

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

Teachers College of San Joaquin Professional Services Division January 2023

Overview of this Report

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

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

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

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Preliminary Multiple Subject with Intern	6	6	0	0
Preliminary Single Subject with Intern	6	6	0	0
Specialist Teaching: Mathematics Instructional Added Authorization	5	5	0	0
Preliminary Education Specialist: Early Childhood Special Education with Intern	6	6	0	0
Preliminary Education Specialist: Mild to Moderate Support Needs with Intern	6	6	0	0
Preliminary Education Specialist: Extensive Support Needs with Intern	6	6	0	0
Education Specialist Added Authorization: Autism Spectrum Disorders	3	3	0	0

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Education Specialist Added Authorization: Early Childhood Special Education	4	4	0	0
Preliminary Administrative Services with Intern	9	9	0	0
Clear Administrative Services	5	5	0	0
Teacher Induction	6	6	0	0
Designated Subjects: Career Technical Education	16	16	0	0

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

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

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

Institution: Teachers College of San Joaquin

Dates of Visit: December 4-7, 2022

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
April 12, 2015	Accreditation

Rationale:

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

Preconditions

All preconditions have been determined to be **aligned**.

Program Standards

- Preliminary Multiple Subject with Intern program standards were **met**.
- Preliminary Single Subject with Intern program standards were **met**.
- Specialist Teaching: Mathematics Instructional Added Authorization program standards were **met**.
- Preliminary Education Specialist: Early Childhood Special Education with Intern program standards were **met**.
- Preliminary Education Specialist: Mild to Moderate Support Needs with Intern program standards were **met**.
- Preliminary Education Specialist: Extensive Support Needs with Intern program standards were **met**.
- Education Specialist Added Authorization: Autism Spectrum Disorders program standards were **met**.
- Education Specialist Added Authorization: Early Childhood Special Education program standards were **met**.
- Preliminary Administrative Services with Intern program standards were **met**.

- Clear Administrative Services program standards were **met**.
- Teacher Induction program standards were **met**.
- Designated Subjects: Career Technical Education program standards were **met**.

Common Standards

All Common Standards were **met**.

Overall Recommendation

Based on the fact that the team found that all standards for the credential programs were met and that all Common Standards were met, the team recommends **Accreditation**.

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

Preliminary Multiple Subject with Intern
 Preliminary Single Subject with Intern
 Specialist Teaching: Mathematics Instructional Added Authorization
 Preliminary Education Specialist: Early Childhood Special Education with Intern
 Preliminary Education Specialist: Mild to Moderate Support Needs with Intern
 Preliminary Education Specialist: Extensive Support Needs with Intern
 Education Specialist Added Authorization: Autism Spectrum Disorders
 Education Specialist Added Authorization: Early childhood Special Education
 Preliminary Administrative Services with Intern
 Clear Administrative Services
 Teacher Induction
 Designated Subjects: Career Technical Education

In addition, staff recommends that:

- The institutions response to the preconditions be accepted.
- Teachers College of San Joaquin be granted full approval 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.

Teachers College of San Joaquin 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

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Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Course Syllabi and Course of Study
Candidate Advisement Materials
Accreditation Website
Faculty Vitae
Candidate Files
TPE Observation Data
Program and Student Social Media
Course Catalogues
Memoranda of Understanding (MOUs)

Mentor Training Materials
Program Surveys
Orientation Presentation
Job Postings and Requirements
Professional Development Materials
Google Classroom
Assessment Materials
Candidate Handbooks
Survey Results
Performance Expectation Materials
Precondition Responses
TPA Results and Analysis
APA Results and Analysis

Interviews Conducted

Stakeholders	TOTAL
Candidates	309
Completers	143
Employers	36
Institutional Administration	27
Program Coordinators	11
Faculty	12
Adjunct Faculty	71
Performance Assessment Coordinators	6
University Supervisors	47
Field Supervisors – District	39
Credential Analysts and Staff	4
Advisory	19
Administrative Support	12
Fieldwork Coordinators	5
Administrative Support	12
Student Ambassadors	6
TOTAL	759

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

Teachers College of San Joaquin (TCSJ) is situated within the San Joaquin County Office of Education (SJCOE) and is located in Stockton, California, with a satellite campus in Ceres, California. It was founded in 2009 by the San Joaquin County Office of Education and received initial accreditation by WASC Senior Colleges and Universities Commission in March 2012. TCSJ is unique in being the only regionally accredited institution of higher education located within a county office of education. TCSJ is part of a collaborative effort between county offices of education, school districts, charter organizations, and institutions of higher education to prepare and support the high demand for educators in the region. Prior to TCSJ offering these credential programs, SJCOE sponsored a district intern program called IMPACT since 1997 and added programs over the years. The mission statement of TCSJ is “With an innovative spirit, we prepare and inspire educators to become empowered leaders who serve our diverse communities.”

As of Fall 2020, the student population at TCSJ was 49.4% White, 27.8% Hispanic or Latino, 7.6% Asian, 4.61% Black or African American, 4.38% Two or More Races, 1.27% Native Hawaiian or Other Pacific Islanders and 0.806% American Indian or Alaska Native (IPEDS, 2021).

Education Unit

TCSJ is overseen by a governing board and the San Joaquin County Office of Education. The Admission, Graduate Studies, and IMPACT departments are overseen by the administration office which includes the TCSJ President. The Department of Graduate Studies houses the Preliminary and Clear Administrative Services, Teacher Residency, Teacher Induction, and Math Instructional added authorization programs. IMPACT is where the Preliminary Education Specialist, Preliminary Multiple/Single Subject, Career Technical Education (CTE), and Education Specialist Added Authorizations programs are located. TCSJ also offers a Master of Education degree in six different concentrations, and many candidates stay on to complete their degree at the institution. Most programs are built on internship and residency pathways and courses are offered both in-person and via distance education. The credential programs are supported by two directors, eleven coordinators, two credential analysts, and thirteen additional staff members. Currently, TCSJ employs twelve full-time faculty and 134 adjunct faculty across programs.

Embedded in the credential programs at TCSJ are the following core values:

1. Rigor - We believe in challenging thinking and fostering curiosity.
2. Relationships - We believe relationships are the heart of education.
3. Reflection - We believe that true growth comes from reflective practice.
4. Relevance - We believe in connecting theory to practice.

These core values are also embedded in TCSJ’s commitment to equity and diversity by meeting people where they are and guiding them to embrace, demonstrate, and practice an equity mindset through insatiable curiosity for learning.

Table 1: Program Review Status

Program Name	Number of Program Completers (2021-22)	Number of Candidates Enrolled (2022-23)
Clear Administrative Services Credential	54	91
Preliminary Administrative Services Credential	43	42
Mathematics Instructional Added Authorization	6	12
Teacher Induction	116	214
Preliminary Multiple Subject	37	158
Preliminary Single Subject	62	145
Preliminary Education Specialist: Mild to Moderate Support Needs	48	66
Preliminary Education Specialist: Extensive Support Needs	24	41
Preliminary Education Specialist: Early Childhood Special Education	12	22
Added Authorization: Autism Spectrum Disorders	2	0
Added Authorization: Early Childhood Special Education	2	4
Designated Subjects: Career Technical Education	20	5

The Visit

This site visit was conducted virtually. The team and institutional stakeholders 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 met.

PROGRAM REPORTS

Preliminary Multiple Subject with Intern Preliminary Single Subject with Intern

Program Design

Teacher's College of San Joaquin (TCSJ) offers two specific program models for candidates seeking a Preliminary Multiple Subject (MS) or Single Subject (SS) teaching credential: residency (traditional pathway) and IMPACT (intern pathway). The residency pathway is housed in the Graduate Studies department, and the intern program is housed in the IMPACT department. A director oversees each program, with coordinators overseeing various components and elements of the programs. Each coordinator is responsible for advising, program and course scheduling, hiring, and assigning and training faculty. Additionally, they oversee the quality of coursework and provide direct support to candidates.

The faculty, candidate, and completer interviews confirmed that leadership cultivates a collaborative culture throughout TCSJ, employing a collaborative, shared leadership model for effective and efficient implementation of credential offerings. Clear communication and standards-focused programming is a shared value between the credential programs. Verified through interview comments with past and present candidates, coordinators, mentors, district officials, and faculty, leadership is very supportive and responsive. A few specific comments are: "Every single time I need to reach out to the coordinator, they are extremely responsive to my needs." "If I have a concern, I can breathe a sigh of relief to know that it will be promptly addressed." "I feel valued as a member of Teachers College because my concerns and ideas are taken into consideration, and I can see the evidence when changes are being made in the courses the very next term."

The residency and IMPACT coordinators work collaboratively with the other leadership to design and implement innovative programs. The director of Graduate Studies meets regularly with the director of IMPACT, president, and institutional evaluator and scheduled meetings are held three times monthly for triangulation. TCSJ has a whole staff meeting monthly and important updates are shared via email prior to the meeting for questions to be discussed during the timeframe. IMPACT has informal daily meetings, monthly and bi-monthly meetings, and whole staff and strategic leadership meetings where leaders discuss program issues, challenges, next steps, program design and implementation. The sense of collaboration and constant communication was confirmed through interviews with faculty and leadership. "Communication is key and ongoing, coordinators talk to instructors daily, and go to the Ceres campus once a month. There is also a local coordinator there on campus every night." A common phrase that kept coming up during interviews was, "We are large in the sense of numbers, but small as in a close-knit community."

The coursework for the residency program starts in July and ends in May of the following year, with an option for an inclusion-focused program ending in a dual teaching credential. The program has five different phases. Phase one is completed before the school year begins and before the residents are in the classroom. In phase one, “I was able to get a sense of community and meet my mentor teacher.” During phase one, “Trust and community building was huge and allowed me to become comfortable before getting into the bigger school setting.” In phases two through five, candidates work with their mentor teacher at the school site.

The program recruits instructors for the residency program for their inclusive and equity-focused teaching expertise. Most instructors are practitioners in the field and can assist candidates in real-time with their challenges. They work as a team to ensure that instruction and assignments are relevant to clinical experiences and are focused on the most current educational research regarding equity and inclusion. Candidates receive support from their mentor teacher as they co-plan/co-teach at least three days a week in the fall semester and five days a week in the spring semester, so they are fully immersed in the teaching experience.

The IMPACT intern pathway is a two-year immersive teaching and learning experience. Beginning with nine units of pre-service coursework, candidates are introduced to the role and responsibilities of a professional educator. Prior to becoming intern eligible, candidates demonstrate an understanding of the foundational knowledge, skills and abilities needed to enter a classroom as the teacher of record. Supported by a cohort model and team of instructors and support providers, IMPACT program candidates actively participate in a two-year sequential and cohesive course of study. As evidenced through many interview responses, “The cohort model builds a sense of trust, community, and family.”

