

**Recommendations by the Accreditation Team and Report of the
Accreditation Visit for Professional Preparation Programs at
El Dorado County Office of Education**

Professional Services Division

June 2014

Overview of This Report

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

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

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

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education (MS/SS) Induction	6	6		
Education Specialist Clear Induction	7	7		
Clear Guidelines-based Administrative Services	7	7		
Added Authorization: Autism Spectrum Disorder	3	3		

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

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

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

Institution: El Dorado County Office of Education

Dates of Visit: May 13-15, 2014

Accreditation Team

Recommendation: Accreditation

Rationale:

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

Common Standards

Team members discussed all documentation, evidence and information collected from interviews. Following these discussions the team considered whether the Common Standards were met, met with concerns, or not met. The consensus of the team is that all Common Standards are **Met** with the exception of Common Standard 2: Unit and Program Evaluation and Assessment which is **Met with Concerns**.

Program Standards

The consensus of the team is that all program standards for the General Education (MS/SS) Induction program, the Education Specialist Clear Induction program, and the Administrative Services Credential, Guidelines-based program are **Met**.

Overall Recommendation -

Due to the fact that all program standards and all but one Common Standards are met, the team recommends an accreditation decision of **Accreditation**.

On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

Initial/Teaching Credentials

General Education (Multiple Subject/Single Subject) Induction

Education Specialist Induction

Administrative Services Credential (Clear Guidelines-based)

Education Specialist Added Authorization: Autism Spectrum Disorder (inactive as of June 30, 2014)

Staff recommends that:

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

Accreditation Team

Team Leader:

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Common Standards:

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Program Sampling:

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Staff to the Visit:

Gay Roby
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Documents Reviewed

- AA: ASD Course 7 Practicum Description
- Administration Training Program Formative Assessment Tools
- Biennial Reports
- BTSA Cluster Meeting Sample Agenda
- California Professional Standards for Educational Leaders
- Capital Region SB 2042 Teacher Preparation Network Agenda and Roster
- Capital Region SB 2042 Teacher Preparation Network Agenda and Roster
- Charter SELPA Mission and Description Statements
- Completion docs for Ed Specialist BTSA
- Completion docs for Gen Ed Induction
- Consulting Mentor Information
- Course evaluation form
- Curriculum and Instruction Leaders Council Agenda and Minutes
- Curriculum Vitae
- Descriptions of Practice
- Early Completion Option Application
- EDCOE BTSA New Hire Referral Process
- EDCOE Clear Credential Program Roles and Requirements
- EDCOE Professional Development Opportunities Website
- EDCOE SELPA Professional Development Calendar
- EDCOE SMART Goals Statements and Results of Performance
- EDCOE Website with SELPA Professional Development Calendar
- End of Year Survey
- Feedback from ASD authorization program
- Human Resources Council Sample Agenda
- Human Resources District Primary Contact List
- IIP data analysis sample
- Individual Development Plan

- Induction/BTSA Memorandum of Understanding
- Initial Candidate Information
- Inquiry reviews
- Inquiry Timelines – Years 1 & 2
- Interview and focus group data
- Mentor Development Plan
- Mentor growth plan
- Mentor Letter of Commitment
- Mentor Self Assessment
- Mentor survey
- Mentor/Participating Administrator Collaborative Log
- Mid Year Survey
- MOU for charter schools
- MOU for EDCOE districts
- New Hire Form
- New Support Provider Training
- Organizational charts for all programs and ASD authorization
- Participating Administrator Letter of Commitment
- PD feedback form
- Portfolio feedback email templates:
- Principal Meeting Agendas
- Program Application
- Program assessment (Gen Ed BTSA induction)
- Program Brochure
- Program Handbooks
- Quality Indicators for Master Teachers
- Quality Indicators for Master Teachers
- Request for Reassignment Form
- Sample agendas and minutes from Curriculum and Instructional Leaders Council (CILC)
- Sample Communication with School Administrators
- Sample Syllabi and Field Work Assignments for AA: ASD
- Sample Trainings
- SELPA Steering Committee minutes
- SMART Goals Evaluation Template for AA: ASD
- State survey results
- Support Provider Application
- Support Provider Continuum of Practice
- Support Provider Growth Plan
- Support Provider Network Meeting
- Support Seminar Calendars
- Training Presentation Sample

Interviews Conducted

	Team Leader	Common Standards	Program Sampling	TOTAL
Candidates	10	14	13	37
Completers	0	8	1	9
Employers	4	8	3	15
Institutional Administration	9	5	1	15
Program Directors/Coordinators	3	8	3	14
Faculty/PDP	2	2	4	8
Support Providers	8	4	2	14
Advisory Board Members/IHE	3	5	0	8
Credential Analysts	0	3	0	3
TOTAL				123

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

Background information

El Dorado County, located in east-central California, encompasses 1,805 square miles of rolling hills and mountainous terrain. The county's western boundary contains part of Folsom Lake, and the eastern boundary is the California-Nevada State line. The county is topographically divided into two zones. The northeast corner of the county is in the Lake Tahoe basin, while the remainder of the county is in the "western slope" of the Sierra Nevada. The largest city in the county is the City of South Lake Tahoe, followed by Placerville, the county seat, which is located 45 miles northeast of Sacramento. El Dorado, was one of the original 27 counties of the State of California.

The El Dorado County Office of Education offers educator credentialing programs to 15 school districts and the charter SELPA in El Dorado County, and 4 additional school districts in Alpine County. A provider of general education teacher induction since 2003, the county program expanded to offer Education Specialist Induction in 2010, an Education Specialist Autism Spectrum Disorder Added Authorization (ASD AA) in 2011 and an Education Administrator Clear Guidelines-based program in 2012.

The student demographics for El Dorado County in 2012-2013 were Hispanic or Latino 52.7%, White 25.5%, Asian 8.6%, Black or African American 6.3%, Filipino 2.5%, two or more races 2.4% and American Indian or Alaska Native and none reported 0.7% each. The educator demographics from 2011-2012 reflect white 66.8%, Hispanic or Latino 17.7%, Asian 5.0%, Black or African American 4.0%, none reported 3.4%, two or more races 0.7%, American Indian or Alaska Native 0.5%, and Native Hawaiian or Pacific Islander 0.3%.

Education Unit

The two induction programs and the administrative services program are under the leadership of the Director of Curriculum and Instruction, who reports to the Associate Superintendent of Educational Services. The Director of C&I also serves as the day-to-day director of the Administrator Training Program while a program consultant serves as the day-to-day director of the two induction programs. The Education Specialist Autism Spectrum Disorder Added Authorization is housed within the Special Education department of the County Office. With the content of the ASD AA now a part of the Education Specialist preliminary preparation program, the need for this program has diminished and will go inactive in June 2014.

Two years ago, the general education induction program changed from a face-to-face program that met bimonthly to an online program, with scheduled seminars and e-course elements available to candidates at any time of the day or night. The Ed Specialist induction program was approved after the transition to online and has only experienced the current format. Formative assessment documents via e-courses, seminars, and assessments are all online components, monitored by program personnel for completion. Face-to-face meetings are included as a feature of the Administrative Services Credential program however, part of the blended program model offered by this county office of education.

