

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

**Professional Services Division**

**May 25, 2011  
Overview of this Report**

**Overview of This Report**

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

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

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

**Program Standards**

	<b>Total Program Standards</b>	<b>Program Standards</b>		
		<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
Multiple & Single Subject Clear	<b>6</b>	<b>X</b>		
Administrative Services Preliminary	<b>15</b>	<b>X</b>		

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:** Santa Barbara County Education Office

**Dates of Visit:** April 11-14, 2011

**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 program leadership, district and county office administrators, school site administrators, Human Resources personnel, support providers, candidates, graduates, faculty, and Advisory Board members; 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

The entire team discussed all documentation, evidence and information collected from interviews in reviewing the nine Common Standards and 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**.

Program Standards

The consensus of the team is that all program standards are **Met**.

Overall Recommendation –

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

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

**Preliminary Services Credential  
Administrative Services Credential**

**Advanced Teaching Credentials  
General Education (Multiple & Single Subject) Induction**

Staff recommends that:

- The institution's response to the preconditions be accepted.
- Santa Barbara County Education Office be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Santa Barbara County Education Office 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:**

**Starla Wierman**  
Davis Joint Unified School District

**Team Members**

**Bob Miyamoto**  
Ventura County Office of Education

**Glen Casey**  
California State Polytechnic University, San Luis Obispo

**Staff to the Visit**

**Karen Sacramento**, Consultant  
Commission on Teacher Credentialing

**Terri Fesperman**, Consultant  
Commission on Teacher Credentialing

**Documents Reviewed**

Agendas and Newsletters	Program Training and Professional Development Calendar
Common Standards Narrative	
Candidate Portfolios	Needs Analysis Results
Course Syllabi	Program Assessment Feedback
Candidate Files	Biennial Report
Program Handbooks	Biennial Report Feedback
Advisement Documents	Field Experience Notebooks
Curriculum Map	FACT Formative Assessment Documents
Faculty Matrices	Schedule of Program Offerings
Survey Results	Communication Documents

### Interviews Conducted

	<b>Common Standards Cluster</b>	<b>Program Sampling Cluster</b>	<b>TOTAL</b>
Candidates	18	6	<b>24</b>
Completers	11	6	<b>17</b>
Employers-Site Administrators	11	5	<b>16</b>
Institutional Administration	3	3	<b>6</b>
Program Coordinators	7	3	<b>10</b>
Faculty/Professional Development Providers	12	4	<b>16</b>
Advisory Board Members	7	2	<b>9</b>
Field Supervisors – Support Providers	25	25	<b>50</b>
Credential Analysts and Human Resources	4	1	<b>5</b>
Advisors-Program Staff	2	2	<b>4</b>
Documenters	12	4	<b>16</b>
<b>Totals</b>			<b>173</b>

*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

Santa Barbara County encompasses a total geographical area of 3789 square miles, and hosts a current population estimated at 500,000 residents. The Santa Barbara County Education Office (SBCEO) serves a broad educational community countywide, including 22 distinct school districts that vary greatly in size and structure and that support over 63,000 students. The mission of the Santa Barbara County Education Office is to provide service and leadership in the areas of students, teachers and finance.

The SBCEO test scores are generally above the state average and mostly rising. Santa Barbara County has low dropout rates and high Advanced Placement qualifying rates. Further, the county has a large number of National Merit Scholars and numerous California Distinguished Schools and Blue Ribbon Schools. The schools enjoy a high degree of local public support, as evidenced by passage of several local school bonds in recent years.

SBCEO states that the pressing issues facing their schools include declining enrollment in most parts of the county, a growing population of children in poverty, mushrooming deficit spending for special education services, safety and drug issues, areas of intolerance, uneven financing structures, a large population of English Language Learners, and a lack of consensus among the public regarding what the mission of the schools should be, especially in the highly controversial areas of testing and language instruction. The SBCEO plays an important role in addressing many of these

problems by providing services in the three key areas of business services, student services, and teacher services.

**Education Unit**

The SBCEO sponsors two educator preparation programs, The Beginning Support and Assessment (BTSA) Induction Program and the Preliminary Administrative Services Credential (PASC) Program.

The SBCEO Instructional Services Division oversees the PASC program and the services of the BTSA Induction program. Additional departments within the Instructional Services Division include Instructional Media Services, Curriculum and Instruction, Educational Technology, and English Learner Support Services.

