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

Professional Services Division
April 18-20, 2016
Overview of this Report

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This agenda report includes the findings of the accreditation visit conducted at San Mateo County Office of Education. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, **Accreditation** is made for the institution.

Common Standards and Program Standard Decisions
For all Programs offered by the Institution

	Met	Met with Concerns	Not Met
1) Educational Leadership	X		
2) Unit and Program Assessment and Evaluation	X		
3) Resources	X		
4) Faculty and Instructional Personnel	X		
5) Admission	X		
6) Advice and Assistance	X		
7) Field Experience and Clinical Practice	X		
8) District Employed Supervisors	X		
9) Assessment of Candidate Competence	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education Induction	6	6		
Clear Education Specialist Induction	7	7		
Preliminary Administrative Services*	5	5		
Administrative Services Clear induction	5	5		

* This is a new program (August 2015) and is not being reviewed during this visit.

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 Self-Study Report
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report

Institution: **San Mateo County Office of Education**

Dates of Visit: **April 18-20, 2016**

Accreditation Team
Recommendation: **Accreditation**

Rationale:
The unanimous recommendation of **Accreditation** was based on a thorough review of the institutional Self-Study; additional supporting documents available during the visit; interviews with administrators, faculty, participating teachers, graduates, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgements about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards
The team reviewed each of the eight applicable Common Standards and determined whether the standard was "met", "not met", or "met with concerns". The site visit team found that eight out of eight applicable common standards are "**Met**."

Program Standards
Discussion of findings and appropriate input by individual team members and by the total team membership were provided for the General Education (Multiple Subject/Single Subject) Induction program, Clear Education Specialist Induction program and the Administrative Clear Induction program. Following discussion, the team considered whether the program standards were "met", "not met", or "met with concerns". The CTC accreditation site visit team found that all program standards are "**Met**".

Overall Recommendation
The team completed a thorough review of program documents, program data, Formative Assessment for California Teachers (FACT) portfolios, interviews with program leadership, district administrators, including the superintendent, assistant superintendent of education services, associate superintendent of human resources, chief business officer, site administrators, professional development providers, personnel specialists (credential monitors), support providers, participating teachers, completers, program specialists,

technology professional development team, advisory board members and leadership committee members along with additional information requested from program leadership during the visit.

Due to the finding that all applicable Common Standards are "**Met**" and all program standards are "**Met**", the team unanimously recommends a decision of **Accreditation**.

On the basis of this recommendation, the institution is authorized to recommend participating teachers for the following credentials:

Advanced/Service Credentials

Clear General Education (Multiple Subject/Single Subject)
Clear Education Specialist Induction
Preliminary Administrative Services
Clear Administrative Services

Staff recommends that:

- The institution's response to the preconditions be accepted.
- San Mateo County Office of Education be permitted to propose new credential programs for approval by the Committee on Accreditation.
- San Mateo County Office of Education continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Leader:	**Barb Libolt**
	Riverside Unified School District
Common Standards Cluster:	**Patricia Pernin**
	Los Angeles Unified School District
	Valerie Saylor
	Bakersfield City School District
Advanced/Services Programs Cluster:	**R. D. Nordgren**
	National University
Staff to the Visit	**Lynette Roby**
	Commission on Teacher Credentialing

Documents Reviewed

Program Assessment and Feedback

Common Standards Report

Early Completion Option form

General Education (MS/SS) Induction ePortfolios, Yr. 1 and Yr. 2

Support provider Learning Plans – Mid Year and End of Year

Clear Education Specialist Induction ePortfolios Yr. 1 and Yr. 2

Administrative Services ePortfolios San Mateo and Santa Cruz cohorts

Communication samples with Advisory Committee, Districts, Charter Schools, Independent and Private Schools

Biennial Report and Feedback

Program Summaries

Professional Development Materials

Collaborative Coaching logs

Lesson Plans

Veteran Teacher Observations

Professional Development Learning Log Ed. Specialist

Student Work Samples – Education Specialist and General Education

Summary of Support provider Services

Advisory Committee Surveys

Administrative Candidate and Mentor Surveys

Interviews Conducted

Stakeholders	TOTAL
Candidates	56
Graduates	30
Site Administrators	13
Administration (Superintendents, Associate Superintendents (Santa Cruz COE and San Mateo COE), Deputy Superintendent	4
Program Directors	2
Support providers	25
Coordinators	4
Direct Supervisors of Administrative Services Candidates	3
Core Leadership Team	10
Advisory Committee Members	10
Others Administrative Assistants	2
Credential Analysts	2
Total Interviews	**161**

Background Information
The San Mateo County Office of Education (SMCOE) is part of the San Francisco Bay area and covers most of the San Francisco Peninsula. The county is mostly suburban with some areas being very urban including 16 cities, 4 towns, and 20 unincorporated communities. SMCOE serves a diverse population in a consortium comprised of 26 districts, 4 charter and 20 private schools in San Mateo, Santa Clara, and San Francisco Counties and includes a combined P-12 student population that currently exceeds 80,000.

Education Unit
San Mateo County Office of Education (SMCOE) is the lead agency for four approved educator preparation programs: general education (multiple and single subject induction, clear education specialist induction, administrative services clear induction and a newly approved preliminary administrative services program.) The general education (multiple subject/single subject) induction and clear education specialist induction programs are a consortium model that supports public and private teachers in 119 schools within San Mateo, Santa Clara and San Francisco counties. The administrative services clear induction program is in partnership with Santa Cruz County Office of Education with San Mateo COE acting as the lead agency.

Table 1
Program Review Status

Program Name	Program Level (Initial or Advanced)	Number of Program Completers (2014-15)	Number of Candidates Enrolled or admitted 15-16
General Education (Multiple Subject/Single Subject) Induction	Advanced	160	272
Clear Education Specialist Induction	Advanced	34	80
Preliminary Administrative Services*	Advanced	0	0
Administrative Services Clear Induction	Advanced	22	65

The Visit
San Mateo County Office of Education's Accreditation Site Visit at the district office located in Redwood City, CA began at 12:00 p.m. on Monday, April 18, 2016. The team members convened at the hotel Monday at 11:00 am for an initial meeting, including review of the accreditation process, roles and responsibilities of team members, and drafting of interview questions. At noon, the team arrived at the San Mateo County Office of Education offices to meet with program leadership during a working lunch at which time the team was provided a slide presentation orienting the team members to the district and the programs. The team

spent the afternoon of April 18th conducting interviews. The team returned to the hotel and discussed preliminary findings on common and program standards.

