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

Professional Services Division
May 2020

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at Santa Barbara County Education Office (SBCOE). The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation** is made for the institution.

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

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

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Teacher Induction	6	6		
Preliminary Administrative Services	9	9		
Administrative Services Credential Clear Induction	5	5		

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: **Santa Barbara County Education Office**

Dates of Visit: **April 5-8, 2020**

Accreditation Team Recommendation: **Accreditation**

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
[April 2011](#)	[Accreditation](#)

Rationale:

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

Preconditions

All Preconditions have been determined to be aligned.

Program Standards

All Program Standards have been determined to be met.

Common Standards

All Common Standards have been determined to be met.

Overall Recommendation

Based on the fact that the team found that all standards for the Teacher Induction, Preliminary Administrative Services (PASC) and Clear Administrative Services (CASC) programs were met and that all Common Standards were met, the team recommends **Accreditation.**
On the basis of this recommendation, the institution is authorized to offer the following credential programs:

- Teacher Induction
- Preliminary Administrative Services Credential

- Clear Administrative Services Credential

In addition, staff recommends that:
- The institution's response to the preconditions be accepted.
- Santa Barbara County Education Office be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Santa Barbara County Education Office continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Lead:
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Lancaster Unified School District, retired

Common Standards:
Suzanne Borgese
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Programs Reviewers:
Tonya Almeida
Riverside County Office of Education

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Orange County Department of Education

Staff to the Visit:
Karen Sacramento
Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission	Mentor Training Schedules
Program Review Submission	Monthly Collaborative Records
Common Standards Addendum	Fieldwork Logs
Program Review Addendum	Program Websites
Course Syllabi and Course of Study	Meeting PowerPoints
Candidate Advisement Materials	Timeline of Candidate Tasks
Accreditation Website	Continuum of Teaching Practice
Faculty Vitae	CSTP Self Rating Sheet
Candidate File	Peer Observation Forms
Assessment Materials	Individualized Learning Plan
Candidate Handbooks	Program Assessments
Budget Reports	NEO Learning Management System
Survey Results	Mentor Collaborative Records
Performance Expectation Materials	Coach and Mentor Training Documents
Precondition Responses	Coach and Mentor Feedback Tools
TPA Results and Analysis	Organizational Charts
Program Guides	

Interviews Conducted

Stakeholders	TOTAL
Candidates	46
Completers	42
Site Administrators	13
Institutional Administration	16
Program Directors	3
Program Coordinator	1
Faculty/Instructors	10
Institutional Support Personnel/Program Assistants	2
Mentors/Coaches/Fieldwork Supervisors	55
Credential Analysts and Staff	4
Advisory Board Members	13
Review Panel Members	10
TOTAL	**215**

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

Background Information
The Santa Barbara County Education Office (SBCEO) is an intermediate agency between the California State Department of Education and the 20 school districts that are located within the county's boundaries. K-12 enrollment for 2018-19 in county schools is 69,379. The SBCEO mission to provide service and leadership in the areas of students, teachers, and finance.

Teacher and administrator services provided by SBCOE include credential services, educational technology, professional development and technical assistance, teacher induction program, teacher support and recognition programs, classified employee recognition programs, and technology training.

Education Unit
The SBCEO Curriculum and Instruction (C and I) Division oversees a wide range of programs and services that support professional learning, leadership and continuous improvement of instructional practice in local districts and schools. These include providing two-way connection and advocacy between the California Department of Education/State Board of Education and the partner local eduction agencies (LEAs), between researchers and practitioners, and between the community and innovative educators. Further, the unit processes information, policy, research and resources into usable knowledge and tools for teachers and administrators. It supports educators' career pathways through professional learning, credential programs, networking, grants, and recognition. Additionally, it helps districts and charter schools build and implement equitable and excellent instructional programs for all students within their local contexts. The Credentials Program Unit provides credential programs in Teacher Induction, Preliminary Administrative Services and Clear Administrative Services.

Table 1: Program Review Status

Program Name	Number of Program Completers (2018-19)	Number of Candidates Enrolled (2019-20)
Teacher Induction Program	142	159 (Year 1) 112 (Year 2)
Preliminary Administrative Services Program	22	18
Clear Administrative Services Induction	10	18 (Year 1); 26 (Year 2)

The Visit
Because the visit was scheduled to take place in April, after the Governor issued the stay at home order due to the COVID-19 pandemic, it was conducted entirely through electronic means. The team and the institution had to shift from a schedule that was originally to be a face to face visit to a technology assisted visit where team members and interviewees

participated from their homes and offices. The team met virtually as well for its team meetings. However, all other Commission protocols were followed.

PRECONDITION FINDINGS
After review of all relevant preconditions for this institution, all have been determined to be met.

PROGRAM REPORTS
Teacher Induction Program (TIP)

SBCEO Teacher Induction Program (TIP) follows a consortium model serving approximately 20 districts and 9 charter or private schools each year. The program supports General Education and Education Specialist candidates along with mentors from their respective schools or districts. A two-year job-embedded program strives to foster the ability of new teachers to be responsive and reflective educators as a means to ensure positive student achievement. A few experienced and exceptional candidates are eligible for an Early Completion Option (ECO).