The SBCEO Induction Program serves 22 public school districts within the county, and the county education programs, which include Special Education, Court and Community Schools, and the Regional Occupational Program (ROP). SBCEO, school districts and county education programs formed a BTSA Induction partnership in 1998 with each entity committing fiscal and human resources, and participating fully in local and state evaluation activities.

The director of the SBCEO Induction Program is responsible for the day-to-day operations of the program. The program’s organizational structure consists of the Induction director and two lead county coordinators, as well as other district coordinators who together comprise the leadership team.

The program had a total of 172 participating teachers complete the program in the 2009-10 year, 14 of whom participated in the Early Completion Option. In the current 2010-2011 school year, the program has 152 participating teachers.

The PASC Program was approved by the CTC in June 2004. The Assistant Superintendent for Instructional Services serves in the capacity of PASC Program Director. Administrative Mentors support candidates with their field activities, and provide input to the PASC staff. Members of the PASC Advisory Board provide input regarding current and future practice, and represent multiple internal and external entities. PASC Course Instructors are educational specialists who serve in the SBCEO Instructional Services Division; they also work in P-12 schools and districts providing targeted support and professional development.

**Table 1  
Program Review Status**

<b>Program Name</b>	<b>Program Level (Initial or Advanced)</b>	<b>Number of Program Completers (2009-10)</b>	<b>Number of Candidates Enrolled (10-11)</b>	<b>Agency or Association Reviewing Programs</b>
Prelim. Admin Services	Initial	14	14	CTC
General Education Induction	Advanced	172	152	CTC

**The Visit**

The site visit began at noon on Monday April 11, 2011. The team members convened at the hotel on Monday afternoon for the initial meeting for review of the accreditation process, roles and responsibilities of team members, and team bonding. After this meeting, the team attended a program orientation at the county office where the team was given a tour of the facilities, and full access to program documents. The team spent the rest of the afternoon interviewing stakeholders, reviewing program documents, data, and other pertinent information for the visit. A team meeting was held that first night where the team reviewed each Common Standard at the sentence level and identified what additional information was needed to confirm the program was meeting standards. Interviews of stakeholder groups continued on Tuesday, and concluded Wednesday afternoon. On Tuesday afternoon, a Mid-Visit Report was shared with the program leadership. Final consensus was reached on all standards on Wednesday evening. The exit report for program leadership and invited guests was held at 9:00 am on Thursday April 14, 2011. There were no unusual circumstances affecting this visit.

# 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 SBCEO supports two programs for accreditation under the leadership of the County Superintendent of Schools with direct unit responsibility assigned to the Assistant Superintendent for Instructional Services.

The SBCEO Induction Program is aligned to the California Standards for the Teaching Profession (CSTPs), the state-adopted academic content standards and performance levels for students, and state-adopted curriculum frameworks. The SBCEO PASC program is similarly aligned to the California Professional Standards for Educational Leadership (CPSEL). Interviews with the assistant superintendent charged with the BTSA Induction and PASC program oversight, program directors, Advisory Board members, district level administrators and site administrators confirm that the program creates and articulates programs that are an integral part of the SBCEO's vision of providing service and leadership to 22 school districts, two community colleges, and more than 30,000 special needs students throughout Santa Barbara County.

Program leadership teams, with substantial stakeholder input, organize, govern, and coordinate all aspects of the program. The program leadership team members are individuals who participate in ongoing professional development to maintain and grow an understanding of their roles while continuing to provide support to participating teachers and PASC candidates. BTSA/PASC Advisory Committee members—representatives from an array of stakeholder groups including district level administrators and departments, school sites, institutions of higher education, mentors, support providers—substantiate that they are involved in providing input for program design, professional development, and review of participating teacher and PASC candidate completion. Additionally, BTSA/PASC Advisory Committee members are part of a continuous cycle of program improvement through analysis of data paired with opportunities to provide feedback and input. Interviews with program leadership and review of program documents, including the SBCEO organization chart, clearly denotes that program leadership is well-positioned within the SBCEO and maintains the authority needed to represent the interest of the program. Interviews with stakeholder groups revealed that they are informed of program rationale, design, and implementation. Program leaders, site administrators, support providers, mentors, and field supervisors work in concert to promote candidate success in both programs.

The Human Resources division at SBCEO includes a credential analyst who supports both the BTSA Induction and PASC programs and is an integral part of the credential recommendation process. BTSA Induction and PASC staff monitors each candidate individually and work with the SBCEO credential analyst to ensure all candidates meet all credentialing requirements through careful and systematic record keeping, systems of evaluation, monitoring of fieldwork and hours, requirements for work quality and attendance, and comprehensive evaluation of candidate performance through a variety of assessments. Program administrators, participating teachers and candidates, as well as district leaders consistently expressed confidence in and respect for the expertise provided by the SBCEO’s credential analyst.