The mid-visit report was conducted on Tuesday morning, April 19, 2016. The remainder of Tuesday was spent reviewing documents and interviewing in person and via technology.

Final consensus was reached on all standards Tuesday evening. Team members wrote, read, reviewed and peer edited all parts of the draft report. The presentation of findings was held on the morning of Wednesday, April 20, 2016 with program leadership and invited guests in attendance. There were no unusual circumstances.

Common Standards

Standard 1: Educational Leadership   **Met**

> The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all the requirements.

Findings

San Mateo County Office of Education has stated that "Each student deserves a well-prepared teacher, who, through intentionality of relationships and instruction, disrupts the pattern of inequality that exists in the classroom." This philosophy encompasses the range of candidates' experience, while additionally allowing alignment to the specific goals of the district, their charter school, or their private school. All three clear credential programs - general education (multiple subject/single subject) induction, clear education specialist induction, and the administrative clear induction program (ACT II) - recognize the direct connection between the quality of instruction needed to move a diverse student population forward in college and career readiness. During interviews, varied stakeholders consistently emphasized that the habits of mind cultivated through participation in the programs greatly impacts the success of their students.

All credential programs are housed under the same department, Curriculum and Instruction, to ensure continuity and provide an avenue for effective collaboration. The clear credential

programs provide consistent, mentor-based support for induction candidates in order to support them in reflecting on their work and learning, based on the professional standards for each program.   All three programs provide educators the opportunity to grow and positively impact the learning of students. Research-based and centered on California's adopted induction standards, the ACT II program is centered on the California Professional Standards for Education Leadership (CPSEL), the California Standards for the Teaching Profession, and the state's Common Core and adopted content standards while both teacher induction programs are based on the California Standards for the Teaching Profession, and the state's Common Core and adopted content standards. In support of all standards, San Mateo County Office of Education's (SMCOE) clear credential programs are also specifically designed to support teachers and administrators to deepen their knowledge and practice about instruction and learning. The overarching vision of disrupting patterns of inequality drives professional development course offerings, assessment of candidate performance, collaboration between support provider or mentor and candidate, and assessment of program completion.

As stated above, to foster collaboration, all credential programs are located within the larger organizational structure of the SMCOE Curriculum and Instruction Department. Overseen by the administrator of Curriculum and Instruction, the Director of Administrator and Beginning Teacher Services (ABTS) manages the work of the four coordinators within the induction programs; three coordinators oversee the beginning teacher induction programs (general education and education specialists), one coordinator oversees the ACT II administrator program.

The coordinator for Leadership and Administrator Services, focused primarily on ACT II, leads the process for enrollment in that program, communicating directly with candidates and districts about the program, recruiting and supporting mentors, preparing curriculum, providing professional development, and monitoring candidate progress. This coordinator works to create and deliver a program that ensures coherence between SMCOE's new preliminary administrative credential program and the clear administrative (ACT II) credential program. As evidenced through interviews and program data, this coordinator also strives to ensure that the ACT II program is job-embedded and differentiated to the specific needs of each candidate's professional context.

The coordinators for the teacher induction programs work together as a team, meeting on a weekly basis and collaborating on all professional learning and the day-to-day operations of the program. They work in partnership to provide, as supported through program data and interviews, a coherent and consistent experience for general education and education specialist induction candidates, while allowing for appropriate differentiation for program and participant needs as determined by credential code and participating teachers' context for teaching. Program data and stakeholder interviews along with program data stressed the quality of the professional development provided for all three programs, along with the powerful relationship that is formed between candidates and their support provider or mentor.

Two advisory committee meetings are held each year. Stakeholders from districts, partnering local universities, charter schools, and private schools are invited to learn about professional development content and revisions to programs, as well as providing input on possible program modifications. As supported through program documents and interviews, the administrator for Curriculum and Instruction, the ABTS director, and the four coordinators share evaluation data from all three programs with the advisory committee, and promote their involvement in determining possible program improvements based on data and in response to candidate needs.

The administrator for Curriculum and Instruction Services and the ABTS director have the institutional authority and support to address the varied needs of all programs, and strive to represent the interests of each program within the institution. Documents, interviews, and program data highlighted the clear communication and support path between and within all programs, as well as with their participating districts, charter schools, private schools, and the ACT II partnership with the Santa Cruz County Office of Education.

The SMCOE clear credential programs are additionally committed to providing every opportunity for candidates to understand their responsibilities and options to successfully complete all advanced credential requirements. The program utilizes a comprehensive model of assessment of candidate completion for both teacher induction and ACT II to ensure that all requirements are met for the recommendation of a clear credential. As noted in program data, documentation, and interviews, the program coordinators conduct reviews of candidates' digital portfolios at the conclusion of each formative assessment cycle, providing feedback to both candidates and their mentors or support providers. The coordinators additionally share information on progress towards completion of credential requirements at multiple points throughout the year.

Stakeholder interviews and documentation noted a very positive relationship between the programs and the SMCOE Human Resources department. Credential analysts noted the "seamless coordination" between the ABTS and their final recommendation for a clear credential.

Standard 2: Unit and Program Assessment and Evaluation   Met

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

Findings

The San Mateo County Office of Education (SMCOE) implements ongoing and rigorous program evaluation systems, with the support of an external evaluator, that collect qualitative and quantitative data from all stakeholders in all three clear credential programs for the purpose of assessing program effectiveness and candidate competence. As evidenced through stakeholder interviews and examination of a myriad of program documents and data, the various program evaluation systems use a mixed research model of perception and performance data as coordinated through the external evaluator. Local program goals, along with the specific program standards, set the criteria for program evaluation. Ongoing and comprehensive program evaluations include information from multiple internal and external sources and all stakeholders.

Interviews with all stakeholders, supported by documentation, confirmed that the ABTS director and the teacher induction coordinators meet weekly throughout the year to review data on candidate performance, and, as appropriate, evaluation data from professional development sessions. Both candidates and their support providers receive formative feedback on the work posted in their digital portfolios, including specific commendations and/or suggestions for further reflection. Interviews also confirmed that the director and the ACT II coordinator meet monthly to review candidate performance and provide feedback. This format allows all three programs to respond to the need for immediate clarifications or make adjustments based on individual candidate need, and/or determine whether to keep the content or design of a professional development session.

In June of each year, the ACT II program staff from both the San Mateo County Office of Education and the Santa Cruz County Office of Education meets to review overall program performance data and make necessary changes to the program. As an example, in June 2014 and June 2015, staff from both counties determined that revisions needed to be made to the ACT II ePortfolio rubric based on feedback from both candidates and their mentors. Interviews with stakeholders emphasized the responsive nature of the program and its ongoing efforts to continuously improve the clear administrative credential experience and the authenticity of candidates' portfolio products.