One significant change to the residency program within the past two years is that candidates are no longer required to seek a dual credential (General Education and Education Specialist) but can complete the program seeking only one credential. There were several program modifications within the IMPACT program. Responding to feedback from participants and collected data, one course was modified to focus more in-depth preparing candidates to teach reading. Additional course instruction was added to the integrated literacy course as well to provide more opportunities to embed visual and performing arts (VAPA), social studies, and history. Both residency and IMPACT programs have integrated more focus on diversity, equity, inclusion and Universal Design for Learning (UDL), along with a co-teaching collaborative model to better address the alignment of TPEs and standards.

Both the residency and IMPACT programs have multiple means of soliciting and gathering participant feedback. There is a Residency Advisory Panel (RAP) that has administrators from three different district partners, a mentor teacher, the residency coordinator and the director of Graduate Studies. This group formally meets several times per year to monitor and evaluate the effectiveness of the program. Leadership also sends weekly and/or ongoing communication to a variety of participants including district representatives and mentor teachers. District personnel complete a survey once per year and recommend mentor teachers where they

participate in the interviews, admissions, and matching processes. One district leader stated, “I appreciate taking part in the process because I already have a good relationship with the candidates and the school, so it is seamless.”

Instructors meet together in the summer to plan assignments for the following year. They hold discussions and share input regarding the scope and sequence of assignments, rigor, and content. Together, they make modifications as a result of these discussions. New mentor teachers participate in summer training where veteran mentor teachers share their feedback from experience.

Within the IMPACT program, there are partnerships with various local districts working together to mold and develop high quality educators. District and school site personnel are invited to engage in the annual consortium meeting, so everyone understands the requirements and responsibilities of the IMPACT program. IMPACT leaders engage in regular communication with site administrators, collect data from annual feedback forms, and assist in hiring support supervisors.

In both programs, instructors and candidates have the opportunity to provide feedback and input relating to coursework and the program as a whole. Instructors participate in a pre- and post-course meeting where they discuss content, updates, and other pertinent information. Candidates complete end of course evaluations and share ideas, concerns, and successes with program leadership throughout the program. Past and current candidates have indicated that “they know their voices are being heard because they see the changes being made.” Candidates have the opportunity to participate in the student ambassador program where they speak with other potential candidates and share key information about the programs. The TCSJ governing board invites input and support through regularly scheduled committee and board meetings where progress is shared, and plans are approved.

Course of Study (Curriculum and Field Experience)

The residency program’s 10-month course sequence scaffolds instruction to help candidates build their knowledge as they move through the program. Most course instructors are teacher practitioners, currently employed in the field. During interviews, residency candidates verified the value of this, while one stated “They know what we are going through and can help us with real-time issues and challenges.” Another candidate was appreciative that “the instructors were empathetic and flexible because they, too, were teaching and could identify with the demands.” According to the summary report, “The focus of the courses is to ensure that residents develop expertise in equitable and inclusive teaching practices that meet the needs of all learners.”

The IMPACT program courses are developed in a cohort model to be supportive and collaborative in nature. IMPACT’s instructional model allows candidates to be reflective participants while actively engaging in the practice of teaching. In year 1 candidates complete cycle 1 of the performance assessment and the TPEs associated with it, while year 2 focuses on cycle 2 and the TPEs reflected here.

Mentor teachers supervise fieldwork experiences for residency. District personnel help to match the mentor and candidate once the mentor has completed acceptance procedures. Once a mentor teacher is matched with a candidate, they engage in a four-day intensive training during the summer, with four follow-up trainings throughout the year. Trainings incorporate research-based co-teaching and coaching strategies, adult learning theories, developing and refining their equity lens, UDL, and other pertinent educational topics.

Within the IMPACT program, candidates participate in reflection as practitioners and work on various issues as their experience expands over their two-year internship. Faculty (university supervisors and instructors) participate in professional development focusing on the TPA, equity, and other important elements current in education. In the residency program, mentor teachers are invited to engage in the four-day summer institute and four additional training days throughout the year.

IMPACT candidate interviews, for both Multiple and Single subject programs, confirmed that coursework includes an embedded English Learner (EL) authorization. They are required to complete 45 fieldwork hours specific to the instruction of EL students. Both residency and IMPACT credential programs embed UDL throughout the courses and coursework, as well as assessment that focuses on justice, equity, inclusion, and diversity. Some candidates in the residency program also alluded to assignments where they conduct mock 504 plans and IEPs, helping them better understand the intricacies of special education needs. Year 1 IMPACT candidates really appreciated the “Getting to Know Your Students” assignment where they dig in and learn the demographics of their school site, from students who are English learners, to those with documented disabilities, all the way to student performance on state tests.

Through various interviews with members of TCSJ, partners, and candidates (current and alumni), it is evident that candidates appreciate the fact that instructors are practitioners in the field and can understand education today. “I receive immediate feedback that can be applied in the classroom today.” The relevance of the curriculum is beneficial in helping candidates become high quality educators. Professional learning opportunities are designed to ensure all faculty are aligned in their terminology, expectations, and assessment in relation to TPEs. Coursework and experiences are firmly based upon the CalTPA requirements and TPEs. “The observations that are aligned to the TPEs really help me reflect on what I can do to improve to be the best teacher I can be for students.”

Candidates confirmed during interviews that IMPACT’s lead support supervisor assigns an appropriate support supervisor to each intern at the beginning of their 2-year program. The support supervisor conducts observations in the intern’s classroom at least six times per semester throughout the two-year program with a post-observation conference to provide immediate feedback. Each intern is also assigned a peer mentor by their employing agency. Candidates document the support they receive from peer mentors and veteran educators on their TCSJ Support Log. Each candidate is required to log a minimum of 144 hours of general support annually and an additional 45 hours of support focused on meeting the

needs of English learners, as reiterated above through multiple subject and single subject IMPACT candidate interviews.

Assessment of Candidates

Candidate competency is assessed using multiple measures including course grades, monitoring of candidate dispositions, progress in clinical fieldwork, feedback from the site administrator, and performance on the California Teaching Performance Assessment.

Candidates receive feedback from instructors on assignments and coursework, mentor teachers before and after classroom observations, and the residency coordinator as related to progress toward meeting credential requirements. Policies and procedures guiding assessment practices can be found in the TCSJ course catalog, which is reviewed during the first phase. Grading criteria can be found in course syllabi. When students are in danger of not passing, supports are put in place via probation, corrective action, and disposition forms. Candidates stated during interviews that the feedback is immensely supportive, immediate, applicable, and valued. “The immediate feedback is invaluable and so appreciated.” “I love that the instructor takes the time to give me personalized feedback. I know they are invested in my learning.”

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, intern teachers, faculty, employers, and support supervisors, the team determined that all program standards are **met** for the Preliminary Multiple Subject with Intern and Single Subject with Intern Credential programs.

Math Instructional Added Authorization

Program Design

The TCSJ Mathematics Instructional Added Authorization (MIAA) program is a year-long cohort model program housed in the Graduate Studies department, led by a program coordinator who oversees implementation of the program and consistently collaborates with a team of adjunct faculty having specific expertise in mathematics content, mathematics pedagogy, teacher education, and teacher leadership. The leadership responsible for oversight of the MIAA also mentors students, works with 9 district partners, implements course development and changes, and is engaged in school wide leadership teams, such as the equity team and wider school leadership team. Collaboration efforts include designing coursework, assessment, coordinating fieldwork, and supporting students for an engaging and successful learning experience. The MIAA coordinator and faculty review course evaluation data and student learning outcomes to inform program strengths and opportunities for continuous improvement.

The MIAA coordinator works collaboratively with colleagues within the TCSJ Graduate Studies department to design and implement innovative programs. The director of Graduate Studies meets regularly with the MIAA coordinator, director of IMPACT, president, and institutional

evaluator. Additional evidence of ongoing communication and collaboration between MIAA and other programs, such as the residency credential programs and IMPACT, was provided via interviews with faculty and leadership. Leadership referred to the MIAA program as a “small but mighty” program. “We are all on the same team and work together for all students for the betterment of all programs.”

The one-year MIAA program is comprised of 13 units of coursework and substantive fieldwork sequenced so that MIAA candidates may demonstrate growth and expertise in three domains: mathematical content knowledge, specialized mathematical knowledge for teaching and thinking, and the pedagogical knowledge and practices for teaching mathematics. The final course, MIAA360: Designing Mathematics Instruction, builds on candidates’ knowledge gained within the previous courses and requires them to design and implement effective mathematics curricular units and lessons for each grade span in their authorization. Throughout each course, candidates engage in an ongoing participation-action research project.

There have been no significant changes or modifications to the MIAA program over the past 2 years. However, candidates commented that there is now a hybrid model of the program offered where candidates can take courses virtually or on-campus. Current candidates expressed that the cohort model for the virtual program has been a tremendous asset.

Leadership invites participating schools/districts with MIAA candidates to an annual consortium meeting. The purpose of these meetings is to share upcoming changes to the program or CTC requirements, discuss concerns and issues related to the needs of teachers, and formative and summative evaluation of candidates. TCSJ seeks input from school site administrators both at this meeting and through ongoing communication at the school site. Through interviews with candidates (past and present) and faculty, it is evident that leadership has an open-door policy inviting feedback and input from these groups to improve the courses within the MIAA on a rolling basis. A common theme from these interviews was that leadership applies in-the-moment feedback to meet the needs of interested parties participating in the program.

Course of Study (Curriculum and Field Experience)

The courses within the MIAA program are based on the competencies described within standards 2, 3, 4, and 5. Courses are sequenced so that the candidate may demonstrate growth and expertise in three domains: mathematical content knowledge, specialized mathematical knowledge for teaching and thinking, and the pedagogical knowledge and practices for teaching mathematics.

Guided fieldwork is embedded throughout all the courses within the program. Candidates confirmed that “the action research project is invaluable” because it begins in the first class and continues throughout the program. This includes specific lesson studies, one at each grade span for the candidate’s authorization (K-3, 4-7, and Algebra I). The lesson studies are co-planned and video-recorded, with follow up reflection and lesson planning, with the process coordinated by the MIAA program coordinator and course faculty. Once again, candidates raved about the cohort model and how they were able to support one another throughout the entirety of the program and within the classroom as well.

MIAA courses embed concepts, pedagogies and skills to support the learning needs of a diverse student population. Candidates learn and experience multiple strategies for solving mathematics tasks, and practice academic discourse to honor multiple perspectives and ways of knowing. Candidates thought the math discourse class was exceptional in that they learned the importance of “student talk” in the math class to better support students who are high achieving, low performing, and English learners. The strategies taught throughout the program by instructor practitioners focus heavily on reaching all students.

