

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

**Kern County Superintendent of Schools**

Professional Services Division

May 2022

**Overview of this Report**

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

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

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

**Program Standards**

<b>Programs</b>	<b>Total Program Standards</b>	<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
Teacher Induction	6	6	0	0
Clear Administrative Services Credential	5	4	1	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:** Kern County Superintendent of Schools

**Dates of Visit:** March 28-30, 2022

**Accreditation Team Recommendation: Accreditation with Stipulations**

**Previous History of Accreditation Status**

<b>Accreditation Reports</b>	<b>Accreditation Status</b>
Date: June 2014 <a href="#">Site Visit Report</a>	<a href="#">Accreditation</a>

**Rationale:**

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

Preconditions

Induction Precondition 1 has been determined to be not aligned. All other Preconditions are aligned.

Program Standards

All Teacher Induction Standards were **Met**.

All Clear Administrative Services Credential Standards were Met except Program Standard 4 Professional Learning, which was Met with Concerns.

Common Standards

All Common Standards were **Met**.

## Overall Recommendation

### *Preconditions Compliance Issue*

The team found that the institution was not in compliance across all partnering agencies with the section of Teacher Induction Precondition 1 highlighted here; “Each Induction program must be designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning “that begins in the teacher’s first year of teaching.”

In order to operate an approved program, institutions must be in alignment with preconditions at all times. It is the team's understanding that the institution will promptly address the concern that evidence was not found that the program uniformly enrolled candidates within the first year of teaching. This will be done through necessary steps to rectify the compliance issue and will further establish comprehensive systems of candidate credential status tracking aligned with program enrollment documentation.

Based on the findings on the Preconditions, Common Standards and the Program Standards, the Team recommends **Accreditation with Stipulations**.

- That within 10 days of COA action, Kern County SOS Teacher Induction Program will provide evidence that it is following the Precondition 1 section that states teacher induction program participation “begins in the teacher’s first year of teaching.” In so doing, Kern County SOS will work with its partnering agencies to include MOU language to align with this precondition and establish a system to receive both potential candidates hire dates and the credential status of all newly hired teachers. Kern County Induction will notify all candidates who are eligible for teacher induction. The program will individually contact and document any candidate who elects not to enroll in the teacher induction program.

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

Teacher Induction Program  
Clear Administrative Services Credential

In addition, staff recommends that:

- The institution addresses Precondition 1 Stipulations by April 8, 2022.
- Kern County Superintendent of Schools be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Kern County Superintendent of Schools continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

## Accreditation Team

### Team Lead:

Kimberly Lilienthal  
Placer County Office of Education

### Common Standards:

Christina Mendez  
Los Angeles Unified School District

### Programs Reviewers:

Jill Tellier  
San Diego Office of Education

Heather Redding  
El Rancho Unified School District

### Staff to the Visit:

Bob Loux  
Commission on Teacher Credentialing

### Documents Reviewed

Common Standards Submission  
Program Review Submission  
Common Standards Addendum  
Program Review Addendum  
Candidate Advisement Materials  
Accreditation Website  
Faculty Vitae  
Credential Recommendation Document  
Demographic Information Faculty/Candidates  
Mentor Applications  
Induction Applications

Candidate Files  
Assessment Materials  
Candidate Handbooks  
Survey Results  
Performance Expectation Materials  
Precondition Responses  
Accreditation Data Dashboard  
Meeting Agendas and Notes  
Professional Development Materials  
Program Modification Documents  
Recruitment Flyers and Job Postings

**Interviews Conducted**

<b>Stakeholders</b>	<b>TOTAL</b>
CASC Candidates	18
Induction Candidates	27
Induction ECO Candidates	9
CASC Completers	8
Induction Completers	36
CASC Coaches	14
Induction Mentors	32
Institutional Administration	3
Program Directors/Coordinators	5
Program Specialist	4
Support Staff	6
District Site Administrators	5
District HR Employers	6
Kern Induction Collaborative	9
Credential Analysts and Staff	1
Advisory Committee	4
Fiscal Representative	1
Employers	10
<b>TOTAL</b>	<b>198</b>

*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 Kern County Superintendent of Schools (KCSOS) Office is located in Kern County, which is a diverse geographical region spanning the southern end of the Central Valley. Covering 8,161 square miles, it is the third largest county in California geographically, and is larger than six states - with areas ranging from the Mojave Desert to the Sierra Nevada Mountains and includes the Kern River, which weaves through the Kern Canyon, and vast oil and agricultural land.