**Table 1
Program Review Status**

Program Name	Program Level	Number of program completers (2012-13)	Number of Candidates Enrolled or Admitted (13-14)	Agency or Association Reviewing Programs
General Education (MS/SS) Induction	Advanced	47	102	CTC
Education Specialist Clear Induction	Advanced	24	22	CTC
Administrative Services Guidelines-based Clear Program	Advanced	0	12 total (7-Year 2 , 5 Year 1)	CTC
Special Education Added Authorization: Autism Spectrum Disorder*	Advanced	16	6	CTC

** The COA has approved this program's petition to go inactive in June 2014. While interviews were held with unit and program leadership, candidates and completers to ascertain the program standards were being implemented, no program report was created.*

The Visit

The site visit took place on the campus of the El Dorado County Office of Education. The review team consisted of a team lead, a common standards reviewer, a program sampling reviewer, and a state consultant. The dates of the visit were May 13-15, 2014 and activities were conducted with no special circumstances.

Common Standards

Standard 1: Educational Leadership

Standard Met

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

Findings

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. A review of program documentation highlights the works of numerous researchers, including Marzano, Darling-Hammond and Tomlinson who have influenced the design of the El Dorado County Office of Education (EDCOE) programs. All stakeholder groups interviewed and a review of documentation show performance assessments, inquiry-based and cooperative learning to be integral parts of the credentialing programs offered.

The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The self-study states that the vision is 'to support children both academically and emotionally, thus allowing them to reach their full potential'. And that 'all programs strive to provide children with administrators and teachers who reflect on their practice, collaborate with others, and seek opportunities to grow professionally.' Interviews with both program and unit leadership confirm this vision to be a priority across the unit and programs.

The faculty, instructional personnel, and relevant stakeholders are involved in the organization, coordination, and governance of all professional preparation programs. Interviews of program leadership, unit leadership, and consortium stakeholders, along with review of agendas from various stakeholder meetings, including the Superintendent's Leadership Council and the Curriculum and Instructional Leaders Council (CILC)/Steering Committee, verify that these stakeholders have opportunities for input on a regular basis.

Unit leadership has the authority and institutional support needed to meet the needs of all programs and represents the interests of each program within the institution. The Superintendent, the Associate Superintendent, and the Senior Director Curriculum and Instruction, confirm the organization of the unit provides a clear communication and support path, allowing each program access to the decision-making venues.

The education unit implements and monitors a credential recommendation process that ensures candidates recommended for a credential have met all requirements. Each program uses a specific set of criteria to recommend for a credential or certificate. The Human Resource personnel and the credential analysts confirmed that each candidate gets individual credentialing

advisement as needed. A review of the EDCOE induction programs new hire referral process triangulates this data.

Standard 2: Unit and Program Assessment and Evaluation Standard Met with Concerns

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

Findings

The El Dorado Office of Education (EDCOE) has a system of program evaluation and improvement that addresses standards and incorporates input from a variety of stakeholder groups. Interviews with stakeholders indicated candidates, support providers, and site administrators participate in end-of-the-year surveys. Completion of the survey is monitored and individuals who have not completed the survey are notified for a greater rate of return. Program leadership personnel indicated that they review the results of the surveys to identify what is going well and where revisions should be made in the programs. Program leadership reported instances of changes being made through the implementation of this process in seminars with candidates, training of support providers, and adjustments in the e-guides.

At the annual Network Day, support providers are given general feedback from end-of-year surveys. During this face-to-face meeting for veteran and new support providers, activities center on support provider effectiveness. Agendas showed and interviews reported a variety of activities where information is disseminated: the sharing of quotes from previous candidates on the importance of support providers, a small-group activity reviewing mentoring skills using issues raised in the end-of-year surveys; and a discussion of the strength and challenge areas identified in the previous year's surveys.

Stakeholders indicated that program leadership regularly attends meetings of the Curriculum and Instruction Leadership Council (CILC), Human Resource Council (HRC), and the Capital Region Teacher Preparation Network (CRTPN) where programmatic information is shared. The site team asked program leadership and representatives from Institutions of Higher Education about the kinds of assessment data that EDCOE shares regarding credential candidates at these meetings. The responses indicated that the information shared was administrative: numbers and progress of candidates, scheduling, and program updates. The site team did not find evidence that program leadership has a designated venue to share specific assessment data with stakeholders regarding ongoing program and unit evaluation and improvement.

EDCOE collects program data at key points of the year from candidates and support providers. Professional development courses are face-to-face, and evaluations are completed following the training. Per the program coordinator, links to survey instruments are sent via email to teacher candidates at the end of seminars. While the program coordinator and professional development providers discuss a summary of data, instructors reported they have not seen the raw data themselves. Surveys of candidate satisfaction are sent mid-year and end-of-the-year. Program leadership reports that these data sets are used to determine program strengths and areas for

growth, as well as inform an action plan for program modifications. Limited evidence of this process was apparent in the Biennial Report.

Evaluation data is collected regarding candidate competence and program effectiveness. Evidence showed that data from both the mid-year and end-of-year surveys have been used to improve quality and effectiveness of programs. However, the biennial report response in 2012 encouraged the program to identify and implement additional assessment tools that provide alternative data at a deeper level stating: "key assessments provide limited insight into identifying areas of program strength and areas for growth." The site team was not able to find evidence that alternative key assessments have been identified as yet. Candidates and support providers/mentors interviewed across all programs reported that opportunities for input on program improvements were not consistently offered. While the programs have many strengths, especially the online format, various stakeholder groups reported that they had not been asked to provide input around the improvement of program design and implementation.

Leadership groups for the county office (e.g., the County Superintendents Cabinet, the Superintendent's County Leadership Council, the Curriculum Instruction Leadership Council) reported that the program director provides information regarding the different programs and sometimes requests their input during these formal meetings. The team did not find evidence of a comprehensive assessment and evaluation system for ongoing program and unit evaluation and improvement beyond this minimal evidence.

While available evidence indicated the programs collect many sources of survey data, interviews with a majority of stakeholder groups surfaced a common theme of not being included in programmatic decision-making. Stakeholder groups interviewed included: candidates, completers, support providers/mentors, employers, and faculty/ instructional personnel. Although these groups expressed few concerns with the program, they also reported that they would appreciate the opportunity to provide input regarding the program's quality and design.

Rationale

The site team noted that while the biennial report suggested the programs could be strengthened by the use of alternative key assessments at both the program and unit level, they were unable to find evidence that the institution had addressed this suggestion as yet. Stakeholders, interviewed across all programs, reported that opportunities for input on program improvements were not offered consistently regarding program design and implementation.

Standard 3: Resources**Standard Met**

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

Findings

EDCOE provides the teacher induction programs and Administrator Training Program (ATP) with the necessary budget, personnel, facilities and other resources to prepare candidates to meet the state-adopted standards for the preparation of educators in General Education (MS/SS) Induction, Education Specialist Clear Induction, Administrator Services Credential Clear credentials and the Added Authorization in Autism Spectrum Disorders. Interviews with stakeholders verified that EDCOE provides services for the teacher induction programs at no cost to participants. The County Superintendent reiterated his strong commitment to induction for leaving a legacy of high quality teaching in El Dorado County Office of Education. Curriculum vitae confirm appropriate qualifications of personnel. If additional funding needs are warranted for any of the programs, program personnel and stakeholders meet to revise plans and secure additional funds.

The El Dorado County Office of Education Induction Consortium provides opportunities for eligible teachers and administrators in El Dorado and Alpine counties as well as the Charter SELPA members to expand and deepen their knowledge and skills as they complete the requirements for California professional credentials.

