit.

In addition, the team finds that the program is not in compliance with Intern Precondition 7: Participating Districts which states “Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved. Reference: Education Code Sections 44321 and 44452.” Data collected at the site visit confirmed that candidates were placed in assignments at private schools.

Overall Recommendation

Given the above findings on Preconditions, Common Standards and Program Standards, the review team recommends an accreditation status of **Accreditation with Probationary Stipulations**.

The team recommends the following stipulations:

That within one year, the institution/program provide evidence that

- 1) The institution demonstrates compliance with general precondition 5b and intern preconditions 2 and 7 within 30 days of Committee on Accreditation (COA) action.
- 2) Each program in the educator preparation unit is based on sound rationale, informed by theory and research and aligned with program standards that fosters coherence among, and is clearly represented in all educator preparation programs.
- 3) The educator preparation unit ensures that the program offered at satellite locations receive sufficient resources for the effective operation, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.
- 4) The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.
- 5) 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.
- 6) The unit provide evidence that each program uses candidate performance assessment data aligned to program standards for program improvement purposes.
- 7) The unit ensure that candidates have clinical practice experiences in diverse settings and that candidates have an appropriate supervisor/mentor match as required by program standards.
- 8) The education preparation unit provide content and pedagogy to candidates, faculty, practicum supervisors, and mentors including learning about practicing and demonstrating the teaching performance expectations.
- 9) The unit will fully transition to the 2016 Teacher Induction Standards. In doing so the unit must provide evidence that the program is grounded in individualization and growth for each candidate rather than mandatory professional development and the completion of documents.
- 10) The team recommends that the institution be required to submit quarterly reports documenting how concerns and stipulations are being addressed to date.
- 11) That within one year, the institution be required to host a revisit with a focused revisit for the Preliminary Multiple/Single Subject Intern Program, Designated Subjects – Career Technical Education Program and the Teacher Induction Program.

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

Preliminary Multiple/Single Subject Intern
Preliminary Education Specialist Intern
Preliminary Administrative Services Credential
Designated Subjects: Adult Education
Designated Subjects: Career Technical Education
Clear Teacher Induction
Clear Administrative Services Credential

In addition, staff recommends that

- Sonoma County Office of Education will notify all candidates in all credential programs in writing of its accreditation status.
- Sonoma County Office of Education not be permitted to propose new credential programs for approval by the Committee on Accreditation until all stipulations are addressed.
- Sonoma 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.

Immediately after the site visit the institution worked closely with Commission staff to develop a plan to take quick action to rectify the precondition issues that became evident and to communicate that plan to ensure the institution's future compliance with preconditions.

Accreditation Team

Team Lead:

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Staff to the Visit:

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Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission

Course Matrices

Common Standards Addendum

Course Syllabi and Course of Study

Program Review Documentation

Program Review Addendum

Accreditation Website

Candidate Files

Candidate Advisement Materials

Faculty Vitae

Candidate Handbooks

Assessment Materials

Survey Results

Master Schedule

Organizational Chart

Recruitment Materials

Preconditions Responses

Performance Expectations Materials

State Completer Survey

Faculty Handbooks

Advisory Board Sign-in Sheets

ePortfolios

District/IHE MOUs

Advisory Board Agendas

Interviews Conducted

Stakeholders	TOTAL
Teacher Induction Candidates	24
Administrator Induction Candidates	10
Designated Subjects Candidates	2
Intern Candidates	47
Completers	7
Employers	17
Institutional Administration	22
Program Coordinators	10
Faculty	25
TPA Coordinator	3
Support Providers/Mentors	15
Practicum Supervisors	20
Administrator Coaches	15
Credential Analysts and Staff	4
Advisory Board Members	6
Facilitators/ePortfolio Readers	14
Site Administrators	17
TOTAL	258

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

Sonoma County is divided into 40 school districts for kindergarten through twelfth-grade (K-12) educational services. There are 31 elementary, 3 high school and 6 unified districts. Unified districts operate both elementary and secondary schools for students residing within its boundaries.

The county's school districts vary in size, serving both rural and urban areas. The smallest district in the county, Kashia, is located in a rural area and has about 11 students. The largest district, Santa Rosa City High School District, enrolls over 11,000 students in the county's most populous city.

Enrollment in Sonoma County public schools grew rapidly during the 1990s, but has been decreasing since 2001. In recent years, the countywide drop in enrollment has been modest. Some districts have seen large declines in enrollment over the years, while others have experienced significant growth. These shifts are largely due to the county's changing demographics and the availability of housing for families with school-age children.

In 2016-17, enrollment in Sonoma County public schools was 70,940 K-12 students of which 44% were economically disadvantaged, 22% were English Learners, 15% were students receiving special education services and 1% were Foster Youth. The demographics of Sonoma County are as follows:

Hispanic/Latino	45%
White	43%
Multiple/No Response	5%
Asian/Pacific Islander/Filipino	4%
African American	2%
Native American	1%

Education Unit

The Sonoma County Office of Education (SCOE) offers eight educator preparation programs through its education unit titled the North Coast School of Education. The North Coast School of Education was founded in 2015 when it began to offer a Clear Administrative Services Credential program which currently serves 71 candidates. It is important to note that NCSOE is not WASC Senior accredited as an institution of higher education, rather it is operated out of the Human Resources Division at the Sonoma County Offices of Education under the auspices of the Superintendent of SCOE and SCOE remains the Commission approved program sponsor for all educator preparation programs offered by SCOE/NCSOE. It is led by an Executive Director who reports to the Assistant Superintendent of Human Resources. Previously, SCOE had offered an approved teacher induction program that began in 1994 as a Beginning Teacher Support and Assessment Program and became an approved Induction program in 2004. Currently, the Teacher Induction program serves over 550 candidates. In 2010, SCOE began

offering the Designated Subjects Adult Education and Career and Technical Education preparation programs. In November 2016, SCOE expanded by offering the Multiple Subjects/Single Subject intern programs as well as the Education Specialist intern program. At that time, they also decided to expand their reach by offering their programs at satellite campuses in Lake, Mendocino, and Santa Cruz County. There are 59 faculty members and an additional 20 faculty members located at satellite locations that serve over 769 candidates in the educator preparation programs offered by the North Coast School of Education.

**Table 1
Program Review Status**

Program Name	Number of Program Completers (2017-18)	Number of Candidates Enrolled (2018-19)
Multiple Subjects, Intern	0	18
Single Subject, Intern	0	26
Education Specialist, Intern	0	48
Designated Subjects, Adult Education	2	4
Designated Subjects, Career Technical Education	38	47
Administrator Induction Program	48	71
Teacher Induction Program	368	559

The Visit

The visit proceeded in accordance with all normal accreditation protocols.

Program Reports Multiple and Single Subject Intern Programs

Program Design

The Preliminary Multiple and Single Subject Credential Programs (MS/SS Programs) also known as the “Be A Teacher” District Intern programs were initiated in 2016. The Sonoma County Office of Education (SCOE), North Coast School of Education (NCSOE), sponsored the programs in collaboration with several partnering school districts. Candidates participate in a comprehensive program that combines academic preparation with job-embedded application in intern teacher fieldwork assignments. The program is currently supporting 18 Multiple Subject candidates and 26 Single Subject candidates. The first group of program completers will graduate in June 2019.