After each professional development session, all program candidates complete evaluations, providing feedback that is then used to inform program design. Candidates also complete periodic effectiveness surveys that speak to the quality of their programs and the quality of

their support providers or mentors. The programs further support mentors and support providers through professional development designed to increase their effectiveness in working directly with candidates to assess their progress against the professional standards.

All three of the educator preparation programs being reviewed require candidates to reflect upon and provide evidence of their proficiency at meeting clear credential requirements. Program staff also meets monthly, either in person or via technology, with mentors and support providers to provide feedback on their work. Documentation and interviews additionally confirmed that mentors and support providers are encouraged to reach out to program staff when there are concerns about a candidate's progress relative to the program requirements or professional competencies of each program.

As an example of program data being used to drive program modifications, the 2014-2015 year-end program data for the clear education specialist induction program noted the lack of opportunities to collaborate with general education teachers. In response, both clear credential programs collaborated to create a specific professional development session centered on building collaboration between general education and special education teachers within classrooms, on campuses, and across districts. As an additional example of program data being used to guide program improvement, program staff noted that both ACT II mentors and induction support providers, on year-end survey data, noted a low rate of participation in discussions about overall program data. In response to this, program staff provided dedicated time during mentor and support provider seminars to review and discuss the 2014-2015 year-end data and the 2015-2016 mid-year data. This forum provided the opportunity for greatly increased participation in these vital discussions.

Moreover, the program has been actively addressing the concern stated in the general education (multiple subject/single subject) induction biennial report and the ACT II biennial report, "While data analysis is provided, it may be at a superficial level. For example, the yellow highlighted responses in data point #2 'indicates an area where there is a significant difference when responses are compared (candidates with mentors)' are not clearly analyzed . . ." As evidenced through current program data and supported through stakeholder interviews, program staff has taken an active role this year in ensuring that program data is thoroughly reviewed. Advisory committee members noted a substantive increase in the program's examination of data and its role (including their input) in determining program modifications. Site administrator interviews, supported by documentation, additionally stated how responsive the program is to their specific context (participating district, charter, or private school) in regard to suggestions, based on data, for continued program improvement.

Standard 3: Resources   **Met**

> The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resources needs.

Findings

The SMCOE allocates sufficient resources which allows for qualified personnel and program staff to coordinate all three clear credential programs, including professional development for candidates, mentors, and support providers. Depending on the context of a candidate's assignment (public, private, or charter school), costs associated with the programs are either paid by the participating school or district, or personally paid by the candidate. With each clear credential program having its own specific budget, these funds primarily cover the stipend costs for support providers and mentors, with the county contributing costs over and above that for program staff and professional development, as well as with required materials.

The project offices for all credential programs are located at the county office building, which provides office space for all personnel. SMCOE further supports the programs through the provision of meeting facilities, business and curriculum services, technology support and services, and other physical and educational resources as needed.

As stated earlier and confirmed in interviews with the county superintendent and deputy superintendent, each clear credential program has an individual budget which covers the cost of program materials and staff.   The SMCOE ABTS program operates with sufficient staff for each credential program including a full-time director, four full-time coordinators and two full-time and one half-time classified support staff. Staff members across all three programs utilize an SMCOE articulated workflow process to publicize programs, review admissions, prepare professional development materials and workshops, and provide support to mentors and support providers. The county's human resources department, including its credential analysts, provides support for initial admission along with supporting the submission of the recommendation for a clear credential.

As evidenced through documents and stakeholder interviews, all three clear credential programs provide informational resources, including face-to-face orientations and professional development, along with digital resources. With support from the county's technology services, program leadership maintains thorough digital records of candidate progress, which are then shared with candidates and their mentors or support providers.

The ABTS staff meets twice yearly with the advisory committee to determine the fair and equitable distribution of resources to ensure the effective administration of all three programs through the allocation of personnel, facilities, the focus of professional development, curricular materials, and accountability mechanisms. Both general education and special education induction candidates noted in interviews that the design of SMCOE's programs is very supportive of teachers in general and conducive to the successful completion of advanced credentialing requirements. Site administrator interviews, which confirmed program data and documentation, stated that they greatly appreciated the thoroughness of the ABTS leadership in seeking input for program resource allocation, along with the responsiveness of the programs to the individual context of each candidate.

Standard 4: Faculty and Instructional Personnel   **Met**

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

Findings
Each induction program within SMCOE hires qualified staff based on experiences that are directly related to the field based supervision required for each credential. This was indicated in the (SMCOE) applicant qualifications and interviews with applicants. A review of documents and interview questions provided evidence that SMCOE credentialing programs have qualified persons employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences. All stakeholders spoke to the programs' faculty professionalism, quality and expertise.

Qualifications are well established through written descriptions of roles and responsibilities for each position in SMCOE's program. Faculty members go through an application process which includes submission of recommendations and interviews.

Applicants for site-based support provider/mentor must meet the minimum requirement of 5 years of experience as a teacher for the induction programs or 5 years of experience as an

administrator for the ACT II program and possess the appropriate clear California teaching and/or administrative credential. The support provider may be employed by the district employer based on program guidelines and demonstrated expertise in the content area of the candidate they support. If the district/school is unable to provide a support provider then SMCOE contracts an appropriately qualified support provider for each program through a memorandum of understanding (MOU) process. All mentors for the ACT II collaborative program are contracted by SMCOE or SMCOE's partner, Santa Cruz COE.

For the induction programs, the relationship between the participating teacher and support provider is strong as indicated in surveys and feedback from the participating teachers. Support providers indicated that the professional learning opportunities as well as the coaching experience had a positive influence on increasing their capacity as a support provider. Participating teachers indicated that the support providers were supportive advocates for the participating teachers. In interviews, the vast majority of the participating teachers and ACT II candidates indicated that the mentors and support providers were knowledgeable and helpful. Evaluations of mentor/support provider professional development sessions indicated that satisfaction with the various areas of learning were 3.5 or higher on a 4 point rubric. These high ratings are a reflection of the ability and knowledge of the SMCOE faculty and the ability of the faculty to meet the needs of the participants. Interviews corroborated the effectiveness of the professional development sessions.