The program goal is to foster the ability of new teachers to be responsive and reflective educators as means to ensure positive student achievement. The California Standards for the Teaching Profession (CSTP) and Continuum of Teaching Practices provide the basis for their reflection on practice and growth. Meetings serve to inform participants of program requirements, make progress on candidates' Individual Learning Plans (ILPs), provide opportunities for collaborative discussions on topics related to the CSTP with educators from other schools and provide supported mentor-candidate collaboration time.

The TIP team includes a director, coordinator and program assistant. The team is an integral part of the Curriculum and Instruction (C&I) division at SBCEO (which also includes a preliminary administrative services credential director and a clear administrative services credential director).

Program leaders participate in the department's planning and ongoing professional development in such events as Curriculum Council, monthly division meetings, book studies and other training sessions. The TIP director, along with the program and PASC directors for the preliminary and clear administrative services credential program, and the assistant superintendent of the C&I division, meet quarterly as a Credential Programs Steering Committee to discuss program data and improvements. This leadership team organizes a Credential Programs Advisory Board composed of 12 other members including school principals, human resource directors, mentors, teacher preparation program directors, SELPA leadership, SPED directors, teachers and a superintendent. This Advisory Board meets three times a year to review program data and provide feedback. The TIP director is also a member of the CISC Teacher Development sub-committee and Advisory Board for Westmont College's Teacher Preparation Program and Antioch University's Teacher Preparation Program. Stakeholder interviews confirm that participants feel informed, supported, valued, and

respected by program leadership. One TIP mentor shared, "The TIP program is supportive and flexible. Program leaders help me customize support for my candidates in unique settings, such as physical education."

As a consortium, program leaders rely on 20 districts and 9 charter or private schools to identify appropriate mentors for job-embedded, "just in time" support. In the spring of each year, the TIP director visits or calls each human resource director to share mentor qualifications, discuss candidate eligibility, and share a timeline for recruitment of mentors and sign-ups. The information is shared digitally so they can relay it to site administration. Each human resource director works with site administration to identify a highly qualified mentor. As they inform TIP of their candidate and mentor matches, the credentials manager verifies the eligibility of candidates and mentors. The TIP team reaches out to those teachers for registration and completion of an online orientation. With the exception of late hires, this is completed before school starts or within the first weeks of school.

Mentors participate in a total of 5 training sessions, with the first orientation beginning in September. During the second half of 4 of those meetings, candidates are dismissed early creating time for mentor focused training. *Mentoring Matters* (Lipton and Wellman) is the main reference for training sessions. Mentors are taught to build on the natural strengths of their candidates relying on the Continuum of Teaching Practice (CTP) tool for reflection and direction. For long-term success of their candidate, mentors are taught to intentionally support inquiry, goal-setting and reflective practices in their candidate conversations. Program leaders monitor candidate-mentor support by reading monthly collaborative records submitted by mentors. The collaborative record tracks the 60 minutes of expected weekly support and requires mentors to report on both the "just in time" support they provide and the longer-term support of their candidate's professional enduring skills. Per interviews, mentors confirmed feeling prepared and supported. One mentor shared, "I receive a lot of extra support from the staff, NEO has been good and professional learning videos have been helpful. I enjoy those who lead with humor, fun and productivity. I feel appreciated and appreciate the constant and immediate feedback. For example, program leaders will stick with you until an ILP issue is resolved." (Note: NEO is an online learning platform used by the program.)

General stakeholder input is collected via a suggestion box at every program meeting. A mid and end-of-year survey is completed by every program participant. Participating district and site administration are asked to complete an end-of-year survey. These survey questions assess the quality and effectiveness of the program. This information along with annual program completer surveys and other informal feedback are reviewed regularly by the TIP team. In 2020, program leaders began to log the discussion of these data events. This information is shared with the SBCEO Credential Programs Steering Committee where program changes are discussed.

The program assesses the quality of services in various ways. A Mid-Year and End-of-Year survey (Google Form) confirms that candidates rate the degree of their mentor's effectiveness.

Program requires the mentor's name to be indicated on the End-of-Year Survey to identify who was not perceived as adequately supporting their candidates. Based on survey results, TIP staff intervenes to provide support and decide who should not return. Program staff reviews the provided Mentoring Matters' Mentoring Relationship Self-Assessment Rubric at each of the 4 mentor trainings. Mentor utilization of the rubric is one approach to formative self-assessment. Provided training slides confirm that rubric review is part of each mentor meeting. Opportunities for formative feedback to mentors include reflective candidate/coach conversations during the January collaborative meeting. In the mentor-only segment of the meeting, TIP staff shares the candidate mid-year survey results with mentors. TIP staff provides formative feedback via mentors' Collaborative Records submitted monthly in NEO. Several mentors shared this similar experience, "I receive prompt feedback after turning in assignments including "thank yous", encouraging notes, and suggested resources. During program meetings, staff comes around to tables to provide guidance and answer questions. If I need further support, program leaders reach out with emails, phone calls, or meetings as needed."