While the Sonoma County Office of Education is the program sponsor and has oversight authority for its North Coast School of Education there is a shared leadership model used for the program’s design. Leadership of the district intern program is shared by the Executive Director, Regional Director and managers responsible for candidate recruitment, curriculum, instructors and practicum supervisors. Stakeholder information is gathered through meetings with district partners.

Candidates initially complete 8 units of coursework, *Frameworks for Teaching*, thus meeting the pre-service requirement for the district intern credential. The pre-service program includes foundational preparation in curriculum and instruction, classroom management, reading/ language arts, English Learners and human development.

Upon employment, candidates enroll in the required coursework for the MS/SS programs. The programs consist of approximately 30 units over 2 years delivered in a cohort model.

Course of Study (Curriculum and Field Experience)

There is evidence that key elements within the program’s curriculum include the required components such as typical and atypical child and adolescent growth and development, human learning theory, subject-specific pedagogy, factors affecting learning such as the effects of poverty, race and socioeconomic status etc.

When interviewed, candidates consistently remarked that courses were taught by faculty that were dynamic, competent and incorporated a significant amount of real world application into the theory that was taught. Candidates also noted that faculty members provided a significant amount of support and were willing to engage in problem solving strategies if the intern candidate was struggling with an instructional or management issue in his/her teaching assignment.

The program comprehensively includes 1 and 2 unit courses, job-embedded field experiences, Teacher Performance Expectations (TPE) evaluation and practicum supervision. Participants engage in early field experiences such as co-teaching, co-planning, and professional learning community experiences within an experienced mentor’s classroom. The clinical practice is

developmental and includes sequential activities integrated with theory and pedagogy of each course. Further detail is described in the course syllabus and identified on the matrix of standards and TPE by course; courses are designed to embed and provide interns with clinical experience with the TPE and the California Standards for the Teaching Profession (CSTP).

Assessment of Candidates

Intern candidates are assessed on program competencies in four ways. Candidates self-assess and develop an Individual Learning Plan based on all domains of the TPEs at the beginning of each semester. Practicum supervisors formally observe candidates monthly in relation to TPEs and subject-specific pedagogy, assessing and grading candidates each semester using a rubric aligned to the TPEs. Coursework is the third means by which candidates are assessed. Finally, candidates also complete the edTPA assessment process.

Findings on Standards

After review of the supporting documentation, the completion of interviews with candidates, completers, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met** for the Preliminary Multiple Subject and Single Subject programs except for the following:

Standard 1: Program Design and Curriculum – Not Met

Reviewers were unable to locate a clearly articulated theory of teaching and learning. Faculty were not aware of a theory that was critical when designing syllabi. There is an absence of coherence in the scope and sequence of the curriculum provided to candidates. This is evidenced by:

- Scheduling classes related to English Learners, assessment, diversity and exceptional learners in the second year of the program. The timing of these classes is such that candidates acquire key foundational concepts more than a year after they have started service as intern teacher of record. Candidates expressed disappointment that the delivery of critical content was withheld until the end of the program.
- The edTPA Coordinator indicated that there was an awareness that the schedule of classes was problematic. Candidates received valuable information regarding assessment and working with diverse learners after more than a year of working daily with this type of student. Classes addressing exceptional learners are scheduled at the end of the two-year program. Intern candidates shared frustration that they had submitted the edTPA without access to class content that would have facilitated a much more accurate and exemplary submission.

Standard 2: Preparing Candidates toward Mastery of the Teaching Performance Expectations (TPEs) – Not Met

Reviewers failed to find evidence that faculty, supervisors and candidates shared a deep understanding of the TPEs. Supervisors consistently used documents to track candidate's performance in relation to the TPEs but in a perfunctory manner. They shared that training related to the TPEs was focused on the documents as opposed to how the TPEs were an

integral part to teaching practice. Faculty indicated that they were aware of the TPEs that were related to the course that they each taught, but there was no evidence of TPE training provided to instructors to highlight the role of the TPEs in the program as a whole. Candidates indicated that they were introduced to TPEs via one class in pre-service. As intern teachers, they work on documents that track progress towards mastering the TPEs, but this self-assessment is initiated without revisiting the TPEs conceptually. The multiple subject and single subject course matrices were reviewed. The matrices indicated that many TPEs were addressed at *Introduced*, *Practiced* and *Assessed* levels within multiple courses. Review of the syllabi revealed that in many cases it was not possible to see evidence that the course syllabi actually cover the TPEs at more than a superficial level which was confirmed by interviews.

Standard 3: Clinical Practice – Met with Concerns

The Be A Teacher intern candidates have the ability to extend learning consistently via application of theory to practice within their intern teaching assignment. The program has recruited a strong team of committed supervisors who interact with the candidates twice per month in the first year of the program and monthly thereafter. When interviewed, candidates unanimously attested to the high level of support received from supervisors.

However, a number of candidates are employed in private schools. There is no evidence that these candidates are required to complete a substantive clinical practice of at least 150 hours in a diverse school setting where the curriculum aligns with California adopted content standards and frameworks and the school reflects the diversity of California’s student population.

Education Specialist Mild/Moderate Intern Program

Program Design

The “Be A Teacher” District Intern Program for candidates seeking a Preliminary Mild/Moderate credential was initiated in 2016. The Sonoma County Office of Education (SCOE), North Coast School of Education (NCSOE) sponsored the program in collaboration with several partnering school districts who were experiencing major challenges hiring special education teachers. Candidates participate in a comprehensive program that combines academic preparation with job-embedded application in intern teacher fieldwork assignments. The program is currently supporting 48 candidates. The first group of program completers will graduate in June 2019.

While the Sonoma County Office of Education is the program sponsor and has oversight authority for the North Coast School of Education there is a shared leadership model used for the program’s design. Leadership of the district intern program is shared by the Executive Director, Regional Director and managers responsible for candidate recruitment, curriculum, instructors and practicum supervisors. Stakeholder information is gathered through meetings with district partners.

Candidates initially complete 8 units of coursework, *Frameworks for Teaching*, thus meeting the pre-service requirement for the district intern credential. The pre-service program includes foundational preparation in curriculum and instruction, classroom management, reading/language arts, English Learners and human development.

Upon employment, candidates enroll in the required coursework for the Education Specialist – Mild to Moderate Credential Program. The programs consist of approximately 30 units over 2 years delivered in a cohort model.

Course of Study (Curriculum and Field Experience)

There is evidence that key elements within the program’s curriculum include the required components related to educating diverse learners, typical/atypical development, assessment of students, using educational and assistive technology, special education law and all aspects of academic curriculum required to teach students K-22. Candidates consistently spoke of their appreciation for faculty who presented content-rich material in an engaging manner. Many instructors bring the unique perspective of being a current practitioner and intern candidates truly appreciated the blend of “real life, in the trenches” reality that infused the theory taught in program classes.

The program coursework consists of approximately 30 units over two- years provided in a cohort model, as seen in the course sequence published in the course catalogue. The program comprehensively includes 1 and 2 unit courses, job-embedded field experiences, Teacher Performance Expectations (TPE) evaluation and practicum supervision.