Program directors from the credential programs formally and informally evaluate support provider/mentors and professional development providers on a consistent basis to monitor the implementation of best professional practices. The SMCOE program personnel consistently communicate and model research-based strategies and best professional practices in teaching and learning, scholarship, and service. In addition, the support providers indicated during the interviews that the program consistently provides feedback to the support providers thereby building their capacity as support providers. The portfolios, which contain support provider/mentor feedback, indicate an understanding of the standards and frameworks that drive the curriculum in public schools.

Additionally, program personnel and candidates participate in ongoing professional development to increase their content knowledge and skill. Instructional personnel and faculty collaborate in order to remain current in the context of public education. Consistent professional development for support providers/mentors is required in order to increase their knowledge and skill in the use of the formative assessment processes, coaching techniques and professional learning to increase effectiveness of their practice. In addition, the support for mentors includes coaching professional development and seminars.

Interviews with induction program participating teachers indicate that the professional development facilitators go out of their way to learn about the contexts in which their

participants are teaching and provide additional support through emails, direct contact and professional development.

The SMCOE program participated in the National Equity Project to increase their knowledge of working with diverse populations. SMCOE continues to emphasize equity during seminars and the required candidate work. Support providers were provided initial training through the National Equity Project and SMCOE continually provides professional development in equity and diversity for program personnel. All credential programs foster cultural and language proficiency awareness of candidates to enable effective teaching practices for diverse learners. Support providers are required to reflect on their capacity through a support provider individual learning plan (SPILP). The SPILP requires them to reflect upon how they might increase their capacity as a support provider. It is SMCOE's belief that a participating teacher deserves a well prepared support provider, who, through intentionality of relationships and instruction, disrupts the pattern of inequity that exists in his or her classroom and the classrooms of participating teachers. In order to ensure that this challenge is met, the SPILP was developed. Support providers indicated that this is useful to build their capacity while they were working with their participating teachers. Program faculty and instructional personnel including support providers/mentors and professional development facilitators for all credentialing programs have experience working with the core academic content standards and frameworks for instruction. Supervisors, faculty and district-based support personnel are knowledgeable of subject specific curriculum and the local district as verified through interviews with all stakeholders.

Professional development is also provided to support providers and staff through monthly meetings that include job-alike discussions, professional development on coaching and the modified Formative Assessment System (FAS) system. The programs ensure that all support providers/mentors receive training in instructional mentoring utilizing modified Formative Assessment System (FAS) and the California Professional Standards for Education Leaders (CPELS) in an ongoing formative assessment process. Interviews corroborated the effectiveness of the job-alike sessions.

Faculty/staff development is designed based on systematic review of program data. Candidate evaluations and feedback for all programs are used to improve instructional and support personnel effectiveness. Feedback from participating teachers and support providers indicated that the streamlining of the document submission is evident and emphasis on coaching and mentoring has increased.

SMCOE credentialing programs regularly assess the performance of faculty, course instructors, and professional developers through evaluations at the end of a session, routine program surveys, and periodic observations by program staff. Candidate feedback, support logs, and candidate portfolios/performance indicators provide additional information. Program participants also evaluate the effectiveness of mentors/support providers.

The leadership team of each program analyzes the data gathered to determine the effectiveness of instructors and professional developers. This information is used to increase effectiveness of the program through data-based changes. Each credential program recognizes excellence on an ongoing basis through formal and informal communications through comments provided to support providers and participants. Additionally, the core leadership team from both San Mateo COE and Santa Cruz COE who are involved in the collaboration of the ACT II program meet consistently to examine the effectiveness of their program.

The advisory committee meets twice a year. Information about the programs including data on the program is consistently shared in the meetings. Participation in the committee as indicated in the sign-in sheets has increased. Areas of discussion include the transition from the preliminary programs at an institution of higher education (IHE) to the SMCOE induction programs and ensuring that the transition is smooth.   The advisory committee also provides feedback on possible modifications to programs.

Standard 5: Admission   **Met**

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted participating teachers have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse populations, effective communications skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Findings

The human resource technician at each individual district, charter, or private school identifies teachers with a preliminary credential who require an induction program and provides candidates with requirements and appropriate information about the induction program. The SMCOE human resource staff and credential analysts confirm that the candidates who choose to apply meet all requirements. Demographics of the areas served by SMCOE are diverse socio-economically and include a diverse population of students. Employers recruit and hire teachers that are sensitive to the needs of these populations.

There is a collaborative environment between the SMCOE human resources credential analysts and the SMCOE program staff beginning at the time of candidate admittance into the program through recommendation for the credential. In order to ensure that the standards are met, the credential analysts reported that they work with the program on areas such as coding for special education and follow up with universities for clarification of coursework. In particular the credential analysts work very closely with the special education coordinator to ensure that

out-of-state candidates are meeting the required state standards and that the unusual cases are handled appropriately.

Once candidates are determined to be eligible, they complete an online eligibility form and sign a letter of commitment outlining that they understand and commit to fulfilling all program and credential requirements within the two year time frame. They are provided an orientation either in person or online for the San Mateo County induction programs.

Standard 6: Advice and Assistance	Met
Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.	

Findings

All coordinators for the induction programs have the requisite credentials and experience that are consistent with the job descriptions and qualifications. Resumes indicate a strong background in curriculum, school environment, and culturally responsive teaching.

The special education coordinator ensures that that all clear special education induction candidates are appropriately matched with a like credentialed support provider. Administrators are also matched with an appropriate mentor who is versed in the area of the candidate's work.

Information and advisement for credential programs offered through SMCOE are available through initial advisement with human resources credential specialists. Candidates receive information about program requirements and attend orientation where staff clarifies expectations and the process to complete the requirements to be recommended for a credential. Candidates report that information regarding program requirements is easily attainable via the program's website and through the support providers/mentors ability to clarify and direct the work. Credentialing specialists and program leadership indicate that each program verifies all requirements have been met for a credential recommendation, which initiates notification.

Advisement of candidates is a collaborative support model where support providers meet monthly with the coordinators and staff at SMCOE to discuss and analyze work of the candidates. Coaching and assistance is continually provided to each candidate by support providers. Support providers discuss and determine those candidates in need of additional

support. Through collaboration between the support providers and SMCOE appropriate support plans are developed.

Interviews with staff and candidates confirm that candidates are advised of their responsibility to make adequate progress in meeting program requirements. Each program has a clearly defined process in place to monitor each candidate's progress toward program completion and maintains a database as a record to document candidate status. The programs use an online system for monitoring work submission and feedback through Edmodo and Canvas Submission. Dates/guidelines for program requirements are provided to each candidate. Updates to candidates are provided through emails and when needed appropriate action plans are initiated for candidates who need additional support.