As a county office, KCSOS provides services to 195,310 students enrolled in 46 public school districts and 15 charter schools (*source- edData*), with student enrollment ranging from 8 to 42,000+ students. Kern County's school districts are located in communities throughout varying landscapes; serving rural, suburban, and urban contexts - in Bakersfield and surrounding communities

### Education Unit

KCSOS has provided induction support to the teachers of Kern County districts since the late 1990s and became an approved Induction Program in 2003. The Clear Administrative Services Credential (CASC) program began its first year as an approved program in the fall of 2015. Both programs are housed in the department of Educator Development and Data Support within the division of Instructional Services.

**Table 1: Program Review Status**

<b>Program Name</b>	<b>Number of Program Completers (2020-21)</b>	<b>Number of Candidates Enrolled (2021-22)</b>
Teacher Induction	216	528
Clear Administrative Services Credential	25	62

### The Visit

Due to the COVID-19 pandemic, this site visit was conducted virtually. The team and institutional partners were interviewed via technology. The visit proceeded in accordance with all normal accreditation protocols.

## PRECONDITION FINDINGS

After review of all relevant preconditions for this institution, all have been determined to be aligned with the exception of the following: Induction Precondition 1:

*Each Induction program must be designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching.*

It was found that one educational partner did not allow their first-year teachers to participate in induction because they thought it was too much on beginning teachers.

## PROGRAM REPORTS

### Teacher Induction

#### Program Design

The Kern County Superintendent of Schools (KCSOS) Teacher Induction Program (TIP) is a consortium which includes 44 public school districts, the KCSOS educational programs, and private and charter schools located within Kern County (52 institutions in total). The program serves approximately 500 candidates and 300 mentors. The KCSOS TIP is housed within the Instructional Services Division, led by the Deputy Superintendent. In 2018, the program was moved from the School Community Partnership Department to the newly formed Educator Development and Data Support (EDDS), which is overseen by the Director of Educator Development and Data Support. The induction program is run by a coordinator and three program specialists who have the direct responsibility for the planning, organizing, and reporting of needs and interests of the program. In interviews with all partner groups, program leadership was described as responsive, collaborative and focused on continuous improvement to ensure the success of all teachers and students. A site leader stated, "KCSOS is responsive to a variety of backgrounds and supports experiences at different points throughout the journey."

Interviews with all partners highlighted that communication is a hallmark for the KCSOS TIP. Communication within the program takes place in a variety of ways. Program staff regularly communicates with mentors and candidates through email, Zoom meetings, phone calls, and virtual office hours. Document review and interviews with program leadership indicated meetings are held monthly to discuss program effectiveness, resolve issues and implement changes to ensure that program requirements are implemented consistently. Interviews with program leadership confirmed that data is consistently shared with the Superintendent, Deputy Superintendent, and Administrator of Continuous Improvement Support.

To ensure effective communication across the induction program each institution identifies a district contact person, who is responsible for enrolling their district's candidates and attending Quarterly District Contact Meetings (DC). The DC meetings provide updates around program

expectations and changes, as well as CTC updates, and the opportunity for district contacts to provide feedback around the program.

KCSOS TIP has also established The Kern Induction Collaborative (KIC), composed of local institutes of higher education leaders and representatives from other Kern County induction program teams. KIC meets monthly to provide updates surrounding each program, share resources, discuss best practices and collectively determine how to best support Kern County teachers and administrators transition from a preliminary preparation program to a job-embedded Induction Program. One KIC member stated, “This team is a crucial place for us to process information and decide what induction will look like across our county.” Another shared that, “Through these discussions and collaboration of this group we are better able to support our teachers and serve our students”.