Assessment of Candidates

Intern candidates are assessed on program competencies in four ways. Candidates self-assess and develop an Individual Learning Plan (ILP) based on all domains of the TPEs at the beginning of each semester. Practicum supervisors formally observe candidates monthly in relation to TPEs and subject-specific pedagogy, assessing and grading candidates each semester using a rubric aligned to the TPEs. Coursework is the third means by which candidates are assessed. Each candidate must pass the Reading Instruction Competence Assessment (RICA) to demonstrate the ability to teach reading.

Findings on Standards:

After review of the supporting documentation, the completion of interviews with candidates, completers, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met** for the Education Specialist Preliminary Credential programs except for the following:

Program Standard 1: Program Design, Rationale and Coordination – Not Met

SCOE/NCSOE elected to establish satellite programs in Santa Cruz, Lake, and Mendocino counties. The satellites programs were launched in the first year of SCOE/NCOE’s operation as an approved teacher preparation program.

Candidates, faculty, credential technicians, supervisors and program coordinators were interviewed at the satellite programs. Candidates were extremely appreciative of a program that allowed them to earn a teaching credential while working. Program coordinators were emphatic that the intern style of program delivery was essential to help with the critical shortage of special education teachers.

All parties shared frustration regarding multiple aspects of program delivery and participation. Faculty had difficulty accessing course descriptions, slide decks though promised, were not available. There was a lack of clarity regarding program grading policy.

Candidates at one satellite unanimously shared that they had received a variety of messages regarding requirements for program participation. The issue of subject matter competence was the issue that caused the most concern. The cohort has a number of people who were admitted without meeting the subject matter requirements for an education specialist district intern credential. Now, in the second semester of the program, this has placed program participation in jeopardy for them.

The satellite programs lack an organizational structure that forms a logical sequence between the instructional components and field work, and that provides for coordination of the components of the program.

Program Standard 16: Assessment of Candidate Performance – Met with Concerns

The majority of candidates participating in the Education Specialist, Mild/Moderate Program are supported by very competent supervisors. There is evidence that the supervisors guide and coach candidates using the Teaching Performance Expectations (TPEs). Candidates spoke enthusiastically about the valuable support that they receive from supervisors.

It is clear that the program in Sonoma and the satellite programs are challenged to find appropriate supervisors. Several supervisors are supporting a large number of intern candidates. A number of candidates shared that they were being supported by a supervisor who does not hold any special education credential and who consequently could not assist meaningfully with practical challenges. Standards require “at least one assessor shall hold authorization in the candidate’s credential area.”

Designated Subjects Credential Adult Education

Program Design

The Designated Subjects Adult Education (AE) Credential Program for Sonoma County Office of Education (SCOE) is managed through the North Coast School of Education (NCSOE) and part of the North Coast Teacher Induction Program (NCTIP). The Designated Subjects AE Program is managed by the Executive Director. He is supported by an administrative specialist and collaborates with other NCSOE staff on program development. The Executive Director

communicates program status to the leadership team at the biannual meeting and at the SCOE cabinet meetings. The satellite sites are managed by program coordinators.

Monthly coordinator meetings provide opportunities for coordinators, facilitators and staff to share information about the program. Interviews confirmed that these monthly meetings give staff an opportunity to talk about candidates and program goals. The NCSOE staff also reported they meet on a monthly basis and were focused on diversity and equity and growing the programs.

Candidates and mentors meet on a weekly basis and attend monthly teacher induction meetings for professional development and program review. At the midyear check-in meetings, candidates meet with district staff administrators. Many of the candidates expressed how important it was as an AE teacher to be included in these monthly meeting. Many felt that being together for these meetings was a great opportunity to share ideas and network.

AE candidates are required to complete a series of courses prior to entering the teacher induction program. These courses are self-paced and delivered online through the canvas learning management system. The courses are designed to cover an introduction to the category II standards and other requirements for clearing the credential. The Foundations and Orientation course covers the requirements in Standard 3 - Early Orientation which is required to be taken prior to or within the first 30 days of teaching. The Adult Learning Principles and Theories Education course covers the essential themes and concepts related to the adult education teaching profession, including knowledge of its history, funding, and governance and its role in public education as outlined in Standard 5 - Foundations.

Once candidates have completed these courses they are enrolled in the teacher induction program. The NCSTIP is designed in a two-year cycle. Candidates are matched up with a mentor who provides supervision and support. They participate as a team in monthly teacher induction professional development seminars presented by program facilitators. These seminars cover specific topics based on the year one and year two professional development inquiry schedule. All of these seminars are based on the California Standards of the Teaching Profession (CSTP).

Stakeholder input is gathered through surveys given to candidates and mentors at the end of each seminar. This information is shared with coordinators, facilitators and other staff members at the biannual meetings and shared out at the advisory board meetings. During the interviews the facilitators expressed an interest in accessing the survey data for their seminars so they could get more specific and timely information.

Course of Study (Curriculum and Field Experience)

The Designated Subjects AE credential program includes a series of six courses which total 53 hours of self-paced instruction. The Foundations and Orientation, Adult Learning Principles

and Theories Education, Teaching English Learners and Starting out Right courses must be completed by September or prior to entering the induction program. The other courses must be completed to clear the credential.

The AE course sequence is as follows:

- Foundations and Orientation
- Adult Learning Principles and Theories Education
- Teaching English Learners
- Starting out Right
- Technology uses in Education
- Health Education

Once candidates complete the initial coursework they are required to enter the teacher induction program. The teacher induction program is a two-year program based on personal inquiry and evidence based self-reflection. Candidates work with their mentor to develop an individual learning plan (ILP) that reflects the Assess, Plan, Teach, Reflect, Apply (APTRA) inquiry model. Each year consists of 2 inquiry cycles which are 45 hours each, with eight professional development seminars completed during the year. All ILP inquiry cycles and seminars are based on the CSTPs.

The inquiry ILPs and seminar work is aligned with what most candidates are experiencing in their classrooms. During the interviews some candidates and mentors talked about how the AE candidates need extra help to cover things directly related to teaching adults. Mentors are also conducting regular classroom observations to give constructive feedback to the candidate. Candidates are completing the Foundations and Orientation course to fulfill the mandatory orientation requirement in Standard 3 – Early Orientation within the first 30 days of teaching or prior to entering the program in September.

Assessment of Candidates

Candidates are assessed regularly during the inquiry cycle. Mentors will review the inquiry action research plan and evidence for each candidate. AE candidates are assessed using the inquiry process and formative assessment system. Assessment documentation of goals, objectives, and candidate competencies are linked to each seminar and must be met for completion of the program using the portfolio review rubric. Mentors are also involved in the review of the portfolio before it is submitted. The candidate's mentor and an ePortfolio review team also assess candidate competence via evidence obtained through observations with the mentor and the portfolio review rubric. The mentor and ePortfolio review team provide formative feedback to the candidate which serves demonstrate growth and candidate competency.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including portfolios, survey results, the completion of interviews with candidates, completers,

facilitators, employers, mentors and program coordinators, the team determined that all program standards are **Met** for the Designated Subjects Adult Education Program except for the following:

Standard 1: Program Design and Rationale – Not Met

The AE candidates are participating in a teacher induction program which is aligned with the California Standards of the Teaching Profession (CSTP). The teacher induction program is designed around the practice and theory of pedagogy while the designated subjects adult education program should be designed around the theory and practice of andragogy.