Candidate E-Portfolios indicate that there is feedback and support provided to teachers in the program. Growth is indicated in self-assessment surveys completed by participating teachers. In cases where additional assistance is needed, candidates are provided additional support including extending the length of the program. Monthly meetings with the support providers/mentors provide a platform for discussion around evidence that indicates growth.

Additionally, all four coordinators, with support from the ABTS director, are responsible for designing and refining program materials in light of participant feedback, formal program evaluation data, input from Advisory Committee and their ongoing review of candidates' formative assessments (as posted in their digital portfolios). They prepare and deliver professional development, communicate directly with candidates and support providers/ or mentors, and monitor the program to ensure that all candidates demonstrate the required knowledge and skills.

These coordinators additionally respond on a daily basis to stakeholders' varied questions and concerns. As confirmed during stakeholder interviews, all coordinators additionally maintain contact with districts, charter, and private schools served by the SMCOE clear credential programs, and are able to respond immediately when there is an area of concern or clarification about how induction services are delivered. Proposed programmatic modifications are discussed with stakeholders via their representation on the advisory committee. Advisory committee members noted the strong responsiveness to individual stakeholder needs, and the efforts of all three programs to remain responsive to the individual context of each candidate's employer.

Standard 7: Field Experience and Clinical Practice   **Met**

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

Findings

As revealed through stakeholder interviews and documentation, SMCOE's induction credential programs are based upon candidates' completion of a planned sequence of field-based and clinical experience in order to develop and demonstrate the knowledge and skills necessary to effectively educate and support all students. Through formative assessments, collaboration with mentors or support providers, and professional development, candidates increase their effectiveness in supporting equity and a diverse student population. Interviews, program documents, and data review also confirmed that planned classroom and administrative experiences are focused on the ongoing plan, teach, reflect, and apply cycle.

Under the guidance of the ABTS director, an ACT II coordinator leads the process for enrollment in the clear administrative credential program, communicating directly with candidates, districts, charter, and private schools about the program. This coordinator also helps with the recruitment and support of mentors, prepares curriculum - including the ongoing refinement of program materials- provides professional development, and assists with the monitoring of candidate progress.

Three coordinators for both the general education and special education teacher induction programs work together as a team, meeting on a weekly basis and collaborating on the content of all professional development sessions, along with the day-to-day operations of the program. The programs utilize a modified Formative Assessment System (FAS) from the New Teacher Center. As confirmed through interviews, documents, and data, this incorporates a planned sequence of classroom-based experiences which include components of Universal Design for Learning, complementing SMCOE's overarching goal of disrupting patterns of inequality in order to ensure academic success and college and career readiness for all students. Both current candidates and completers remarked on the positive impact of the program on their efforts to ensure academic success for all their students.

Furthermore, the SMCOE ABTS clear induction credential program collaborates regularly with local districts, charter, and private schools to ensure that site-based supervising personnel are

highly qualified and supported to meet the guidelines of their teacher induction programs and their ACT II program.

Depending on the district or school being served, the three clear credential programs implement a mixed model of full-time release, classroom or site-based, retired, and/or independent consultant support providers and mentors for all three programs. Some teacher induction support providers are hired by their individual district or school, while others utilize support providers provided by the ABTS. Regardless of the model implemented, the criteria for selection of mentors and support providers - as demonstrated through documentation such as resumes and job flyers and further substantiated through interviews - is determined by the SMCOE and completed in collaboration with individual districts and schools. Advisory committee member interviews and program documentation further confirmed that program staff clearly share those requirements for mentors and support providers with district, charter, and private school representatives. Interviews and documentation also noted that support providers and mentors must demonstrate knowledge and experience in regard to matters of equity, rigor and relevance for all students. If there is a mismatch between a support provider or mentor and a candidate, all three programs have a clear process in place for the candidate to request an alternate placement.

Via their work with the California Professional Standards for Education Leaders (CPSELs), conversations with their mentors, and continued professional development via collaborative cohorts, ACT II candidates are provided multiple opportunities to further their understanding of issues of diversity that impact school climate.

Candidates in the teacher induction programs are afforded several opportunities to address issues of diversity and equity. Professional development sessions for each program offer candidates concrete, research-based equity strategies and resources to implement in their fieldwork. Mentors and support providers are also coached in these strategies in order to be an effective resource for their candidates.

Year two teacher induction candidates are additionally required to complete an inquiry cycle around CSTP 3.6: Addressing the needs of English learners and students with special needs to provide equitable access to the content. They also attend a three hour session on Universal Design for Learning where they can identify the three UDL guidelines and apply it not only to the development of their lesson plans, but also transfer it over into their daily application in the classroom.

CPSEL #2 drives the focus of year one quarterly professional development sessions for ACT II candidates. As noted in program documents and supported through interviews, this focus allows clear administrative credential candidates to gain further field experience with diverse student populations. During interviews, candidates consistently emphasized that the habits of

mind cultivated through participation in the ACT II program greatly impacted the success of the students and teachers they serve.

Standard 8: District-Employed Supervisors   **Not Applicable**

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

Standard 9: Assessment of Candidate Competence   **Met**

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

Findings

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and effectively support all students in meeting the state-adopted academic standards. Assessments indicate that candidates met the Commission-adopted competency requirements, as specified in the program standards. A review of the formative assessment cycles indicates growth throughout the individual induction learning plan (IILP) process.

Evidence reviewed at the site confirmed that a core belief of SMCOE's program is that by providing candidates with immediate and regular feedback on the application of prior learning allows them to apply what they have learned tomorrow. The assessment system reinforces this vision. Candidates meet with their support providers/mentors and program leadership regularly to assess progress and get feedback. During interviews, candidates and graduates confirmed that the regular and ongoing feedback received is essential to their development and understanding of the profession. The Edmodo and Canvas online course management system is the vehicle used to: communicate progress; ask for additional feedback and support; and where all curriculum materials are housed. Candidate, faculty, and program leadership verified that Edmodo and Canvas is an efficient way to provide feedback and support student growth and development. This is due to SMCOE's emphasis on providing appropriate support in utilizing these platforms.

Induction candidates confirm they are in touch "face to face" with their support provider approximately every two weeks and receive regular feedback aligned to the California Standards for the Teaching Profession. In addition participants receive feedback and support via

email and phone calls on a more frequent basis. Program administration, faculty, students, and graduates confirm that candidates receive regular feedback on their progress and are given multiple opportunities to complete all assignments.

Upon completion of these assessments, program leadership verifies and sends a completion notification to human resources credential analysts. The credential team verifies and then makes a recommendation. Induction candidates complete an exit survey which is also used to evaluate the program.