The Kern County induction program mentor structure is designed to be a collaborative and supportive experience. As such, mentors play a central role in guiding their candidates through each phase of the induction year. As evidenced in document review and confirmed in interviews mentors provide weekly support through both in-person and virtual visits to create goals, co-plan for cycles of inquiry, implement and reflect on new strategies, observe practice, provide feedback, facilitate reflection, and ensure the candidate has the support required to complete program activities thoughtfully and thoroughly. A candidate shared, “My mentor provided me with the time to reflect and helped me focus on my impact on students.” Both candidates and mentors shared they attend the orientation meeting together which ensures a common understanding of the program expectations and structures.

TIP mentor selection is completed by each partner in the consortium. The district contact utilizes the program’s mentor qualifications to ensure each mentor selected meets the CTC requirements. The induction program provides training and support for all mentors through a combination of meetings, online contact, bi-monthly newsletters and written correspondence. All mentors are required to attend the Orientation Meeting, the All-Mentor Meeting, and the Winter Meeting. In addition, new mentors are required to attend two Mentor Network Meetings to further build and enhance their mentoring skills. The meetings are designed to train and inform the mentors on a combination of program requirements and foundational mentoring skills and concepts. Each year mentors develop an Individual Learning Plan (ILP) by selecting an area of focus for the year to support their own personal growth and learning. Mentor interviews and survey data confirmed that the mentor trainings, meetings and support structures were effective in honing their coaching skills and ability to provide individualized support to their candidates.

Candidate interviews highlighted they have a multitude of opportunities to provide feedback to the induction program through the formal Mid-Year and End of the Year surveys and informal feedback conversations with mentors, professional development providers, school leaders and induction program staff. Candidates and mentors also have the opportunity to provide feedback during induction meetings, office hours, and within the ILP process.



Interviews with program leadership confirmed the commitment of the TIP program staff to regularly analyze all evaluation data to assess what’s working, identify areas for growth and to implement program changes accordingly. Interviews with the program staff revealed their mindset of continuous improvement to ensure candidate growth and success. All partner groups complimented the program staff for their responsiveness and unending support. One candidate shared, “they listened to my input and I appreciated that adjustments were made in real time.”

Over the past few years, the TIP has gone through several changes. In 2019, the Teacher Induction Program created its first program guide to provide candidates and mentors with a resource that outlined the program structure, expectations, and events. In 2020, the program guide was revamped again in response to Covid-19 resulting in all program events being moved to a digital format. Currently all professional learning opportunities are provided in a virtual format. The program is using Nearpod to frontload meeting content into self-paced modules reducing the length of virtual meetings. In addition, the Early Completion Option application process was modified to include a short video instead of writing prompts and the application is digital.

#### Course of Study (Curriculum and Field Experience)

The TIP is a two-year induction program designed to meet the individual needs of each candidate and assist them in growing as a professional educator. Candidates, with guidance from their mentors, complete three Individual Learning Plans (ILP) per year which include an inquiry cycle. Each ILP contains the same components and supports the candidate’s continued growth in the CSTP(s). The ILP is based on the improvement science principle of small changes over time and can be adjusted as needed.

A CSTP self-assessment drives the candidate’s development of their ILP goals. Candidates shared they collaborate with their mentors and teacher induction program staff to create an annual ILP. In interviews, candidates described setting their goals based on the needs of their students, school initiatives and their self-assessed area for growth. Goals are fluid and as candidates develop as educators they have the option to reflect on and revise their goals. Candidates also meet with their site administrator to gather input on school and district initiatives. This conversation enables the candidate and principal to have open communication and build a culture of support. One principal said, “We are in the classrooms almost daily and as we see a need or the teacher asks for support we are able to connect them to resources”.

The TIP provides a wide variety of professional learning opportunities (PLO) targeted for different audiences involved in all levels of the program. All candidates are required to select and participate in at least three professional learning opportunities offered by the program or district sponsored events. The multiple PLOs allow candidates to individualize their professional growth and support their progress to achieve their ILP goals. Interviews with candidates and completers revealed the effectiveness of the PLO focus on high leverage strategies that can be implemented in their classrooms the very next day.