There is no evidence that the program is designed around theoretical and practical foundation anchored to the knowledge base of adult teaching and learning research. There is no convincing evidence that the design of the program grounded in a rationale based on sound theory of andragogy, articulated clearly, and evident in the delivery of the program’s coursework; the coursework and related experiences integrated to form a cohesive set of learning experiences that prepare the adult education teacher for the contemporary conditions of California adult education; the design of the program content and delivery systems reflect the standards and the program’s theoretical basis; and the program design include planned processes for the comprehensive assessment of individual adult education teachers on all competencies addressed in the program of the Commission adopted Adult Education program standards are addressed in the program. The program is aligned to current state teacher education and teaching standards and model content standards.

Designated Subjects – Career Technical Education

Program Design

The Designated Subjects Career Technical Education (CTE) Credential Program for Sonoma County Office of Education (SCOE) is managed through the North Coast School of Education (NCSOE) and part of the North Coast Teacher Induction Program (NCTIP). The Designated Subjects CTE Program is managed by the Executive Director. He is supported by an administrative specialist and collaborates with the SCOE staff on program development. The Executive Director communicates program status to the leadership team at the biannual meeting and at the SCOE cabinet meetings. The satellite sites are managed by program coordinators.

Monthly coordinator meetings provide opportunities for coordinators, facilitators and staff to share information about the program. During interviews it was disclosed that these monthly meetings give staff an opportunity to talk about candidates and program goals. The SCOE/NCSOE staff also reported they meet on a monthly basis and were focused on diversity and equity and growing the programs.

Candidates and mentors meet on a weekly basis and attend monthly induction support program meetings for professional development and program review. At the midyear check-in

meetings, candidates meet with district staff administrators. Many of the candidates expressed how important it was as a CTE teacher to be included in these monthly program meetings. A year one CTE teacher explained that “It is so important, the value of networking and sharing ideas with these teachers and the sense of community is important. It’s nice to be included”. The team heard this from other candidates in interviews as well. They all felt that being together for these meetings was a great opportunity to share ideas and network.

CTE candidates are required to complete a series of courses prior to entering the teacher induction program. These courses are self-paced and delivered online through the canvas learning management system. The courses are designed to cover an introduction to the category II standards and other requirements for clearing the credential. The Foundations and Orientation course covers the requirements in Standard 3 - Early Orientation which is required to be taken prior to or within the first 30 days of teaching. This course also introduces candidates to the essential themes, concepts, and skills related to the teaching profession, including knowledge of the history and traditions of CTE, its role in the curriculum of public education, and its current and ethical issues as outlined in Standard 13 -Foundations. Once candidates have completed these courses they are enrolled in the teacher induction program.

The induction program is designed in a two-year cycle. Candidates are matched up with a mentor who provides supervision and support. They participate as a team in the monthly teacher induction professional development seminars presented by program facilitators. These seminars cover specific topics based on the year one and year two professional development inquiry schedule. All of these seminars are based on the California Standards of the Teaching Profession (CSTP).

Stakeholder input is gathered through surveys given to candidates and mentors at the end of each seminar. This information is shared with coordinators, facilitators and other staff members at the biannual meetings and shared out at the advisory board meetings. During the interviews the facilitators expressed an interest in accessing the survey data for their seminars so they could get more specific and timely information.

Course of Study (Curriculum and Field Experience)

The Designated Subjects CTE credential program includes a series of five courses which total 51 hours of self-paced instruction. The Foundations and Orientation, Teaching English Learners and Starting out Right courses must be completed by September or prior to entering the induction program. The other courses must be completed to clear the credential.

The CTE course sequence is as follows:

- Foundations & Orientation
- Teaching English Learners
- Starting out Right
- Technology uses in Education
- Health Education

Once candidates complete the initial coursework they are required to enter the teacher induction program. The teacher induction program is a two-year program based on personal inquiry and evidence based self-reflection. Candidates work with their mentor to develop an individual learning plan (ILP) that reflects the Assess, Plan, Teach, Reflect, Apply (APTRA) inquiry model. Each year consists of 2 inquiry cycles which are 45 hours each with eight professional development seminars completed during the year. All ILP inquiry cycles and seminars are based on the CSTPs.

The inquiry ILPs and seminar work is aligned with what most candidates are experiencing in their classrooms. During the interviews some candidates and mentors talked about how the CTE candidates need extra help to cover things directly related to teaching CTE such as the Model Curriculum Standards, safety lessons for the auto shop class or culinary arts class and project based learning. Mentors are also conducting regular classroom observations to give constructive feedback to the candidate.

Candidates are completing the Foundations and Orientation course to fulfill the mandatory orientation requirement in Standard 3 – Early Orientation within the first 30 days of teaching or prior to entering the program in September. Candidates are also completing the Teaching English Learners class to fulfill the requirement to receive the English Language Learner authorization upon completion of the credential program.

Assessment of Candidates

Candidates are assessed regularly during the inquiry cycle. Mentors will review the inquiry action research plan and evidence for each candidate. CTE candidates are assessed using the inquiry process and formative assessment system. Assessment documentation of goals, objectives, and candidate competencies are linked to each seminar and must be met for completion of the program using the portfolio review rubric. Mentors are also involved in the review of the portfolio before it is submitted. The candidate’s mentor and an ePortfolio review team also assess competence via observations with the mentor observed evidence and the portfolio review rubric, providing formative feedback as necessary as part of the candidate’s ePortfolio that demonstrates growth and candidate competency.

Findings on Standards:

After review of the institutional report, supporting documentation, outcomes data including portfolios, survey results, the completion of interviews with candidates, completers, facilitators, employers, mentors and program coordinators, the team determined that all program standards are **Met** for the Designated Subjects - Career Technical Education except for the following:

Standard 1: Program Design and Rationale – Not Met

The CTE candidates are participating in a teacher induction program which is aligned with the California Standards of the Teaching Profession (CSTP). The initial sequence of courses

introduces some standard requirements for standards 8, 9, 10, 11, 12, 13, 14, 15 and 16 but most requirements are not practiced or assessed in these courses. Most of these standards are practiced and assessed in the inquiry cycles and professional development seminars which are based on the CSTPs. There is little evidence that the program is basing CTE teachers' competence on California's TPE's.

Standard 6: Determination of CTE Teacher Competence – Not Met

The CTE candidates are participating in a teacher induction program which is aligned with the California Standards of the Teaching Profession (CSTP). The majority of the category II standards are assessed using the CSTPs. There is little evidence that the program assesses CTE teachers' competence based on the TPEs.

Preliminary Administrative Services Credential

While the Sonoma County Office of Education offers a Preliminary Administrative Services Credential (PASC) program, they are in their first year of offering the program. The program was approved in March of 2018 and commenced their first cohort prior to the 2018-19 school year. Currently, there are 71 candidates enrolled in the program. Current candidates were interviewed and reported finding value in the program to date.