**Standard 2: Unit and Program Assessment and Evaluation**

**Standard Met**

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

**Findings**

Interviews with stakeholders and a review of documents indicate that the SBCEO has developed and implemented an assessment and evaluation system for ongoing program and unit evaluation and improvement. Data is collected from internal and external measures throughout the school year to identify program trends and strengths and areas for growth and improvement.

The system collects, analyzes and utilizes data on candidate and program completer performance and unit operations. Interviews with program candidates reported multiple opportunities to provide evaluative feedback to the program throughout the school year, including at the end of each course and seminar, at the mid-year point and at the end of the year. This data is collected online and includes the BTSA Induction Statewide Survey and the PASC End of Program Evaluation. PASC program candidates also respond to online end of program evaluations that provide summative data on program quality. The information from these evaluations is shared with the BTSA/PASC Advisory Committee and the instructional and supervisory team.

Interviews with Induction program leadership and a review of documents verify that the program contracts with an outside evaluator (Sinclair Research Group, SRG) to administer and analyze a mid-year and end of year comprehensive survey to all program participants including participating teachers, support providers, district and site administrators, and program staff. BTSA Induction program leadership utilizes these tools to determine whether the program goals and standards are being met and where the program is in need of improvement. These reports compiled by SRG and the evaluation results are shared with all stakeholder groups.



Verification through interviews and a review of program documents indicate that the PASC program has implemented the recommendations from the CTC 2008 Technical Assistance report. This includes utilizing a program completer survey that is completed over subsequent years to obtain longitudinal information on program effectiveness in preparing participants for leadership positions.

A review of the Biennial Reports and participating teacher formative assessment documents and interviews with program staff document a system of ongoing data collection related to candidate qualifications, proficiencies, competence and program effectiveness. Through interviews, the unit leadership team reported that all informal and formal data collected through the formative assessment process is used by the program to determine candidate competence and program effectiveness.

### **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**

The SBCEO budget sufficiently allocates resources for the BTSA Induction and PASC programs to prepare candidates and participating teachers to effectively meet program requirements. Overall operation and monitoring of the programs is ensured by the Assistant Superintendent for Instructional Services, Credential Analyst, and Program Directors. Adequate personnel resources are provided to support the professional development needs of the participating teachers and PASC candidates through the support providers, mentors and field supervisors. SBCEO provides participating teachers with release time for classroom observations, workshops and conferences.

Interviews with program leadership, professional development providers, support providers, mentors and a review of program documents reveal that the program information resources and personnel are available to meet program as well as participating teacher and candidate needs. Support providers receive training on formative assessment tools, mentoring skills, and specific content about special populations and English Learners.

Through a review of documentation and interviews with program leadership, it is evident the scope of work for the Assistant Superintendent for Instructional Services includes oversight for both BTSA Induction and the PASC programs. The BTSA Induction Director is primarily responsible for the program design, implementation, budget, staffing, and allocation of resources to support participating teachers in the program. Evaluating the program, collaborating with other programs, relaying information to the BTSA/PASC Advisory Committee, and other SBCEO departments, and

communicating with leadership are all part of a process that is in place to determine resources needs.

The County Superintendent of Schools ensures an equitable balance between north and south county resources through several processes. While the SBCEO is located in Santa Barbara, a north county office is located in Santa Maria to facilitate program faculty and supervision, and to provide direct local service to districts and participating teachers in the region. In addition, SBCEO administrators and staff regularly travel to the Northern Santa Barbara County Office to interact with teachers, coordinators, faculty, staff and districts in the area.

**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**

Induction participating teachers interact with support providers, professional development providers, and documenters (contracted professionals who review assignments). PASC candidates are supported by faculty who teach program courses, site administrative mentors, and field supervisors– the liaison between the PASC program and candidate, administrative mentor and school districts. A review of transcripts confirmed that participating teachers in the BTSA Induction program hold a valid California Preliminary Credential in the area that they teach. All support providers hold a valid California Clear Teaching Credential or have the equivalent professional background and experience.