The program is committed to evolving each year with the purpose of better supporting candidates' growth in the profession. While candidates' Individualized Learning Plan (ILP) continues to mirror the professional cycle of inquiry (understand your context, set goals, seek new learning, try new ideas and reflect on what happened), the program has modified the document to be more reflective of program standards.

Additionally, to better meet program standards, all candidates are now required to observe at least one peer teacher each program year. Per stakeholder interviews, these changes are perceived to have a positive impact on teacher effectiveness and student success. One program completer shared, "TIP gave us a platform to be purposeful in our teaching and have intentional conversations with our mentors to improve our practice."

Another candidate shared an example of program impact on student success saying, "Because I kept pushing forward and trying new things, I was able to make a breakthrough with my student who had been a behavior challenge. If it weren't for setting these goals, I would not have reached that student."

One site administrator shared, "I have seen a 30% reduction in behavior referrals due to our TIP mentor/TOSA providing behavior intervention strategies that our TIP candidates have directly applied."

Also, the 2018-19 End-of-Year survey provided to site administrators, indicated limited knowledge of candidate program activities. To ensure they were engaged in TIP activities, program directors began more frequent email updates which included a one-pager on site administrator responsibilities and a "TIP for Admin" short video. Per interviews, candidates, mentors, and site administrators confirmed that it is common practice to start the program

year with site administrators sharing site and district initiatives, candidates sharing ILP ideas, and together, they prioritize and determine a relevant learning goal.

The program's ILP is divided into two Inquiry cycles. Candidates are expected to complete one cycle each semester. Before setting goals, candidates reflect on the context of their current teaching position. This process involves a self-analysis of their current skills (using the CTP), student data and needs analysis, and a conversation with their mentor and site administration about current site initiatives and possible growth areas. Additionally, they also consider any previously identified growth needs such as ones identified in their transition plan from their preliminary program.

Using this information, they narrow their focus and identify a professional growth goal which is related to growth in the CSTP. The process to define their first goal occurs within the first 60 days, usually at the first program meeting with their mentor. Over the following months, they are expected to seek new learning to meet their growth goal and test their new practices, paying careful attention to their impact on student learning. The cycle ends with reflection to inform their future practice or goals. Program meetings and explanatory videos in the NEO online classroom emphasize goal-setting, evidence-based practices, and the importance of planning to measure impact on student learning. One candidate shared, "TIP causes me to do a larger self-reflection of my long-term teaching practice, make structural changes, and set larger goals." Confirmed through interviews, stakeholders indicate effective mentors as the most essential component of their induction experience. Another candidate stated, "My mentor has been amazing, first person I heard from with school closures was my mentor to work with kids remotely, one of his first thoughts was how he could help me modify ILP goals."

One notable change regarding candidate professional learning opportunities was made in 2019-20 based upon candidate feedback. The program previously required candidates to read a prescribed book and choose two professional development workshops. Now the program offers to buy candidates a book of their choice to support their ILP, share a professional development resource list, and offer a scholarship to make any SBCEO professional development workshops free to them. This new flexibility better supports the individualized needs of each candidate and their learning plan. One site administrator shared, "TIP Assignments have been meaningful and candidates/coaches are benefiting reciprocally."

Program meetings also facilitate individualized professional learning opportunities and the ILP process. Four program meetings include mentor-candidate ILP collaboration time. Mentors are expected to support the development and pursuit of their candidate's learning plan. At the initial mentor training, they are asked to assess each step of the candidate's ILP according to the rubric and provide feedback to their candidate on an ongoing basis. They submit their rubric sign-off document as evidence of their support at the end of the year. Mentor collaboration and support of the ILP is also monitored using the mentor's monthly collaborative

records where they are expected to report specifically on the ILP support they provided that month.

Completion requirements are explained at the first program meeting and in the Program Guide. The NEO online learning platform is used to host and provide all information about candidates' program responsibilities which are clearly laid out on their NEO assignment page. The program relies on candidates' ILPs and a CSTP self-rating task to provide evidence of candidate competency. Candidates submit their completed ILPs to NEO at the end of each cycle. TIP recruits an ILP Review Team from active mentors who provide feedback according to the rubric and ensure that each candidate has demonstrated evidence of growth in the CTSP. The Program director and coordinator provide training and oversee their review. A small portion of candidates may need more time to demonstrate growth and the program coordinator supports them through this process. One candidate shared, "Completing the program requirements has shown me my self-worth as a teacher and taught me to not be afraid to try new things. It's ok to fail, reflect, learn and make changes. This has been TIP's greatest impact on me and students."

Additionally, the program expects each candidate to complete a self-assessment using the CSTP at the beginning, middle and end of the year. The Mid-Year and End-of-Year review requires them to include evidence explaining their growth in the noted elements. The program coordinator reviews their evidence and provides feedback. Using NEO, the successful completion of these tasks is evident and candidates are able to self-monitor their progress. Once all assignments in NEO are complete, the director forwards the recommendations to the credentials manager who files for the credential with the CTC. The second year and ECO candidates are celebrated at the last program meeting in May and provided with follow-up instructions on accessing and paying for their credential with the CTC. One candidate shared, "The TIP program provided structure to setting long- term goals which will be a skill I will take with me moving forward in my career beyond induction."