Candidates entering the MIAA program obtain a letter of support from their site administrator to confirm that they can conduct fieldwork at their school. If necessary, the program coordinator will support a candidate in arranging a fieldwork assignment with a partnering district. One completer of the MIAA program stated that “I was in a third-grade classroom and needed to fulfill an Algebra one field assignment, so the coordinator worked with me to gain access to a higher grade level.”

Fieldwork is embedded into all coursework and candidates are able to apply what they learn in their course directly into their own classrooms. In one example, students in the math discourse class record a lesson where they implement the ideas from the course, analyze it, and apply the feedback they receive to the next lesson. Candidates agreed that they have the opportunity to implement theory and practice with the opportunities for structured reflection and growth.

Assessment of Candidates

To be accepted into the MIAA program, a potential candidate must pass a pre-assessment of their foundational mathematics content knowledge. According to leadership, if a candidate is close to passing, but doesn’t, they receive coaching support, and sometimes tutoring and the opportunity to take it again. Each course in the MIAA program includes assigned work that will serve as evidence of the candidates’ Demonstration of Advanced Practice (DAP). Artifacts supporting candidates’ DAP are collected in an electronic portfolio and evaluated as a culminating project at the end of the one-year MIAA program.

After submitting an application to the program, candidates have an initial advisement meeting with the TCSJ MIAA coordinator who reviews the pre-assessment and general course requirements, along with guidelines for the culminating electronic portfolio. Candidates receive ongoing communication and assessment feedback from their course instructors, and the MIAA program coordinator is accessible at all times to address candidate questions and concerns. According to a current candidate, “My voice is always heard. Whenever I have a concern, I know I can go to leadership, and it will be addressed immediately. They care about us and take the time to get to know us so they can support our needs throughout the program.”

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with MIAA leadership, alumni, and current candidates, the team determined that all program standards are **met** for the Mathematics Instructional Added Authorization.

**Preliminary Education Specialist: Early Childhood Special Education with Intern
Preliminary Education Specialist: Mild to Moderate Support Needs with Intern
Preliminary Education Specialist: Extensive Support Needs with Intern
Added Authorization: Autism Spectrum Disorders
Added Authorization: Early Childhood Special Education**

Teachers College of San Joaquin (TCSJ) provides programs for candidates earning Education Specialist Early Childhood Special Education (ECSE) with Intern, Mild to Moderate Support Needs (MMSN) with Intern, and Extensive Support Needs (ESN) with Intern credentials. Additionally, added authorizations in Autism Spectrum Disorders (ASDAA) and Early Childhood Special Education (ECSEAA) are provided. The programs are all in transition to the new CTC standards. This report highlights components of the six program standards, which are the same for all Education Specialist programs. Then each of the five programs are discussed briefly to acknowledge their uniqueness and candidate or completer comments during team interviews.

Program Design

There are two specific program models: Residency (traditional pathway) and IMPACT (intern). Each of these programs is distinctive, and the structures do not overlap. The residency pathway teaching credential program is housed under the TCSJ Graduate Studies department, and the intern pathway teaching credential program is in the TCSJ IMPACT department. Each program has a faculty member designated as the lead for that credential. Faculty, candidate, and completer interviews confirmed the leadership cultivates a collaborative culture throughout TCSJ. Clear communication and standards-focused programming are a shared value between the three programs and two authorizations. Faculty are fully vested in the programs stating, “I teach here because I want to hire the amazing graduates” and “I would hire these students over any of my local universities.” The faculty also appreciated the “flexibility allowed when teaching,” stating, “if students have issues that they need to be resolved, we take time to problem solve as a class, and everyone participates and learns.” Intern faculty discussed the significant workload of the IMPACT coordinator; “Running three programs and two authorizations is a lot for one person! Superwoman comes to mind.”

Credential classes are taught primarily by longstanding adjunct faculty with extensive experience in special education. Candidates and completers complimented the innovative spirit with which the faculty (including instructors, supervisors, coaches, and mentors) model, prepare, evaluate, and inspire them. TCSJ core values of rigor, relationships, reflection, and relevance were confirmed during the visit and interviews demonstrated the cohesiveness of the faculty. The first five classes in the residency program are co-taught between general education and special education faculty, and the first class in the intern program is co-taught.

Across both pathways, regular communication enhances procedures and program development. TCSJ leadership and Education Specialist faculty meet monthly to review program data, discuss student issues and participate in professional learning specific to candidate needs such as UDL, asset-based instruction, intervention, etc.

Faculty consider data key to program improvement and frequently reviews various data points, including those related to enrollment, candidates with incompletes, interns, budget, course enrollment, and exit data. The CTC Dashboard displays an upward trend in program effectiveness, with 96% of the respondents saying they feel the teacher preparation program was effective or very effective at developing the skills or tools needed to become an Education Specialist. The programs track every student from admission to exit. Interviews verified that program data drives instruction and program improvement. Furthermore, documentation of various surveys notes favorable candidate responses as well as faculty discussion and usage. The HEDS Diversity and Equity Campus Climate Survey data showed that 86% of responding candidates indicated they are generally/very satisfied with TCSJ. In the Administrator Progress Check of Candidates survey (2021) 377 of 507 responses indicated the program engaged and supported all students. The CTC completers survey consistently showed the Education Specialist 2021 completers were at or above statewide results, with various data on student engagement highly favorable.

The program gathers input from various constituency groups in a variety of ways. A Residency Advisory Panel (RAP) includes administrators from three district partners, a mentor teacher, the residency coordinator, and the director of Graduate Studies. There are district evaluations, surveys, direct reporting, and input sessions with the SJCOE board. Adjunct faculty represent a variety of districts and positions (directors of special education, program specialist, principals, and teacher leaders) and confirmed during interviews that their voice was present, and they felt like key contributors to the program improvement process. Candidates fill out a semester survey to rate their instructor's effectiveness for each course as well as a support provider survey. The faculty shared, "We appreciated being able to add two questions to our evaluations; this is important to our personal growth and development. These two questions are in addition to the questions on every student survey."

All Education Specialist programs have transitioned to the new standards and TPEs. Year-two intern candidates will finish under the prior program standards. CTC review team members were able to speak with completers from all programs. The word heard most often during interviews was "relationships". The candidates in all Education Specialist programs discussed the feeling of family and community experienced at TCSJ. They indicated a belief that "faculty really care" and are "available to assist them at any time (weekends included)". Both programs offer face-to-face instruction two days a week using a teaching and learning community format. "I drive two hours to class; it is worth the personal relationships and resources I acquire." Courses meet both on the main campus and the Ceres satellite campus. Candidates come from 70 school districts and agencies within 11 counties.

Candidates claimed, "I would never get through my first year of teaching without my university supervisor!" and "My university supervisor coached me to reflect and really evaluate my own teaching in a way I would have never known to do on my own." Supervisors recently participated in cognitive coaching and adult learning theory sessions to enhance their practices. They are invited to professional learning seminars during the year. Additionally, they receive weekly emails with updates and research articles to expand their already vast field knowledge.

Course of Study

All Education Specialist programs provide a well-designed course of study based on the required standards. Courses in both the residency and intern programs follow an intentional sequence to introduce candidates to foundational knowledge in disabilities and special education policy and practices, focusing on the historical, philosophical, and empirical foundations of special education, legal aspects, bias-free practices, first and second language acquisition and development, formative and summative assessment processes, classroom management, positive behavior support, social skills, and characteristics of learners with disabilities in the specific area of the credential. Work with paraeducators, transition, use of various technologies, and different learning platforms are included. Subsequent coursework uses this grounding as a context for developing pedagogical knowledge for teaching and learning. There is an emphasis threaded throughout all coursework on candidates' ability to identify learner assets, accurately establish present performance levels, use UDL and implement evidence-based practices based on assessment data. Communication and collaborative partnerships with other service providers and families from diverse community cultures is emphasized in all programs and extensively addressed in the ESN and ECSE coursework. The course of study reflects a planned developmental sequence of coursework, beginning with the introduction of content, moving to practice, application, and reflection.

Candidates and completers from all programs indicated a strong connection between field experience and their coursework. Programs are designed to reflect the full range of service delivery options and the knowledge and skills necessary to meet student needs in the specific areas authorized by the credential. Candidates and completers of both programs discussed the value of the cohort model. The residency pathway comprises general education, MMSN, and ESN programs in their cohorts, and the intern pathway has cohorts mainly designed to align with their credential. However, the ECSE, ESN, ASDAA and ECSEAA frequently take classes together. Classes begin with "shares and celebrations" to which anyone can contribute. When content is given, instructors demonstrate and/or ask candidates to brainstorm how the strategy or teaching technique could be used with the variety of students with disabilities represented in the candidate classrooms (from birth to 22nd birthday). Candidates overwhelmingly discussed the value of this process during the interviews. "I know more about accommodation than anyone at my school because my instructors modeled it frequently in class, sharing one strategy and then giving examples of how the strategy would work with a child with autism or a high schooler with executive function challenges". In both the residency and intern pathways, the candidates discussed how the program personnel and the district-employed supervisor collaborated.

Interview evidence confirmed that each program is coordinated effectively in accordance with a consistent design grounded in evidence-based research practices relevant to contemporary schools. Interviews confirmed the Education Specialist programs prepare equity-focused, caring, high-quality educators. "When I attend the evening credential classes, I learn the why of what I am doing." "The instructors give us so many resources to add to our teaching toolboxes."

The residency pathway is a one-year program that includes all six Education Specialist standards and the TPEs specific to the individual's desired credentials. Candidates can earn dual certifications in special education (MNSM or ESN) and general education.

The ECSE credential is not available to residency candidates. The program is designed as an authentic, year-long clinical experience with a vetted mentor teacher. The program begins in the summer and includes a week-long training session, with residents overlapping two days with their assigned mentor teacher. The mentor teachers also come to campus for the summer session (four days). The program is designed to give a gradual release of responsibility to the candidate through five distinctive phases. Beginning with phase one, candidates see the opening of school and experience first-hand the teacher meetings, classroom set up, and schoolwide training and begin observing their mentor teacher. Each phase builds until about April when candidates take over every aspect of instruction, working side by side with their mentor teacher to finish out the school year with the same students they began with. The mentor teacher works with the candidate to set up observations in other classrooms at the school and/or other schools in the local area. For example, if the experience is only K-3, the candidate can visit and spend quality time in upper grades, middle school, and high school. Additionally, they attend classes at the university two nights a week. A spiral learning model allows for multiple opportunities to learn, apply, reflect and refine candidate practices, and scaffold new and reviewed knowledge.