Throughout each program year and the development of each ILP phase, candidates are provided with a minimum of one hour of weekly support from their mentors. Induction program mentors provide five different types of support based on the individual needs of their candidate: structured, responsive, just in time, proactive, and coordinated support. While the candidate is engaging in the development of their Individualized Learning Plan, mentors are there to provide support, connect them with resources, and provide them with feedback which will assist in their growth. A review of program surveys and candidate interviews highlighted the effectiveness of and appreciation for the support provided by mentors. One candidate shared that her mentor “cared so much about my progress she supported my individual needs which helped me to evolve my practice”. Another added, “my mentor supported me by asking what do you think and how can I support you?”

### Assessment of Candidates

As found in the review of program documents and confirmed in interviews the TIP staff monitors candidate progress and provides formative feedback throughout the candidate’s enrollment in the program through the online platform. Program staff indicated that throughout three ILP inquiry cycles, candidates with the support of their mentor measure baseline competency on their chosen CSTP. The candidate and mentor then collaboratively track and measure the progress on the selected CSTP while engaging in inquiry cycles. Candidates indicated that measuring their developmental level on the CSTP at the beginning and end of each cycle was valuable and helped them to keep track of their progress and celebrate their growth on the CSTP over the duration of the program.

The induction program coordinator, program specialists, and the credential specialist confirmed that at the culmination of the second year of participation (End of Year 1 for ECO candidates and Year 2 for transfer candidates), program staff verify that all program components have been successfully completed using the online platform Milestone Report. Each eligible candidate is then provided with directions on how to complete the recommendation process. Once the candidate submits their CTC application for recommendation to the program staff the Teacher Induction Candidate Recommendation Packet is created and linked on the Candidate Completers document. This information is shared with the KCSOS Credentials Office staff on a shared document and once the KCSOS Credentials Office staff has received the required candidate forms a formal recommendation to the CTC is made.

### Findings on Standards

After review of all available information including interviews with candidates, mentors, program completers, program personnel, educational partners, and other educational partners, the team determined that all program standards are **met** for the KCSOS Teacher Induction Program.

## Clear Administrative Services Induction Program

### Program Design

The Kern County Superintendent of Schools (KCSOS) sponsors the Clear Administrative Services Credential (CASC) program. The KCSOS is the institution responsible for program oversight and has the authority to designate the use of institutional resources for all educator preparation programs. The CASC program is housed within the Educator Development and Data Support division along with the Teacher Induction Program. Program documents and program leadership interviews revealed the CASC program has a clear vision of candidate outcomes and offers the program for candidates working as new school administrators. The KCSOS CASC program is administered by the CASC directors and coordinators. A credentials supervisor of the Human Resources and Staff Development division handles all CASC candidate recommendations for clear credentials.

The program assesses the quality of services through a variety of program data gained via surveys for both quantitative and qualitative information throughout the year to assess and guide the program. Interviews and program documents confirmed the CASC directors and coordinators meet regularly to provide feedback and guidance on program improvement decisions. Additionally, they confirmed program data is shared annually with the Superintendent, Deputy Superintendent, and Administrator of Continuous Improvement Support.

Interviews confirmed that coaches are hired from local school districts and include both site and district office administrators. All prospective coaches need to complete an application process within their district. Coaches are selected upon a review of documents, checking of references, and confirmation with local district contact personnel. Program documents and interviews with coaches revealed the KCSOS CASC program hires and matches coaches using well-defined criteria including credentials held and years of experience. Once coaches are hired, and assigned a candidate, they receive training on the requirements of the program as well as research-based coaching theory and skills practice. Coaches commit to provide weekly support and document their time in the online platform.