Preliminary Administrative Services Credential Program

Program Design
The Santa Barbara County Education Office (SBCEO) Preliminary Administrative Services Credential Program (PASC) is led by the PASC director, who is responsible for the strategic design, implementation and alignment of the PASC program to the CAPEs and CalAPA competencies. Intentionally identified checkpoints ensure that communication within the program and with SBCEO is systematic and continuous.

Program updates, innovations and areas for growth are shared with both the Steering Committee and the Advisory Board (thrice annually) and via both formal and informal meetings with the CASC and TIP directors, and the assistant superintendent. The director utilizes regularly scheduled meetings to facilitate continuous improvement efforts; fieldwork

supervisors (bi-monthly), PASC instructors (before and after each course), steering committee and formal and informal meetings with the Assistant Superintendent (Curriculum Instruction). The SBCEO Credential Programs Advisory Board, including highly skilled, selectively chosen administrators, educators, and IHE representatives, provides leadership as it reviews data, discusses program changes and makes programmatic recommendations, as appropriate. Interviews confirmed that the PASC director regularly meets with all stakeholder groups. In these meetings, program data is always discussed and stakeholders are given the opportunity to make program improvements. Additionally, fieldwork supervisors (FWS), meet with candidates monthly and all faculty, including the director and the Instructors, are available at any time via phone calls, texts, email, Zoom conferencing, in person, or through the online course environment. Interviews with fieldwork supervisors (FWS) and candidates confirmed regular meetings and support are provided throughout the program. Multiple candidates stated the FWS as a vital part of their success in the program.

The PASC structure of coursework and field experiences is clearly outlined in the program handbook. Course syllabi provides additional details as well. The six-course sequence is strategically structured to ensure coverage of all CAPE and CalAPA competencies. Additionally, candidates are required to complete 60 hours of observational and job embedded fieldwork, twenty of which must be in a grade span other than the candidates' primary placement. This fieldwork includes eight signature experiences across the six CAPEs. A current PASC candidate reported "Fieldwork helps me understand the function of admin and the purpose of the many changes in practice." When asked to reflect on how the program helped prepare as an administrator, multiple recent program completers stated the PASC program helped prepare them for the workforce, strengthening their ability to use data, foster relationships, shape their vision, and see the bigger picture outside their current non-administrative positions.

In recent years, the program has implemented changes based on a review of the data, both quantitative and qualitative, stakeholder feedback and the need to implement requirements associated with the CalAPA. For example, completer data revealed a need for an increased focus on budgeting. As a result, budgeting was added to field work and emphasized in the personnel course. Additionally, class sequence changed to support the logical progression of concepts needed for the Performance Assessment and the CalAPA. Interviews with course instructors confirmed the PASC director regularly meets to discuss curriculum development, to discuss candidate progress and review survey feedback. This process begins at least six months before the course is scheduled to start. In an effort to connect all courses, mandatory instructor hand off meetings occur to ensure a continuous connection with the curriculum. Instructors regularly have candidates comment that they are glad they chose to enroll in the program at SBCEO, noting "one thing is constant that our candidates are glad they did it through us because we personalize it and constantly make improvements to be the best for the candidates."

The SBCEO PASC program values stakeholder input, and systematically collects, reviews and analyzes results to make continuous improvements to the program. Stakeholder input is gathered both informally and formally. These methods include: end of course surveys, end of program surveys, classroom observations, informal "temperature checks", analysis of email, text, and communication trends or concerns, bi-monthly check ins with the fieldwork supervisors, midway performance assessment check ins, and through conversations with instructors. The Advisory Board confirmed that "the voices are all equal in the room. Your opinion is valued no matter what your role is." Other interviews confirmed that the program is very receptive to feedback and often implements changes to improve the program.

Course of Study (Curriculum and Field Experience)
The PASC program requirements include the successful completion and passing of all courses, passing each CalAPA leadership cycle, the candidate E-portfolio, the Action Research Project (i.e. Performance Assessment) and the completion of 60 elementary and secondary fieldwork hours. Courses take place in-person at the SBCEO multimedia center in a cohort model. Each cohort consists of approximately 16-25 candidates.

The performance assessment (PA) is a signature Action Research Project in which the candidates identify an issue of vital importance, develop an inquiry question, and investigate the problem of practice over the course of the year. The course sequence intentionally emphasizes equity-based continuous improvement through data analysis and the integration of adult learning theory. During interviews, one candidate stated "Fieldwork helps with the mental shift that needs to happen from classroom teacher to leader perspective."

Candidates work with the PASC director and the fieldwork supervisor (FWS) to ensure that fieldwork settings provide student centered environments that are committed to continuous improvement, support all students, and reflect cultural and socioeconomic diversity. The support of student learning and achievement is the foundation for all fieldwork experiences with a special focus on connecting the school with the community. As such, candidates are required to complete fieldwork both inside and outside of their current setting and are not assigned to a particular site. Interviews with fieldwork supervisors revealed "One word that comes to my mind is transformation. People enter the program with what they think it is to be an administrator and by the time they leave they have a whole different perspective on what it means to be a leader" when discussing candidate growth.