Clear Administrative Services Credential

Program Design

SCOE/NCSOE's two-year Administrative Induction Program (AIP) is designed to provide new administrators with the opportunity to clear their Preliminary Administrative Services Credential through a job-embedded induction experience. The AIP provides candidates with an individualized induction experience based on the context of their leadership role that includes: individual support and guidance from a highly qualified and trained coach, leadership seminars (3 per year) aligned to the California Professional Standards for Educational Leaders (CPSEL), formative assessment-based growth and development through Individualized Induction Plans (IIP), and professional networking opportunities in Collaborative Learning Communities (CLC). AIP candidates and AIP completers overwhelmingly report the value of sharing *problems-of-practice* in the CLC and sharing ideas, suggestions, and recommendations.

In collaboration with districts in Sonoma, Marin and Mendocino Counties, AIP candidates are advised of the enrollment process by the district human resources administrator at the point of hire into a position that requires use of their Preliminary Administrative Services Credential. Advisement of enrollment opportunities occurs within 120 days of starting the initial administrative position, and coaching will begin within 30 days of enrollment. Induction is an individualized experience that best meets the needs of the AIP candidate. This individualization begins with the candidate being assigned an experienced and trained coach who has a background in the same area for which the candidate is employed. The coach will support and guide the candidate during the 2-year program and will collaborate 4 hours a

month (most frequently at the candidate's place of employment) ensuring a minimum of 40 hours of support per year. Together, the candidate and coach will use an initial self-assessment aligned to the CPSEL to identify the candidate's areas of strength and growth, serving as a springboard to develop the Individualized Induction Plan (IIP) for each CPSEL. The plan will center around job-embedded coaching based on the AIP candidate's self-identified areas of need.

While the center of the AIP is the administrator candidate, the coach is the most critical component, committed to ensuring a highly personalized learning experience for the AIP candidate. These learning experiences include participation in self-selected CLCs during seminars, guiding as to which CPSEL elements to focus on based on the candidate's self-assessment and need, and support for individual goal setting and leadership task selection. These activities are done collaboratively and facilitate building trust between the candidate and coach, leading to deep reflection and conversations around best practices in educational leadership. AIP candidates and completers who were interviewed spoke very favorably about their coaching experience, stating they valued the experience of the coach, that their coach had no other agenda than to support their role as a leader, and the work is relevant and applicable.

The AIP promotes an emphasis on reflective practice that prompts candidates to consider their own beliefs and the implications of these beliefs on their work as leaders. AIP candidates and completers expressed the value they found in having an expert administrative coach guide their practice for their first two years, and they suggested the addition of coaching through their future leadership roles would be beneficial.

Stakeholder input occurs via participation in surveys sent at the end of each seminar, mid- and end-of-year, and at the program advisory team meetings. The AIP advisory board meets twice-yearly and a review of agendas and presentations show that these meetings provide an opportunity to learn about the program and provide input on program and district needs. The AIP Director maintains an open-door policy to encourage anyone to share their input. AIP candidates that were interviewed confirmed that they provided feedback to the program following each of the seminar sessions through surveys, and also evaluated their coaches at the end of each of the two years. All stakeholders reported that the AIP personnel are very timely and responsive when they have made contact with questions or a need for support.

Information provided to the team show the following program modifications over the recent two-years, based on stakeholder feedback: CLCs embedded in seminar sessions, CPSEL/goal development at seminar sessions, the development of the ePortfolio system that includes coach self-assessment and candidate feedback to coach, and the refinement of content and pacing of Coach Forums to ensure sustained coaching support in their self-identified areas of growth and interest.

Signed AIP commitment forms are triangulated between the SCOE/NCSOE, AIP candidates, and coach describing the specific obligations of the partnership, including a site-based meeting with the AIP candidate supervisor to let them know about the job-embedded nature of the program.

Course of Study (Curriculum and Field Experience)

Upon being admitted into the SCOE/NCSOE AIP and completing the initial orientation, AIP candidates are paired with an experienced and trained coach who will coach them 4 hours/month, for 10 months, during each year of the program. The ePortfolio system serves to chronicle evidence of an AIP candidate's demonstration and application of the CPSEL in their daily practice. These activities include:

- School/Community Profile (YR 1 only, unless change in position)
- CPSEL Self-Assessment (benchmark, mid-program, end-of-program)
- CPSEL Goal Setting/Focus Plan & Completion Reflection (3/year)
- Context Conversation Activity choice (2/year): discipline, time management, crisis protocol, data/learning
- Reflections on Coach observations
- Professional Development Logs (20 hours required)
- Feedback to Coach
- 360 Degree Self-Assessment (YR 2 only)

AIP candidates attend 3 seminars per year with their coach. Seminars focus on delving into the CPSEL, providing time for the coach and candidate to collaborate, engaging in learning around leadership and equity, and job-alike CLCs. The culminating event of each year is the year-end Sharecase. During this event, AIP candidates share a significant learning from their CPSEL/goal work or other meaningful learning opportunity based on work at their site.

AIP coaches and AIP directors review and approve each activity aligned to the Administrator Induction Program criteria.

Assessment of Candidates

Assessment instruments are housed in the online ePortfolio system. Upon completion of an assessment activity within the ePortfolio, the candidate first submits the activity to their coach. The coach reviews it, makes comments and returns it to the candidate for revision or submission for approval. If the document needs revision, the candidate will continue to revise and submit to the coach until the activity is ready for approval. Upon submission for approval, the activity is read by the director who reviews it for depth of content and thoroughness in addressing the activity prompts. The activity may either be marked as MET (or not) and returned to the candidate. If the activity did not meet criteria, comments or clarifying questions are provided for the candidate to improve the submission to meet the assignment criteria.

Coaching logs, entered by the coach, serve to document the coaching meetings, including a description of the meeting outcomes and next steps to inform the subsequent coaching session with their candidate. Coaches also document their candidate's observations in the ePortfolio system, and candidates write a reflection of their learning, based on the observation debrief.

The culminating event for candidates is presenting at the year-end "Sharecase". Using their leadership tasks as a springboard, candidates are given the choice as to present using the "Appreciative Inquiry" model or a "Problem Posed, Problem Solved" protocol. Through interviews, current and past candidates indicated the value of these "Sharecase" presentations to summarize their learning and receive feedback/input from other candidates and coaches.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including ePortfolios, the completion of interviews with candidates, completers, and coaches, the team determined that all program standards are **Met** for the Administrator Induction Program except for the following:

Standard 1: Program Design and Rationale – Not Met

The SCOE/NCSE Administrator Induction Program is clearly aligned to the CPSEL, and although research was referenced in seminar presentations, no evidence in documentation or interviews could be found that the design of the program is based on a sound rationale informed by theory and research.

Teacher Induction

Program Design

The Sonoma County Office of Education (SCOE), North Coast School of Education (NCSOE), provides a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching. This program, called the North Coast Teacher Induction Program (NCTIP) assists schools and districts in providing Teacher Induction that meets both program and credentialing standards for the State of California. The program serves candidates across a wide geographic region in northern California and utilizes regionally located staff. Interviews and evidence verify that the program leaders have a strong system of communication, collaboration and coordination.