Support providers submit an application and are nominated by their principal. Professional development providers also submit an application that verifies required knowledge of the teaching profession. Through the application process, professional development providers show an applied knowledge of academic state standards and performance levels for students, curriculum frameworks, accountability systems, CSTP, adult learning theory, and demonstration of presentation/facilitation skills and group processes. All support providers are required to have participated in staff development on the state-adopted academic content standards and content standards and frameworks, in addition to training in the program’s formative assessment model, Formative Assessment for California Teachers (FACT). The support providers and professional development providers are reflective of a diverse society and evidence demonstrates participation

in professional development training to acquire knowledge and skills needed to be an effective support provider. Documenters, whose primary responsibility is to review and assess BTSA Induction program assignments during the regularly scheduled seminars, are professionally qualified as well. Most have served as support providers and/or professional development providers and have current knowledge of the program's systems and processes.

A review of portfolios revealed that participating teachers complete the FACT process over a period of two years. The academic standards and frameworks are embedded into this system of formative assessment and require participating teachers to complete a rigorous inquiry process that includes planning, teaching, reflection, and application. As part of the requirements, support providers and documenters demonstrate understanding and use of state-adopted academic content standards, state adopted curriculum frameworks, and the CSTP.

Interviews with current and recent graduates of the PASC program indicate that the instructional faculty are current practitioners who bring relevance to the classroom through their own expertise and through guest speakers who provide a greater reflection of a diverse society. A review of faculty vitae reveals highly qualified faculty engaged in course instruction and readily available to candidates after class who have questions or concerns. Faculty are recruited and retained by PASC program administration who review qualifications and candidate evaluations. SBCEO PASC administrators, faculty, mentors, and field supervisors form a program review team using multiple assessments to modify course content and/or delivery if necessary to effect program improvement. Administrative mentors are currently practicing at the site or district level and are selected collaboratively with candidate, field supervisor, and program administration input. Currently, field supervisors are retired administrators with strong collegial relationships with district administrators and who have remained current in supervisory skills, CAPSLs, and PASC standards and expectations.

**Standard 5: Admission**

**Standard Met**

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted 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**

Interviews with the SBCEO leadership and a review of program documents and websites substantiate that the unit has established well defined criteria and procedures for program admission in alignment with Commission-adopted requirements. Candidate criteria include an appropriate credential, a teaching assignment that allows for demonstration of required knowledge and skills and agreement to participate in the program. Program requirements are provided to each candidate and are accessible on the SBCEO website. Verification of eligibility and admission is documented by program directors and the credential analyst.

Interviews with program staff and a review of the documents verify that SBCEO uses multiple measures in the admissions process. PASC applicants submit additional documents including three letters of recommendations, a resume, a statement of purpose and verification of a minimum grade point average. It was evident that an effort is made to attract candidates from diverse backgrounds through measures that include media advertising and processes for identifying candidates from groups under-represented by the district.

As described in the program narrative and verified through document analysis, PASC candidates have the pre-professional experiences and personal characteristics necessary for professional growth in the program. A review of the application, with particular attention to the resume, letters of recommendation, and statement of purpose, is conducted by the PASC program staff. In 2010, an interview, writing sample, and technology survey were incorporated into the admissions process. The face-to-face interview allows the program director and instructors to know and encourage candidates in ways that a written application does not allow. The writing sample and technology survey assess the candidates' proficiencies and allows the program staff to intervene early should the candidate need support.

#### **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 retain 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**

At each point of the credential process, applicants and candidates are advised by available qualified members of the unit that includes program directors, instructional staff, fieldwork supervisors, professional development providers and the credential analyst.

All candidates attend an initial orientation where program requirements and expectations are defined. A comprehensive online handbook is available on the SBCEO website and is used by candidates and program staff for guidance on the credential process. The handbook is reviewed in full at the orientation and updated each year according to program staff.

Interviews with Induction support providers and program leadership indicate that support and assistance is provided to participating teachers who experience difficulty in completing the program. The Induction Program Handbook outlines subsequent intervention steps that are available as needed. These include the development of an intervention action plan, the request for a program extension and/or the request for support provider reassignment.

PASC program leadership, instructors and fieldwork supervisors report that they meet regularly to discuss all aspects of the program including candidate progress and performance. A plan for support and improvement is developed when candidates are in need of assistance in meeting the expectations and standards of the program. The program director, the fieldwork supervisor, an instructor and the candidate meet to develop a timeline for a plan of support and improvement. PASC program staff assist the candidate to successfully complete all program requirements. If progress is not made by the candidate, the program may counsel the candidate out of the program, retaining only those that are prepared for advancement.

To guide advisement and assistance efforts, the SBCEO works with candidates during the program to assess progress and performance by reviewing assignments, portfolios and action research field-based projects.