Stakeholders indicated that sufficient resources are allocated for effective operation of the credential programs, with personnel dedicated to each aspect of the credential programs. For example, two program assistants support the programs, helping to maintain records, communicate with program participants, and coordinate assessment efforts. The program director and program coordinator assume responsibility for the coordination, admissions, and advisement of candidates as well the coordination and provision of the curriculum and professional development for each program. Both the program director and program coordinator serve as professional development providers/instructors for candidates and support providers/mentors. The director of the administrative credential program represents all programs at the Curriculum and Instruction Leadership Council, providing updates to county personnel on all of EDCOE's programs.

EDCOE provides sufficient information resources and related personnel, which are available to meet the wide range of program and candidate needs. Stakeholders and documentation at the site (and displayed in the online exhibit room) indicated information resources for face-to-face meetings, seminars, and on-line aspects of the induction program. Interviews verified that human resource personnel are knowledgeable about the program and begin the admission process for prospective candidates. Records show that support providers/mentors are assigned on a timely basis and maintain contact with candidates throughout the programs' duration, monitoring progress and providing individualized support. Program leadership coordinates all components

of the programs and maintains records of each participant. Many stakeholder groups expressed an appreciation for the responsiveness of the program personnel, reporting that program director and coordinator responded to any need in a timely and knowledgeable manner.

Evidence was provided by EDCOE that a process that is inclusive of all programs is in place to determine resource needs. Interviews with the programs' director and coordinator as well as CILC members confirm that programs are represented at county office meetings, often as a standing agenda item. Budget meetings are held annually in spring to determine monetary needs, with any additional monetary needs carefully considered throughout the year.

Standard 4: Faculty and Instructional Personnel

Standard Met

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

Findings

EDCOE uses support providers and professional development providers as equivalents to higher education's faculty and instructional personnel. The program director and program coordinator select faculty and instructional personnel based on their skill sets and the needs of the programs and their candidates.

Documentation in the common standards states that all EDCOE credential staff have been carefully selected to enhance program capacity and ensure delivery of the highest quality instruction and training to candidates. Prospective instructional personnel go through a rigorous hiring process and meet the requirements associated with their position. Once selected, support providers and mentors are then trained in program tools and mentoring skills before beginning work with a candidate.

Program personnel screen applicants to be employed, to teach courses, and to provide professional development, as well as to serve as support providers/mentors for each credential program. Stakeholders in personnel services at the county and district levels verified this system is in place and works well for all involved. As discussed in interviews, the program director, program coordinator, and instructors at EDCOE are developing current knowledge in the content they teach from professional development seminars and with discourse at professional meetings about Common Core State Standards (CCSS) and other current issues in curriculum and instruction.

Documentation of curriculum vitae from personnel and faculty and interviews with stakeholders in the roles of personnel services, program director, program coordinator, and professional development providers indicate that faculty and instructional personnel possess the current knowledge, understanding of the context of public schooling, and modeling of best professional practices that is appropriate for this role. Professional development is required for new and continuing instructors, through a series of trainings to further develop knowledge about diverse abilities, cultural, language, ethnic, and gender diversity. Reviewed evidence verified the programs' qualifying criteria for instructors is implemented, and instructors fulfill ongoing training requirements to continue in their roles. Interviews with stakeholders indicated that, while instructional personnel and faculty may not reflect a diverse society, they are fairly consistent with the demographics of the region. Faculty and instructional personnel demonstrate knowledge about diverse abilities, cultural, language, ethnic, and gender diversity.

EDCOE employees, as reported in the program narrative and verified through interviews, have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. Multiple stakeholders attested to the roles and consistent participation of EDCOE program personnel in professional organizations indicating not only a strong grasp of elements driving curriculum, and also their involvement in the continuous improvement of group efforts to monitor and improve curriculum in all programs.

Personnel at EDCOE and their colleagues report that the program director and the program coordinator/instructor attend and participate regularly in specific local and regional educational organizations, such as the Capital Region Teacher Preparation Consortium and the Curriculum and Instruction Council, as well as other groups.

EDCOE provides support for the development of Professional Development Providers, as they meet six times a year for the CCSS implementation committee. Support providers attend Network Day, (a face-to-face meeting for veteran and new support providers/mentors), induction seminars, professional development offered to all employees, and specialized professional development opportunities by submitting a request to the EDCOE induction program personnel. Mentors attend meetings three times a year, at the beginning, middle, and end of the school year, as well as specific support groups.

Regarding the evaluation of the performance of course instructors and field supervisors, EDCOE personnel indicated that the program coordinator monitors the effectiveness of faculty and instructional personnel through surveys at the conclusion of the seminars provided to candidates. Excellence is recognized at Support Providers Network Day. The program coordinator reported that excellence is recognized for professional development providers and support providers by asking them to return in the same role the following year.

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

Findings

In each professional preparation program sponsored by EDCOE, human resources personnel employ pre-determined criteria for determining program eligibility. Once identified as eligible, the specific program director or coordinator is notified so the admission process may begin. Documentation and results from interviews with stakeholders provide evidence of well-defined admission criteria through a collaborative system including personnel services and the EDCOE induction programs.

Since EDCOE sponsors only second tier programs, candidates are initially identified by their job placement. It is the responsibility of the participating districts' Human Resources Departments to notify EDCOE of candidates eligible for the induction programs. To encourage and support applicants from diverse populations, the participating districts all adhere to state and federal non-discriminatory guidelines and hiring practices and strive to recruit and employ personnel that reflect California's diverse population.

Candidates indicated that applications, resumes, and a check for the preliminary credential are gathered and reviewed by the program. Documents indicate that all program candidates are informed of program requirements, policies and requirements prior to enrollment in the appropriate program.

Additionally, the admission process for EDCOE programs determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness. Interviews with candidates verified that they submitted multiple documents to be considered in the admission process, including district applications, resume, three letters of reference, transcripts and interviews.

Credential analysts reported collaborating with the Director of Personnel Services to answer questions from the induction candidates and that they also serve the district and the program in supporting referrals to programs. Administrative assistants in the districts indicated that once the program coordinator checks for the appropriate prerequisite credentials of prospective candidates, and upon appointment by the district board of trustees, a panel approves proceeding with placements. A support provider at the same site as the candidate is contacted for confirmation that he/she will have time to meet with the candidate during the school year and the support provider and candidate are put in contact with one another. Respondents (candidates, support providers, and personnel services personnel) in interviews noted that there is a streamlined process now in place for recording new teacher information and matching teachers

with support providers (primarily by school site and grade level), as well as a system in place for double-checking eligibility and advising candidates about making pragmatic choices about the timing of their induction program on an individual basis. A similar process is in place for the Administrator Training Program.

Personnel services representatives noted in interviews that they respond to questions about credentialing and provide advising throughout the programs, along with site principals and program managers.

Standard 6: Advice and Assistance

Standard Met

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

Findings

Each program is committed to making information about program and credential requirements readily available through multiple avenues. Preliminary information about the EDCOE induction programs may come at partner universities with student teachers in their final phase of the teacher preparation program, through members of the Charter SELPA, or local human resource professionals. First advisement for program participants comes from their hiring district or charter school. Upon successful completion of an automated application form, EDCOE program staff reviews the application for eligibility, and then candidates are notified of acceptance. Early Completion Option candidates are assessed for equivalency by the program coordinator. Beginning teachers are then given dates for the Induction Orientation where they receive information on how to access the online system and an *EDCOE Program Handbook*. Their progress in the *El Dorado County Formative Assessment (EDCFA)* System is maintained in a county created database. Documentation of program completion (including attendance at online seminars and professional development, completion of formative assessment, and year-end reflections) is stored in a web-based program along with meetings with their support provider.

