

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

Professional Services Division
May 2021

Overview of this Report

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

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

Common Standards	Status
1) Institutional Infrastructure to Support Educator Preparation	Met
2) Candidate Recruitment and Support	Met
3) Course of Study, Fieldwork and Clinical Practice	Met
4) Continuous Improvement	Met with Concerns
5) Program Impact	Met

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Preliminary Education Specialist: Mild/Moderate Intern	22	22	0	0
Preliminary Education Specialist: Moderate/Severe Intern	24	24	0	0
Teacher Induction	6	6	0	0
Preliminary Administrative Services	9	9	0	0
Clear Administrative Services	5	5	0	0

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

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

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

Accreditation Team Report

Institution: Placer County Office of Education

Dates of Visit: March 15-17, 2021

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
4/23/12	Accreditation letter

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, mentors, coaches, graduates, completers, local school, district and county 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 recommendation of **Accreditation** for the institution was based upon the following:

Preconditions

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

Program Standards

All program standards for the Placer County Office of Education's Preliminary Education Specialist Mild/Moderate program have been found to be **Met**.

All program standards for the Placer County Office of Education's Preliminary Education Specialist Moderate/Severe program have been found to be **Met**.

All program standards for Placer County Office of Education's Teacher Induction Program (TIP) have been found to be **Met**.

All program standards for the Placer County Office of Education's Preliminary Administrative Services Credentialing program have been found to be **Met**.

All program standards for the Placer County Office of Education’s Clear Administrative Services Credentialing program have been found to be **Met**.

Common Standards

All Common Standards for Placer County Office of Education have been found to be **Met** with the exception of Common Standard 4: Continuous Improvement, which is **Met with Concern**.

Overall Recommendation

Based on the fact that the team found that all program standards were met for the Preliminary Education Specialist Programs for Mild/Moderate Intern and Moderate/Severe Intern, the Teacher Induction Program, the Preliminary Administrative Services Program, and the Clear Administrative Services Program, the team recommends **Accreditation**.

In addition, staff recommends that:

- The institutions response to the preconditions be accepted.
- Placer County Office of Education be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Placer 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.

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 Education Specialist: Mild/Moderate Intern
Preliminary Education Specialist: Moderate/Severe Intern
Teacher Induction
Preliminary Administrative Services
Clear Administrative Services

Accreditation Team

Team Lead:

Melissa Meetze-Hall
Riverside and San Bernardino County
Offices of Education

Common Standards:

Mary Dolan
Tulare County Office of Education

Programs Reviewers:

Allan Hallis
Riverside County Office of Education

Bond Cashmere
Tracy Unified School District

Jason Lea
Sonoma County Office of Education

Staff to the Visit:

Gay Roby
Commission on Teacher Credentialing

Documents Reviewed

Accreditation Data Dashboard
Accreditation Website
Assessment Materials
CalAPA Results and Analysis
Candidate Advisement Materials
Candidate Work Files
Common Standards Addendum
Common Standards Submission
Course Syllabi and Course of Study
Examination Results

Faculty Vitae
Mentor and Coach Resumés
Performance Assessment Materials
Precondition Responses
Program Handbooks
Program Review Addendum
Program Review Submission
Program Sequence of Activities
Survey Results

Interviews Conducted

Stakeholders	TOTAL
Candidates	78
Completers	44
Employers	26
Institutional Administration	7
Program Coordinators & Managers	3
Faculty	9
Mentors & Coaches	43
Credential Analysts and Staff	2
Advisory Board Members	8
Collaborative Partners (K-12 & IHE)	12
TOTAL	221

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

Background Information

The Placer County Office of Education (PCOE) works in partnership with the 16 local school districts, one community college district, several non-public and charter schools in Placer County to “equip every child with a first-class education.” The vision of the Placer County Superintendent of Schools and the Placer County Board of Education is to provide exemplary leadership and service to schools, parents, and the community as they work together to provide a globally competitive, comprehensive, rigorous and relevant education to all students.

Located in the greater Sacramento region, Placer County covers 1500 square miles. Its population, last surveyed in 2011 was, 65% white, 13% Latino (any race), and 1.3% black or African American, demographics that have notably changed in the last decade according to PCOE leaders. The median income for the county in 2019 was \$41,130.00.

Education Unit

Placer County houses its five educator preparation programs in its Leadership and Learning Collaborative (LLC) unit, which is part of the Educational Services department; this year the senior director providing direct oversight for the two Education Specialist programs with the expectation of hiring a program director for the 2021-2022 school year. The Leadership and Learning Collaborative is a consortium unit coordinated by a team of educational leaders who have established inter-department working relationships with Human Resources and Information Technology as well as outside relationships with local districts, other county offices, and state agencies. PCOE has recently expanded its sponsorship of educator preparation programs from a single teacher induction program to also offer two administrative services credentialing programs in 2016 and 2017, and two preliminary education specialist programs in 2018.

The LLC unit employs a senior director who currently serves as the program director for the preliminary Education Specialist programs and the teacher induction program and a director who manages the preliminary and clear administrative services preparation programs. A part-time director is currently in training to take an active leadership role in the 2021-2022 year.