### **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**

The SBCEO Induction Program implements the FACT system, which provides a comprehensive approach for participating teachers to demonstrate application of the knowledge they acquired in their preliminary credential program. Review of the FACT User's Guide 2010 and participating teacher BTSA Induction portfolios showed that the participating teachers engage in the plan, teach, reflect, and apply cycle through focused, job-embedded activities designed to help the teacher understand his/her classroom context, assess his/her teaching, create an inquiry of his/her practice, and reflect upon his/her journey as an educator. During interviews, support providers and participating teachers highlighted the strengths of the FACT system in moving one's practice forward in the support of student success.

Understanding that one of the key components of the FACT system is the collaboration with a qualified support provider, emphasis is placed upon the support provider/participating teacher relationship. The Induction program leadership has a clearly designed process for the selection of support providers and works closely with site administrators in that process. Review of support provider applications reveals a range of program requirements and the degree to which the support provider meets those requirements. Each application includes a nomination from the site principal with additional input for the optimum support provider/participating teacher match. Inasmuch as there is a partnership in selection, it is clear that the Induction program leadership maintains the

last say in this process to ensure participating teacher success. State Survey data reveal that the match between participating teachers and support providers is important to participating teachers and is supported by the program. Lastly, the Induction Program outlines a protocol for requesting a different support provider in the event it is needed.

Review of professional development options (“Academies” embedded as seminar sessions), participating teacher portfolios, and interviews with support providers and participating teachers demonstrated that the program provides opportunities to understand and address issues of diversity. Support providers and participating teachers attend a myriad of professional development events. Components of the FACT system offer participating teachers the opportunity to apply lessons learned and reflect upon their practice as it relates to equity for all students.

Through interviews with PASC candidates, faculty, administrative mentors, field supervisors and SBCEO program administrators, as well as reviewing pertinent documents (i.e. candidate portfolios, curriculum maps), it was determined that field experiences, course content and course assignments in the PASC program are designed to develop candidates to be effective teachers and leaders in California’s schools.

The field-based experiences in the PASC program are aligned to CPSELs candidate standards and CTC candidate competencies. The SBCEO Preliminary Administrative Services Credential Program Handbook 2011 provides candidates with specific requirements and ideas for accomplishing field experiences tied to these standards and competencies. Through interviews it was determined that the candidate and fieldwork supervisor collaborate to create a fieldwork plan that considers the candidate’s past leadership experience, current administrative goals, grade levels taught, and years of experience. Three times each year candidates complete a self-evaluation of their progress on PASC competencies and at the end of the program the administrative mentor completes an evaluation of the candidate’s mastery of the competencies. Through interviews with candidates, program administrators, and fieldwork supervisors it is evident that the fieldwork supervisor monitors the content and quality of field experiences through meetings with the candidates and by reviewing the candidates’ fieldwork logs quarterly.

**Standard 8: District-Employed Supervisors**

**Standard Met**

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

**Findings**

The SBCEO PASC program employs field supervisors and administrative mentors to provide content and services authorized by the credential. The SBCEO’s Preliminary Administrative Services Credential Handbook 2011 provides a clear picture of field supervisor and administrative mentor collaboration to support the PASC candidate during the fieldwork experience. Field supervisors serve as the liaison between the PASC program and the districts, school sites,

administrative mentors, and candidates during the field experience. Field supervisors are employed as consultants and are trained by SBCEO staff. They are evaluated by the PASC director and feedback is gathered from candidates regarding their effectiveness. Based on document review and interviews, it was determined the field supervisors assist each candidate with the selection of their action research project and administrative mentor. Currently, field supervisors are retired administrators with extensive knowledge of district administrators and who have remained current in supervisory skills, CPSELs, and PASC expectations.

While the administrative mentor serves as a volunteer, s/he is a California credentialed administrator working in a public school, responsible for mentoring an SBCEO PASC candidate. Interviews and documents provide evidence that qualified district or site administrators serve as administrative mentors. They are recommended by the fieldwork supervisor, are confirmed by the PASC director and support the candidates' field experience which includes the action research project. Those who are selected must be leading a school that is improving its Academic Performance Index and/or is showing adequate growth of identified subgroups. The administrative mentor must have been a practicing administrator for at least three years. Each administrative mentor participates with a fieldwork supervisor in an orientation meeting that explains the role and responsibilities of the assignment. Additionally, administrative mentors are supported by PASC program staff who answer questions and provide necessary programmatic information.

**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.
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**Findings**

Stakeholder interviews and a review of evidence demonstrate that the SBCEO educator preparation programs provide opportunities for candidates to demonstrate the required knowledge and skills necessary for effective instruction and to meet the Commission-adopted competency requirements.