Program Reports
General Education and Education Specialist Induction Programs

Program Design
The San Mateo County Office of Education (SMCOE) is the lead agency for the San Mateo County consortium comprised of 26 districts, 4 charter and 20 private schools in San Mateo, Santa Clara, and San Francisco Counties (also known as the San Mateo County Induction Project).   The consortium includes both the general education (multiple subject/single subject) induction program and the clear education specialist induction program. The clear education specialist induction program is differentiated for preliminary and Level I credentialed teachers.

The lead and point of contact for the consortium is the Director of Administrator and Beginning Teacher Services. Meeting twice annually, the advisory group (representatives from each partner district and/or private school) is responsible for overall program planning and implementation and participates in the evaluation of the programs. The program director and coordinators commented on the reporting of program and survey data to the advisory group and the advisory group's input on observed needs of candidates within the districts served.

The San Mateo COE team consists of one director, four coordinators, and three administrative assistants. Members of this staff, in collaboration with Santa Cruz County Office of Education administration involved in the collaboration of the ACT II Program, are referred to as the Core Leadership Team. The director oversees the project and the advisory group, while the coordinators facilitate the project through working with districts, support providers, and candidates. Leadership reports communication within the credential program occurs through daily working interactions, collaborative planning, meetings, and emails as the coordinators work with each other and with the director. During interviews, the program director and coordinators emphasized the ongoing communication not only with each other, but with the human resources department including the credential analysts. Credential analysts reported that they are the starting and ending point of the program, analyzing the credential status of

the incoming candidate and confirming all requirements are met for the recommendation for the clear credential at program conclusion.

Communication with the districts and private schools occurs through the advisory group and as stated by the Core Leadership Team, through ongoing communication via email, phone calls and face to face meetings. The lead at each district and/or private school focuses on the communication to site administrators, support providers and candidates as tailored to the needs of the district or school. The program also communicates with support providers and candidates on a regular basis through trainings. Edmodo accounts are used to upload candidates' work to the program and for the program to provide feedback to candidates. Site administrators stated that they receive training from the program on their role in supporting new teachers, have regular communication with the program and appreciate the level of appropriate and individualized support the program provides for their new teachers.
Candidates stated that there are a variety of ways to initially connect to the program. Most were given information by their participating district while some stated that they were given contact information for the program by their preliminary credentialing programs along with transition information. Candidates are then introduced to the program through an in-person orientation at the beginning of their first participation year.   An online orientation is used at the beginning of the second year of participation. Support providers are assigned to candidates based on credential and assignment needs and begin meeting with candidates as soon as the match is made. Support providers and candidates interviewed expressed that the program focuses on the timeliness of having a support provider as close to hire as possible and shared that the coordinators have stepped in to support when a support provider is not immediately available in a district. Support providers and candidates stated they know there is a process for reassignment if a relationship is not productive and stated that the program has been responsive during the infrequent times this has been needed. Site administrators stated they are made aware of the support provider and candidate matches and have structured meetings at the beginning of the year with year 1 induction candidates with a list of program provided questions that guide a conversation regarding site specific needs of the new teacher.

Each candidate meets with his/her support provider on a weekly or bi-monthly basis. They work together to design and experience three Individualized Induction Learning Plan cycles per year which include research and professional development, implementation of research and professional development through planning, teaching, reflecting and gathering evidence to show growth in the California Standards for the Teaching Profession (CSTP) as evidenced in the document collection. Meetings between the support provider and candidate are evidenced through the completion of collaborative coaching logs which are shared with the program.

During inquiry cycles, support providers observe and provide feedback to candidates. Candidates state they find observation feedback, which is presented in writing and is the focus of a post observation conversation, meaningful to improving their practice.

Individualized professional development related to the needs of the candidate and what is being explored in the inquiry cycle in addition to classroom management required in year 1 and Universal Design Access required in year 2 is recorded on the professional learning log. Education specialists also attend required training on effective IEP's in year 1 and access for all learners in year 2. Stakeholders from all groups commented on the flexibility of the program to meet the individual needs of teachers in the programs.

An Early Completion Option (ECO) is offered to qualifying general education candidates. Documentary evidence shows ECO candidates complete five inquiry cycles in one year. Support providers, candidates and site administrators stated that the ECO is a meaningful option and they appreciate the individualized nature of this option when candidates are qualified.

Stakeholder input is collected in a formalized system and reported to the program by the Sinclair Research Group. Candidates complete three annual surveys (fall survey, assessment of support provider effectiveness and year end survey). Program completers are also surveyed. Support providers participate in an annual pre and post skills self-assessment, a fall survey and an end of the year survey. Each professional development session has an evaluation at the conclusion completed by the participants. Informal stakeholder input is also gathered through conversations, emails, and ongoing interactions. Survey results are presented as documentary evidence and the program leadership communicates areas of strength and areas of growth with support providers on an annual basis. Both general education and education specialist candidates and completers shared that the program staff listens to their needs and makes adjustments to the programs. Data is shared with the advisory committee and recommendations are made for program improvements. Members of the advisory committee state the relationship between the program and the members of the advisory committee is collaborative and data flows in both directions. Advisory committee members complimented the ability of the program to meet the needs of individual teachers in vastly different types of assignments across a large geographical area.

Course of Study
Support providers are selected by district administrators and are trained by the program in providing candidate support for English language learners, special populations, the formative assessment system, equity, classroom management and use of technology both in the classroom and for administering the program requirements. Training materials were presented in documentary evidence and during interviews, Support providers emphasized the quality and relevance of the training they receive. They emphasized the balance between training to develop mentoring skills and training to complete the evidence in the inquiry cycles to meet program standard requirements for the clear credential.

Examination of completed program documents confirmed the use of a transition document from the preliminary program upon entrance to the program. The transition document is reviewed with the support provider and the candidates are given an outline of required

professional development. The inquiry cycles are explained and the candidates develop the topic and question for the first cycle of inquiry. Candidates commented on the benefits of participating in inquiry cycles based on their individualized needs in their assignments, and how inquiries deepen over time as teaching practice develops over the two years.

The programs provide opportunities for candidates to learn and demonstrate understanding and application of state-adopted academic content standards, general education (multiple subject/single subject) induction standards, clear education specialist induction standards, CSTPs and performance levels for students as well as the frameworks at their assigned grade level and/or subject area. These opportunities are connected with professional development workshops, inquiry cycles, and observations by support providers, as well as collaborative logs and professional learning logs. The electronic portfolio is the collection of evidence which is shared with the program. All candidates reflect and rate themselves on the continuum of teacher practice multiple times over the course of the program, reflecting growth over time.