Table 1: Program Review Status

Program Name	Number of Program Completers (2019-20)	Number of Candidates Enrolled (2020-21)
Preliminary Education Specialist: Mild/Moderate Intern	12	32
Preliminary Education Specialist: Moderate/Severe Intern	NA	21
Teacher Induction	96	229
Preliminary Administrative Services	35	32
Clear Administrative Services	34	45

The Visit

Due to the COVID-19 pandemic, this site visit was conducted virtually. The team and institutional stakeholders were interviewed via technology. All established Accreditation procedures and protocols were followed throughout the visit.

PRECONDITION FINDINGS

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

PROGRAM REPORTS

Preliminary Education Specialist: Mild/Moderate Intern
Preliminary Education Specialist: Moderate/Severe Intern

Program Design

PCOE, through the PCOE Leadership and Learning Collaborative (LLC) unit, offers the Mild/Moderate Disabilities (M/M) and Moderate/Severe Disabilities (M/S) Education Specialist Preliminary Intern Credentials. Documents provided confirm that the PCOE Education Specialist Intern programs serve candidates from a consortium of five counties that have limited options for accessible teacher credentialing programs. The programs are designed for individuals who want to be employed as an intern teacher, earn a teaching credential, and attend classes offered in a hybrid (face to face and online) model. During interviews, site administrators, interns, intern program instructors, and faculty coaches all praised the program's flexible distance attendance options for candidates with remote or weather impacted barriers common to the region.

According to the Commission website, the PCOE Education Specialist Mild/Moderate program was approved in Fall 2017 and the Moderate/Severe program was approved in Fall 2018. Being newly accredited, the Mild/Moderate program has only one class of graduates and the Moderate/Severe program is expecting its first graduating cohort in summer 2021. Both credential programs are offered in an intern format as a part of the LLC division within the Educational Services Department. The LLC vision to recruit, prepare, and retain self-reflective educators and leaders resulting in positive and equitable student outcomes provides the philosophical foundation for these programs. This also supports the overall vision of PCOE to provide exemplary leadership and service to schools, parents, and the community as they work together to provide a globally competitive, comprehensive, rigorous and relevant education to all students. During interviews, site administrators were very positive about the PCOE program's intentionality in preparing teachers for all districts served, including large suburban districts and rural, remote single school districts. In the words of a unit leader, the county office is small enough to provide a hands-on, neighborly approach while simultaneously large enough to provide services to the larger community as a whole.

PCOE's organizational chart verifies that three PCOE employees work full-time within the intern programs with nine adjunct faculty who are assigned to teach courses. Interns praised the responsiveness of the PCOE team, stating that personalized information was provided quickly in

response to any questions or concerns. The team did confirm that PCOE's published three tiers of intervention were most often circumvented in favor of an email or phone call to program personnel.

Leadership within the PCOE Preliminary Education Specialist programs includes the Assistant Superintendent of Educational Services, and the Senior Director of the LLC and the coordinator of the Intern program. The PCOE LLC Leadership Advisory Board includes PCOE LLC leadership staff and leaders from partnering districts. The Senior Director is currently serving as the program director for the Education Specialist preparation programs in an effort to learn the programs' details, with an expected hiring of a program coordinator who hold an Education Specialist expertise before the end of this academic year.

Stakeholders explained communication occurs through video conferencing and face-to-face interactions. Information is shared through collaborative team meetings, program materials, and electronic messaging (email, learning management system, webpage). In interviews, interns and administrators both expressed they believed interpersonal communication was a strength of the program with the trust and rapport built with faculty coaches.

The program handbooks outline the PCOE Preliminary Education Specialist programs as a job-embedded, two-year internship. Internship placements in the program are based upon employment as the teacher of record in partner districts in positions that correspond to the credential area being pursued. The program follows a cohort model with fieldwork supervised by faculty coaches through required semester practicum courses. Interns felt the 120 hours of preservice coursework gave them a broad base of preparation for their teaching assignment, highlighting the optional "boot camp" days as particularly useful.

Program modifications over the recent two years include the modifying of the format of course syllabi to document greater specificity where program standards and specialty standards for Mild/Moderate and Moderate/Severe are introduced, practiced and assessed. Feedback on course surveys from interns and instructors have also led to continued iterations of course delivery and materials.

Interns stated they provide feedback through course surveys at the end of every course, acknowledging their thoughts are heard and valued by PCOE staff. Instructors validated that they receive and review the course surveys with PCOE staff at the conclusion of each course, prompting reflection and if necessary, revisions to course delivery. Interns also voiced that feedback through informal discussions with faculty coaches, instructors and program staff are ongoing and frequent.

Course of Study (Curriculum and Field Experience)

Common courses for both Mild/Moderate and Moderate/Severe credentials confirm these courses include the themes of universal behavior and social supports, teaching language and literacy foundations, and teaching culturally and linguistically diverse learners. Foundational Education Specialist course syllabi show these courses include Individualized Education Plan (IEP) and case management, creating and supporting healthy learning environments, and

teaching learners on the autism spectrum. Mild/Moderate and Moderate/Severe specialty courses, with their required practicum, cover each program's specialty standards.

Interns and instructors praised course content that spirals so candidates receive increasing depth of understanding and application of the Education Specialist expectations as they move through coursework. Intern interviews expressed their belief that the coursework and support from instructors greatly contributed to their success with students in the classroom. Interns voiced appreciation that the program is designed for them to take several dedicated courses in their specialty area while also joining and collaborating with the other cohort of learners in additional courses. Intern interviews did produce a common request for the inclusion of more IEP and Legal Practices content to be covered earlier in the course sequence.