Induction candidates are given feedback on their inquiries electronically from the program coordinator. If candidates fail to meet program deadlines, they receive an email from the program coordinator with information on how to complete and resubmit the formative assessment documents. Consequences for late or incomplete submissions result in not being able to continue with the online program until the work is approved for submission, at which time they may continue with the program.

Interviews with support providers and review of program documents confirm that support induction providers and candidates meet a minimum of 33 hours per year to engage in the formative assessment process and provide ongoing advisement and assistance regarding the candidates' professional and personal development. Candidates confirmed in interviews that their support providers are highly knowledgeable about their program and credential requirements are valued as a primary source of information.

In regards to candidates for the administrative services credential program, District/SELPA Charter Human Resources (HR) staff analyze administrator's eligibility at the point of hire and provide potential candidates with program information and advisement. They also send a new hire form to the EDCOE professional development center. The administrative services credential program leadership then informs candidates and mentors what the specific program entails, assisting candidates in monitoring their progress toward all completion requirements throughout their time in the program. The program director and the professional development coordinators are knowledgeable about the formative and summative activities at the core of the program.

Within 90 days of employment, candidates attend a mandatory orientation seminar. They review the *California Standards for Educational Leaders (CPSEL)* and *Moving Leadership Standards into Everyday Work: Description of Practice (DOP)*, both integral components of the program. At this seminar, candidates also complete the initial Self-Assessment of Performance that will drive their work in the program. Their progress in the Individual Development Plan (IDP) is explained as well as how the mentor supports the work in the self-chosen IDP areas. Documentation of program completion (including attendance at online seminars and professional development, completion of the candidate portfolio, and year-end reflections) is monitored by the program and advice and assistance is given throughout their program participation.

Program leadership tracks completion for all programs on the completion certificate and year-end review form. Participants experience four document reviews (twice each year). Additional feedback is provided to candidates through phone calls, e-mails, and texts. Candidates who have difficulty completing program requirements or program goals receive increased support from the mentor and program staff. Completion of all program requirements leads to a recommendation by the El Dorado County Office of Education for the clear credential.

Standard 7: Field Experience and Clinical Practice

Standard Met

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

Findings

According to documentation provided by EDCOE, candidates in all programs engage in job-related experiences that develop and demonstrate the knowledge and skills necessary to educate and support students. Within coursework, or induction and IDP activities, candidates have opportunities to address both the understanding of and strategies for dealing with issues of diversity. The activities involved in their job assignment allow for the practical application of these strategies.

Evidence reviewed during the site visit and interviews with stakeholders indicate that each program's candidates participate in specific learning activities through a variety of interactions

including written communication, initial face-to-face and online seminars, and through individual relationships and support with mentors and program personnel. EDCOE and its partners design, implement, and regularly evaluate to ensure that a planned sequence of experiences occur, in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards.

Documentation in the exhibit room and interviews with multiple stakeholders confirmed that that the unit collaborates with partners in districts, school sites, and professional organizations at the local and regional levels regarding the criteria in the selection process. Documentation verified that the program director communicates with both district and site administrators at regularly scheduled meetings regarding criteria for appropriate new teacher and support provider assignments. Each district has a designated administrator to serve as the district director, who is invited to attend additional meetings of the County Curriculum and Instructional Leaders Council (CILC), which meets eight times per year. Proposed policy, programmatic, and structural changes in the programs are discussed with district directors, including selection and assignment of support providers. In addition, site administrators with candidates in programs noted in site visit interviews that they have a final say in the match of candidates with support providers or mentors. EDCOE communicates with site administrators throughout the year to regarding the role of the support provider and formative activities in supporting the candidate’s assigned job placement.

Candidates in all programs participate in opportunities to understand and address issues of diversity. A key assignment described in the completion guides for general education and Education Specialist credentials and discussed in several interviews in depth is the class profile. Candidates discuss with their support providers ethnicity of students in their classes, students’ age and grade, reading levels, and health issues. In addition, candidates address specific questions about special population students (IEP, 504 Plan or GATE), and English learners. Further, candidates conduct an environment inquiry, focusing on creating and effective and equitable learning environment for all students. Sample portfolios by induction candidates indicate the use of universal design for meeting the needs of all students.

Candidates in the administrator services credential program have multiple opportunities to discuss issues of diversity, in sub-groups and conversations with mentors, according to interview results with multiple stakeholder groups. Mentors receive training in working with diverse learners, and candidates may choose to set goals about working with diverse learning, such as English learners, special education populations, transiency, and students in poverty.

Standard 9: Assessment of Candidate Competence

Standard Met

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

Findings

The El Dorado County Office of Education general education and Education Specialist induction programs use the El Dorado County Formative Assessment (EDCFA) system with their

candidates. Candidates are informed of their program responsibilities at an orientation. Review of program documents, candidate portfolios, and interviews of stakeholder groups clearly delineate program requirements to earn the credential and verify their implementation. Such requirements include, but are not limited to: participating fully in the EDCFA system; meeting a minimum of 33 hours per year with a support provider; attendance at the online seminars; and attending six hours of professional development as related to the program and/or to the Individual Induction Plan (IIP). Criteria for measuring candidate growth are set forth in the Continuum of Teaching Practice based on the California Standards for the Teaching Profession (CSTP). Program leadership has a clearly defined process for examining and monitoring candidates' application of the CSTP, Induction Program Standard 5: Pedagogy and Standard 6: Universal Access. The process includes but is not limited to: a review of formative assessment documentation twice yearly, attendance at seminars, support provider Meeting Logs, and Year-End Reflections.

Opportunities for induction program candidates to interact and engage in work experience aligned with the CSTP, Common Core State Standards, and Induction program standards 5, 6 and 7, are embedded in the EDCFA processes. Candidates, with their support provider and the EDCOE formative assessment documents, demonstrate knowledge and skills through four inquiry cycles, including self-reflection and self-assessment using the Continuum of Teaching Practice. Candidates set goals related to the CSTP and Induction program standards under Category B on an Individual Induction Plan, gather evidence of teaching practice and student learning, and develop and implement action plans that include professional research.

Interviews confirmed that candidates consistently use the California content standards in lesson planning, assess student work, and develop job-embedded research questions for IIP development. Corroborative feedback was also obtained from support providers and site administrators attesting to the professional growth in the Commission-adopted competency requirements as measured by the Continuum of Teaching Practice.

The Program Director and Coordinator individually review all submitted documents and provide feedback to the candidate regarding whether the documents are complete or incomplete. To ensure accuracy in reporting and transparency in their operation, comments on document completion are emailed to participants. Provisions are made for extenuating circumstances. All candidates who successfully complete program requirements are given a completion certificate and year-end review and recommended for the clear credential.

The El Dorado County Office of Education Administrator Services Credential program uses a portfolio system that incorporates the California Professional Standards for Educational Leaders (CPSEL) and Descriptions of Practice (DOP) with their candidates. Candidates are informed of their program responsibilities at an orientation session. Review of program documents, candidate Administrator Training Program Formative Assessment System (ATPFAS), and interviews of stakeholder groups delineate clear credential program requirements. Such requirements include participating in the ATPFAS system, completion of two Individual Development Plans (IDP), meeting routinely with a mentor, attendance at the online seminars, and attending professional development as related to the program and/or the IDP. Criteria for measuring candidate growth are set forth in the California Professional Standards for Educational Leaders and Descriptions of Practice. Program leadership has a clearly defined process for examining and monitoring candidates' progress. The process includes but is not limited to a

review of ATPFAS documentation twice yearly, attendance at seminars, mentor meeting logs, and year-end reflections.