The intern program begins with a preservice component designed to prepare students for their own classroom. Completers told the team, "Preservice makes sense at the end of the program, everything comes full circle, and I understood why I had to take preservice." Once they complete preservice, candidates are intern-ready and seek employment in local districts. The program is a two-year scope and sequence of all the Education Specialist standards and TPEs related to candidate certification. Each intern is assigned a university supervisor with a credential in the area of authorization. The district Memorandum of Understanding (MOU) requests the interns be released once a month for observations and practicum. This is arranged with the university supervisor and includes visitations to other classrooms at the school and/or other schools in the local area. Often interns visit each other's classrooms as they meet and hear about various programs, disability areas, or curriculum designs that they want to view. This process ensures practicum hours are met. They attend classes at the university two nights a week (unless they were in the "late start" group, a small number begin after the semester cohorts, where they take three classes a week). The employing agency assigns a peer mentor. Candidates must maintain a support log with a minimum of 144 hours of general support and additional support documented in the area of meeting the needs of English Learners.

One significant change to the residency program within the past two years is that candidates are no longer required to seek a dual credential (Preliminary Multiple/Single Subject and Education Specialist) but can complete the program seeking only one. The ECSE credential is no longer an option under the residency program. This decision was made with local district input. The program is piloting a process whereby a paraprofessional working in a classroom with a fully certificated clear credential can participate in a residency with the employer's approval.

The intern program worked with general education colleagues to strengthen and align the pedagogical practices for the foundational reading course. A design team created new courses to address the new program standards and align with the universal and Education Specialist TPEs.

A significant modification to all programs were the new program standards and TPE alignment. Candidates document their 200 early fieldwork hours (new CTC requirement) as a component of the 600 hours of substantive experiences in general education, inclusive, and special education settings. Clinical supervision is primarily in person for the intern program and video capture for the residency program.

Assessment of Candidates

Candidate assessment includes critical monitoring points strategically located throughout the program, including course grades, lesson plans, individual learning plans, progress monitoring of candidate dispositions, e-portfolios, progress on TPEs in the field, performance on the CalTPA feedback, and year-end reflections. Program coordinators, faculty, supervisors, and district mentors monitor and support candidates' progress and performance. A district mentor shared, "I appreciate the constant communication with the university, I feel I am an essential part of the assessment team for the candidate working in my classroom this year." Candidates verified that when they struggled or had issues, faculty reached out to them and helped them come up with an alternative plan to align with their situation.

Regular collaboration between course instructors and program staff provides time to discuss successes and challenges as well as specific candidate needs and/or progress updates. Each term pre- and post-course meetings are held for faculty to share ideas, and resources, calibrate, and make revisions as needed based on student assessments and course evaluations.

The CalTPA coordinator coordinates TPA support and tracks candidate completion and success rates. They also support all Education Specialist program instructors and encourage them to consider becoming assessors, so they understand the process more fully. If candidates do not pass the CalTPA, the coordinator works with them on a remediation plan found in the college catalog. Candidates indicated the Google classroom was a primary source of support for CalTPA with assessment guides from Pearson, support documents (including research-based articles on UDL, asset-based instruction, etc.) and links to the Pearson website.

The TPEs for each credential describe the set of professional knowledge, skills, and abilities expected of a beginning-level practitioner to support the education of all students effectively. From documents provided and interviews, the team concluded the scope of the course assignments and fieldwork at TCSJ validates candidates are guided and coached in the pedagogical knowledge addressed in the universal and Education Specialist TPEs. A dedicated course in the TPA emphasizes standardized, norm-referenced assessment along with formative and curriculum-based assessment. Candidates completed several field-based assignments where they practiced assessing K-12 students, determining areas of strength and weakness, and

making recommendations for behavioral, language, and reading interventions. Each of these is directly connected to the TPEs to help candidates see TPEs' fidelity and purpose.

During the final phase/semester of each program, the candidate, district-employed supervisors, and program supervisors collaborate on an individual development plan (IDP), providing clear growth suggestions for the clear credential program.

Early Childhood Special Education

In addition to the course content listed above, TCSJ has integrated extensive content into the ECSE program to ensure engaging, effective, and supportive environments for very young children. One completer shared, "Understanding the developmental learning trajectories of young children is key to early intervention, I learned this important lesson from TCSJ". Candidates praised the family engagement plan and the depth of instruction in the ECSE program in conflict management, family-centered services, and developmentally appropriate curriculum.

A small group of new ECSE intern candidates (first three months of the program) reported their supervisors and/or mentors did not have expertise in the ECSE area they were supervising. In some cases, the candidate was the only ECSE person in their district or in the school. The team met with the program coordinator, who acknowledged the situation. Program leadership noted that next month they will ensure matches are appropriate.

Mild to Moderate Support Needs

In addition to the course content listed above, TCSJ integrates extensive content into the MMSN program to ensure engaging, effective, and supportive environments for all learners, including maintaining and monitoring inclusive learning environments. They place key emphasis on a developmentally appropriate curriculum with accommodations to understand and organize subject matter for student learning, planning instruction and assessing student learning for students with dyslexia, autism, executive functions, and other areas authorized by this credential. One MMSN completer summarized, "I took away numerous strategies for differentiated instruction, EL instruction, intrinsic motivation, social-emotional learning, and inclusive practices."

Extensive Support Needs

In addition to the course content listed above, TCSJ integrates extensive content into the ESN program to ensure engaging, effective, and supportive environments for all learners and specific assistive technology and digital literacy skills. "We were empowered to figure out what makes the learner tick." Another ESN completer stated, "I love how student based this program is, we all have a voice in the classroom" then, they went on to describe in depth the program and how each instructor allowed the interns to discuss their classrooms and the extensive needs of the students. "I am confident running IEPs; the professor broke every step down; we did a mock case study." Together they came up with weekly strategies, resources, and tools to support the learners. A candidate proclaimed, "To know a growth mindset, you must participate in TCSJ ESN program!"

Added Authorization: Autism Spectrum Disorders and Added Authorization: Early Childhood Special Education

Both of these added authorizations are integrated models, meaning all competencies and standards are integrated with courses taken by the Education Specialist candidates. “I have had a lot of schooling, including a master’s degree; these professors are amazing, they remain after class each day to answer questions and coach us.” “The faculty give very specific feedback, and this enhances my reflection.” “I am here because there is no busy work – it is all practical and real life. I am learning so much!”

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with TCSJ leadership, a variety of participants, including residency pathway candidates, program completers, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for all of the Education Specialist programs: Early Childhood Special Education, Mild to Moderate Support Needs, Extensive Support Needs with Intern; Added Authorization: Autism Spectrum Disorders; and Added Authorization: Early Childhood Special Education.

Teacher Induction

Program Design

The Teachers College of San Joaquin (TCSJ) Teacher Induction Program (TIP) partners with various districts, county offices of education, charter, non-public and private schools. TIP is housed within the Graduate Studies department and the TCSJ organizational chart outlines the TIP leadership to include TCSJ president, a director, and a coordinator. The coordinator’s duties include day-to-day implementation of the program, overseeing program personnel, developing professional learning opportunities, coordinating support for 214 current candidates, 105 mentors, and coordinating support with 34 different partners. The coordinator also oversees the mentors who provide individual mentoring and the staff secretary, who maintains all records. The program leadership also works with admission and human resources credential technicians. Interviews confirmed that all interested party groups highly value the members of the leadership team. Teacher candidates, mentors, and district administrators all highlighted the availability, positive communication, and responsiveness of the program leadership team both for program input and supportive guidance. Partnering districts shared, “The communication has increased since the new TIP coordinator was hired, and it has been helpful. I appreciated the email, newsletter and updates. She has provided constant communication.” Another partner district shared, “The TIP coordinator periodically checks in, sends an email to mentors, and mentors communicate with me.”

The TIP mentor guided program is a partnership between TCSJ, as the institute of higher education, and local districts and/or charter schools. TCSJ has a co-sponsor agreement (CSA) with each local educational agency (LEA) in order to ensure that mentors are appropriately assigned. The TIP handbook explains that the coordinator works with district partners to

identify and assign a mentor to each candidate within the first 30 days of the candidate's enrollment in the induction program. Documentation and interviews verified that matching of mentors and candidates is based upon credentials held, grade level, and/or subject area taught as appropriate to the candidate's employment, as well as the TIP mentor qualifications, roles, and responsibilities. During interviews, a candidate stated, "My mentor teacher had the same credential match as me and also taught kindergarten too. She was always available by text, phone call, or email. I met with her once a week and she gave ongoing support that was above and beyond." Mentor interviews confirmed that mentors are responsible to both the district induction partners and the TIP coordinator. Evidence from interviews aligned to the 2021-22 CTC Teacher Induction Completer Survey with 83.3% of the completers reporting they were matched well and 93.3% rating their mentor as skilled or highly skilled. 93.3% also shared their mentor's skills in meeting their needs. Interviews validated these high percentages.

All constituents reported strong communication. The program's leadership team works within the same office and meets informally daily. The induction consortium coordinator meets with their direct supervisor, the director, at least once per week to keep them apprised of program needs. Program partners confirmed the communication and collaboration with the institution was positive. They reported, "Our college does a good job, especially with communication. They are very helpful and a pleasure to work with. The monthly newsletters are awesome. They go above and beyond to support the mentors and mentees. They are supportive and we can always connect with someone who can help us." The TIP coordinator explained how the program uses the concept of monthly seminars, S'more newsletters, and Padlet to share resources amongst all education professionals involved in the program. During interviews, multiple constituents provided specific examples of the group comments on the quick responsiveness of program leadership, via meetings, email, text, or phone.

The mentor application outlines the qualifications and responsibilities for those seeking to become mentors, which are confirmed by the TIP coordinator and partnering district leads. The mentor agreement stipulates that mentors will provide proactive and "just-in-time" support to meet candidates' immediate needs and assist candidates in designing, implementing, revisiting, revising, and reflecting upon their Individual Learning Plan (ILP). Mentors must also meet one hour each week with their assigned candidate(s) and keep a monthly log. These logs are collected and tracked for the mentor and program adherence to requirements. Mentors verified that they attend academy seminars monthly to support their candidates, work on program documents, and receive information regarding maintenance of their coaching skills. Mentors complete self-reflections and are required to complete forms, evaluations, and surveys and reported that they see their main responsibilities as coaching their candidate through "just-in-time" support, long-term ILP development, and support of candidate competence in the California Standards for the Teaching Profession (CSTP). Mentors shared they all spend time meeting weekly with their candidates. Interviews verified that mentors also share resources and one mentor shared that she reached out to the TIP coordinator who helped with suggestions regarding the teacher, providing CSTP suggestions and resources to support the candidates and mentors. Interviews also confirmed the TIP program provides formative feedback to the mentors on their monthly logs. Responses from the 2021-22 CTC

Teacher Induction completer survey show that 93.3% of the completers rated the mentor/system of support as helpful or very helpful in identifying resources to help the candidate impact student learning which is up from 91.6% in 2020-21. Interviews highlighted the mentor appreciation of leadership and support provided to mentors. “The coordinator is on top of responding and is very available. She is very approachable, and it is easy to ask questions. She is always positive and is solution based. She will read our reflections and always posts resources in a known location that you can come back to. Everyone is supportive, which is good, as we are trying to grow those new educators.”