Interns expressed that a strength of the program is the instructors and faculty coaches collaboration that aligns instruction and fieldwork expectations. A practicum course is required every semester for interns, with activities that link course content with internship applications. Interns said participating in the formal observation cycle and receiving feedback from faculty coaches directly contributed to their development. The role of the faculty coach includes advisement, support and supervision of the candidate through the required Internship experiences and learning activities. Interns said their faculty coach is their primary source of information and support in the program and expressed gratitude for their faculty coach's open availability, often including early and late hours and weekends. Site administrators commended the PCOE faculty coach's ongoing collaboration with school staff and district coaches to support the candidates. Interns further stated there is added value in the fact most courses are taught by current educators who work with real students and classrooms daily.

Local administrators expressed appreciation for a local program providing candidates for hard-to-fill vacancies. Interns said they have the opportunity to work with students with a range of grades, ages, disabilities and diverse backgrounds based upon their school culture and assignments.

Fieldwork assignments coordinate with coursework instruction and content in areas including the Teaching Performance Expectations (TPE), IEP processes, and instructional lesson design and delivery. Faculty coaches stated that by both mentoring candidates and teaching courses, there is a resulting improvement in the alignment of instruction and fieldwork expectations, which interviews with interns affirmed.

Each stakeholder group referenced their appreciation of the yearly initial quad meeting that includes the PCOE faculty coach, district coach, district administrator and intern with the stated aim of establishing clear communication and collaboration regarding the internship requirements, advisement, support and evaluation procedures.

Assessment of Candidates

Interns are assessed for specific program competencies in each course with a requirement to maintain a certain grade point average to continue. Interns reported grades and feedback are usually prompt. Interns said that timely notification is provided when assignments are late or

missing, also noting they can track their own progress in a course through the Canvas learning management system gradebook.

Interns said the program coordinator meets with them at the start of each year to review their intern status and receive program updates. Interns receive grades and feedback on coursework from the instructor, both directly and in the online gradebook system.

Candidate progress is observed and documented by the faculty coach and reviewed every semester. Faculty coaches confirmed that any candidate who falls below the required level of competence will receive advisement including academic probation for the following semester with support through an improvement plan. Interns said they felt additional supports are provided as needed by faculty coaches, instructors, and program staff who express a genuine concern for their well-being and success. Ongoing reviews of completed requirements are documented in a spreadsheet and verified by the LLC staff secretary and program coordinator. Two separate final reviews are used to determine eligibility for recommendation for the Preliminary Education Specialist Credential.

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, intern teachers, faculty employers, and supervising practitioners, the team determined that all program standards are **met** for the Preliminary Education Specialist: Mild/Moderate and Moderate/Severe programs.

Teacher induction Program

Program Design

The PCOE organizational chart confirms that the Teacher Induction Program (TIP) is a part of the PCOE LLC and is under the authority of the Educational Services Division. Program leadership consists of the Assistant Superintendent of Educational Services and the Senior Director being responsible for the TIP. Additionally, there is one part-time coordinator and one full-time support staff.

Program documentation confirms that the LLC regularly communicates with the institution's leaders through a variety of meetings. Support staff receive candidate enrollment information from partnering districts through their respective human resources and personnel departments and serve as an integral component of communication for mentors and candidates. The LLC has regularly occurring opportunities for candidates, mentors, and partner districts to provide communication and invite feedback.

A document review confirmed that PCOE's mentoring design is based on a variety of research-informed adult learning theory practices. New mentors are trained through an initial three-day coaching institute focused on creating coaching relationships, blended coaching, using data to guide growth and improvement and coaching conversation structures. Each year all mentors continue their learning through regular mentor meetings, and collaboration through

Professional Learning Communities (PLC) gatherings focused around best practice, equity, self-assessment and goal setting, mentoring reflection, and problem solving.

PCOE TIP annually recruits mentors for their pool, using well-defined criteria which includes an application and interview process. Selected mentors become a part of the mentor pool and sign a commitment letter outlining in detail their responsibilities to candidates. Assignment of mentors is done on a timely basis as confirmed through candidate tracking spreadsheets. Documents reviewed confirm that mentors engage in six meetings per year which include opportunities to provide input on program changes.

Additionally, candidates are surveyed via an internal mid-year survey and all program completers take the completer survey at the end of their induction experience. Interviews affirm the consistent use of individualized surveys for each program component to gather stakeholder input. Candidates and mentors remarked that they felt as though their input mattered because the results of survey data were shared with them and changes were made.

The accreditation cycle chart confirms that the LLC follows a multi-year assessment cycle. Each year of the seven year cycle the program collects, analyzes and shares data from and with candidates, coaches, support staff, the LLC team, and the senior director. Through the data sharing activities memorialized on the monitor metric tracking sheet, if there is a “no” answer to the question “is the program progressing well” additional input is solicited from stakeholders, changes are discussed and implemented, and progress monitoring resumes. Interviews with coaches affirm that PCOE TIP regularly assesses the quality of their services by soliciting stakeholder input and acting on that input.

Interviews confirm that over the two most recent years there has been progress made towards streamlining the work candidates are asked to do through Canvas in addition to offering a continuous enrollment option. One program modification particularly well-received by candidates and mentors alike is the creation of a scope and sequence for an induction year. Although program format changes due to COVID-19 have altered how candidates, coaches, and leadership interact with one another, it has not hindered the recent program focus on integrating equity work into coaching.