Designed as a rigorous results-oriented learning experience, the PASC program requires candidates to demonstrate professional knowledge and skills in courses taught face-to-face, online and field environments. The online course management system, Moodle, is utilized on an ongoing basis to engage candidates in online discussions and other interactive assignments. Fieldwork activities are aligned with course topics and activities to integrate the candidate's efforts and acquisition of competencies. Candidates complete a minimum of 60 hours of fieldwork directly related to the CPSELs. All assignments are evaluated using a descriptive rubric aligned to program concepts.

Induction candidates, with the assistance of a trained support provider, use FACT to demonstrate their knowledge and skills focusing on the CSTP and incorporating the academic content standards. A review of FACT modules and interviews with program documenters verify that FACT modules and submitted evidence are examined using a criteria based rubric.

Review of candidate assessments verify the Commission-adopted competency requirements, as specified in the program standards, are being met by the candidates. Multiple assessments, including comprehensive reflective portfolios, action research projects, conversation guides, self assessments and FACT activities are used to determine competency. Candidates meet with course instructors, fieldwork supervisors and administrative mentors on a regular basis to discuss competencies and progress toward program completion. Candidates who successfully complete program requirements are recommended to the CTC for their credential. The determination is made as a result of analysis of candidate's performance and competence.

## **General Education (Multiple and Single Subject) Induction**

### **Findings on the Standards**

#### *Program Design*

The SBCEO Induction Program is housed within the Instructional Services Division of the Santa Barbara County Education Office with the Assistant Superintendent for that division overseeing the implementation of the program. The Fiscal Services Division of SBCEO provides the fiscal support needed to implement all program elements. The program director of the Santa Barbara County Induction Program is responsible for the day-to-day operations of the program. The program's organizational structure consists of the program director and two lead county coordinators, as well as other district coordinators and professional development providers who together comprise the leadership team. The leadership team meets monthly to monitor, assess and modify implementation of the program based on participant feedback and candidate assessment results. Candidate and program evaluation data is reported to the Advisory Board, which includes program leadership and representative stakeholders. An examination of program documents as well as interviews with participating teachers, support providers, administrators and other stakeholder groups verifies that the management structure ensures effective delivery of support and assessment to participating teachers. Consistency of program delivery and equitable distribution of resources was validated by north and south county district leaders, professional development providers, current and past participants.

Stakeholder input is provided to program leadership in a variety of informal and formal means. Informal input is provided through interactions with stakeholders at meetings, via phone or email. Formal input is provided by seminar evaluation surveys given to the participants at the end of every professional development seminar, and by surveys distributed at mid-year and end-of-year. SRG designs the surveys and analyzes the results. Survey results provide the leadership team with information about the effectiveness of the support providers professional development activities in meeting the needs of the new teachers in the induction program. The leadership team reviews stakeholder data at monthly meetings and makes program modifications based on these suggestions.

#### *Course of Study*

The SBCEO Induction Program uses FACT as its formative assessment system. The FACT process is grounded in a formative view of teacher efficacy that requires study, consultation and reflective practice beyond initial professional preparation. The FACT modules are designed to



guide participating teachers, with the assistance of a trained support provider, through a series of inquiry based professional development and critical thinking activities that will support their growth as reflective practitioners. Each of the FACT modules focuses on one or more of the standards within the CSTP and incorporates the P-12 academic content standards and induction standards forming the lenses by which the participating teachers assess their teaching and measure their professional growth over time.

The FACT modules incorporate the cognitive cycle of plan-teach-reflect-apply and provide a process for the participating teacher, with the guidance of a trained support provider to identify teaching strengths and areas for growth based on the CSTPs, Induction Program Standards and P-12 academic content standards. As participating teachers complete the FACT modules, they gather evidence of their teaching practice and use multiple measures to examine the current level of practice as compared to the CSTP. Participating teachers and support providers examine evidence, engage in reflective collaborative conversations that focus on classroom practice, and plan ongoing professional growth. The Individual Induction Plan (IIP) is developed based on evidence collected during FACT modules and serves as a guide for the participating teacher's professional goals and growth activities.