Documentation and interviews verified that the TIP utilizes Canvas Learning Management System and Google Classroom to prepare both mentors and teachers for their roles. The professional development calendar provides an overview of mentor training throughout the year. Mentor training topics include an overview of coaching skills, program components, technology, adult learning theory, CSTP, using data to inform instruction, and cognitive coaching training. During interviews, mentors stated, “it would be fantastic to see smaller learning environments for the mentors and mentees targeted to their specific needs.” Some reported attending monthly learning seminar sessions and would like sessions for mentors that go above and beyond or to learn more about how to support their mentees better. Another idea shared was having the mentees and mentors split so that they can better target individual needs. They also liked having remote options for meeting but appreciated the broader picture when meeting together and being part of the larger group. All agreed that incorporating more time for collaboration would be a great addition to the learning seminars, stating that “a collaborative environment is key to continued success for them and their candidates.”

The program assesses the quality of induction services through a variety of participant input. As verified in an interview, the TIP coordinator works closely with candidates, mentors, and other faculty to ensure teacher success, and is always available, supportive, and open to communication. The program uses evaluations following professional development seminars to assess training effectiveness, future candidate needs, and prepare future workshop offerings. Candidates receive feedback from the coordinator on their ILP and complete a Candidate Competency Record (CCR) self-assessment where they receive mentor and program feedback.

The TIP coordinator shared that induction candidates complete an anonymous Google feedback form twice a year regarding the services mentors are providing. The data from this feedback form is analyzed by the TIP coordinator, discussed with the director, and shared with the mentors. The program also has an end-of-the year survey with similar processes for evaluation of data and sharing of information. The TIP coordinator shared that they plan to share results of survey data with mentors, candidates, district partners, and site leadership. The TIP director provides feedback on the data they collect and analyze from a variety of sources, including the monthly Department Graduate Studies meetings and the Leadership meetings with different TCSJ departments. The TIP coordinator also attends the Induction/IHE Collaborative, North Valley Collaborative, and

CISC Teacher Development Subcommittee meetings. Documentation and interviews verified that TCSJ and TIP is focused on ensuring strong communication and quality of induction services across the partnerships.

As confirmed in interviews, the program has made modifications. Most impactful was the shift in leadership to a new TIP coordinator. All constituents agreed that the TIP coordinator's support and communication was positive. Recently, the ILP was modified with the addition of focused questions on equity and inclusivity because it aligns to the TCSJ focus areas. The program shifted hybrid models where seminars are in person one month and virtual the next. The CCR was also redesigned to include a space for reflection and the ILP simplified to align it with the student-centered coaching model. Goals are written to directly impact student engagement, learning, and/or achievement.

Interviews highlighted how TIP consistently provides support to mentors as candidates work to clear their credential via access to online resources and support. Candidates shared that the TIP coordinator is just an email or phone call away. Canvas, although tough for some candidates or mentors to get used to at first, is an excellent hub for program resources, seminars, and assignments. Candidates appreciate the induction program's flexibility and that they work with them when they are in a master's program. One candidate shared that he appreciates the program coordinator. "She wants to meet us where we are at. She sends reminders of deadlines and even sends personal reminders."

Course of Study (Curriculum and Field Experience)

TIP provides an immersive mentoring experience that lasts two full school years. An Early Completion Option (ECO) is available and many IMPACT (intern) candidates take this pathway. Use of the CSTP is evident in the CCR self-reflection. A review of TIP program sequence shows that the candidates' induction participation begins with an orientation with an overview of the program and its requirements. TIP mentors provide weekly 'just-in-time' support, help developing and reflecting on professional SMART goals and their outcomes, learning targets, unit/lesson plans, and assessments, review student work samples, and side by side support to best impact student learning. Mentor and candidate meetings focus upon development and implementation of the ILP documenting candidates' professional growth, based on individual teaching assignment, unique needs, and identified elements of the CSTP. Interviews with candidates emphasized that strong mentoring is the backbone of TIP with one interviewee stating, "The relationship with my mentor was key to my success. I interacted with TCSJ, but that mentor was the most important piece of induction." Responses from the 2021-22 CTC Teacher Induction Completer Survey show that 100% of the completers experienced no significant issues with their mentor.

Interviews with TIP mentors and candidates and review of Canvas coursework verified the use of the preliminary program Individualized Development Plan (IDP) as a point of discussion of the candidate's strengths and areas for growth in relation to the TPEs. Professional practice growth is demonstrated by candidates ranking themselves on CSTP elements in the CCR three times per year. A review of ILP documents confirmed candidates are supported by their mentor

and the induction program as they complete inquiry cycles within their ILP throughout each induction year. Inquiry cycles begin with goal setting based on their CCR, writing of SMART goals, and implementation of strategies to support the goals, followed by mentor and candidate reflection and discussion of data analysis. Candidates provide evidence for their inquiry and use the CSTP to reflect upon and measure their growth as an educator. In interviews, candidates discussed how the CCR (CSTP elements), mentor guidance, and teaching context helped them develop their first ILP. Candidates further confirmed that site administration provided input on ILP goals during triad meetings. Candidates have two triad meetings during the year to allow for administrator input on each of their SMART goal cycles. Interviews with candidates highlighted that the ILP may be revised as needed during the year and completed with input and feedback from the mentor. Mentors verify they help to review and support by providing feedback to candidates during meetings on their progress within the ILP throughout the course of the year.

Professional learning opportunities for TIP candidates and mentors include attending six learning seminars provided by the TIP coordinator. Three seminars are offered virtually/online and three are in person. Interviews verified that these seminars include induction items and learning opportunities with topics such as UDL, English Learners (EL), and how vision issues might impact learning. Resources such as the induction handbook, calendar, monthly newsletters, employment and mentor verification form, and information on various topics provided from ILP or mentor log reviews are shared via Padlet. Induction candidates, who were former TCSJ IMPACT candidates, shared that there was some redundancy of seminar topics and although good information, they would prefer more opportunities for collaboration and choice. Specifically, they would like to learn more about the following topics: SEL for students and with the candidates, SDC/autism and how to modify the curriculum to best meet the needs of these students, more EL, dyslexia and how to support children with disabilities, early childhood development, and research based motivational strategies.

Assessment of Candidates

The program design features both guidance and support for TIP candidates with the goal of demonstrating growth and competence in the CSTP. Throughout induction, candidates submit their work in Canvas to ensure they are meeting program requirements in a timely manner and also to get feedback throughout the induction program. Candidates are assessed for competency and program completion through their CCR, the use of the ILP, and SMART goals/inquiry cycles. The TIP handbook and interviews verified that the candidates are comprehensively assessed for competency and completion of the induction program. Canvas creates a platform to track assignments needed to show completion of induction. The TIP coordinator reviews candidates' ILPs on a regular basis throughout the induction program. The following items are checked upon completion throughout the duration of the program: CCR, SMART Goals, learning targets, links to professional learning, plans, evidence, and ILP reflections. Documentation and interviews validated candidates complete the CCR three times throughout their two-year induction program. The TIP coordinator completes audits of candidate documentation throughout the year. Additionally, throughout each year, candidates submit attendance forms and assignments based on the monthly learning seminar information.

Documentation and interviews verified completion of the program is based on a rubric for each candidate to ensure they met the overall requirements of the induction program and demonstrated competency in teaching and learning. If candidates do not meet the criteria on this review, they may re-engage with their ILP and/or CCR in order to meet the criteria. Once all criteria are met, the coordinator submits a program completion form to TCSJ's credentialing department for processing. The program coordinator tracks completion on a spreadsheet. She completes a final verification document called the final feedback ILP and CCR form. Once verified, the coordinator and secretary process program completion forms for each candidate, referring them to TCSJ tuition and credentialing departments to process candidate professional clear credentials. If all program and credential requirements are met, the credential department verifies receipt of documents and moves forward with the clearing of credentials. Program interviews demonstrated the importance of support for candidates whose performance is not meeting standards. The TIP coordinator, together with mentors, offers individualized support to each candidate's needs. An ongoing SOS data spreadsheet is kept between the coordinator and secretary to document communication and support needed for individual candidates.

Interviews with program leadership, candidates, and mentors confirmed that each candidate's competency is assessed as outlined above, through a Canvas review, ILP feedback, and a summative rubric. Evaluation of program documentation and interviews verified a program design structured to provide formative feedback throughout a candidate's participation and a summative assessment of candidate competence prior to completion of the program.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with TIP candidates, completers, ECO candidates, TIP support staff, HR staff, district partners, and the TIP coordinator, the team determined that all program standards are **met** for the Teacher Induction Program.

Preliminary Administrative Services Credential with Intern Clear Administrative Services

Program Design

The Preliminary Administrative Services (PASC) and Clear Administrative Services (CASC) programs are housed in the TCSJ Department of Graduate Studies. The coordinator directs both programs and responsibilities include advising potential and enrolled candidates, developing schedules for programs, selecting and assigning instructors to courses, facilitating professional development for faculty and coaches, monitoring partnerships and communication between TCSJ and school districts, and reviewing and revising appropriate CTC documents, such as the preconditions for accreditation. The program is designed based on a sound rationale informed by theory and research aligned with the California Administrator Performance Expectations (CAPE) and principles of adult learning theory. Partners, such as school districts that facilitate field experiences, higher education institutions, community organizations, and related groups

establish productive working relationships, coordinate joint efforts, and communicate regularly and openly.

PASC fieldwork supervisors play an important role ensuring that the candidate has opportunities to observe and participate in all six of the CAPEs. The fieldwork portfolio consists of evidence that the candidate collects over the course of the twelve sessions. At the conclusion of fieldwork, the supervisor and candidate can review the portfolio before the supervisor verifies that the candidate has demonstrated beginning mastery of the CAPEs. Survey and interview feedback consistently demonstrates high satisfaction with fieldwork placement, mentor/coaching support, and administrative support. Interviews provided evidence that fieldwork supporters are current administrative leaders in the field, meeting the minimum qualifications in the handbook that coaches “possess a clear California Teaching Credential and a clear Administrative Services Credential and have a minimum of five years of related administrative district and/or county office of education educational experience.”