All Year One education specialist candidates must participate in a developing and implementing effective IEPs workshop in addition to one classroom management session. Year Two Education Specialist candidates must participate in an assessment, report writing, and the triennial IEP workshop as well as in the universal design for learning workshop as required for all year two candidates. Other professional development opportunities are based on teacher and student need in the inquiry cycle and are recorded on the professional learning log. Evidence of implementation of professional development is presented in the electronic portfolio.

For level I candidates, competency standards are directly linked to professional development provided at SMCOE. In addition to the suggested professional development workshops, follow-up assignments created by the education specialist coordinator are distributed, asking candidates to embed the new learning from the workshops into their current classroom practices. Education specialist candidates confirmed that support providers work closely with them to ensure learning from professional development is embedded into classroom practice. Education specialists also reflect and rate themselves on the IEP facilitation rubric.

Candidate Competence
Candidates demonstrate growth through each inquiry cycle. Candidates stated each cycle starts with an analysis of strengths and areas for growth during a reflective conversation with the support provider. Areas for growth are explored and an inquiry question is developed. The inquiry cycle focuses on the implementation of professional development during planning, teaching, analyzing results and reflection. During interviews, support providers and candidates shared that the inquiry is focused on chosen CSTP elements and growth in these elements is evidenced throughout the inquiry. Through the six inquiry cycles over two years, all CSTPs are evidenced.

Program coordinators stated that the portfolio is reviewed at the end of each cycle. If anything is missing, either Edmodo or email is used to let candidates know, and if necessary, they are also notified by phone or in person. Support providers expressed that it is very rare for a candidate not to meet standards because the program is designed to support and there are many checkpoints where any lack of progress can be remediated. Candidates shared that both program staff and support providers help to keep them on track and they are confident throughout the program that they are meeting standards which will result in the recommendation for their clear credential.

At the end of each year, candidates, with support from their support provider, will post-assess using the continuum of teacher practice. The expectation is that each candidate will have shown growth along the continuum of teacher practice within each element during the cycle. If growth is not occurring, support providers stated they are trained to assist the teacher and the timeline for induction can be extended if/when necessary.

A minimum of twice each year, candidates are formally observed by support providers during an inquiry cycle and feedback is given in relation to goals based on the California Standards for the Teaching Profession (CSTP). Support providers and candidates gave examples of regular informal observations with targeted feedback occurring between formal observations. They also stated that the feedback from formal observations is a meaningful part of their induction experience.

Through documentation on the professional learning log, the collaborative conversation log, observation documentation, and the inquiry evidence each candidate demonstrates competence in meeting the induction standards and the California Standards for the Teaching Profession. All candidates must demonstrate the ability to reach the needs of all students including English learners and special populations. Candidates report one of the most meaningful parts of induction is making sure teachers are paying attention to the needs of every student in the classroom. Education specialists also demonstrate competence in the legal aspects of special education, areas of specific credential authorization, and proficiency in designing and implementing the individual education plan (IEP). Education specialists report the flexibility of the program to work with each authorization area and specific assignment. An example is two teachers who work in non-classroom settings in the community focused on transition. They report specific support from support providers and program leaders for their needs.

Upon meeting all standards the program recommends the candidate for the clear credential in the appropriate subject area. The program follows up with candidates to ensure they have followed the process after the recommendation and have been issued the clear credential.

Findings on Standards:

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards for the General Education (Multiple Subject/Single Subject) Induction and Clear Education Specialist Induction programs are **Met**.

Administrative Services Clear Induction (ACT II) Program

Program Design

The San Mateo/Santa Cruz Administrative Services Clear Induction credential program (ACT II) mission is based on two main tenets: 1) new administrators need to be supported as they develop the attributes necessary to become highly effective leaders who ensure that every student receives the best education possible, and 2) all administrators need both professional development (PD) and coaching to develop and strengthen their skills. Interviews with current ACT II candidates, program completers, mentors, direct supervisors of candidates, program staff and administrators, and advisory board members confirm that the program upholds these tenets in its program design and delivery. Candidates feel well supported by the program staff and administration and their assigned mentors as evidenced by interviews of current candidates and program completers.

ACT II is based on sound leadership theory, specifically the work of Fullan's *Leadership and Sustainability* (Corwin Press, 2005), and aligned to the California Professional Standards for Educational Leaders (CPSEL)*.* This attention to theory is evident from documents on the program's website including a comprehensive assessment of the candidates' understanding and implementation of the CPSEL.

Program directors are appointed by the San Mateo Deputy Superintendent for Instructional Services and Associate Superintendent of Educational Services. San Mateo COE and Santa Cruz COE each has its own program director employed by his or her county district, and each reports to the SMCOE program administrator. A staff member, coordinator and/or director, is assigned to both the San Mateo and Santa Cruz programs to help facilitate candidate and mentor needs as well as to monitor programmatic assessment. Staff acts as the candidates' direct link to program leadership, consults with program directors on a regular basis, and reports directly to the program administrator.

Candidates are made aware of the program through their district's human resources department as well as by "word of mouth." A thorough application process is in place and confirmed by a search on the website, evidence and information provided to the site visit team, and interviews with program completers, current candidates, direct supervisors of candidates, and mentors. Each candidate's application includes proof of a preliminary administrative

services credential, a completed questionnaire from a direct supervisor pertaining to the candidate's ability to perform at a professional level, and a description of the current position held. Finally, candidates must provide letters of reference from a district or site administrator, two subordinates, a parent, and a student at the school or district. Once accepted into the program, a letter of commitment is completed by each candidate, which outlines the program's requirements and the responsibilities of the candidate. Each candidate completes a self-assessment and an individual leadership growth plan (ILGP). The candidate is responsible for maintaining a professional development log and working with his/her mentor to maintain a collaborative mentor/candidate log. This application and program induction process was confirmed by a review of the website and documents provided by program staff as well as interviews with current candidates, program completers, and mentors.

The hiring process for mentors includes an initial interview by a program director, and verification of their qualifications for the role based on criteria in the candidate handbook; this process was corroborated by interviews with mentors. The process includes a letter of commitment outlining the program requirements and the requirements of the mentor. Candidates are matched to mentors by the program leadership team based on the position the candidates hold, their stated goals, and geographic accessibility of the mentor. Mentors work closely with each candidate, meeting face-to-face on a monthly basis and contacting them on a weekly basis. Collaborative logs are maintained by the mentors and submitted to the program staff for program improvement purposes. The mentors have a professional development plan that includes mandatory two-day training in the summer which provides an overview of the program and their responsibilities. Mentors participate in quarterly sessions provided by the program administrators that give them time to share best practices. Mentors are also encouraged to participate in optional phone or video conferences with other mentors.