Assessment of Candidates
Candidates maintain an online portfolio in the PASC program at SBCEO to document evidence of mastery towards the CAPEs. Candidates receive specific feedback on their CAPE development as they submit their Pre, Mid and Post CAPE self-ratings and their domain specific reflections throughout the year. The program director reviews these documents, provides insight and offers suggestions for improvement. Beginning with the 2019-20 cohort, the FWS also conduct an extensive CAPE progress review in January and April. In addition, candidates are assessed via in-class discussion, course assignments, performance assessment completion,

and by their fieldwork supervisor. With respect to preparation on CalAPA, candidates receive ongoing feedback. Interviews confirmed that the Performance Assessment (PA) is a rigorous process that prepares teacher leaders to become administrators. Additionally, PA panel members reported that they often take information that candidates share during their final presentation and use it to develop their own practice. One PA panel member stated "The program is true to its goal of developing teacher leaders. I have seen them rise through the ranks in surrounding districts."

Findings on Standards
After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, graduates, instructors, fieldwork supervisors, the advisory board and program employees the team determined that all program standards are met for the Santa Barbara County Education Office.

Clear Administrative Services Induction Program

Program Design
The Clear Administrative Services Induction Program (CASC) at the Santa Barbara County Education Office (SBCEO) is led by a CASC program director and is supported under the Curriculum and Instruction Division. The CASC program at SBCEO began in 2013 and currently partners with twenty surrounding school districts, charter and private schools.

Upon receiving employment in an administrative position, the employer of the new hire will send the candidate's name to the SBCEO CASC program director to enroll in the CASC program. Regular communication throughout the summer occurs between the program director, the SBCEO credentials manager, and the Human Resources lead from each partnering institution. This communication is multifaceted and consists of in-person meetings, email exchanges, and phone conversations. A program assistant supports the director with communication within the credential program, as well as communication with the districts served. The primary communication platform is the NEO Learning Management System. Program participants use the SBCEO online classroom for collaboration and documentation of their professional growth in the program. CASC candidates receive initial programmatic information at their first fall class. The program director is available for in-person meetings, phone conversations, email, and site-visits to support the candidate with staying on track to meet the credential requirements.

Candidates and coaches attend four coaching seminars annually, facilitated by the program director. The seminars are aligned to research-affirmed coaching practices found in *Cognitive Coaching, Blended Coaching*, and *Adaptive Schools* frameworks. Interviews with candidates and coaches confirmed the coaching sessions are a positive portion of the program. All CASC candidates attend a minimum of three afternoon Professional Learning Workshops (PLW) each year. CASC candidates stated there is a high level of relevance between the program offerings and their work as an administrator.

Several elements related to assignments and the professional learning experience have been modified over the last two years. The Individual Induction Plan (IIP), formerly the Leadership Action Plan, has evolved from including only specific CPSEL elements that limited candidate choice to including the entire CPSEL. Previously, candidates were required to attend all six afternoon Professional Learning Workshops (PLW) annually. Candidates now have the option of selecting a minimum of three PLW's annually based on the self-selected CPSEL identified in their IIP. Using the *WestEd Descriptions of Practice* (DOP), candidates complete the CPSEL Self-Assessment, formerly the Self-Reflection, only three times throughout the course of two years instead of three times each year. Candidates use the DOP to reflect on their understanding of the CPSEL and to set professional goals. The six Reflective Journals (RJ) have been replaced with CPSEL Performance Tasks (PT). In years past, candidates were required to complete a RJ for each CPSEL element that corresponded with the six PLW, for a total of twelve over two years. Each RJ was comprised of between 4 – 7 questions that candidates were required to reflect upon and respond to, whether or not the question was applicable or relevant to the candidate's administrative position or responsibilities. In place of the RJ, candidates are asked to complete three CPSEL PT each program year, provide evidence for, and describe application and learning experience.

The SBCEO CASC program collaborates with multiple local stakeholder groups to inform program content, structure, and design. The program director interfaces with a multifaceted group of educational leaders to ensure that the content of the program is relevant and applicable to the demands that new administrators face in their districts and/or schools. The CASC program director meets several times a year with the SBCEO Credentials Program Advisory Board to identify broader school and district needs, as well as identify needs from partner programs at local Institutions of Higher Education. Additionally, the program director attends regular Curriculum Council meetings, which are led by the SBCEO Curriculum and Instruction (C&I) division and attended by C&I leaders from SBCEO partner districts across the county. The program oversight and organization chart demonstrate the multiple entities that inform the professional learning opportunities that are offered to SBCEO CASC candidates. The program director works to identify leaders (at the site, district, and county level) to provide relevant professional learning experiences. Interviews confirmed that the CASC program is responsive to feedback, often taking the feedback they receive and making program adjustments to support all stakeholders involved in the program.