Program coaches reported they are required to attend at least two of four network meetings designed to build individual and collective leadership capacity and provide opportunities to expand individual leadership networks and connections. Additional support is provided by the CASC directors and coordinators through virtual meetings as needed. Program coaches' interviews showed great appreciation for the readily accessible program leaders for any questions, concerns, or additional support/training needed as well as beneficial and appropriate accommodations made to individualize support for both coaches and candidates. When asked about challenges they faced within their program experience, one coach stated, "Any time I had a problem or questions I knew I could always contact [program leaders] via email or phone call and they were always very responsive. They were also always receptive to our feedback with any issues we may have had to help us problem solve."

Program documents and coach interviews indicated in the last two years the program has moved from “canned” candidate and coach professional development to a “just in time” model to meet current and immediate professional needs. Based on feedback, the program decided to focus efforts on more collaborative network training and professional development for coaches and candidates throughout the year. The program conscientiously looks for trends in candidate coaches' logs, IIP, and surveys in order to provide coaches and candidates with additional opportunities to network and share best practices with other coaches and new administrators. Coach interviews revealed that recent changes have led to a more rigorous and relevant program. CASC coaches provide guidance and assist candidates in developing their IIP and an End of Year Presentation of Evidence and Learning.

### Course of Study

Coach and candidate interviews revealed the IIP begins with a needs assessment that candidates conduct with a self-assessment of the CPSEL, along with their needs relevant to their job location and duties and responsibilities. In collaboration with their coach and supervisor, candidates choose two areas of growth and write relevant goals related to these areas. As the year unfolds, candidates collect evidence of their achievement of these professional goals and write a summary of the progress towards their goals. All candidates are required to participate in professional development chosen in connection with their established goals and CPSEL area of focus. Candidates choose from a menu of other job-related training to develop skills in other relevant topics for their administrative position. Candidates write a reflection of insights gained from their professional learning and how they are aligned with the CPSEL. Reflections are reviewed and approved by CASC directors. At the end of the two-year program, candidates make an End of Year Presentation of Evidence and Learning where their professional goals are presented, along with a summary of their professional practice as demonstrated by the DOP.

Candidate interviews revealed the importance and appreciation of problem-solving and joint planning coaching sessions were a critical part of their CASC support and experience. Interviews with candidates and completers emphasized the value of their coaches and the promptness of responses to their professional needs and goals. When interviewed about the collaborative relationship with their coaches, several candidates echoed the following statement made by one new administrator, “I have a coach who is extremely helpful. She is always there to answer my many questions and guides me through my professional learning. I really appreciate the time we have to reflect on my professional development experiences too.” Although coaching may include observing candidates in educational leadership activities such as teacher training, facilitating meetings, overseeing collaborative team meetings, student academic or extracurricular events, school culture analysis, etc., interviews could not confirm that every candidate was observed as part of a requirement of the program.

### Assessment of Candidates

Candidates indicated they submit an IIP each year of the CASC program based on the CPSEL, leadership growth and their professional work. Candidates report they find the self-assessment at the beginning of the first year, at the beginning of the second year, and at the end of the

program, a valuable reflective tool for their growth and development as educational leaders and new administrators. Interviews with candidates revealed a common agreement with one candidate who stated, “With each piece of the IIP process including moments of reflection, I was looking forward and looking backward on my professional needs and growth to streamline and plan professional development that I needed to reach my goals and stay on track which aligned with my chosen areas of focus.”

Using the shared online platform, the program directors, district contact personnel, and the credentials specialist monitor the completion of all requirements throughout the year. At the end of the program a CASC District Verification of Experience Form from the candidate’s employer is required to confirm a minimum of 2 years of successful full-time experience. The candidate is given the CTC Application for Recommendation document to provide the necessary personal information needed to process their CASC credential. CASC directors, coordinators, program support staff, district contact personnel, and the credential specialist reported that to ensure only qualified CASC candidates are recommended for their credentials, candidate requirements are listed and checked against the CASC program final checklist.

#### Findings on Standards

After a review of all available information including interviews with candidates, coaches, program completers, program personnel, educational partners, and other program partners, the team determined that all program standards are **met** for the KCSOS Clear Administrative Services Induction program except for the following:

#### **Standard 4: Professional Learning** – Met with Concerns

The standard states “The coaching process is one that requires confidential coach-candidate collaboration in... **observation** and data gathering regarding learning, impact, and leadership performance;” ...and... “prior to recommending each candidate for a Clear Administrative Services Credential, the program determines that each candidate has reached a level of competence meriting possession of a Clear Administrative Services Credential. This determination is based on a review of observed and documented evidence...”.