NCTIP provides credentialed teachers with a mentoring and coaching system, credentialing services, and technical assistance aligned to the California Standards for the Teaching Profession (CSTP). Candidates work closely with a mentor who offers "just-in-time" coaching and longer-term analysis of teaching practice to help candidates develop and strengthen enduring professional skills. Candidates interviewed and the statewide completer survey results verify that candidates and mentors are meeting an hour or more a week with their and the majority of candidates find their mentor support invaluable. The program offers a standards-based professional development series to all candidates and mentors. The

interviews and the statewide completer survey data indicate that a significant group of candidates find the content of the trainings redundant to their preliminary program and not specifically aligned to their ILP goals. However, candidates overwhelmingly report that the networking opportunities that these sessions foster was exceedingly valuable. An interviewee stated, “I love hearing from other beginning teachers that their struggles are similar to mine, and sometimes worse! We share ideas and support each other.” Another said, “As a special education teacher, I find it very valuable to have this time to interact with others teaching in different areas, but the training often doesn’t apply.”

The evidence verified that NCTIP ensures that all mentors hold a valid California teaching credential, or have equivalent professional background and experience and that a qualified mentor is assigned to each candidate within the first 30 days of the participant’s enrollment in the program. The program’s intent is to match the mentor and candidate according to credentials held, and grade level and/or subject area, as appropriate to the candidate’s employment. Candidates are paired with mentors who meet with them for at least 1 hour each week during the 10-month school year for the 2 years of Induction. Interviews and survey data verify that candidates (with a few exceptions) are receiving this support and are deeply appreciative of the mentoring they are receiving.

The majority of those interviewed expressed deep appreciation of their mentor’s support and felt it was invaluable. However, only 24 of the 559 candidates participated in interviews. Evidence from the interviews and from the 2017-18 and the 2018-19 State Completer Survey and indicate that a significant number of candidates did not feel well matched to their mentor. One candidate reported repeatedly asking for a different mentor because of a lack of subject matter knowledge and incompatible schedules. A change was not accommodated and the candidate reported experiencing little value from the program.

Candidates develop an Individualized Learning Plan (ILP) that provides them with the opportunity to set goals and individually design the induction experience in collaboration with their mentor. The ILP and inquiry focus are intended to align to district-wide initiatives, professional areas of growth and the CSTP. Additionally, candidates are provided with professional development opportunities with a trained mentor to assess growth on the *Continuum of Teacher Practice* (CTP) levels of teacher development. Upon successful completion of Teacher Induction and credential requirements, candidates are recommended for a California Clear Credential. Most candidates interviewed indicated that the mentor facilitated the development of IEP goals that were individualized and aligned to their needs based on their school context.

Stakeholders provide input as to program management and development in a variety of ways. Candidates and their mentors complete mid- and year-end surveys, as well as after professional development meetings. The Completer Survey also provides data and insight as to how the program is preparing candidates for success upon completion of the 2-year

teacher induction program. Interviews verified that data reports are shared with the regional leadership team for analysis and to gain input on program improvement.

Course of Study (Curriculum and Field Experience)

Candidates participating in Year 1 of the SCOE/ NCSOE Teacher Induction Program (NCTIP) receive services and resources needed to transition from a traditional credential or intern pathway and continue on their professional journey as a preliminary credential holder. Collaboration with trained facilitators and colleagues in NCTIP professional development (PD), along with guidance from highly skilled program mentors and district site administrators, provides candidates with the knowledge and skills needed to engage in ongoing reflection and growth via their field experience as teachers in the classroom and surrounding community.

The structure of coursework and field experience is revised and posted annually to the SCOE/ NCSOE website in the form of frameworks (Inquiry 1, Inquiry 2, Inquiry 3, Inquiry 4) and roadmaps (Inquiries 1-2 and Inquiries 3-4). These scaffolding documents are also used to bring structure and a “big picture” to the professional development provided. The online learning management system of Canvas is used to support the ePortfolio that candidates submit evidence to documenting their growth in the CSTP. Candidates complete a variety of activities intended to support their growth and to provide evidence of demonstration and application of the CSTP in their daily teaching practice. Mentor interviews revealed that many find the program documentation systems cumbersome and frustrating. One mentor stated, “I’m quite tech savvy and I find the way Canvas is set up very clunky”. “It takes more time than it should for simply recording goals and providing evidence of meeting them.” “The process is valuable but the mechanics are burdensome and overly complicated.” It appears that a significant amount of mentor training is still being spent on how to complete the ILP forms and submit them in canvas. One mentor commented, “If you don’t name the document correctly it is kicked back.”

The current program design, though greatly streamlined from previous versions, is still heavy with submission processes and forms that require training.

NCTIP’s professional development is provided through four cycles of inquiry over two years. Each cycle is based on the California Standards of the Teaching Profession (CSTP) and is organized by a foundational professional growth theme. In each Inquiry, candidates personalize their journey through the inquiry process by analyzing and researching the needs of self and students to develop a relevant, personalized inquiry question and action research plan for each inquiry that is supported by professional development provided by NCTIP and/or their local community/school site/district. Candidates and mentors indicated that the majority of professional learning required of them was program driven and did not involve candidate choice. On the other hand, their Inquiries are embedded in their ILP process, are fully individualized based on what candidates are doing in their classrooms. They use what is happening in their professional practice to guide/drive their action research. The mentor supports candidates through the process of making sure the inquiries are not superfluous but

rather extensions of what they are already doing within the scope of their areas of growth, and in conjunction with district initiatives; when possible, inquiries focus on areas of high need such as equity in opportunity for English learners, social emotional competency, learning, and/or program implementation. The ILP process is in full alignment with the 2016 Induction standards however the professional learning sessions that are required are prescribed by the program and do not necessarily align with individual ILP goals.

Month-by-month timelines can be seen via the candidate and coach overviews posted annually on the website and provided to participants in their first orientation of each inquiry.

Reviewers' find that the program's design is more prescriptive for candidates than aligns with Induction program standards. Program leadership reports that professional development meetings offered at the county office are optional, and exceptions are occasionally made when requested; however, candidates, mentors, and site administrators confirm that these meetings are perceived to be required for participants which is not consistent with the overall intent of the 2016 Induction standards. The networking time with both colleagues and their mentors is highly valued by candidates. The content of the professional development is prescribed and the same for all. Interviewees stated that they have found this professional development valuable and indicated that it was of the highest caliber. Many comments praised the excellent facilitators of these sessions. Survey data confirms this. Candidates in traditional academic settings were most likely to say how valuable they thought the sessions were. Candidates in alternative settings expressed that this PD was often not the best use of their time. Several interviewees expressed high levels of frustration regarding being required to attend sessions they were not finding applicable to their setting.

Assessment of Candidates

The candidate completes the Induction Program along with any CTC credential requirements that may be listed on the candidate's credential. Assessment of candidates is varied with many support systems and structures in place. In some cases, online tools such as verification forms, surveys and completion certificates serve as assessment when candidates complete online courses such as Starting Out Right (Year 1, Inquiry 1) through Canvas, the online learning management system that supports work in NCTIP. Self-assessment on the CSTP reveal areas of strength and growth and serve as a springboard for Individual Learning Plan (ILP) development and inquiry work that candidates complete is supported by professional development provided by NCTIP as well as in candidates' own districts/sites. In a three-way collaborative meeting with the candidate, mentor, and site administrator, further assessment and analysis lends to a fuller development of the ILP and the inquiry focus. Candidates and coaches expressed appreciation for the participation of the site administrators. However, site administrators as a single representative group were not made available to interview for the Induction Program.