All partner districts contribute resources of personnel, time, and facilities. Co-sponsor agreements formalize these commitments. Interviews provided evidence that SJCOE-sponsored curriculum breakfast events six times a year with school districts, PASC, and CASC candidates invited are well-attended. Release time allows for the 90-minute breakfast. Further, TCSJ conducts quarterly budget meetings with partners.

Interviews confirmed that data from course evaluations, anecdotal data, enrollment, and survey results are collected on an ongoing basis. Employer interviews verified that problematic decisions are made at the college level via email, phone calls, and in-person meetings to receive input. Consortium meetings (North Valley Collaborative) involve representatives from TCSJ to provide input regarding candidates’ productivity and input on coursework.

The last two years brought severe substitute shortages resulting in fluctuation of PASC candidate participation in fieldwork. With input from district representatives, the program coordinator reduced the required number of fieldwork observations to twelve (six per term). In addition, with the implementation of the California Administrative Performance Assessments (CalAPA), the following curriculum changes were made to the program:

1. The new course EADM386 Evidence Based Leadership was designed to introduce and support candidates with the CalAPA cycles. There are ten sessions scheduled throughout the year of coursework with the first session as the class that candidates take at the beginning of their program and the last session at the end of the program.
2. EADM290 Culminating Seminar and TECH280 Technology for School Administrators were eliminated as well as the portfolio capstone project.
3. EADM 288 Educational Planning Delivery, and Assessment was moved to the summer.

Upon acceptance into the CASC program, the candidate meets with the coordinator to share information about the administrative position, identify areas of strength and areas for potential growth. The program assigns a coach to the candidate based on areas of expertise and their first informational meeting where candidates receive an overview of the program includes the candidate’s supervisor. Most importantly, the coach and candidate have ongoing

communication with the candidate's supervisor in each placement to determine the goals, expectations, and needs of the specific institution and candidate. TCSJ's leadership coaches use assessments, strategies, and training researched and designed by the Association of California School Administrators (ACSA). New coaches are required to participate in a three-day leadership coaching workshop offered by ACSA where they are introduced to evocative coaching (Tshannen-Moran, B. & Tshannen-Mora, M. 2010. Evocative Coaching). The program pays for the initial training as well as the bi-annual follow-up meetings California Network of School Leadership Coaches (CNet) that ACSA provides each year for leadership coaches.

Course of Study (Curriculum and Field Experience)

The PASC program consists of 24 units, which can be completed in one summer and two semesters. At the successful completion of the coursework and the CalAPAs, the candidate is approved to receive a Certificate of Eligibility, which authorizes them to work as a school administrator in California.

All candidates in the traditional program participate in an extensive fieldwork experience which continues over the duration of their program. Partner districts view the program as an opportunity to "grow their own" and, as such, support significant opportunities for experience in administration. Candidates are released from their teaching responsibilities one day each week for 12 weeks to perform the roles and functions of a site administrator under the guidance and direction of a veteran administrator. To support this partnership and cause the least disruption to a potential candidate's classroom, the candidate must secure the approval of their current site administrator or supervisor prior to applying to the program. Candidates who are not approved for participation in fieldwork - due to district limitations - are still considered for the program. Alternative fieldwork experiences are created by the program coordinator and candidate who work closely to determine a creative solution which typically results with the candidate completing fieldwork in another district during the candidate's break/vacation. Fieldwork placement sites are selected with the success of the candidate in mind. Candidates are placed at a school site within their district, not their own school, where they are required to become familiar with the faculty, students, parents, and community of the new site as an initial requirement of their placement.

Fieldwork placement administrators verify candidates' beginning mastery of each area of the CAPEs on the fieldwork sign-off sheet. Candidates maintain a daily journal reflecting on key learning opportunities, create a CAPE log that lists all activities and experiences they observed and participated in during a fieldwork day, and record the connection to the appropriate CAPEs. Candidates also develop a professional portfolio demonstrating their skills and abilities as described in the CAPEs.

The program coordinator maintains ongoing communication with fieldwork supervisors regarding candidates' leadership progress, identifying strengths and any areas of concern, in addition to progress on meeting the skills and abilities outlined in the CAPEs. Additionally, the program coordinator updates fieldwork supervisors about program changes and provides support as needed.

Faculty, fieldwork supervisors, and the program coordinator communicate and collaborate in a variety of formal and informal ways. Faculty meetings are held at least semi-annually to discuss program improvement. The faculty typically convenes in small groups to collaborate on course content. The program coordinator maintains regular formal contact, at least once a year, with fieldwork supervisors. Additionally, the program coordinator is accessible through email, phone and in person. Communication between all parties is ongoing both formally and informally.

PASC interns are currently employed in a position that requires the PASC credential. They receive fieldwork equivalency for the full time work they do in their current position. The intern's evaluator is the fieldwork supervisor who is responsible for ensuring the intern has the range of experiences that allow the evaluator to verify the intern's beginning mastery of the CAPEs. The program pays for monthly coaching to provide an administrative intern "on-the-job support" and also selects a veteran administrator based on experience and area(s) of expertise to work with an administrative intern for a minimum of two hours per month.

Leadership coaches use evocative coaching techniques with their candidates. Several documents are utilized to ensure that candidates are not only meeting the program requirements but are receiving job-related support and mentorship. The three documents that complement the multiple facets of coaching include the Individual Learning Plan (ILP), Inquiries, and DiaLogs. The ILP serves as the organizational tool. Candidates take a "big-picture look" at their position by identifying job responsibilities and objectives. The ILP also serves as a tool to manage professional development and coaching hours. The heart of coaching is captured on the DiaLog form that coaches complete for each meeting. The coach initiates the conversation with open-ended questions regarding challenges and what is working. This conversation is where candidates are guided through evocative coaching methods to explore alternative techniques to work through challenges. An inquiry is the third document and the one that requires candidates to do a deep dive into a specific SMART goal that focuses on a CPSEL. Candidates typically work on three robust inquiries per year. The coach and candidate work on a SMART goal, and the candidate seeks input and approval on the goal from their supervisor. The structure of the inquiry is built upon a close examination of research related to the topic, individuals needed for collaboration, and the perspectives of all parties impacted by the goal.

The CASC candidate, coach, and/or the candidate's supervisor identify the required 20 hours of professional development needs. These three collaborate to create professional development goals approved by the coach and the supervisor. Several sources for training, including tuition-free access to audit all TCSJ courses and conference attendance if there is a direct relationship between the subject matter and the candidate's induction plan are available. Any mandatory training by the candidate's employing institution does **not** count towards the required hours. Implementation of what has been learned is addressed in the individual plan to support sustainable professional learning paired with coaching.

Assessment of Candidates

The PASC coursework and fieldwork is a mastery program. All candidates must demonstrate beginning mastery of all leadership areas outlined on the California Administrative Performance Expectations (CAPEs), earn a passing grade of “C” or above in all coursework, and pass the California Administrative Performance Assessments (CalAPA).

Within coursework, candidates demonstrate proficiency through formative and summative assessments within assignments that are research-based, such as papers, projects, presentations, case studies, journals, and examinations. Within the fieldwork assignment, candidates are assessed on their performance using the CAPEs and through the evidence collected for their fieldwork portfolio. CAPEs and California Administrator Content Expectations (CACEs) are integrated throughout the coursework and fieldwork, giving candidates multiple opportunities to learn and practice, and to be assessed.

Fieldwork supervisors play an important role in ensuring that the candidate has opportunities to observe and participate in all 6 of the CAPEs. Candidates collect evidence over the course of the 12 sessions for their fieldwork portfolio. At the conclusion of fieldwork, the supervisor and candidate can review the portfolio before the supervisor signs off that the candidate has demonstrated beginning mastery of the CAPEs.

Candidates are recommended for a Certificate of Eligibility after they successfully meet the program requirements and pass all three CalAPA cycles. Some candidates reported feeling overwhelmed and could benefit from getting more information in advance, more time to work with the CalAPA cycle, and allocate more time for Cycle 3.

For CASC candidates, within 30 days of the onset of coaching a candidate, the leadership coach begins an initial formative assessment asking probing questions regarding scores assigned, completing the candidate competency assessment to provide an initial indication of strengths and growth areas to focus on during the first year. Using this information, the candidate and supervisor set goals for what needs to be accomplished during the year, creating the ILP determining which CPSELs will be addressed. At each coaching session, they revisit the plan and note progress. The coach utilizes evocative coaching techniques including listening, empathy, inquiry and reflection to help the candidate transition from “doing” to “being”. Plans are adjusted as needed.

At the end of the CASC candidate’s first year, the candidate’s supervisor, the candidate, and coach jointly complete the benchmark assessment, called the candidate competency assessment. In order to provide an overall mid-year assessment by standards, all scores within a standard are combined and divided by the number of elements (as outlined in WestEd’s, *Moving Leadership Standards into Everyday Work – Description of Practice.*) Scores range from 1.0 to 6.0. The individual scores of the candidate and the supervisor are forwarded to the coordinator for monitoring and recording after the coach has conferenced with the candidate and signs that they are in agreement with the scores.

Formative Assessment: A new ILP is developed by the candidate and coach at the beginning of the second year and undergoes the same process regarding the development of goals and plans, addressing new CPSELs.

By the end of the first year, candidates are expected to score 4, 5, or 6 on each CPSEL that was addressed that year. Those scores translate into “practice that meets the standard” and “practice that exemplifies the standard” on the rubric. Additionally, candidates complete a program survey that addresses their progress on their ILP. The survey gathers information on whether they have met the goals set forth in their plans at the expected performance level and the services that have been provided by the coach. Surveys are sent to TCSJ’s director of Graduate Studies and Research for collating and analysis. Results are shared with the coordinator of the program and with the coaches.

At the end of the second year, the candidate’s supervisor, candidate and coach jointly complete the candidate competency assessment again where they measure growth and competency (see below). The candidate also completes a reflection on the program through the end-of-year evaluation that is forwarded to the director of Graduate Studies and Research for continuous program improvement.