Course of Study (Curriculum and Field Experience)

Program documentation review confirms that the ILP consists of inquiry cycles that are guided by student learning and teaching practice. There are several possible data sources candidates may use to inform their ILP such as the transition plan, triad meeting, district initiatives, and student data (state and district). Candidates set a specific goal using an “If...Then” statement frame. Each inquiry in the ILP is reviewed by a minimum of two reviewers to ensure that what is included is clear, appropriate and is evidence of growth in professional practice. Candidates determine an action plan and specify the data they will collect to measure their progress. Each inquiry concludes with the candidate analyzing data, assessing progress towards their goal, describing growth, identifying next steps, and revisiting the CSTP element.

Interviews confirm that candidates incorporate the transition plan into their ILP and that input from the employer is another data source utilized for goal setting. Candidate's development of the ILP also includes a Teacher Inventory. Candidates self-assess on the continuum of teaching practice and utilize that information along with the mentor observation to determine the focus and goals of the first cycle of inquiry. A triad meeting is held with the candidate, mentor and employer (often the school building leader or evaluator) so that the candidate can share their goal focus and receive input from their employer.

Document review and interviews affirm that candidates gain information about professional learning opportunities through their triad meeting with their site administrator as well as through PCOE's Go Sign Me Up professional development registration system. Candidates select professional learning experiences that are related to their inquiry focus and mentors also assist their candidates in finding professional learning opportunities for them to engage in. Candidates also reported that they attended the many required professional learning offerings at their respective site or district.

The ILP process incorporates the role of the mentor by making it a collaborative effort between the candidate and mentor. Mentors guide candidates through the inquiry process and provide feedback. Candidate interviews affirmed the collaborative nature of the ILP development and reported that mentors showed them where different resources were located and were supportive in helping them achieve their goals.

The ILP is reviewed at each weekly meeting. Mentor interviews confirmed the regular use of data in the ILP. Mentors also ensure that candidates are not becoming overwhelmed through the process and their first years of teaching.

Assessment of Candidates

A review of program documents show that candidate competency is assessed through a variety of formative assessments. Candidates are assessed for competency and program completion through pre and post self-assessments based on the CSTP, four inquiries on the ILP aligned to the CSTP which are reviewed by program staff, monthly mentor observations, program components submitted through Canvas, mentoring logs, and their CSTP growth presentation at the end-of-year colloquium.

Interviews confirmed that candidate competency is assessed and communicated through the Canvas system. Both mentors and candidates have access to graded ILP (which is based on task completion and reviewer assessment). Reviewers examine the evidence in the candidate ILP and determine how it connects to the selected CSTP element throughout their inquiry cycle. In addition to this, candidates also self-assess throughout the ILP process with each cycle of inquiry beginning and ending with self-assessment of the identified CSTP. The spring colloquium serves as an opportunity for PCOE staff to review candidates' ILP portfolios.

As described in the candidate handbook, the process for the recommendation of the clear credential includes ensuring candidates have met all program requirements through a review of their online portfolio by both the induction reviewers and LLC support staff. Furthermore,

candidates with renewal requirements beyond induction are reviewed and supported collaboratively by the PCOE credential analyst and their employing district. The credential recommendation prepared and submitted by the LLC team, with oversight provided by the senior director. Once all requirements have been met, candidates receive an email with directions for payment and renewal.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Teacher Induction program.

Preliminary Administrative Services

Program Design

The site visit to Placer County Office of Education provided confirming evidence that the Preliminary Administrative Services credential (PASC) program is aligned to the Commission's Program standards and the California Professional Standards for Educational Leaders (CPSEL). The program systematically supports administrator credential candidates to meet the California Administrator Performance Expectations (CAPE) and Content Knowledge Expectations (CACE) through a program grounded in research and composed of diverse learning opportunities designed to meet the needs of adult learners. The LLC's mission, "to prepare educational leaders to positively impact student outcomes and remain in the field" and the PCOE's goal to "develop innovative educational and administrative programs to advance regional priorities" are brought together in the PASC program. The program's leadership model is based on the understanding that leadership learning and development include "content and skill knowledge, implementation and leadership know-how, as well as the ability to lead and sustain educational systems."

Interviews and program documentation confirm the program is overseen by the Assistant Superintendent of Educational Services and Senior Director of the unit with the Director providing day-to-day leadership. In addition to this senior leadership, the program is supported by a coordinator, five faculty members, and a full-time support staff position. Strong collaboration with education partners was evidenced by the membership of the Advisory Board as well as regional networking with other area PASC programs through PCOE's participation in a Stuart Grant Foundation cohort. Faculty collaborate through quarterly PASC faculty meeting opportunities. In addition, PLC coaches also collaborate through quarterly PASC PLC coach meetings.

The program review and interviews provided evidence of an open two-way system of communication to ensure all stakeholders have an understanding of program elements and an opportunity to provide feedback. Multiple interviews provided robust assertions as to the availability of program staff and faculty are accessible to participants, coaches, and instructional personnel, as verified through numerous interviews. Program data and interviews provided

evidence of the multiple avenues used to communicate regarding program information and obtain feedback on program services. With the implementation of the CalAPA, program staff has developed a detailed tracking system to monitor candidate CalAPA and program progress.