Interviews confirmed that candidates consistently use the CPSEL and DOP in their IDP development. Corroborative feedback was also obtained from mentors and site administrators attesting to the professional growth in the Commission-adopted competency requirements as measured by the CPSEL. Interviewed site administrators shared that triad meetings were a valuable part of the candidate's growth and noted that it is a strength of the program.

The administrative services credential program's leadership team reviews all submitted documents, and provides feedback to the candidate as to whether it is complete or incomplete. To ensure accuracy in reporting and transparency in their operation, comments on document completion are emailed to participants. Provisions are made for extenuating circumstances. All candidates who successfully complete program requirements are recommended for the clear credential.

Program Reports

General Education (MS/SS) Induction Program

Program Design

The El Dorado County Office of Education serves as the local educational agency for the EDCOE General Education (MS/SS) Induction Program. The purpose and vision of the El Dorado County Office of Education Induction Consortium is dedicated to providing an induction experience to eligible candidates to expand and deepen the teaching knowledge and skills acquired in their teacher preparation program. With a commitment to a quality induction program, EDCOE has developed a strong two-county consortium consisting of nineteen districts. Consortium sponsors include El Dorado and Alpine County Offices of Education, Brandman University, fifteen school districts within El Dorado County and El Dorado Charter SELPA. School district configurations within El Dorado County include three unified districts, one high school district and eleven elementary districts. The Charter SELPA serves Charter LEA located outside of the geographic regions served by the El Dorado County Office of Education.

The intensive two-year sequenced program of preparation is formulated on an inquiry-based formative assessment system, built upon the California Standards for the Teaching Profession (CSTP) and the California Program Standards for teacher induction. In addition to the El Dorado County Formative Assessment (EDCFA) system, the EDCOE Induction Program provides individual support and advisement from a qualified support provider, professional development opportunities, observations of veteran teachers, and additional appropriate support as indicated by the candidates' Individual Induction Plan (IIP). Document and portfolio reviews, along with candidate, support provider, site administrator, and program leadership interviews verified that candidates put into practice the learning from their preliminary preparation program. They use a continuous improvement cycle of inquiry: gather data, set goals, research and teach, and reflect and apply.

The program director and coordinator, who have authority and oversight over day-to-day operations as well as long-and short-term planning, lead the program. The program is under the unit leadership of the Educational Services Division of the EDCOE led by the Associate Superintendent. After interviews with stakeholder groups, the reviewers found evidence that the Curriculum and Instruction Leadership Council (CILC), Human Resources Council (HRC) and the Capitol Region Teacher Preparation Network (CRTPN) are the primary means of communicating to stakeholders and disseminating information. Interviews with Human Resource Professionals, Curriculum and Instruction members, and Institution of Higher Education representatives confirmed the effectiveness of communication and collaboration among those stakeholders by the program leadership.

The EDCOE Induction Consortium implements an ongoing system for evaluation and assessment. A review of documents, including the Biennial Report, confirmed that data collection for program improvement is ongoing although provides limited insight into identifying areas of program strength and areas for growth. Seminar/training and focus groups evaluations along with inquiry, mid-year, and end-of-year state survey evaluations enable the program to make adjustments during the academic year, however participants and mentors interviewed expressed a desire for more opportunities to give feedback to the programs. The site visit team's interview with the program coordinator and professional development providers verified that summarized assessment data and subsequent recommendations for program improvement are shared with them for discussion and action.

Course of Study

The EDCOE Induction program uses a comprehensive local formative assessment system, El Dorado County Formative Assessment (EDCFA). The EDCFA system is built on the outline and principles of the Formative Assessment for California Teachers (FACT) and is designed to support candidates through a two-year induction experience. EDCFA is a set of tools and processes that help candidates and Support providers collaboratively identify accomplishments and challenges while connecting them with evidence about teaching and learning which systematically guides the advancement of teacher practice. The protocols support three central processes: assessing and understanding learning context, setting and reflecting on professional goals and examining practice through inquiry. EDCFA emphasize a cycle of gather data-set goals-research and teach-reflect and apply as the basis of the inquiry. Opportunities for candidates to interact and engage in work related to the CSTP and program standards are embedded in the inquiry cycle and facilitated by support providers.

Through an examination of candidate portfolios, "Meeting Logs," and interviews with candidates and support providers, site visit team members verified the reciprocal relationship of the formative assessment to the professional growth of each candidate.

Candidates complete four inquiries, two yearly. Progress is measured through completeness and is confirmed with an email verifying complete or outlining measures to successfully resubmit.

The team substantiated that individual candidates collaborate with their support provider, self-assess and reflect on their teaching practice and identify their strengths and areas of growth. This analysis becomes the basis for an individualized inquiry. Each inquiry provides opportunity for job-embedded coursework; attendance at seminars and professional development; and meeting with a mentor. There are multiple opportunities for professional

development for each candidate. Candidates participate in six (6) online seminars and 6 hours of professional development each year of the two year program.

This lesson design identifies focus students, analysis of student work, differentiation and assessment-driven instruction. Support providers verified that they are trained in using evidence from observations, student work, and self-assessments to guide reflective conversations. In addition, candidates and support providers identify the types of support and resources that will be necessary to meet candidate's professional growth goals. These activities are discussed with the candidate's site administrator. The administrators confirmed that they provide feedback on the selected focus question and goals and may provide professional development resources to the candidate.

Program leadership stated that support providers receive email or verbal feedback on candidates' portfolios as to whether they are complete or incomplete. During interviews, candidates also stated that this was the practice.

Support provider training is designed to provide a basis for effectively facilitating each phase of the inquiry process to assist candidates in maximizing their professional growth. As a framework, the program uses the work of Laura Lipton and has purchased *Mentoring Matters: A Practical Guide to Learning Focused Relationships* (2003) for each support provider. Trainings also facilitate networking and collaboration among support providers, allowing them opportunities to support one another. Seminars are held online using an interactive classroom and are facilitated by the program director or program coordinator. Interviews with support providers and professional development providers affirmed the information found in program documents and interviews with program leadership.

Candidate Competence

To guide the candidates' attainment of all program requirements, candidates are informed by the induction staff at orientations and at induction seminars about the formative assessment process and the components that allow for self-assessment throughout the two-year induction process. Review of EDCOE documents shows that they maintain records for candidates and note completion on a database created for the program by the EDCOE technology department. Throughout the program, candidates are given formative feedback by the induction staff regarding progress at ongoing mid-year and end-of-the-year e-course reviews. Interviews with candidates and support providers provided consistent evidence that candidates are knowledgeable of their assessments and meet with support providers to collaborate on assessment results. Support providers reported that only when it is clear that the formative assessment documents adequately address the induction standards found within the four (4) inquiries do they verify results for completion documentation.