Course of Study (Curriculum and Field Experience)
The design of the SBCEO CASC program is based on a sound rationale informed by theory and research, is primarily coaching-based, and includes personalized learning. The program has been influenced by the California Department of Education publication *Greatness by Design, Supporting Outstanding Teaching to Sustain a Golden State, A report by State Superintendent of Public Instruction Tom Torlakson Task Force on Educator Excellence, September 2012*. The research base for the SBCEO Leadership Coaching practice includes *Blended Coaching: Skills and*

Strategies to Support Principal Development, and *Cognitive Coaching: A Foundation for Renaissance in Schools.* Throughout the CASC program, candidates also study the work of Michael Fullan, Liz Wiseman, and Anthony S. Bryk to gain awareness and understanding around best practices in educational leadership.

Candidates are supported by their district/site coach for a minimum of forty (40) hours during each program year. Coaches provide the candidate with individualized support and document this support on both their Collaborative Log and Coach Log. Coaches and candidates attend all morning coaching seminars together. The purpose for this approach is that SBCEO believes candidates need to develop coaching capacities to effectively support educators in their schools and districts. Having CASC candidates participate in the coaching seminars allows for candidates to provide feedback to their coaches on the experience and allows for candidates to experience their learning on multiple tracks. Interviews with coaches confirmed that the side-by-side learning that occurs during coaching sessions contributes to the success of both parties by allowing theory to come into action during authentic support and conversation. The coaching seminar content is informed by the research affirmed frameworks of *Cognitive Coaching* and *Adaptive Schools*. The program director has formalized training in the models and is supported locally by a leadership team that has a range of expertise in the aforementioned frameworks. During an interview, one candidate stated "One guest speaker really stretched how we think about diversity and school climate. I realize now that is what you deal with on a daily basis as an administrator."

The Individual Induction Plan (IIP) allows candidates to develop a strategic or SMART goal that is aligned to areas of growth identified through their CPSEL Self-Assessment. The annual goal, created in each program year, serves as a foundation for the individualized professional learning that a candidate maps out to act upon their goal. In Part VI of the IIP, candidates describe the professional learning that they intend to pursue and the alignment to both the CPSEL and their strategic goal. In addition to the IIP, candidates are provided a personalized coaching experience in the program and largely direct the topical content of the coaching conversations that are explored to meet the minimum 40-hour requirement. Interviews confirmed that candidates feel that the IIP was extremely helpful in contributing to their development as a leader.

The program provides all candidates with professional learning offerings, which support the development of coaching dispositions as well as CPSEL-aligned workshops. Workshops are led by identified local experts with respect to the specific content area and are supported by the Curriculum & Instruction division at the Santa Barbara County Education Office.

Assessment of Candidates
Initial assessment of the candidate is provided via the Initial CPSEL Self-Assessment, which supports development of Parts I-III of the IIP. Candidate interviews confirmed that the various

assessments in the program allowed growth and reflection on their practice as an administrator.

Formative assessment of the candidate is provided in an ongoing fashion as the candidate uploads components of the performance assessment portfolio to the SBCEO Online Classroom for feedback from the program director. Additionally, coaches and immediate supervisors provide feedback to the candidate on their performance assessment portfolio assignments, specifically the IIP, sections I-III. When asked about candidate growth and the strength of the CASC program, one coach shared "Most of us when we started were given the keys to the school and no other help - it was 'see you in June'. It was awful and you didn't know who you could trust. This program is the opposite. This can be a really lonely job and it is not as lonely for candidates in this program."

Summative assessment of the portfolio is conducted by the Performance Assessment Review Panel (PARP) who uses the performance assessment rubric to determine if the portfolio demonstrates leadership competence. The IIP, CPSEL Self-Assessment and the CPSEL Performance Tasks require the candidates to collect multifaceted forms of data to inform their critical reflections on their leadership practice. A coach interview revealed "The biggest candidate growth is that they come to a practical realization of what administration entails."

<u>Findings on Standards</u>
After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews candidates, graduates, instructors, coaches the advisory board and program employees the team determined that all program standards are met for the Santa Barbara County Education Office.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	*No response needed*
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California's adopted standards and curricular frameworks.	**Consistently**
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	**Consistently**
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	**Consistently**
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.	**Consistently**
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	**Consistently**
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	**Consistently**
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	**Consistently**
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	**Consistently**

Finding on Common Standard 1: Met

Summary of information applicable to the standard:
Santa Barbara County Education Office Education preparation programs equip their county's educators to be reflective practitioners and leaders committed to continuous improvement, competent in the implementation of research-based best practices, and advocates of inclusive practices and equitable conditions to ensure positive student outcomes. The Superintendent stated that these programs are "the fabric of the educational systems in Santa Barbara County". A District Coordinator stated "that relationships with the districts and spending time in the schools as well as spending time with the people is the most important."

Through the collaborative work of the Advisory Board, county leadership, and districts, the program ensures there is alignment between national, state and district policies and priorities. Program leadership states "that it is important to build and implement equitable, excellent instructional programs throughout the county."