A review of course materials and interview with faculty and candidates show the CACE and CAPE form the foundational knowledge and skills for all coursework, fieldwork, collaboration and support. Course and program components are sequenced to move candidates between theory and practice. Each course includes instruction, practice, and assessment aligned to specific CAPE. Fieldwork, including the CalAPA, and end-of-course signature assignments provide the opportunity to demonstrate understanding and competency of specific assigned CAPE. Interviews with faculty and candidates provided evidence of the program's well integrated coursework, fieldwork, signature assignments, and CalAPA support--all connected to the professional standards.

A review of the program's feedback surveys confirm that stakeholder input is facilitated through a variety of formal and informal means. This input contributes to program quality, reflection, adaptations, differentiation for candidates, and program improvement. Program changes are implemented immediately when possible, or within the next academic year. Program data and interviews outlined multiple opportunities for participants to provide the program with feedback.

Course of Study (Curriculum and Field Experience)

Program documentation and interviews with the program director verified that program components are sequenced to move candidates between theory and practice with the goal of preparing tomorrow's site administrators for California's students. Interviews of faculty and candidates provided evidence the coursework emphasizes the importance of equity-driven leadership, understanding diversity in education and leading, and attaining access for all.

Program information and candidate feedback emphasized the equity focus that is woven throughout all the courses and fieldwork. Program documents, faculty interviews, and candidates confirmed the intentional connections between the courses and the CalAPA cycles, focusing on being an equity driven leader, using data to drive decisions, and working to support teachers.

Course syllabi demonstrate that formative assessment is threaded throughout the program in the form of interactive course content, which includes information processing and checking for understanding, fieldwork, online responses to scenarios, and the personal leadership portfolio kept by each candidate. Preparation for submission of the CalAPA cycles is formatively assessed through peer review, skills practice, and instructor support. Candidates reported receiving ample support from program staff, faculty, and the PLC facilitators, each supporting the performance assessment's progress.

Assessment of Candidates

Interviews of staff, faculty, and candidates detailed how candidates are assessed throughout the program. Through the course of the program, candidates congruently complete fieldwork

and signature assignments for each course. In addition, they are also required to successfully complete the CalAPA. Candidates and staff confirm that program staff support their work on this assessment. The ways that support is provided include direct instruction, CalAPA support meetings, and individual coaching. A final assessment is conducted through a panel interview. These interviews are led by veteran administrators and faculty, aligning questions and scenarios to the CAPE and CACE. The interview is scored using a common rubric. Candidates must complete course requirements and successfully demonstrate the program's expectation of demonstration of leadership skills required to complete the program.

Candidates articulated a myriad of ways they were assessed by the program, which included formative feedback from peers and instructors, end-of-course evaluations, and program surveys, inclusive of self-assessments completed twice during the program. During interviews, candidates also shared there is a high level of reflection built into in the program. They report that they receive feedback from program staff and faculty on their reflections as well as feedback on coursework through the online platform Canvas.

Once all program requirements have been met, PCOE's support personnel prepare the recommendation for the credential and submit it to the Commission for processing. Completers reported the process was easy to follow, and they reported receiving their preliminary credential and information on renewal requirements in a timely manner.

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, intern teachers, faculty, employers, and supervising practitioners), the team determined that all program standards are **met** for the Preliminary Administrative Services program.

Clear Administrative Services

Program Design

A site visit of PCOE's Clear Administrative Services Credential Program (CASC) revealed a program designed to support new administrators beginning their administrative careers. Program review exhibits confirmed activities and requirements are designed to advance their knowledge and skills related to the California Professional Standards for Educational Leaders (CPSEL), and to help them become effective administrators who, through equity-driven leadership, strive for the success of all students. Interviews confirmed the program is designed to allow for continuous enrollment so candidates can begin the program within one year of activating their preliminary credential. Program focus is set through the unit's mission, "to prepare educational leaders to positively impact student outcomes and remain in the field" and the PCOE goal to "develop innovative educational and administrative programs to advance regional priorities." Candidates reported they collaborate with their coaches to develop their IIP, network with colleagues, and meet with coaches to reflect on their learning and growth.

Interviews with unit and program directors confirmed they serve as a liaison between the program and institution leadership in a variety of ways. The senior director provides a formal presentation to the County Board of Education annually in the fall; while the program director is a member of the county office's leadership team, which meets to collaborate monthly; she hires qualified coaches who receive training in both coaching skills and program tools. The director also monitors and shares mentoring hours and activities, making herself available to candidates, coaches, employers and county office personnel alike to meet their needs.

Coaches verified they provide one-on-one, job-embedded coaching and support to their assigned candidates. Each candidate receives forty hours of one-on-one coaching each year as evidenced by coaching logs. Candidates shared in interviews that they also participate in ten hours of job-alike collaboration, facilitated by an experienced administrator who has been hired for this purpose. Interviews with candidates confirmed their coach serves as a collaborator who helps them reflect on their own practice, develop their IIP, and make the work relevant to their daily work.

Coaches are recruited and selected through a rigorous hiring process outlined in the program handbook, which includes minimum qualifications guided by program standards. Newly hired coaches for the PCOE CASC Induction Program attend a three-day coaching institute focused on strategies coaches use during meetings with candidates. Ongoing professional development takes place at monthly coach meetings which provide professional development around best practices and time for coaching reflection, problem solving, and collaboration. Coaches commented on the value of the training as well as the value of the support they receive from program leaders, noting how both structures both help them in supporting candidates.