Through the completion of the formative assessment, candidates demonstrate application of the CSTP and state-adopted framework and adopted curriculum materials in the context of the current teaching assignment, showing response to individual diverse student needs beyond what was demonstrated in the preliminary credential work. The teacher completes four inquiries over the course of two years and an IIP is developed within each inquiry. The program director and coordinator review the work from each inquiry for completion at the end of each semester. During the site visit, the team validated that a copy of the IIP developed during the inquiry is retained in the candidate's individual online portfolio.

Candidates submit completed formative assessment work for review six times per year by uploading it to the program website. If any portions are incomplete, including any portion of the IIP, the program coordinator provides feedback on any missing elements and answers questions the candidate may have about completing the requirements. Candidates may not continue the program until the formative assessment documents have been resubmitted and reviewed as complete. A variety of stakeholder groups reported that because the coordinator is able to give feedback quickly and directly through the program website, candidates have adequate time to complete requirements and continue to move ahead in the program. The program coordinator provides reasonable timelines to submit any late documents to help keep candidates on track toward completion of the program. Many interviewees reported that candidates are encouraged to contact the program director or coordinator with questions either through the program website, email, or by phone.

Candidate competence is measured through completion of the formative assessment process and the components for self-reflection throughout the two-year induction process. Candidates confirmed that the EDCOE induction program personnel collect and assess portfolio evidence twice during the year. Program leaders review submitted evidence of practice and reflection and provide written feedback as to whether the documents are complete or incomplete. This was confirmed through interviews with program leaders, support providers, and candidates.

Interviews with candidates and support providers provided evidence that candidates have knowledge of strength and growth areas in order to choose a research focus question. Candidates reflect and self-assess on their practice on the EDCFA conversation guides and the Continuum of Teaching Practice (CTP) against all elements of the six CSTP. Review of program documents and candidates' portfolios verify that self-assessment, support and advisement, professional development, and continual growth and improvement are documented throughout program using the EDCFA system of inquiry.

Findings on Standards:

After review of the program summary, supporting documentation and evidence, and the completion of interviews with candidates, support providers, professional development providers, site administrators and other district leaders, the team determined that all program standards are **Met**.

Education Specialist Clear Induction Program

Program Design

The El Dorado County Office of Education (EDCOE) serves as the local educational agency for the EDCOE Education Specialist Clear Induction Program. The purpose and vision of the El Dorado County Office of Education Induction Consortium (EDCOE BTSA) is dedicated to providing an induction experience to eligible candidates to expand and deepen the teaching knowledge and skills acquired in their teacher preparation program. With a commitment to a quality induction program, EDCOE has developed a strong two county consortium consisting of nineteen districts. Consortium sponsors include El Dorado and Alpine County Offices of Education, Brandman University, fifteen school districts within El Dorado County and El Dorado Charter SELPA. School district configurations within El Dorado County include three unified districts, one high school district and eleven elementary districts. The Charter SELPA serves

Charter LEA located outside of the geographic regions served by the El Dorado County Office of Education.

The intensive two-year sequenced program of preparation is formulated on an inquiry-based formative assessment system, built upon the California Standards for the Teaching Profession (CSTP) and the California Program Standards for teacher induction. In addition to the El Dorado County Formative Assessment (EDCFA) system, the EDCOE Induction Program provides individual support and advisement from a qualified support provider, professional development opportunities, observations of veteran teachers, and additional appropriate support as indicated by the candidates' Individual Induction Plan (IIP). Document and portfolio reviews, along with candidate, support provider, site administrator, and program leadership interviews verified that candidates put into practice the learning from their preliminary preparation program. They use a continuous improvement cycle of inquiry: gather data, set goals, research and teach, and reflect and apply.

The program director and coordinator, who have authority and oversight over day-to-day operations as well as long-and short-term planning, lead the program. The program is under the unit leadership of the Educational Services Division of the EDCOE led by the Associate Superintendent. Interviews with the Charter SELPA director indicated a close partnership and communication loop for serving the statewide participants in the Education Specialist program. After interviews with stakeholder groups, the reviewers found evidence that the Curriculum and Instruction Leadership Council (CILC), Human Resources Council (HRC) and the Capitol Region Teacher Preparation Network (CRTPN) are the primary means of communicating to stakeholders and disseminating information. Interviews with Human Resource Professionals, Curriculum and Instruction members, and Institution of Higher Education representatives confirmed the effectiveness of communication and collaboration among those stakeholders by the program leadership.

The EDCOE Induction Consortium implements an ongoing system for evaluation and assessment. A review of documents, including the Biennial Report, confirmed that data collection for program improvement is ongoing although provides limited insight into identifying areas of program strength and areas for growth. Seminar/training and focus groups evaluations along with inquiry, mid-year, and end-of-year state survey evaluations enable the program to make adjustments during the academic year, however participants and mentors interviewed expressed a desire for more opportunities to give feedback to the programs. The site visit team's interview with the program coordinator and professional development providers verified that summarized assessment data and subsequent recommendations for program improvement are shared with them for discussion and action.

Course of Study

The EDCOE Induction program uses a comprehensive local formative assessment system, El Dorado County Formative Assessment (EDCFA). The EDCFA system is built on the outline and principles of the Formative Assessment for California Teachers (FACT) and is designed to support candidates through a two-year induction experience. EDCFA is a set of tools and processes that help candidates and support providers collaboratively identify accomplishments and challenges while connecting them with evidence about teaching and learning which systematically guides the advancement of teacher practice. The protocols support three central

processes: assessing and understanding learning context, setting and reflecting on professional goals and examining practice through inquiry. EDCFA emphasize a cycle of gather data-set goals-research and teach-reflect and apply as the basis of the inquiry. Opportunities for candidates to interact and engage in work related to the CSTP and program standards are embedded in the inquiry cycle and facilitated by support providers.

Through an examination of candidate portfolios, “Meeting Logs,” and interviews with candidates and support providers, site visit team members verified the reciprocal relationship of the formative assessment to the professional growth of each candidate.

Candidates complete four inquiries, two yearly. Progress is measured through completeness and is confirmed with an email verifying complete or outlining measures to successfully resubmit. Review of documents and interviews with program leadership verify that the monitoring and assessment of the Education Specialist Program Standard 7 – Education Specialist Induction Program Menu is conducted throughout the program.

The team substantiated that individual candidates collaborate with their support provider, self-assess and reflect on their teaching practice and identify their strengths and areas of growth. This analysis becomes the basis for an individualized inquiry. Each inquiry provides opportunity for job-embedded coursework; attendance at seminars and professional development; and meeting with a mentor. There are multiple opportunities for professional development for each candidate. Candidates participate in six (6) online seminars and 6 hours of professional development each year of the two-year program.

This lesson design identifies focus students, analysis of student work, differentiation and assessment-driven instruction. Support providers verified that they are trained in using evidence from observations, student work, and self-assessments to guide reflective conversations. In addition, candidates and support providers identify the types of support and resources that will be necessary to meet candidate's professional growth goals. These activities are discussed with the candidate's site administrator. The administrators confirmed that they provide feedback on the selected focus question and goals and may provide professional development resources to the candidate.

Program leadership stated that support providers receive email or verbal feedback on candidates' portfolios as to whether it is complete or incomplete. During interviews, candidates confirmed that this was the practice.

Support provider training is designed to provide a basis for effectively facilitating each phase of the inquiry process to assist candidates in maximizing their professional growth. As a framework, the program uses the work of Laura Lipton and has purchased *Mentoring Matters: A Practical Guide to Learning Focused Relationships* (2003) for each support provider. Trainings also facilitate networking and collaboration among support providers, allowing them opportunities to support one another. Seminars are held online using an interactive classroom and are facilitated by the program director or program coordinator. Interviews with support providers and professional development providers affirmed the information found in program documents and interviews with program leadership.