Each month, candidates submit portions of the ILP as outlined on the overviews to mentors for feedback and assessment; at the end of each Inquiry, the candidate submits the ILP and supporting artifacts (i.e., mentor observation) to Canvas.

At the end of each Inquiry, candidates and mentors participate in a Sharecase where candidates demonstrate their inquiry question, research, actions and results, and where mentors show their experience in supporting the candidate. Congratulatory certificates and words of appreciation are also part of this activity that also serves as a form of summative assessment.

Mentors indicated that they are asked to 'read' all portfolio submissions before they are submitted to a trained Portfolio Review Team. The review team represents all counties in the consortium and uses the Portfolio Review Rubric as an assessment instrument and reads and comments on the ePortfolio. The team offers feedback if further development is needed and candidates are provided with the opportunity to resubmit as needed. All ePortfolios are given a final review by the county program coordinator and the Executive Director.

Once a candidate's ePortfolio is read and marked as met by the portfolio review team, county program coordinator, and Executive Director, the candidate's credential requirements are reviewed for completion by the administrative specialist. The program uses these assessment measures and instruments to measure candidate competency in meeting CTC credential requirements, and a recommendation for the Clear is submitted to the SCOE credentials department.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, mentors, and employers, the team determined that all program standards are **Met** for the Teacher Induction Program except for the following:

Standard 1: Program Purpose – Not Met

The program requires prescribed professional development attendance eight times a year for 3 hours between 4pm and 7pm. These sessions are uniform for all candidates and no choice is offered. Many candidates and mentors report that the content of the sessions is redundant to their preliminary programs rather than building on them. Opportunities for alternative professional learning choices and/or resources are not in evidence. Candidates and mentors both report significant time spent on a cumbersome process in completing documents for submission to the program. Candidates and mentors report that this detracts from the robust mentoring and job embedded professional growth.

Standard 6: Program Responsibilities for Assuring Quality of Program Services – Met with Concerns

Interviews and completer survey evidence indicate that requests for change of mentor have not been honored and candidates persist with an unsatisfactory match for the duration of their experience in the program.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation			
Components	Consistently	Inconsistently	Not Evidenced
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:			
<ul style="list-style-type: none"> The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks 		X	
<ul style="list-style-type: none"> The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs. 	X		
<ul style="list-style-type: none"> The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation. 	X		
<ul style="list-style-type: none"> The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences. 		X	
<ul style="list-style-type: none"> The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution. 	X		
<ul style="list-style-type: none"> Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence. 	X		
<ul style="list-style-type: none"> The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability 	X		

Common Standard 1: Institutional Infrastructure to Support Educator Preparation			
Components	Consistently	Inconsistently	Not Evidenced
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.			
<ul style="list-style-type: none"> The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements. 			X
Finding on Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Not Met		
<p>Brief summary of information applicable to the standard (required for all findings)</p> <p>The shared leadership model employed by the SCOE/NCSOE allows the unit leadership the authority and support to address the needs of educator preparation programs. Stakeholder input, including K-12 and university partners, is gathered formally twice per year during SCOE/NCSOE Regional Advisory Board meetings, monthly in Regional Leadership Team meetings, and multiple times per year through convening of instructors and fields supervisors in Be a Teacher staff collaboratives. Based on reviews of meeting agendas and interviews with program leaders and a range of stakeholders, the team determined that the unit adequately involves stakeholders in the organization, coordination, and decision making for all educator preparation programs and collaborates with them on instructional improvement. SCOE/NCSOE broadly recruits qualified instructors and facilitators through an open and transparent process, with specific targeting of diverse candidates, and provides ongoing collaborative professional development designed to improve instruction and field supervision, while supporting retention.</p> <p>Rationale:</p> <p>Common Standard 1 requires that the institution and education unit create and articulate a <u>research-based vision</u> of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. While research is cited in the description of the vision, the team did not see a research based foundation to the design of programs, nor a reflection of how that design supports coherence among programs.</p> <p>Common Standard 1 requires that institution provides the unit with sufficient resources for the effective operation of each educator preparation program. While SCOE provides adequate budgetary support for NCSOE and assistance in obtaining grants to support programs (e.g., California Classified School Employees to Teacher Credentialing Program Grant), the team found inadequate coordination between SCOE and the satellite campuses, inconsistent application of prerequisites in the admissions process, unaddressed problems with advising (e.g., induction candidates requesting a change of mentor and having their request denied or ignored), placement of student interns in private schools, curriculum that did not clearly support students'</p>			

learning and demonstrating the TPEs, and multiple cases where field supervisors were not in the same field as the candidates (e.g., Mild/Moderate interns paired with practicum supervisors who do not hold an education specialist credential).

Common Standard 1 requires that the unit monitor a credential recommendation process that ensures that candidates recommended for a credential have met all requirements. A review of intern candidate records indicated that numerous candidates were enrolled in the district intern program without having met admissions requirements (e.g., subject matter preparation, Certificate of Clearance), in violation of preconditions and California Education Code.

Common Standard 2: Candidate Recruitment and Support

Components	Consistently	Inconsistently	Not Evidenced
Candidates are recruited and supported in all educator preparation programs to ensure their success.			
<ul style="list-style-type: none"> The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications. 		X	
<ul style="list-style-type: none"> The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession. 	X		
<ul style="list-style-type: none"> Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements. 	X		
<ul style="list-style-type: none"> Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies 	X		
<p>Finding on Common Standard 2: Candidate Recruitment and Support</p>	<p>Met with Concern</p>		

Brief summary of information applicable to the standard (required for all findings)

Interviews with staff, faculty, and candidates, and review of documents indicate that the unit recruits and supports candidates to ensure their success. Criteria for admission to each program is based on multiple measures, communicated to applicants through contact with staff, printed materials, websites, various informational meetings, and at education job fairs. However, the unit inconsistently applies state requirements for district intern credentials.

The unit engages in efforts to recruit candidates to diversify the population of educators. Staff reach out to potential candidates by providing information sessions about the unit's programs

that are alternatives to university-based programs to school paraprofessionals, community college and university students, and the community. Unit staff guide candidates, including those from underrepresented groups, through application processes. Financial assistance is available to help candidates persist in preparation programs. A funded California Classified School Employee Teacher Credentialing Program project is available to help K-12 staff from California districts earn teaching credentials.

Unit leaders, staff, faculty, practicum supervisors, and site-based supervisors (mentors) reported on steps they take to ensure that candidates are guided to success. Candidates confirmed that they are generally well supported in attaining program requirements.

Processes and databases for monitoring candidate progress through each program are in place. NCSOE staff track successful completion of requirements in courses and field experiences. Unit leaders review progress and credential analysts check qualifications prior to recommending candidates for credentials. For candidates who experience difficulties, remediation and improvement processes are available. Unit and program leaders described steps for establishing formal improvement plans and supporting candidates who need additional help.