Interviews of participants, completers, coaches and facilitators provided evidence of multiple opportunities to provide input on both curriculum and program logistics. This is accomplished through surveys, structured interviews, and conversations. Interviews with program staff confirmed the ongoing work of the PCOE advisory board in maintaining communication and collaboration with the county's district personnel and local IHE faculty.

The CASC program assesses the quality of services through several data collection activities, which include state completer surveys, local satisfaction surveys of all stakeholder groups, retention surveys of past participants, and candidate portfolios with evidence of the CPSEL. Interviews highlighted how results of these data sets are reviewed by the advisory board, with subsequent recommendations regarding program improvement. Candidates also confirmed these structures offer regular opportunities to provide feedback on the program and their coaches.

Within the last two years, the CASC program has made the several modifications to the young program, based on input from Think Tank Collaborations, the annual Induction Conference, CTC staff guidance, faculty input, and data analysis. For example, CPSEL seminars that all candidates attended have been replaced with a menu of professional learning options aligned to the CPSEL. Individualized Induction Plans (IIP) are now project based with appropriate CPSEL addressed within the inquiry process. Coach logs, previously recorded on paper and submitted

twice during the program, are now digitized onto the Canvas platform and monitored in real-time by the program leadership.

Course of Study (Curriculum and Field Experience)

The CASC course of study is based on several researched-based theories that were evidenced in the program description and confirmed in interviews conducted as part of this review. Candidates experience a sequence of activities designed to process new ideas through dialogue with others, examine unique contexts of their job assignment, apply learning to their leadership practice, and reflect on evidence-based results.

Candidates confirmed they develop Individualized Induction Plans (IIP) that guide personalized learning and provide support throughout the candidate's two-year experience in collaboration with their coach at weekly meetings. CPSEL elements are chosen by candidates for deeper investigation with identified criteria on implementation results. The IIP is a living document, reviewed at scheduled times throughout the program, so candidates may make needed changes for their individual growth. Interviews verified the ongoing collaborative approach to developing and adjusting the IIP over the course of the program to support the candidate's growth and development through weekly work with the candidate's assigned coach. Participants shared they were allowed to develop their own plan with support from their coach which allowed them to truly make the program about their own growth and development.

Monitoring documents confirm that each year, candidates participate in twelve hours of CPSEL professional learning (chosen by the candidate and coach based on identified needs in the IIP), 2.5 hours of CPSEL presentations of their choice, 10 hours of administrator collaborative support (job-alike professional networks facilitated by a trained facilitator focused on problem solving, collaboration, and resource sharing), and 40 hours of one-on-one, job-embedded coaching, all of which is recorded on the Professional Learning Record form and align to program standards.

Assessment of Candidates

As evidenced by Canvas portfolios and current work, candidate competency and program completion are assessed through a series of self-assessments--initially (within the first 90 days of entering the program), mid-year (professional performance based on the CPSEL and Descriptions of Practice or DOP), and at the end of the program (final professional performance based on the CPSEL). Each self-assessment is documented on the same form so progress can be monitored and reflected upon throughout the program. The program uses the Descriptions of Practice as the assessment tool throughout the program, allowing candidates to track growth and program leaders to verify required competency levels. Lastly, candidates complete a 360-degree feedback assessment, and participate in an end-of-the-program CPSEL presentation where they demonstrate their growth and learning. According to program leadership interviews, all these elements are interconnected, designed to ensure that candidates leave the program with an understanding of their past growth as well as areas of continued future growth.

Recommendations for the clear credential are based on activities documented in each candidate's participation tracking document. Only candidates meeting program requirements and CTC standard requirements are recommended for a clear credential. Interviews provided confirmation that the completion of the program requirements is evaluated by program staff, coaches, and collaborative facilitators as required by the standards. The interviews also demonstrated PCOE's high level of two-way communication around candidate progress as the program leader works in concert with all coaches and staff members to evaluate program components throughout a candidate's participation in the program; completer and candidate interviews confirmed they were able to track their progress easily at any point in time. Candidates who have completed all requirements are then recommended for the clear administrative service credential by program staff who guide them through the process of payment and credential attainment from the Commission. Credential personnel confirmed they support program personnel in submitting credential recommendations as needed.

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, intern teachers, faculty, employers, and supervising practitioners), the team determined that all program standards are met for the Clear Administrative Services program.

INSTITUTION SUMMARY

The LLC, as the name suggests and their practices demonstrate, engages and supports collaborative partnerships across the region with numerous school districts, universities, and educational organizations. The strength of the unit resides with the strong partnerships between the LLC and the broader education community which involves collaboration among the programs in the unit as well as among local education agencies (LEAs) and non-public schools (NPS). The Senior Director of the LLC co-convenes induction programs partners in the region, collaborating on such topics as survey construction, mentor training, and quality measure review. LLC members also serve as BIR members, and participate in professional organizations such as California Council of Teacher Educators (CTTE) and the California Professors of Education Administration (CAPEA). These collaborations, both within the county and across other educational entities, promote a culture of a growth mindset, continuous improvement, and reflection.