In addition to the weekly meetings with the support provider, participating teachers meet in a more formal setting with their support providers during monthly professional development seminars and FACT work sessions. These seminars are spread across the Induction program experience and provide the participating teachers an opportunity to work with their support providers to document their completion of the FACT modules and strengthen their understanding of the connections between the modules, the CSTPs, the induction standards, and the state-adopted academic content standards, supported by well-prepared professional development providers. The professional development seminars in both years of the Induction program are designed to support the participating teacher's attainment of the knowledge and skills they need to meet the individual competencies for teaching pedagogy, creating and maintaining well managed classrooms, technology, and equity which includes access for all students, teaching English learners and special populations. The formative assessment process is individualized to each teacher's context. The professional development they receive includes choices in the breakout sessions, as well as through the opportunity to substitute district and site based professional development for professional development offered by the Induction program. Differentiated professional development is based on their grade level, teaching assignment, background experience and years in the Induction program.

In order to prepare participants to meet the learning challenges of students with special needs, a Professional Learning Academy model is incorporated into the structure of the monthly seminars. In this model, participating teachers focus on three academies during the two years of the Induction program, Universal Access: Equity for All, Teaching English Learners and Teaching Special Populations. The academy breakout sessions are facilitated by knowledgeable, well prepared professionals in the appropriate fields of education. A collaborative culture is built in the academy, which focuses on student results and on the context of the participating teachers.

Current support providers, participating teachers and professional development providers report that the seminars and academies are extremely helpful in meeting the special needs of students.

The role of the support provider is valued by participating teachers and program leaders. Site administrators are responsible for recruitment, selection, and the assignment of support providers to participating teachers using the criteria provided by the induction program. Support providers receive specific training in mentoring and observation skills in preparation for the role of supporting a participating teacher. Ongoing training and support is provided at the monthly seminars in the context of the current formative assessment activities.

### *Candidate Competence*

The Credential Completion Checklist is the vehicle used by participating teachers to verify and document the completion requirements for the clear credential. Each participating teacher assembles evidence from FACT activities, seminar activities, classroom artifacts, and student work to document their growth and completion of all teaching credential requirements. Trained documenters are present at every seminar to verify completion of key components and to provide immediate feedback to participants on the quality of the work. A copy of the checklist is kept by the program and the completion information is archived in an electronic database in the Induction office. Progress reports are issued to the participating teachers in January and June of each academic school year. Participating teachers and support providers report high satisfaction with the system.

The Induction Program Handbook was distributed to participating teachers at the orientation and was reported to be helpful in communicating program and credential requirements. At the end of the induction experience, the participating teacher meets with the Induction director or designee to review completion of requirements. If requirements have not been completed, a plan and timeline is established for the participating teacher to complete all requirements.

The Induction director recommends only those participating teachers who have submitted the specified evidence, as outlined on the checklist. After the participating teacher has provided evidence of completion, the director signs the Verification of Induction Program Completion form provided by the CTC, which is then forwarded to the county credential analyst. The credential analyst then submits the credential electronically to the CTC. The recommendation for the clear credential is based on verification of satisfactory completion of all specified professional growth requirements and does not include an evaluation of participating teacher performance. A letter confirming candidate program completion is sent to the appropriate district human resources office.

### *Findings on the Standards*

After review of the institutional report, supporting documentation, the completion of interviews with program leadership, district administration, school site administrators, Human Resources personnel, support providers, candidates, graduates, teachers, the team determined that all program standards are fully **Met** for the SBCEO Induction Program.

## Preliminary Administrative Services

### Findings on the Standards

#### *Program Design*

The PASC program is housed within the Instructional Services Division of the SBCEO with the Assistant Superintendent for that division serving in the capacity of PASC program director. PASC course instructors, fieldwork supervisors and the program director meet formally on a quarterly basis as the program leadership team and more frequently on an informal basis, in face-to-face meetings, or via phone or e-mail communications. The entire PASC staff is either currently working for SBCEO, or has worked there in the recent past, which increases the efficiency and effectiveness of communication. The leadership team discusses and examines candidate progress and program evaluation data, which is used to inform or modify program planning and delivery. Modifications to course content as well as revision and updating of the Program Handbook have occurred as a result of stakeholder feedback. The PASC leadership team shares and reports evaluation data and program modifications to the BTSA/PASC Advisory Committee. Members of the BTSA/PASC Advisory Committee provide input regarding current and future practice, and represent multiple internal and external entities, such as program leaders, IHE partners and district representatives.

According to interviews with current and past candidates and PASC program leaders, the course instructors and fieldwork supervisors are accessible and knowledgeable about program requirements. Candidates are supported through their field activities by current school or district administrative mentors who are selected by the candidate, using program guidelines. Administrative mentors are approved by program leaders and are prepared to assume the role through face-to-face meetings and written expectations from the program. Because the course instructors and fieldwork supervisors work closely with local P-12 schools and districts, candidates report that the program leaders are knowledgeable about local context, current research, reform, and emerging best practices. Current and past candidates in the PASC program report a strong connection between the coursework, the field experiences and their current context of work in local schools and districts.