Candidates receive a rubric score on their inquiries and maintain a portfolio with evidence to further document their successful completion of the CPSELs and demonstrated competency. These scores will be added to the candidate’s second year ILP maintained by the coordinator. At the end of the second year, the following process is followed to determine if the candidate has reached a level of competency to possess a Clear Administrative Services Credential:

1. The coordinator reviews the candidate’s and supervising administrator’s combined scores on the candidate competency assessments. The coach signs to authorize the agreement with the candidate’s scores. To pass, scores must average minimum mean score of 4.0 for each CPSEL (minimum total score of 28). The Likert Scale for each standard element, is ranked from 1= Novice to 6=Expert.
2. The inquiries (action plans) address elements in each of the CPSELs through specific, measurable SMART goals. A column in each Inquiry is titled “Evidence of Completion”. Each action step has evidence in the portfolio to validate the completion of that step. The evidence cited in this column ranges from correspondence sent to parents, 360 surveys, meeting agendas developed by the candidate, classroom observation notes, proof of training(s) attended, etc. Some examples of validation that the goal of each Inquiry was met might be: a new school plan, a faculty handbook, candidate-developed web pages, and/or pre/post parent, teacher, student satisfaction surveys.
3. The scored portfolio includes but is not limited to: DiaLOGs (meeting notes), Inquiries (action plans addressing the CPSELs), realia to validate steps outlined in action plans, Candidate Competency Assessments, Individual Learning Plans (with scores from each

Competency Assessment, log of coaching hours and candidate's professional development activities and hours).

4. The TCSJ's Coordinator verifies:
 1. scores from the competency assessment met the passing criteria;
 2. professional development and meeting hours have been met;
 3. an inquiry was completed for each CPSEL and an average score of a 4 was earned;
 4. the program evaluation was returned to the director of Graduate Studies and Research for analysis and data reporting. When the above criteria have been met, the coordinator then recommends the candidate to the credentialing office at TCSJ for clear credential processing.
5. A letter verifying that the candidate has had two years of successful full-time administrative service is sent to TCSJ from their employer.

Findings on Standards

After review of all available information including interviews with adjunct faculty, PASC candidates, PASC completers, CASC coaches, CASC candidates, CASC completers, program leadership, district/employee consortium, administrative design team, fieldwork supervisor learning community leads, and other stakeholders, the team determined that all program standards are **met** for the Preliminary Administrative Services with Intern and Clear Administrative Services Credential programs.

Designated Subjects: Career Technical Education

Program Design

The coordinator of Teachers College of San Joaquin (TCSJ) Career Technical Education (CTE) Program runs the CTE Program, which is within the IMPACT Credentials Programs. They work in close collaboration with the five other program coordinators within the IMPACT Credentials Program, primarily with the fieldwork supervisor liaison/clinical practice coordinator, and report directly to the director of the IMPACT Credentials Programs. Together with the clinical practice coordinator, the CTE coordinator staffs and surveys the CTE Program.

College leadership and support staff work closely together on a regular basis. Both formal and informal meetings are ongoing and programmatic decisions are made based on this communication. Program coordinators receive professional development and collaboration opportunities with community and local educators, further ensuring a system of support and supervision for beginning CTE teachers. Faculty provided evidence during interviews emphasizing "transparent leadership - they walk the walk and talk the talk" and that leadership follows through when they say they will do something. Candidates conveyed similar pleasure at the program leadership's communication, and "really appreciated the consistency and checking in with the candidate."

CTE candidates are given multiple opportunities to develop academic knowledge in relation to their industry-specific work through coursework that is aligned to the state-adopted curriculum

standards and framework, basing teacher competence on California's TPEs. Coursework prepares teachers to identify, analyze, and minimize personal and institutional bias.

All CTE program instructors and university supervisors are certificated and experienced in teaching. When hired, new instructors and university supervisors attend an onboarding session with program staff, providing an overview of the CTE program, classroom observation strategies, and reviewing the Clinical Practice Handbook. Faculty participate in a three-day summer training during which they learn about Google Classroom, mentoring, how to effectively note-take while having conversations, and what to look for in lessons. The program coordinator relayed in an interview that they are "trying to keep them as current as ... the candidates."

University supervisors attend four mandatory trainings throughout the year that focus on observation cycles. As evidenced in interviews with program leadership, having a growth mindset and focusing on candidate needs as an instructional coach are focus points in this program. Additionally, university supervisors are trained in supervision and support of beginning teachers via the opportunity to attend professional development sessions to learn current trends in education, such as research-based topics from Jennifer Abrams and Douglas Stone, looking at topics such as nuances of adult learners, giving feedback and managing relationship triggers, and sharing strategies for working with candidates with varying needs. Program leadership reports that the majority of supervisors attend these professional development sessions, and that the training is shared with those who don't attend, as supervisors are still responsible for the information presented. Candidates are observed by their university supervisor 4-6 times throughout the term, providing candidates with timely feedback on growth and progress as determined in meeting TPEs and reinforcing the use of classroom learning in the fieldwork.

University supervisors are evaluated by their candidates at the end of the year for effectiveness. The program shares these survey results with the supervisors. Supervisors are asked to communicate at least once per semester with the candidate's site administrator, reinforcing a system of support and supervision and strengthening the communication and collaboration between the program sponsor and the school where the beginning CTE teacher is employed.

University instructors meet regularly in small focus groups or as a whole group to review course descriptions, student work, establish common instructional practices, and determine ongoing alignment between course assignments and candidates' ability to meet TPE and program expectations. Instructors are evaluated by students at the end of each course and provided with feedback data to determine areas of growth.

The program has enacted updates over the past two years. One update is the online portfolio process as a means to demonstrate mastery of the advanced Preparation Program Standards. Another update is the inclusion of an Individual Learning Plan (ILP) for those clear credential holding candidates seeking to add a CTE credential, providing these candidates with the

opportunity to identify two areas of needed growth. Additionally, changes have been made to the Early Orientation portion of the CTE program requirements to better reflect the TPEs and current educational practices, such as Universal Design for Learning (UDL) and Multi-Tiered Systems of Support (MTSS).

In interviews, both candidates and staff members of TCSJ reported that program staff are open and friendly. Candidates mentioned that the program has an “open door policy”. Adjunct faculty reported that they can “reach out right away and get the information or answers” that is sought after and are additionally pleased that they have an opportunity to debrief course evaluations as a collective group.

Course of Study (Curriculum and Field Experience)

CTE Candidates enroll in a sequence of coursework that is rigorous, in-depth, and aligned to the CTC’s CTE program standards. Candidates begin their program of teacher preparation with early orientation, an asynchronous course in Google Classroom to meet the foundational needs of beginning CTE teachers as they enter the profession. They next enroll in their pre-service program, a series of initial preparation courses that are designed to build on the candidate’s knowledge that they gained in early orientation that can be directly applied to their teaching practices throughout the duration of their time in the program. From here, candidates progress through CTE coursework to hone in on skills necessary for their specific needs as CTE instructors. University supervisors assist candidates on their individual needs throughout each phase of the program.

Each CTE candidate is matched based on teaching credentials with a veteran teacher-mentor in the role as a university supervisor. This supervisor observes, coaches, and evaluates each CTE candidate. Candidates complete coursework while the supervisor provides support and guidance as the candidate learns to meld coursework into teaching practice and the supervisor measures candidate competence on the TPE. According to completer survey data, most completers agreed that their field experience helped to prepare them to be an effective educator.

Candidates are required to successfully complete multiple courses pertaining to critical areas in education including equitable access and practices for English Learners (EL), inclusive practices in the CTE classroom, and working with students with disabilities. The course “Setting the Stage for Learning” dives into such laws as the Americans with Disabilities Act, Individuals with Disabilities Education Act, special education law, etc. In these classes, candidates examine laws for educational equity and diversity and their relevance in curriculum and school practices for all students, preparing CTE teachers to provide all students with equitable access to the program’s curriculum. Fieldwork and clinical experience coordinators related that equity training is embedded in all coursework and that candidates are encouraged to get experience at their teaching sites in diverse settings. According to completer survey data, most completers agreed that instructors fostered a respectful and inclusive learning environment for all students.

One topic that adjunct faculty felt strongly about was guiding students to systematically examine their beliefs, expectations, and attitudes about all students, including those with lived experiences different from their own, and in their instruction on students' learning to recognize and differentiate instruction based on students' specific learning needs. In interviews, faculty emphasized the opportunities that they give students to reflect on their own belief systems and to collaborate with one another through quick writes to show rigor, relevancy, and relationship-building, exit tickets to demonstrate understanding and application of instructional skills and theory, and group projects.

After CTE candidates complete the required preservice coursework, they are matched with a university supervisor based on credential type and geographic service area. Supervisors observe CTE candidates teaching four to six times per semester over the course of three semesters, although extra observations may be required to meet the individual needs of candidates. Candidate and supervisor meet post-observation to debrief and go over what was observed during the visit in the classroom. Supervisors utilize various forms to document observations, such as candidate designed lesson plans, universal TPE checklists, and supervision notes.

Assessment of Candidates

Program competencies are demonstrated to instructional faculty through successful completion of coursework, of which candidates must master with a B or higher. University supervisors complete multiple observations, both formal and informal, of CTE candidates throughout the year to determine evidence of competency on TPEs. Program completers expressed content with university supervisors, who made sure that the required paperwork was completed to meet expectations, requirements, and standards and gave feedback to make sure that candidates were able to plan ahead for future observations to provide evidence in order to meet certain standards in upcoming lessons to be observed. Additionally, candidates must successfully complete a capstone project documenting advanced preparation competencies.

At the end of each semester, university supervisors meet individually with the clinical practice coordinator to review competency towards completion and meeting of program requirements as well as to discuss strengths and areas for improvement. Program completers relayed in an interview that the final exams for classes were based on demonstration of standards and how they apply to the classroom.

Instructional faculty provide candidates with feedback on coursework assignments. Additionally, university supervisors provide candidates with feedback prior to and after classroom observations. The CTE program coordinator also provides feedback to candidates on their progress towards meeting credential requirements. All policies and procedures guiding the program's assessment practices are found in the program's course catalog as well as grading criteria that is found in each course syllabi. According to completer survey data, most completers agreed that clear expectations of course requirements were provided by instructors and that sufficient feedback was given from instructors about work, assignments, exams, and projects.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, graduates, faculty, program staff, and supervising practitioners, the team determined that all program standards are **met** for the Designated Subjects: Career Technical Education program.

INSTITUTION SUMMARY

Teachers College of San Joaquin is a unique program because it is a WASC accredited college housed within the San Joaquin County Office of Education (SJCOE). This relationship allows the TCSJ access to SJCOE's departments thus lowering the overhead cost for TCSJ, which in turn keeps the tuition affordable.

The president of the college is a division director within the San Joaquin County Office of Education and oversees the entire operation of TCSJ which includes two departments, Graduate Studies and IMPACT, which contain the various credentialing programs. Each department has a division head, and each program has a coordinator.