All stakeholders are appreciative of the LLC's responsiveness to questions. Interviews with candidates and mentors consistently stated how they value the program's job-embedded support and the relationships formed between mentors and candidates. Numerous comments were made from CASC candidates about how their mentor helped them make connections between the standards and their learning, thus ensuring the program was job embedded and relevant. TIP candidates commended their mentors on support for their ILP and goal setting, resulting in improved teaching practice.

Interviews with site administrators indicated a very positive influence of the Induction programs on the teachers and administrators at their sites. Employers and stakeholders

consistently speak of the high quality of candidates and their eagerness to employ and retain them. In addition, they praised their leadership and dedication to collaboration efforts.

With their recent expansion, the LLC is currently challenged in their continuous improvement efforts to show comparative competencies of all candidates, as well as examining the effectiveness of the unit’s services. The inclusion of additional program personnel, such as the Program Manager for Continuous Improvement, show the institution’s commitment to improve this area of work. Foundational changes have already been made to previous data collection practices which speak to a positive outlook for both program and unit effectiveness.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<i>No response needed</i>
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

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
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

Interviews with numerous institutional leaders highlighted that the LLC creates and articulates a research-based vision of teaching and learning across the unit 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. Some of the highlighted theories include that of Andragogy and Universal Design for Learning (UDL). Mentor training illustrates that their development follows research from both the National Coaching Federation and Mentoring Matters (Lipton and Wellman). Participant handbooks across the full range of unit programs provide evidence of a focus on Teacher Performance Expectations (TPE), California Standards for the Teaching Profession (CSTP), California Administrator Performance Expectations (CAPE), California Professional Standards for Educational Leaders (CPSEL), and the inclusion of California state curriculum standards. Interviews with current and former teacher candidates provided additional confirmation that the California state curriculum standards and CSTP are foundational to their preparation and induction experiences. Faculty, staff, and collaborative interviews reflected the institution’s focus on equity and diversity, including their partnerships with San Diego State University, The Stuart Foundation, Wallace Foundation, and the PCOE Equity, Diversity and Inclusion Team.

The LLC advisory board includes representation from all five of PCOE’s educator preparation programs and is composed of LLC staff, IHE stakeholders, and partner district personnel. The advisory board serves as a forum for sharing information across institutions and program updates. Additionally, Advisory Board members provide leadership to local area Induction

programs, and through their participation on the LLC Advisory Board, they collaborate, act as thought partners, and share survey data.

County and assistant superintendent interviews emphasized that the recent formation of the LLC, organizing all their educator preparation programs in one place, has increased the ability to collaborate and strengthen all programs. One result of this expanded collaboration across programs is the addition of the program manager for continuous improvement is currently designing a continuous improvement system that will be inclusive of both program data as well as unit data. The impact of data discussions has included efficacy of interns and indicate that, “districts have a high interest in working with LLC interns, in some instances hiring LLC interns over those with a credential.” At the same time, the LLC determined to make a deliberate slowing of replacement process for the coordinator of their two education specialist preparation programs during the pandemic which has provided the senior director with a greater, deeper understanding of these two programs.

Reviewed documents and interviews confirmed that the LLC leadership has the authority and institutional support required to address the needs of the preparation programs. Interviews with program leaders further confirmed that the unit has sufficient resources, authority, and support from the county office for the effective operation of all educator preparation programs. PCOE fiscal staff, including the associate superintendent of business services, engage in annual and long-range planning with LLC personnel. While candidates, instructors, and coaches repeatedly commended the support they received from program personnel, the temporary assignment of oversight of the Intern programs has led to an expanded scope of work placed on the Senior Director of the LLC. At the time of the visit, the unit had hired and was training a new coordinator, with two additional .25 FTE budget and the hiring a Special Education Intern programs coordinator built into next year’s (2021- 2022) budget.

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<i>No response needed</i>
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	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

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<i>No response needed</i>
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

A review of documents and program websites, in addition to interviews with administrators, staff, candidates and district partners, indicate that PCOE education unit accepts applicants for its educator preparation programs based on clear criteria. The unit purposefully recruits and admits candidates to diversify the educator pool in California. Evidence was provided of PCOE LLC using social media, education conferences, job fairs and community events as ways to meet potential candidates and ensure that recruitment efforts are very visible. The unit tracks the demographic information of program candidates and compares it to the demographic data of P-12 students in Placer County. To further these efforts, PCOE has recently entered a partnership on equity and diversity with San Diego County State University.

Each program has a handbook that provides a detailed overview of program protocols, requirements and contact information for key personnel. The websites and handbooks for each credential program also have sections that detail the application requirements for each program.

The unit has produced a Response to Intervention (RTI) system to detail the type of support available to each candidate who needs additional assistance to meet competencies. There are three tiers of support and candidates who need additional assistance to meet competencies have access to more one-on-one assistance and resources. However, conversations with candidates from multiple programs revealed that they were largely not familiar with the unit’s RTI support system and typically sought a more informal approach of directly contacting program leadership with their needs. Candidates consistently indicated that program staff were extremely responsive and approachable, therefore it was common for candidates to reach out to staff directly in times of stress and when in need of additional support. This has resulted in a lack of synchronicity between the RTI system outlined in handbooks and the actual robust support provided to candidates.