Assessment of mentors is done in part through observations by program leaders. This is done on a yearly basis although new mentors are observed twice their first year. If program leaders have a concern with a mentor's ability or with a mentor-mentee working relationship, then more observations may be deemed necessary. Candidates assess the mentors at the end of the each year of the program; these assessments are collected by program staff and used to improve the mentoring corps and are not shared with the mentors. The individual leadership growth plan (ILGP) is shared with the candidate's direct supervisor in a triad meeting with the candidate and mentor. The direct supervisor ensures that these are in line with the mission and goals of the school and/or district. Documentation, including mentors' curriculum vitae, as well as interviews with current candidates, program completers, and mentors confirmed the fidelity of the stated role and practice of the mentors.

The program uses a comprehensive assessment system consisting of both formative and summative elements. ACT II candidates develop their ILGP at the beginning of the program, and it is monitored by the candidate, the mentor, and program staff. Candidates collect evidence throughout year 1 designed around the six CPSELs and add it to their ePortfolio. The evidence

is measured by rubrics that are assessed by the mentors in collaboration with the candidates. This assessment system was evidenced through a review of 19 San Mateo (four different cohorts) and three Santa Cruz ePortfolios, and by interviews with program completers, current candidates, and mentors.

Course of Study
Over a two-year induction process, the ACT II candidates are engaged in experiences closely related to the jobs that they currently perform and may perform later in their careers. The program is clearly described in the candidate handbook that is made available to each candidate at the onset of the program. The candidates participate in a two-day orientation session (three days for Santa Cruz cohorts) that explains the program and its requirements.
The program is highly focused on professional development; candidates and mentors develop the ILGP within 60 days of enrollment. During the first year, the program and candidates focus on CPSEL 1 and 2 along with one other standard, either 3, 4, or 5. In Year 2, the candidate addresses CPSEL 6 and two of the following: CPSEL 3, 4, or 5. The ILGP is "owned" by the candidate; however, the mentor is highly engaged in the development and implementation of the plan. During the first 60 days, the candidates develop drafts of ILGPs and work with mentors, program staff, and supervising administrator to finalize. After the submission of this plan, the candidate must complete a form and submit to the program leadership team in order to make any changes.

On a quarterly basis, the program staff and administrators conduct professional development (PD) for the candidates with morning sessions pertaining to topics set by the program administrators. Candidates sign a letter of commitment that they will attend 20 hours of professional development per year. Sixteen of the 20 hours are met at the quarterly sessions during the first year and 12 of the 20 hours are met at quarterly sessions during the second year. The remaining required hours are selected from a menu of options provided by the program or are self-selected by candidates to meet their needs. In the first year, the PD at the quarterly sessions pertains to CPSEL 1 and 2; Year 2 focuses on CPSEL 5. As noted above, in year 2, the PD provided at the quarterly sessions consists of only 12 hours of the required 20 hours as only three quarterly sessions fit within the program's timeline. (Mentors are encouraged to attend the morning of the candidates' quarterly sessions as observers. Following the morning session, mentors attend their own afternoon PD sessions which include time to discuss the morning spent with candidates.) The program PD is devised and altered based on systematic analyses of the data collected as described below. The PD system fidelity was made evident from documents provided by the program staff, a website search, and interviews with current and past candidates, mentors, and the leadership team.

The program employs a well-designed and implemented evaluation system that includes data collection throughout the program from a variety of sources. The system begins with self-assessments from both the candidate and the mentor. Mid-year surveys of both candidates and mentors are collected based on items developed by the Sinclair Group and aligned to the

common standards. A leadership survey is conducted with the county office leadership team, the advisory committee, and direct supervisors of candidates and is designed to assess program effectiveness. At the end of the program, candidates and mentors are required to provide a post self-assessment, and candidates complete an assessment of their mentors. Also at the end of the program, candidates submit their ILGP, while mentee-mentor logs are submitted by mentors. All of these data collected by the program staff and analyzed by staff and program directors for programmatic improvement. This system was described in the candidate handbook and corroborated by interviews with candidates, mentors, and program staff and directors.

Candidate Assessment
The program uses a comprehensive assessment system consisting of formative and summative data. ACT II candidates develop their ILGP at the onset of the program, and it is monitored by the candidate, the mentor, and program staff. Candidates collect evidence throughout Year 1 that can be loaded into their ePortfolio which is designed around the six California Professional Standards for Educational Leaders (CPSEL). Each CPSEL must be met by providing evidence linked to performance in the two-year program, evidence measured by rubrics, assessed by the mentors in collaboration with the candidates.

Candidate completed a self-assessment at the beginning of the program. Using a rubric developed by WestEd, the mentor completes an assessment of the candidate; the candidate, in collaboration with her mentor, completes her IGLP which is monitored by the candidate and her mentor. The program requires monthly face-to-face meetings between mentor and mentee, as well as the more frequent phone and video meetings; these are reported by the mentor in the collaborative log which is monitored by program staff. The candidate's professional development log is also monitored by both the candidate and mentor and, prior to program completion, the candidate completes a post self-assessment. Finally, candidates must create a personal vision based in part on career goals and submit a final reflection on their experience in the program. The self-assessment and the ILGP are shared with the candidate's direct supervisor in a triad meeting with the candidate and mentor for approval by all. The direct supervisor ensures that these are in line with the mission and goals of the school and/or district.

All of the pieces of assessment are found in an ePortfolio which is monitored by the candidate and presented at the culmination of the program to a "panel of experts" which includes program leadership and the mentor. This final defense allows the candidate to present what she learned in her program, demonstrating evidence of this understanding and how this knowledge was implemented in her practice. Rubrics are used by the panel to individually assess the ePortfolio. Immediate feedback is provided to the candidate and the process allows for the candidate to respond to the feedback. Program staff ensures that all required documentation of evidence is found in the ePortfolio including PD hours met and alignment to

the CPSEL. This thorough candidate assessment system is described in documents provided to the BIR team and corroborated by interviews with current and past candidates and mentors.

Findings

After review of the institutional report, supporting documentation, and evidence, the completion of interviews of current candidates, program completers, mentors, advisory board members, and direct supervisors of candidates, the team determined that all program standards are **Met** for the Administrative Services Clear Induction program.