#### *Course of Study*

The SBCEO PASC program is designed to be a rigorous set of results-oriented, interrelated learning experiences. PASC applicants have the opportunity to participate in an informational meeting prior to admission. All candidates participate in a program orientation before formal coursework begins. This detailed overview of the program and related expectations includes a thorough review of the Program Handbook, which contains specific information about academic expectations, formative and summative assessments utilized in the program, the sequence of coursework, the process of credentialing, and program staff contact information.

Participants in the program experience integrated content that is delivered in face-to-face, online, and field environments. PASC is a 12-month program; courses are taught face-to-face one weekend per month, and the online course management system, Moodle, is utilized on an ongoing basis to engage candidates in online discussions, prompted journal reflections, and other interactive assignments. Current and past candidates appreciate the balance of delivery models, but report the

face-to-face opportunities to develop a supportive network with other professional educators is one of the most valued components of the program. Interviews with program completers indicate that the sequence of courses was effective, appropriate, and relevant to their completion of program required activities. Candidates and program completers commented on the value of the foundational information and theory provided in the beginning course that continued to be reinforced throughout the remaining courses and fieldwork experiences. Fieldwork activities are aligned with course topics and activities to support the candidate's efforts and enhance the acquisition of competencies as defined by the CPSELs.

The PASC Handbook is considered a valuable resource in communicating the program expectations and alignment of courses, activities, and field experiences with the CPSELs.

The field experience is designed to provide candidates with many opportunities to apply new knowledge and skills acquired in the PASC Program. Fieldwork experiences introduce candidates to a wide range of administrative responsibilities, and provide for the development of both leadership and management skills. The support of student learning and improved achievement is the foundation for all relevant fieldwork experiences. Fieldwork supervisors and course instructors integrate key standards and topics throughout the program, and monitor the development of competencies through frequent, formal sessions with candidates and through leadership meetings. Each course provides in-depth learning experiences for specific standards, and this progression is paralleled by fieldwork supervisors who support and guide the candidate. Appropriate fieldwork experiences are arranged by standard to enable the candidate and the administrative mentor to make meaningful, informed decisions. In addition to formally scheduled and structured PASC leadership team meetings, course instructors and fieldwork supervisors interact with candidates as needed using email, phone, and personal contacts.

The combination of elementary and secondary field environments provides candidates with exposure to a wide variety of activities, personnel, and systems. During the field work experiences, the candidate self-assesses his or her work and reflects on experiences as they relate to the CPSELs. Candidates complete a minimum of 60 hours of fieldwork experience, both in elementary and secondary environments. Candidates are required to complete one-third of their field activities in a level other than the one in which they work. Fieldwork includes required elements as specifically outlined in the PASC Handbook, recommended options, and activities that relate to the candidate's action research project and culminating presentation.

Field experiences are closely monitored through reflective logs and monthly reviews with the fieldwork supervisor. While completing the fieldwork requirement, candidates are submitting work online, participating in discussions, and working on the action research project, all of which are integrated with the sequenced coursework. The PASC leadership team meets regularly to coordinate topics, calibrate expectations, and review pacing of instruction, project completion, and candidate competency progress.

### *Candidate Competency*

Fieldwork supervisors meet with candidates a minimum of once a month to provide guidance, support, and feedback regarding the development of competencies related to the CPSELs. Candidates are required to share their fieldwork activity logs, which document elementary and secondary field experiences, as well as the related CPSELs. The dual benefit of these frequent

sessions is evident in the individualized assistance provided for each candidate, as well as the formative assessment information generated for program use. Administrative mentors work closely with candidates and fieldwork supervisors, meet to discuss experiences on a regular basis, and finally assess competency development related to the CPSELs.

The program director oversees the candidate assessment process. The course instructors, fieldwork supervisors, and administrative mentor (candidate choice) comprise an assessment panel that evaluates the three summative products, the action research project, the presentation and the reflective portfolio. The assessment rubric, candidate reflective portfolio and a written recommendation from each member of the assessment panel are submitted to the program director for review.

### ***Findings on the Standards***

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, faculty, employers, program leadership, district administration, school site administrators, Human Resources personnel and supervising practitioners, the team determined that all program standards are fully **Met** for the SBCEO Preliminary Administrative Services Credential Program.