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 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

Candidate handbooks and program websites reveal a planned sequence of coursework and clinical experiences. Interviews with candidates, faculty and administrators confirm that each program is designed to systematically coordinate coursework with a variety of fieldwork

experiences that address the range of students and/or services identified in the program standards. The PCOE LLC's vision is to recruit, prepare, and retain self-reflective educators and leaders resulting in positive and equitable student outcomes. Syllabi and fieldwork handbooks emphasize the unit's and programs' research-based themes in the area of preparing candidates who are committed and able to implement equity pedagogy practice.

The PCOE LLC refers to all site supervisors and program mentors as coaches. As such, coaches provide one-on-one, job-embedded coaching and support to all candidates. Coaches are recruited and selected through a rigorous hiring process, which includes minimum qualifications guided by program standards. Newly hired coaches for each of the educator preparation programs attend the PCOE three-day coaching institute, focused on strategies related to creating coaching relationships, blended coaching, using data to guide growth and improvement, listening, pausing, paraphrasing and questioning, goal setting, coaching conversation structures, and giving effective feedback. In addition, all coaches attend a one-day program specific training on the formative assessment system and program tools related to the program the coach will serve. Ongoing professional development is provided through monthly coach meetings, which provide professional development around best practice and time for coaching reflection, problem solving and collaboration.

For each program the PCOE LLC unit offers, candidates have significant experience in school settings where the curriculum aligns with California's adopted content standards and frameworks. Additionally, a chart indicating the ethnic diversity in PCOE districts was available for review and it also cross referenced the ethnic diversity of program candidates.

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.	Inconsistently
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.	Inconsistently
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	Inconsistently
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.	Inconsistently

Finding on Common Standard 4: Met with Concerns

Summary of information applicable to the standard

The recently established LLS educator preparation unit continues to evolve in scope and size. The number of programs sponsored by the unit has grown to five in recent years. The Teacher Induction Program began as a Beginning Teacher Support and Assessment (BTSA) program over two decades ago and new programs have been initiated incrementally since then. The two administrative services programs began in 2015, and preliminary education specialist programs were launched in 2017. With this growing complexity, PCOE has hired a Program Manager of Continuous Improvement to oversee the gathering and analyzing of data regarding candidate competence and program effectiveness. A streamlining of data collection has been completed and the work of coordinating data across programs and the unit is now underway.

The evidence presented demonstrates that programs within the unit collect and review data related to candidate competence and program effectiveness consistently. However, the graphic depiction of the unit assessment system failed to clarify the manner in which the unit as a whole reviews its effectiveness. There is a clear list of survey instruments used across programs with the type of survey instruments in use differing from program to program. Discussions with team members revealed that the unit is in the process of aligning of survey instruments. This has started with the mid-year survey which was completely revamped in the current academic year. The survey was distributed across the unit to candidates, coaches/faculty and employers, a first step in collecting data which can be measured and assessed across programs and examining the unit as a whole. The groundwork has been done to identify the data sources which will provide accurate insights regarding program and unit effectiveness and finalizing the plan for implementation of a robust continuous improvement process.

The team was unable to determine how feedback from all stakeholders is systematically collected and reviewed. The graphic depiction of the unit assessment does not mention stakeholder input and program staff referred to “qualitative stories” being used as one way of capturing data from partnering districts, but this has not yet been implemented across the unit.

The PCOE strategy map details a vision for monitoring programs through the three lenses of System of Support, Preparation, and Impact. Metrics have been identified but currently the process is not yet fully operational. A review of LLC team agendas indicated some review of program data at various points, but a clear focus on the data as it pertains to the unit was absent.

Rationale for the Finding

While reviewers found evidence that PCOE programs regularly and systematically collect and analyze data related to program effectiveness, work related to development of a system that facilitates continuous improvement efforts within the unit as a whole is in progress.

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.

Document review as well as candidates and program leadership interviews confirmed that the institution ensures that candidates know and demonstrate the knowledge and skills necessary to educate and support all students. Furthermore, candidates are assessed appropriately and in accordance with program standards and LLC policies, as outlined in each of the respective program handbooks. Interviews with multiple constituent groups expressed that all programs in the LLC are held in high regard. Respondents attributed this not only to the program's responsiveness, but because the candidates exit the programs prepared and able to apply their learning to their work assignment.

Interviews and reviewed documents, including program surveys and the statewide completer surveys, confirmed that the personalized support which candidates receive from program staff is having a positive impact on candidate learning and competence, as well as a positive impact on teaching and learning in schools that serve California’s students. Site administrators and human resource personnel confirmed positive program impact and indicated that the LLC programs had increased the retention rate of teachers and administrators across the region.

Additionally, in discussions with the LLC stakeholder groups, including collaborative members, school site administrators, mentor teachers, faculty, candidates, and completers regarding the impact that candidates and program completers have on the educational community, all report expanded collaborative relationships. Current candidates and program completers report that they feel prepared to begin their professional careers. Community partners confirmed during interviews that the PCOE is an important partner to the local region. They have high regard for the programs and services offered by PCOE and are confident that candidates are well prepared to contribute to the greater educational community. Intern candidates expressed that program and coursework was relevant to teaching contexts, and the program staff is accessible and responsive. Leadership candidates appreciated the collaborative atmosphere with teachers, administrators, and program leadership which helps teachers be better prepared. Other ways

that candidates discussed the impact of the programs were the terms relevant to my practice and my students, informative, timely, beneficial, flexible, and supportive of their learning.