Members of the Curriculum and Instruction Department at SBCEO regularly engage with their colleagues in PK-12 settings, college and university units, and members of the broader educational community to improve educator preparation. Communication amongst all stakeholders who are actively involved in the organization, coordination, and decision making was verified in interviews. Advisory Board members stated that looking at data and making decisions as potential areas of growth is part of the culture. Program leadership stated "We have many district leaders involved in our programs and we listen to them and use the feedback to make direct connections to the district they serve.

The SBCEO Credential Programs are under the leadership of 3 directors and one coordinator, and overseen by the Assistant Superintendent of C&I. These leaders have multiple roles in the running of the different programs including teaching the credential programs. In terms of the coaches and mentors, the CASC and TIP programs rely on the districts to appoint qualified coaches and mentors. The PASC Fieldwork Supervisors are chosen based upon the needs of the candidates. The practice of SBCEO is to contract highly qualified, fully credentialed professionals and practitioners that are committed to maintaining their skill sets by refining current educational knowledge, and staying up to date in their respective fields. PASC and CASC candidates mentioned that one of the reasons they picked SBCEO for their program is that the instructors are administrators from the area. One candidate said, "You can't beat instructors who truly care about you and want you to succeed."

Program directors, in collaboration with support staff, monitor candidate completion of required milestones as candidates progress through their programs. At the culmination of the candidate's program participation, program staff verify that each candidate has completed program responsibilities and demonstrated competency in each standard. This is accomplished through review of candidate requirements either directly by program staff or through a rubric process completed by certificated educators (administrators or teachers/mentors). Submissions

that need revision are provided feedback, additional guidance and possibly, extensions by program directors as needed. There is an appeal process if candidates do not agree with the recommendation of the review. Annually, directors present their credential results for review and validation. Additionally, each program engages multiple layers of review to ensure that only qualified candidates are recommended. Candidates mentioned in interviews that they liked the review process because if they were missing anything, they were allowed to go back and fix any issues along the way.

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	**No response needed**
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	**Consistently**
The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.	**Consistently**
Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.	**Consistently**
Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.	**Consistently**

Finding on Common Standard 2: Met

Summary of information applicable to the standard
Both the Teacher Induction and the CASC programs admit 100% of qualifying candidates. The PASC program admits candidates using multiple measures with an admittance rate of approximately 92%. The PASC director makes a concerted effort to ensure that recruitment information is shared to a representative cross sample of all eligible candidates within the county.

The Teacher Induction Program provides clear direction on all program responsibilities through an orientation and by providing a program guide which includes guidelines, timelines and all assignments. The TIP candidates rely heavily on their trained mentors for day to day support. Training the mentors to provide effective support occurs at the beginning of the year and at the end of each of the four regular program meetings. Additionally, the program coordinator

monitors candidate progress as they complete various checkpoints in their NEO online classroom. The coordinator, along with the training and development assistants, read mentor collaborative records. With this review, the coordinator is quick to reach out and provide additional support to any candidate who may be having difficulty.

Individualized support is provided to all Preliminary Administrative Services Credential candidates throughout the duration of the program. Prior to the program start, the program director provides an orientation meeting for all prospective candidates to share program requirements, duration and expectations. During this meeting, candidates are informed that they will be assigned a highly qualified fieldwork supervisor familiar with their current educational setting upon successfully applying to the program.

Candidates for the Clear Administrative Services Credential (CASC) receive support as they consider entry into the Administrator Induction Program. The program director meets with potential candidates in a formal information meeting and lays out the application process, program requirements, and next steps. Participants who are unable to attend an informational meeting are supported one on one.

Once applicants are accepted into the program, support and advice take the form of the program director emphasizing to each LEA the careful matching of candidates to coaches. Interviews confirmed that coaches were well matched with candidates.

Lead coach training includes a strong focus on research-based cognitive coaching protocols, and as a result, coaches work to balance the roles they play in supporting candidates. Directors and coordinator regularly monitor assignment completion and reach out with support throughout the year and advise candidates throughout the year. Interviews with a broad base of stakeholder groups provide compelling evidence that each program is committed to providing meaningful, job-embedded experiences designed to meet each candidate's unique needs. PASC Completers stated that although the program is rigorous, it truly prepared them for what it is like to be an administrator.

Candidate participation throughout the program is monitored for progress toward program completion by program leadership. If Candidates need additional support, they are advised to complete the additional support questionnaire that is available in their program guide. Program Leadership uses Progress Monitoring Documents to track candidate progress. Candidates from all programs stated that program leadership is readily available at all times for advice and assistance. Candidates stated that feedback is specific and that program leadership provides one-on-one meetings, is supportive in special circumstances, and is open and available to support their success.

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	**Consistently**
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	**Consistently**
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	**Consistently**
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	**Consistently**
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	**Consistently**
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	**Consistently**
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	**Consistently**
All programs effectively implement and evaluate fieldwork and clinical practice.	**Consistently**
For each 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 population and the opportunity to work with the range of students identified in the program standards.	**Consistently**

Finding on Common Standard 3: Met

Summary of information applicable to the standard

Through review of documents and responses from stakeholders, there is consistent input that the Preliminary Administrator, Teacher and Administrator Induction programs provide a sequence of coursework and clinical experiences for candidates to meet the state adopted content standards of their programs. Across the board, stakeholders reiterated that the coursework presenters were very strong and provided relevant information regarding the knowledge and skills necessary.