Candidate Competence

To guide the candidates' attainment of all program requirements, candidates are informed by the induction staff at orientations and the induction seminars about the formative assessment process and the components that allow for self-assessment throughout the two-year program duration. Review of EDCOE documents shows that they maintain records for candidates and note completion on a database created for the program by the EDCOE technology department. Throughout the program, candidates are given formative feedback by the induction staff regarding progress at ongoing mid-year and end-of-the-year e-course reviews. Interviews with candidates and support providers provided consistent evidence that candidates are knowledgeable of their assessments and meet with support providers to collaborate on assessment results. Support providers reported that only when it is clear that the formative assessment documents adequately address the induction standards found within the four (4) inquiries do they verify results for completion documentation.

Through the completion of formative assessment, candidates demonstrate application of the CSTP and state-adopted framework and adopted curriculum materials in the context of the current teaching assignment, showing response to individual diverse student needs beyond what was demonstrated in the preliminary credential work. The candidate completes four inquiries over the course of two years and an IIP is developed within each inquiry. The program director and coordinator review the work from each inquiry for completion at the end of each semester. During the site visit, the team validated that a copy of the IIP developed during the inquiry is retained in the candidate's individual online portfolio.

Candidates submit completed formative assessment work for review two times per year by uploading it to the program website. If any portions are incomplete, including any portion of the IIP, the program coordinator provides feedback on any missing elements and answers questions the candidate may have about completing the requirements. Candidates may not continue the program until the formative assessment documents have been resubmitted and reviewed as complete. A variety of stakeholder groups reported that because the coordinator is able to give feedback quickly and directly through the program website, candidates have adequate time to complete requirements and continue to move ahead in the program. The program coordinator provides reasonable timelines to submit any late documents to help keep candidates on track toward completion of the program. Many interviewees reported that candidates are encouraged to contact the program director or coordinator with questions either through the program website, email, or by phone.

Candidate competence is measured through completion of the formative assessment process and the components for self-reflection throughout the two-year induction process. Candidates confirmed that the EDCOE induction program personnel collect and assess portfolio evidence twice during the year. Program leaders review submitted evidence of practice and reflection and provide written feedback as to whether the documents are complete or incomplete. This was confirmed through interviews with program leaders, support providers, and candidates.

Interviews with candidates and support providers provided evidence that candidates have knowledge of strength and growth areas in order to choose a research focus question. Candidates reflect and self-assess on their practice on the EDCFA conversation guides and the Continuum of Teaching Practice (CTP) against all elements of the six CSTP. Review of program documents and candidates' portfolios verify that self-assessment, support and advisement, professional development, and continual growth and improvement are documented throughout program using the EDCFA system of inquiry.

Findings on Standards:

After review of the program narrative, supporting documentation and evidence, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met** for the Education Specialist Induction Program.

Administrative Services Credential Clear Guidelines-based Program

Program Design

The mission of the El Dorado County Office of Education Administrator Training Program (EDCOE-ATP) is to assist and support participating administrators as they begin their administrative roles; to advance their knowledge and skills in relation to the California Professional Standards for Educational Leaders (CPSEL); and to help them become effective administrators who lead educational programs that result in the success of all students. The EDCOE-ATP provides participating administrators with multiple opportunities to extend and build upon the knowledge and skills acquired during their preliminary administrator preparation program. Interviews with both administrator candidates and lead mentors confirm that candidates feel well supported in this program. Both stakeholder groups unanimously felt that the most powerful component of the program was the relationship built between the candidate and the mentor, with on-the-job real time support and skill building in the candidate's daily work.

In addition to the CPSEL, EDCOE-ATP uses the WestEd's *Moving Leadership Standards Into Everyday Work Descriptions of Practice* (DOP) to clarify and illustrate the professional standards for education leadership. Documentation both on the website and provided at the visit verify this use. Interviews with program candidates confirmed they had a clear understanding of the process and purposes of the pre- and post self-assessments using this tool.

The EDCOE-ATP utilizes the Administrator Training Program Formative Assessment System (ATPFAS), a locally created system, to structure participants' comparison of their practice to the CPSEL. With the assistance of a trained mentor, candidates use the DOP to assess their level of development for each CPSEL, identify their relative strengths and weaknesses, and plan their professional growth. Both interviews with candidates and mentors and the evidence provided through sample ATPFAS at the visit confirm candidates use this system effectively. Interviews with site administrators of candidates in the EDCOE-ATP stated that the triad meetings they participate in with their candidates and mentors were very valuable and that they had opportunity to approve the IDP (Individual Development Plan).

Each participating administrator and mentor pair develops an Individual Development Plan (IDP) focused on elements of the CPSEL. The IDP includes developmental objectives and an action plan that identifies sequential steps and evidence of growth that will be collected. Learner outcomes are unique to each participating administrator over his/her two year experience, resulting from support and professional growth activities designed for individual needs. Mentors' training ensures that mentors are able to assist participating administrators in linking curriculum, district initiatives, and site programs and goals to the CPSEL and to their formative assessment activities. Interviews with mentors and mentor training agendas verify this training and support. Mentors interviewed shared that they were provided mentor support trainings three times per year and that those trainings provided support in the areas of technology, the CPSEL, and the IDP. Interviews with program

leadership provided insight on the push for mentors to understand the difference between ‘basic evidence collection’ and the collection of ‘evidence of change’.

Mentors are exemplary veteran administrators whose leadership practices demonstrate deep understanding of the CPSEL. Potential mentors are identified by program leaders, district and charter school administrators, and county wide leadership networks and invited to apply. All mentors apply by submitting a letter of interest, a current résumé, and three letters of recommendation. The director of Curriculum, Instruction and Accountability and members of the ATP Leadership Team screen applications. Prospective mentors are interviewed and references are checked. The mentor selection process is rigorous and the criteria are consistent with the mentor’s specific roles and responsibilities. Mentors confirmed that there was a formal selection process they participated in, and all interviewed shared that they had been invited (and some strongly encouraged) to apply. Some also shared that they had been asked by a program candidate to apply and be their mentor. Candidates interviewed shared that the opportunity to seek out their own mentor was a benefit of the program. They felt that choosing a mentor allowed them more flexibility in their program experience and allowed them to request someone they already admired and respected.

Human Resource (HR) staff at each district in El Dorado County and at the schools in the EDCOE Charter SELPA analyze an administrator’s eligibility for the program at the point of hire. HR staff provides potential candidates with the EDCOE-ATP informational brochure that describes the program scope and sequence, requirements, cost, and contacts. Program leadership interviews confirmed that leadership shares information regarding the credentialing and program requirements at the various stakeholder group meetings that convene routinely and detailed information about the program and access to it are also available to both candidates and districts on the EDCOE website.

The EDCOE Director of Curriculum, Instruction and Accountability is responsible for the coordination and implementation of the ATP program. Additional key personnel include a program assistant and two professional development coordinators. The EDCOE-ATP Leadership Team is integral to continuous program evaluation and improvement. The ATP leadership team consists of the director of Curriculum, Instruction and Accountability; the associate superintendent of educational services; professional development coordinators; representative lead mentors; and representative district leaders. The ATP Leadership Team meets three times per year to evaluate program goals and services and make recommendations regarding professional development and assessment. The ATP Leadership Team monitors the accreditation process and reviews program assessment data in order to refine implementation. Members of the ATP Leadership Team also review candidate portfolios as part of the summative assessment. Sample meeting agendas and notes were provided to the team. The EDCOE director provided copies of the tools and protocols for assessment used by the program.