Although review of program documentation and conducted interviews of program leadership and candidates demonstrated that coaching may include observing candidates in educational leadership activities reviewers did not find evidence that observation of each candidate as part of a requirement of the program to assess or determine the level of candidate competence.

## INSTITUTION SUMMARY

Kern County Superintendent of Schools (KCSOS) provides both teacher and administrator induction programs with support and continuous improvement as a foundation. Program evidence and interviews revealed this foundation as a strength. The institution leverages a dedicated, collaborative team as both programs serve a variety of district sizes and types including two military bases. Clear and consistent communication and feedback was another theme that resonated across all partner group interviews throughout the site visit. The support and continuous improvement of the institution is possible because of the strong collaborative relationships with district, charter and private school partners. While the establishment of a more cohesive unit between teacher induction and administrative services clear induction is newer to the institution, it is clear this work is well established as the team findings are that all common standards are consistently met. Across the county, with support of the Superintendent of Schools, there is a commitment to collaboration between all educational partners with student outcomes at the center. Interviews revealed that those closely involved with the induction work often ask themselves, “are students better off because of the support we provide the educators we serve.” The impact of this program extends beyond Kern County with the director often called upon to participate in state-wide and regional induction work as well as supporting other induction programs and their mentoring design.

## COMMON STANDARDS FINDINGS

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	<b>Consistently</b>
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.	<b>Consistently</b>

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	<b>Consistently</b>
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.	<b>Consistently</b>
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	<b>Consistently</b>

**Finding on Common Standard 1: Met**

**Summary of information applicable to the standard**

The KCSOS Induction Program’s mission is to “promote student learning by supporting teachers and administrators; enhancing their knowledge and skills through an individualized, job-embedded mentoring, structured support, reflective practice, and high quality, appropriate professional learning opportunities.” The vision is implemented across programs and with all partners as evidenced in interviews. A business department representative, who supports the fiscal activities of the preparation programs, shared, “Integrity is part of our mission. Fiscal responsibility is part of integrity and our goal is to make decisions and support programs...with goals matching the way we spend our dollars”.

A program partner stated, “The program comes out to a [preliminary program] seminar to speak with completers to let them know what induction looks like. Kern is an anomaly. No institution holds back from another, we share.” The decision making for all programs involves current program staff, county office leadership and staff, program faculty, candidates and

district partners. Interviews revealed intentionality by the institution to collaborate with institutes of higher education, district contacts, program partners, candidates, and mentors/coaches and to provide structures for these various groups to increase collaboration as evidenced by the advisory committee meetings, mentor/principal and learning network meetings, professional learning opportunities, Kern Induction Collaborative, local induction, and higher education collaborative groups. In addition, unit leadership examines the demands of each program and ensures balanced access to resources based on data with the creation of “Kern Integrated Data System whereby 46 districts share data so they can compare apples to apples; attendances, state test results, graduation rates, suspensions, etc.” as described by a program leader. Specific personnel have been designated to review data to look for who the shining stars are in districts across the country and what makes them so effective to share with other program affiliated districts and schools. In interviews, county office leadership confirmed that the availability of resources is supported and monitored by program and county leadership. The Advisory Committee and cluster/regional meetings allow for collaboration across a variety of educator groups and occur several times per year. A diverse faculty and team that support diversity is a goal of the institution as they embrace a “grow your own” approach whereas their workforce is reflective of the students they serve. A review of evidence and an interview with the credentials supervisor confirmed the credential recommendation process ensures candidate recommendations are done only for those who meet all requirements.