Rationale:

Interviews and candidate records showed that some candidates in district intern programs leading to Multiple and Single Subject, and Education Specialist credentials have been admitted, and are participating in courses and intern placements prior to meeting California Subject Matter Competence requirements for the intern credential.

Common Standard 3: Fieldwork and Clinical Practice

Components	Consistently	Inconsistently	Not Evidenced
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	X		
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.		X	
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program			

Common Standard 3: Fieldwork and Clinical Practice			
Components	Consistently	Inconsistently	Not Evidenced
<ul style="list-style-type: none"> Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning. 	X		
<ul style="list-style-type: none"> Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential. 	X		
<ul style="list-style-type: none"> The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates. 		X	
<ul style="list-style-type: none"> Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner. 	X		
<ul style="list-style-type: none"> All programs effectively implement and evaluate fieldwork and clinical practice. 	X		
<ul style="list-style-type: none"> For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the opportunity to work with the range of students identified in the program standards. 	X		
Finding on Common Standard 3: Fieldwork and Clinical Practice	Met with Concern		
<p>Brief summary of information applicable to the standard (required for all findings)</p> <p>Interviews with unit staff and candidates, and documents reviewed showed that the unit’s educator preparation programs have designed and implemented a planned sequence of coursework and field experiences to support the development of professional educators. However, for Multiple and Single Subject Intern (Be A Teacher) Programs coursework and field experiences are not sufficiently integrated for candidates to learn, practice, and demonstrate competencies required for Preliminary Multiple and Single Subject Credentials.</p> <p>Each program has designated criteria for site-based supervisors. The unit collaborates with district partners to assign qualified, certified site-based supervisors who assist candidates in experiencing diversity and effectively implementing research-based strategies to improve P-12 teaching and learning. Some candidates indicated in interviews that processes for selection of site-based supervisors resulted in assignments that were not effective in supporting them.</p>			

The unit systematically trains site-based supervisors, orients them to the supervisory role, evaluates, and recognizes supervisors. Required training for supervisors is offered in face-to-face sessions and online. Generally, interviews showed that site-based supervisors effectively supported candidate growth and communicated well with program practicum to ensure candidate success.

SCOE/NCSOE conducts surveys of all participants including site administrators, to evaluate fieldwork and clinical practice. Program data is systematically collected, evaluated, and shared with key stakeholders for program improvement.

For each program, candidates have significant experience in P-12 settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school population reflects the diversity of California’s students and the opportunity to work with a wide range of students identified in the program standards.

Rationale:

For Multiple and Single Subject Intern (Be A Teacher) Programs course syllabi, handbooks, and documents reference current Teaching Performance Expectations. However, interviews with candidates, faculty, and practicum supervisors indicated that courses and field experiences are not closely integrated to allow candidates to adequately learn, practice, and demonstrate competency on the TPEs.

Some candidates indicated in interviews that site-based supervisors were selected for them who were not credentialed or working in the subject area of the credential the candidate was seeking or were unable to meet requirements for serving as a site-based mentor. When these situations were reported to district and program staff changes were not made thereby resulting in less than effective support for candidates.

Common Standard 4: Continuous Improvement			
Components	Consistently	Inconsistently	Not Evidenced
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.		X	
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.		X	
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data.		X	

Common Standard 4: Continuous Improvement			
Components	Consistently	Inconsistently	Not Evidenced
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		X	
Finding on Common Standard 4: Continuous Improvement	Not Met		
<p>Brief summary of information applicable to the standard (required for all findings)</p> <p>The graphic depiction of the unit assessment plan shows how assessment data are used at the unit level to make program improvement. Interviews with members of the Regional Advisory Board, lead faculty and other staff, confirmed that survey data is regularly shared and analyzed in order to make program adjustments as needed. Surveys include end of course and professional development evaluations, CTC exit surveys for the teacher and the administrator induction programs, and site administrator surveys for the teacher intern program. The survey questions on these surveys focus on the unit operations, program satisfaction, site administrators' perception regarding candidate preparation, and candidate self-assessments.</p> <p>There was no evidence that assessment data is aggregated and analyzed to help make program improvement decisions. Evidence regarding the effectiveness of the unit and programs in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates is limited to satisfaction surveys and self-perception surveys.</p> <p>Preliminary MS and SS candidates were in the process of submitting edTPAs at the time of the visit. In interviews, program faculty shared plans to use the edTPA data to make programmatic improvements including professional development for instructional staff, and course sequencing.</p> <p>Rationale:</p> <p>The education unit has not yet developed a <i>comprehensive</i> continuous improvement process at both the unit level and within each of its programs. Specifically, there was no evidence that candidate assessment data were analyzed to determine the extent to which candidates demonstrate competencies required of the credential they seek; data included in the current continuous improvement process is limited to surveys with no direct candidate assessment data. This limits the education unit and its programs' ability to assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and the extent to which candidates are prepared to enter professional practice.</p>			

Common Standard 5: Program Impact			
Components	Consistently	Inconsistently	Not Evidenced
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.		X	
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students	X		
Finding on Common Standard 5: Program Impact	Met		
<p>Brief summary of information applicable to the standard (required for all findings)</p> <p>Individual candidate assessments reviewed at the visit show that candidates are prepared to know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards before they are recommended for a credential for most programs. In interviews, program completers stated that the program helped them grow as educational professionals. Exit survey results indicate that induction program completers feel that the program impacted their professional practices. The CTE and adult education program completers reported that the program was impacting their professional practices, however, there was concern that the program was not focused on the TPEs. The preliminary admin program and preliminary teaching credential program candidates will be required to pass the edTPA or CalAPA to ensure that they have met program standards prior to receiving their credential.</p> <p>The unit and its program are having a positive impact on teaching and learning in schools that serve California's students by alleviating the teacher shortage, especially in the rural areas of Northern California. In interviews, school district administrators report that they are supportive of the program and that it is meeting their need to find qualified teachers to teach in their schools.</p>			

INSTITUTION SUMMARY

The North Coast School of Education is a recent addition to educational services provided by the Sonoma County Office of Education. SCOE was an early sponsor of Beginning Teacher Support and Assessment program to support the retention of teachers in the profession. Primary goals for SCOE/NCSOE are to address severe teacher shortages in Sonoma and nearby counties, provide educator preparation through programs that are alternatives to more traditional pathways, and thereby increase diversity of the teaching force, and while

continuing to provide for induction of new educators. NCSOE operations are housed in the Human Resources Department of SCOE. They are led by an executive director with significant successful school administration experience. Program leadership is a shared responsibility among qualified educators and strong administrative support staff.

Several strengths characterize SCOE/NCSOE. Strengths include the SCOE superintendent's commitment to NCSOE that ensures stability and support for the unit, an executive director and staff who are committed to their purpose and highly motivated to improve the preparation and induction programs they offer through a collaborative leadership model. Additionally, the programs have committed faculty, supervisors, and coaches working towards helping teachers and administrators be successful in their roles, and a strong technical support staff. NCSOE has successfully acquired scholarship support for teacher candidates, and has excellent facilities for instruction and student interaction.

It is clear that the SCOE/NCSOE is serving a valuable role in educator preparation and P-12 schooling in northern California.