The EDCOE-ATP provides opportunities for candidates to provide feedback regarding the quality of the program including their perceptions of the strengths and deficiencies in mentoring/mentoring, support, and assistance. Sample feedback forms and surveys were provided to the team as evidence. Candidates shared in interviews that if they had a specific question or problem they could call program personnel and someone would get back to them right away with answers or support, but did not remember any opportunity where they felt they could give input on program improvement.

The EDCOE-ATP provides opportunities for mentors to provide feedback regarding the quality of the program including their perceptions of the strengths and deficiencies in mentor training, the effectiveness of criteria for mentor assignment, and the quality of the mentor evaluation process. Mentors interviewed confirmed there were evaluation forms at the mentor meetings. They also

shared that they felt comfortable giving feedback before/after/during mentor training events if they felt it was needed.

EDCOE-ATP participate in statewide program evaluation efforts and use local evaluation tools that provide program leadership with information and data to measure the quality and effectiveness of the program and make adjustments as analysis of evidence indicates. These tools include surveys, portfolios, focus groups, and written feedback and reflections. Sample evaluation data and interviews with program leadership verified this data collection process is in place; however participants and mentors interviewed expressed a desire for more opportunities to give feedback to the programs.

Course of Study

Over a two-year Administrator Induction process, candidates participate in a planned sequence of job-embedded experiences designed to build upon the knowledge and skills they obtained in their preliminary administrator preparation program. Within 90 days of enrollment in the EDCOE-ATP Program, candidates complete the Initial Self-Assessment of Performance. Candidates use the Descriptions of Practice to assess their level of performance for each element of the CPSEL. Candidates also note evidence that supports their self-assessment that “Practice Meets Standard” or “Exemplifies Standard.” For elements rated at “Directed toward” or “Approaches the standard”, candidates note related responsibilities in their current assignment, then list possible support or professional development needed to obtain success, or a higher rating. Once the candidate completes the Initial Self-Assessment of Performance, he/she discusses the information in detail with the assigned mentor. The discussion focuses on helping candidates accurately identify and prioritize the current challenges in their administrative position and personal strengths and weaknesses related to the CPSEL. Collaboratively the candidate and mentor complete the initial online assessment of performance, recording a rating for each cluster of elements of the CPSEL. Through this process, the mentor gains a clear understanding of the priority areas of support and assistance. When interviewed, both candidates and mentors could well articulate this process and its purposes. Sample portfolios showed evidence of completion and follow through with these tools to guide their work.

Together the candidate and mentor identify the areas of growth which are most important for the new administrator’s success. They create an Individual Development Plan (IDP) that sets developmental goals and identifies the steps towards successful completion of authentic, job-embedded tasks related to the CPSEL. The IDP also includes professional development and other support activities. The IDP identifies the evidence of performance that will be collected and added to the professional portfolio. Evidence provided both before and during the visit confirmed this process. Candidate interviews and portfolio evidence validated the candidates' opportunity to choose one or more CPSELS a year to build their IDP and drive their work. Program leadership interviews provided a detailed understanding of the process as well.

The mentor, participating administrator and his/her supervisor have a three-way conversation to refine and approve the IDP, focusing on the participating administrator’s goals and defined action plan. A major purpose of this conversation is to ensure that the employer/supervisor has an opportunity to provide input in the development of the IDP. Once any amendments are made, all parties sign the IDP to show their approval and support for the plan. Interviews with all three of these stakeholders confirmed this triangulation was in place to support the candidate in the selection and follow-through of this IDP. Evidence through forms and signatures also confirmed this process.

At the beginning of year two, candidates and their mentor jointly complete a second assessment of performance to measure growth in leadership related to the CPSEL and to develop a year two IDP

focusing on current priorities. At the three-way meeting to approve the IDP, candidates also receive feedback from their supervisor. At the midyear review in year two, participating administrators again receive formal feedback from the mentor and their supervisor regarding their progress, the completion of the action plan in the year two IDP, and the evidence of increased competence they have collected to date. Review of documents and interviews with mentors and program leadership verify this process. First year candidates interviewed were unsure of the complete process, but felt that their mentors would clarify as needed.

Mentors meet with participating administrators twice each month. Meetings include review of the Individual Development Plan and progress made on the action plan. Mentor logs and interviews with mentors and candidates confirm this on-going support. Candidates interviewed verified that their mentors were meeting with them more frequently than was required, and they felt they had open access to their mentors at all times. Mentors in this program expressed satisfaction with ‘making a positive contribution to the profession’ by supporting new administrators with on-the-job support. Both mentors and candidates saw these meetings as valuable not only to specifically support the IDP work, but as on-going support of their daily responsibilities.

EDCOE-ATP requires each participating administrator to attend at least 10 hours of professional development related to their IDP during each year of the two year program. Candidates choose from monthly ATP professional development seminars on topics such as Teacher Evaluation, Teacher Development, Special Education Law, Categorical Programs, etc. In addition to critical content related to leadership development, these seminars provide opportunities to engage and collaborate with their ATP peers. Candidates are also notified and encouraged to attend countywide professional development and collaboration opportunities such as curriculum and instruction meetings, principals’ breakfasts, and Common Core State Standards workshops. These provide candidates with opportunities to collaborate with new and veteran colleagues who are in diverse administrative roles and contexts. Program documentation and interviews with candidates confirm these opportunities. Candidates interviewed felt that these opportunities provided them an appreciated venue to collaborate and network with their peers as well.

Candidate Assessment

Regularly scheduled meetings between the mentor and the participating administrator include ongoing discussion and feedback regarding the candidate’s progress on the Action Plan in the IDP, their leadership growth, and collection of evidence of that growth. Both candidates and mentors, as well as mentor logs verify this ongoing interaction.

At the midyear review of the IDP with their mentor and supervisor, participating administrators receive formal feedback regarding the completion of the action plan in the IDP and the evidence of increased competence they have collected to date. Meetings between the mentor and participating administrator are documented in the mentor collaboration log. Logs are monitored by the program director for frequency and quality of mentoring support. Evidence was provided through copies of these logs and confirmed by mentors in interviews. If logs are not turned in in a timely manner, mentors reported that they are contacted by program leadership.

At the end of year one, the ATP Leadership Team reviews all candidate portfolios to ensure participating administrators are collecting appropriate evidence of progress toward the CPSEL and are on track for completion. The ATP Leadership Team provides written feedback to each participating administrator regarding the evidence of growth they have compiled. At the end of year two, the ATP Leadership team reviews the entire portfolio for completion and evidence of

competence using the program's portfolio assessment guide. Interviews with members of the leadership team and sample completed portfolios verified follow through in this area. Checklists and rubrics developed by the program were also produced as evidence.

The EDCOE ATP maintains an online record of the candidate's assessment of performance results at each point at which it is taken: initial (within the first 90 days), formative (at the beginning of year two), and summative (at the end of the program). In addition, participants save a PDF copy of the results of each assessment of performance and include it in their professional portfolio. Evidence of this was provided through access to the database and interviews with program leadership.

Findings

After review of the institutional report, supporting documentation, and evidence, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met** for the Administrative Services Credential Clear Guidelines-based Program.