<b>Common Standard 2: Candidate Recruitment and Support</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 2: Met**



**Summary of information applicable to the standard**

Program admission requirements are provided through program websites, information documentation such as annual recruitment fliers and newsletters, Memoranda of Understanding and Notification of Eligibility. District leaders responsible for enrolling candidates in the teacher and administrator induction programs confirmed in interviews the criteria for enrollment was clear and the application and onboarding process was smooth. In an interview with the Kern County Superintendent, they shared a core initiative for the county is diversity, equity and inclusion. District personnel interviewed stated they recruit diverse candidates through local university partnerships and participation in job fairs. Additionally, the director of the institution works with Project BEST - which stands for Black Excellence in Scholarship and Teaching - a partnership between Kern, CSU Bakersfield and the community to identify black African American males and guide them through a college preparatory program - to support black college students to enter the teaching field. Candidate, mentor, coach and district leader interviews as well as a review of documents such as network meeting schedules, training topics and materials, online submission system, Milestone Reports, and coaching resources confirmed candidate monitoring, support, advice and assistance is available in a variety of ways. This allows for choice and flexibility in how a candidate and mentor or coach receives assistance. The “Support Provider Consultants and Progress Reports at the district Quarterly Meetings help keep everyone on track!” was shared in an interview with representatives from partner districts in reference to how candidate progress is monitored and communicated.

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</b>
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	<b>Consistently</b>
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	<b>Consistently</b>
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	<b>Consistently</b>
All programs effectively implement and evaluate fieldwork and clinical practice.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 3: Met**

**Summary of information applicable to the standard**

Professional learning opportunities are designed and created based on feedback collected from mentor networks meetings, logs, IIPs and ILPs. Candidates, mentors and coaches are surveyed following each professional learning opportunity, as confirmed by mentor, coach and candidate interviews. The institution then decides whether they, themselves, will create trainings and learning opportunities based on the survey data or whether they will reach out to an expert for content and facilitation of the identified topics. The survey questions cover areas such as, what do candidates need, what’s working, how can we address that, as shared by program leadership during a program leadership interview. The institution provides mentors and coaches with feedback by way of the candidate ILP/IIP reflections and contact logs accessible through *inductionsupport.com*, as was confirmed through mentor and coach interviews. The institution communicates with coaches and mentors regularly. Should additional support be necessary, the institution will contact the coach directly through email or phone call. The unit and its programs offer a high-quality course of study, focused on the knowledge and skills expected of beginning educators, grounded in current research on effective practice, and relating to support of diverse student populations as evidenced by professional learning topics that include equity, transformational coaching and coaching rubrics. In response to candidate feedback, trainings and support are offered in-person and virtually, making them more accessible to all.

<b>Common Standard 4: Continuous Improvement</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 4: Met**

**Summary of information applicable to the standard**

The institution regularly assesses program effectiveness in relation to each program’s course of study offered, fieldwork and clinical practice and support services for their candidates as evidenced by candidate and mentor surveys, direct feedback, IIPs, ILPs and contact log reflections as well as through interviews with candidates, mentors and coaches, program leadership, and institution leadership. The continuous improvement process includes ongoing data from professional learning opportunity surveys, learning network meetings, direct, individual feedback, and program surveys as was confirmed during interviews with candidates, program completers, program leadership, mentors, district contacts, and site administrators. During interviews, members of the Advisory Committee expressed, “This program utilizes partner feedback to drive continuous improvement”. Members of the Advisory Committee recalled providing feedback around the need for social emotional learning development training and later seeing “...the professional learning catalog was created reflective of input around social emotional learning.”

<b>Common Standard 5: Program Impact</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 5: Met**

**Summary of information applicable to the standard.**

The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate the knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards as evidenced in professional learning offerings, the annual end of year survey for employers, and advisory meeting materials as well as the bi-annual assessments to candidates and supervisors. One county office administrator noted, “Induction is a coaching model that embeds state standards.” Interviews with candidates, mentors, coaches and district personnel confirmed a professional learning opportunity candidates and mentors participated in resulted in the development of innovative practices and made a positive impact on student outcomes. One special education teacher candidate shared, “I was able to learn about tech apps to support my students which started from my ILP work”. In addition, ILP and IIP reflections and self-assessments are additional evidence of that professional growth. Assessments and Milestone Reports provided by the program database indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.