Each program is committed to the TCSJ mission, "With an innovative spirit, we prepare and inspire educators to become empowered leaders who serve diverse communities." Across interviews it was shared that TCSJ's goal is to train educational leaders who build relationships, believe in a rigorous and relevant education, and look like the students across our counties.

TCSJ is committed to hiring and growing a diverse workforce. In collaboration with the SJCOE, TCSJ offers a CTE educator pathway for grades 9-12 with the hope that these students will return to TCSJ to earn their credential and return to teach for TCSJ. In addition, TCSJ has a student ambassador program, which is used to recruit diverse candidates.

In order to support the students' needs all programs use a cohort model and many of the classes are co-taught. Many candidates start in the intern program and go on to earn their master's degree and/or administrator credential then return to teach or provide support to candidates. District employers remarked that they would prefer to hire educators trained by the TCSJ because they are well prepared to support the learning and growth of all students.

COMMON STANDARDS FINDINGS

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

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.	Consistently
The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs.	Consistently
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	Consistently
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field-based supervision and clinical experiences.	Consistently
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	Consistently
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	Consistently
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	Consistently
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	Consistently

Finding on Common Standard 1: Met

Summary of information applicable to the standard

Teachers College of San Joaquin (TCSJ) mission statement is “With an innovative spirit, we prepare and inspire educators to become empowered leaders who serve our diverse communities.” A leader of TCSJ shared that the mission statement was created by leadership and faculty representatives. It is based on the newly revised course outcomes, TCSJ college outcomes, and input from faculty, students, and other constituents. The mission statement was revised during the 2021 -2022 school year to reflect the need to train educators who represent the identities of students in the classroom and who are reflective practitioners committed to educating all students.

The unique partnership between SJCOE and TCSJ allows TCSJ to use the business service department at SJCOE. The leadership of TCSJ confirmed that resources are sufficient to effectively operate all educator programs. Representatives from both the TCSJ Finance Committee and the SJCOE business office confirmed that they monitor the finances to ensure that TCSJ has the resources to support their vision now and in the future.

TCSJ is dedicated to recruiting and hiring faculty who represent and support diversity and excellence. Leadership and adjunct faculty expressed during interviews that the students they serve deserve to see educators who look like them. In addition to recruitment through Edjoin and seeking out faculty who share identities with their students, TCSJ has two specific programs to develop a diverse workforce. First is the classified grant that assists with tuition so that paraprofessional and other classified employees can pursue a teaching credential. Second, there is a 9-12 CTE pathway offered through SJCOE and TCSJ. The hope is that participants in these programs will not only earn a teaching credential but return and teach for TCSJ.

In order to meet the needs of candidates TCSJ maintains a pool of adjunct faculty who are hired for their expertise in PK-12 education. During interviews adjunct faculty confirmed that they are all current or retired teachers or administrators. Many shared that they were asked to apply because of their expertise. All potential faculty apply through Edjoin and engage in an individual interview to determine the best fit based on their skill set.

The review of resumes shows that TCSJ hires and retains highly qualified personnel who are current PK-12 practitioners. To ensure that TCSJ retains only the most qualified personnel, all programs offer ways for candidates to give feedback on course instructors, fieldwork supervisors, mentors, and coaches. Leadership confirmed that candidate feedback identifies those instructors, fieldwork supervisors, mentors, and coaches that need support. In addition, several leaders mentioned that instructors who were supported and still did not meet the high expectations of TCSJ were not invited to continue. Interviews confirmed candidates felt heard about instructors who might not be a good fit for the program as well as needed program changes.

Due to the fact that TCSJ is part of the SJCOE and the faculty, field work supervisors, mentors, and coaches are currently in the field there is constant communication between PK-12 and TCSJ. In addition, TCSJ communicates with its PK-12 partnership through twice yearly consortium meetings where they share information and data about programs and feedback is

gathered from the participants. TCSJ coordinators and directors confirmed they attend these consortium meetings as well as a team from each partnering district. In addition, the induction and the administrative programs send out surveys to partnering districts to gather information about their needs.

Within TCSJ, faculty collaborate across courses. Faculty use course feedback as well as other feedback gathered from candidates at the end of the semester to update and make changes to courses. Adjunct faculty shared that they used course feedback during pre/post course meetings which leads to changes in course instruction. Participants in the coordinator interview shared that because of the feedback they have moved to a hybrid model in the administrative program.

TCSJ has a clear monitoring system in place across all programs to ensure that all candidates have met all requirements. In each program there is a monitoring tool that allows the requirements to be tracked. Once the coordinator and/or director ensures the candidate meets all requirements, the tracking tool is sent to the credential analysts. During the interviews credential analysts confirmed that they verify all program and credential requirements have been met before making the recommendation for the credentials.

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

Finding on Common Standard 2: Met

Summary of information applicable to the standard

Data and evidence reviewed at the site visit confirmed that TCSJ recruits highly qualified and academically capable candidates. Program directors, coordinators, admissions staff, and credential analysts described processes that use multiple measures of candidate qualifications for admission. The programs have excellent retention and completion rates and support candidates towards success in their educator preparation programs. Candidates, who enter their programs in cohorts, reported receiving information on program requirements during the admission process and continually through program completion and credential recommendation. Employing districts interviewed stated that “the admissions team did a great job of informing candidates of all of the requirements to complete the credential process”.

The programs articulate a mission that is equity focused with a deliberate emphasis on preparing reflective educators. The marketing and recruitment manager as well as the pre-service coordinator described how recruitment takes place and how the student ambassador program has helped them reach out to a larger scope of the community using different social media platforms. Student ambassadors have created blogs, podcasts, Facebook posts, and videos that are posted on their website to help in the recruitment efforts. The student ambassadors also go out into the community and help with job fairs and information sessions. During the interviews, several participants mentioned how the student ambassadors' use of social media, job fairs, and community events helped to reach a wide variety of potential candidates and ensure that recruitment efforts are very visible.

TCSJ provides support and assistance to its candidates through like-credentialed mentors and a team approach to problem-solving. Interviews with candidates across programs confirmed the tremendous support they receive from mentors, instructors, and program staff. Candidates interviewed reported that an “open door” policy enabled them to reach out to staff when necessary.

Designated advisors guide and support candidates in each program. There was evidence of use of program and semester academic plans and program handbooks. Candidates receive strong support to successfully complete required examinations. The programs have advising systems in place to assess attainment of candidate competencies and guide overall candidate progress in meeting all program requirements. Clearly defined processes are in place to identify and support struggling candidates. Professional development networks and Saturday support days provide additional opportunities for candidates to develop their professional skills.

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	Consistently

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

Finding on Common Standard 3: Met

Summary of information applicable to the standard

TCSJ designs and implements a planned sequence of clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support PK-12 students in meeting state-adopted content standards. 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.

Site-based work and clinical experiences provide TCSJ candidates with opportunities to engage with critical issues that affect school climate such as ethnic, socioeconomic, linguistic or ability diversity. Site-based field and clinical experiences are closely aligned with course work which addresses diversity and its relationship to school climate. In addition, field and clinical experiences provide candidates the opportunity to practice implementing the evidence-based practices from their coursework, including social stories, antecedent and reinforcement-based strategies, and structured groups. As candidates implement these strategies directly in the classroom, they receive constructive feedback from their support providers.

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. Each program has established criteria which site-based and fieldwork supervisors must meet. These include possessing a clear credential and a minimum number of years of experience (3 years for preliminary teacher credential supervision, 5 years for administrative candidate supervision) supervising the specified content or performing the services authorized by the credential as described in the job description posting.

Each program also has its own process for site-based and fieldwork supervisor selection. The Residency program has the most extensive process because it has an onsite mentor in addition to fieldwork supervisors and the selection process is different for both roles. The intern program support providers are chosen by TCSJ’s partnering districts in which the fieldwork is taking place. Somewhat similar to the intern program is the process for the Preliminary Administrative Services Credential Program (PASC) fieldwork supervisors who are identified and selected in collaboration with the participating district’s human resource directors and superintendents as outlined in the PASC Program fieldwork handbook.

According to the Clinical Practice Handbook, intern fieldwork supervisors are trained via multiple modalities including but not limited to ongoing quarterly training meetings, evaluations, formal observations, and assessments. All programs effectively implement and evaluate fieldwork and clinical practice as evidenced by a variety of sources: CAPE logs, Reflective Journals, TPE Checklists, Formal Observations, Coaching Conversations, Inquiries, and Candidate Competency Assessments.

Within California public schools, TCSJ candidates have significant experiences with diverse student populations and opportunities to work with the range of students identified in the program standards. Per interview comments, candidates are also challenged and encouraged to consider their practice in other situations different from their current placement.

Common Standard 4: Continuous Improvement	Team Finding
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	Consistently

Common Standard 4: Continuous Improvement	Team Finding
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	Consistently
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	Consistently
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key constituencies such as employers and community partners about the quality of the preparation.	Consistently

Finding on Common Standard 4: Met

Summary of information applicable to the standard.

The Unit Assessment Schedule provides clear evidence that TCSJ engages in continuous and systematic evaluation of unit and program effectiveness. Per the Unit Assessment Schedule, assessment data are collected from multiple sources, triangulating the data TCSJ uses to make program decisions. For example, the team collects and analyzes survey, post course, check-in, and semester meeting data for themes to inform program improvement. At the unit level, TCSJ uses data from the Higher Education Data Sharing (HEDS) Consortium, Equity and Inclusion Survey and the Deans for Impact (DFI) Teacher Beliefs and Mindsets Survey to inform changes at the unit level. As a result of multiple administrations of these surveys, TCSJ has decided to focus on using the data gathered from these surveys to create a more accurate assessment tool that is aligned more closely with the TCSJ mission for future unit assessment.

At the program level multiple assessments such as completer and other surveys, check-ins, and formal observations, are used to triangulate the data to provide a more robust and valid assessment of a program’s effectiveness. The continuous improvement process further includes multiple sources of data including the extent to which candidates are prepared to enter professional practice as evidenced by CAPE, CalAPA, CalTPA, CPSEL, TPE and CSTP data. Finally, feedback from employers and community partners substantiate that TCSJ candidates are very well prepared for entering the teaching profession and commented that because TCSJ candidates make the effort to be aware of cultural differences and uniqueness of students and communities, they make a human connection and are compassionate. In addition, they expressed that, “TCSJ candidates want to teach all kids” and are “phenomenal.”

completers reported they either “agreed” or “strongly agreed” their preparation program allowed them to develop skills and tools to be effective in their professional work. Many TCSJ program completers are now serving as coaches, support providers, mentors, instructors, master teachers, professional development providers, district coordinators, and in lead administrative positions.