Based on input from program leaders and documents, the unit ensures that coaches are experienced and for the most part, site based for candidates, and meet the criteria for providing the support and feedback to develop the skills required for the candidate to achieve significant progress toward meeting the content standards. Additionally, coaches receive initial comprehensive training at the beginning of the school year and then ongoing monthly. Of the many coaches interviewed, there was a consistent response that in addition to the routine training; support and feedback from program leaders is always available. A CASC coach stated "I continue to get ongoing support from the program director. She is always there for us."

Documentation of CASC, PASC and TIP coach requirements and the application process is provided on the SBCEO program website along with the coaching handbook which the directors update yearly.

Through a county wide Advisory Committee which includes representatives from many districts and IHEs, SBCEO collaborates regarding supporting program coaches and clinical personnel. Additionally, monthly training sessions and classes provide for candidates to share experiences and strategies related to issues of diversity and school climate. Scheduled and optional training sessions relating to diversity are also available to candidates. A CASC candidate commented "Hearing from candidates and coaches across the county is of tremendous help and gives me a broader perspective regarding student needs and how to meet them".

Common Standard 4: Continuous Improvement	Team Finding
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	**Consistently**
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	**Consistently**
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data.	**Consistently**
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation.	**Consistently**

Finding on Common Standard 4: Met

Summary of information applicable to the standard
Across all 3 SBCEO credential programs, there was evidence and stakeholder input that data collected in a Credential Program Data Log is regularly evaluated to ensure effectiveness and relevance in candidates preparation programs. Some of the data sources are Mid-Year, End-of-Year, and Completer surveys, along with professional development training assessments. Input from the CASC director provided a specific example of making changes in response to several candidates' input that the reflective journals-feedback was "punitive". So the process was adjusted and candidates were allowed individualized self-reflection. Also, as a result of stakeholder feedback, the ILP process, specifically the Self Reflection, was streamlined from 6 exercises over a two-year period to 3. The responsiveness and support of the program directors was reiterated across multiple interviews. A CASC Program completer had this to say about the director, "She really wants to improve the program through implementing changes based on feedback and data. She walks the walk."

Interviews with stakeholders revealed how regular analysis of data provides pertinent information as to how to improve, "streamline" and make programs more "relevant". Several stakeholders who were previous candidates and now coaches, also stated that they have seen the programs become stronger and more meaningful than ever over the years due to programs taking feedback seriously and implementing revisions. A former candidate who is now an administrator had this to say about leadership and coaches being good role models, "I was very impressed with our director. She worked with good balance between being authoritative and supportive."

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

Finding on Common Standard 5: Met

Summary of information applicable to the standard
The SBCEO credential programs provide the opportunity for candidates to improve their skills and knowledge through the Inquiry process and are committed to making sure that all

candidates demonstrate the skills and knowledge to provide the support to educate all students in meeting the state adopted academic standards. The goal is to demonstrate mastery of the CSTPs, CAPEs and CPSELs, through setting measurable goals, using effective teaching strategies and reflecting on progress.

Survey data indicates that the program has a positive impact on candidate competence and that they are listened to and are provided the support needed for professional growth. During an interview, a TIP mentor shared "Through this program I see confidence and them growing into their jobs." Additional input was provided by a CASC coach regarding candidates, "They learn from meeting with colleagues that they are not alone in their challenges."

Recent PASC candidate surveys indicated that 100% of candidates agreed that they were provided with a variety of opportunities for active learning, while 95% stated that they had applied program knowledge and experience in their work settings. Similar results were evidenced in CASC and TIP surveys in regard to gaining new insight, knowledge, and skills throughout the respective programs. One site administrator shared a noted increase in confidence of TIP candidates which she observes directly translating to student success.

Candidates, coaches, mentors and instructors stated that the most significant aspect of the program is the consistent support from administrators and program leaders.

INSTITUTION SUMMARY

The Santa Barbara County Education Office has developed high quality Preliminary Administrative Services and Clear Administrative and Teacher Induction Programs that not only advise and support educators in their transition into teaching and administrative roles, but that serve as a guiding and unifying body for a wide and diverse geographical area. They have accomplished this through their leadership strength and intentional and meaningful collaboration and communication with all stakeholders. The SBCEO credential programs' leadership states that it is the real relationships through districts and partners that make each credential program a success. SBCEO colleagues often serve in multiple roles to provide program offerings and excellence and across the constituent groups the relational foundation, based on trust and transparency, is evident. From the Superintendent to the site administrators, the system of support and growth is clearly understood and deeply valued. An emphasis on data-informed improvement is evident throughout the program as one of the advisory board members stated, "They systematically include us in looking at some sort of data to inform decision making at every meeting." Across stakeholders who were interviewed there was a demonstrated passion for student learning, an appreciation for the credential programs and a growth mindset. These attributes are valued and modeled by the program leadership through their commitment to educator excellence.