

Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at Fresno County Superintendent of Schools

**Professional Services Division
May 2018**

Overview of this Report

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

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

	Met	Met with Concerns	Not Met
1) Institutional Infrastructure to Support Educator Preparation	X		
2) Candidate Recruitment and Support	X		
3) Course of Study, Fieldwork and Clinical Practice	X		
4) Continuous Improvement	X		
5) Program Impact	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Teacher Induction	6	6		
Clear Administrative Services Credential	5	5		

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

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

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

Institution: Fresno County Superintendent of Schools

Dates of Visit: April 17-19, 2018

2017-18 Accreditation

Team Recommendation: Accreditation

Previous History of Accreditation Status	
Date	Accreditation Status
05/14/2009	Accreditation with Stipulations

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, graduates, and local school personnel. 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:

Program Standards

After review of the institutional report, supporting documentation, 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 Fresno County Superintendent of School’s Teacher Induction Program and the Clear Administrative Services Credential.

Common Standards

The team reviewed the five Common Standards and found that all Common Standards were **Met**.

Overall Recommendation

The team completed a thorough review of program documentation, evidence provided at the site, additional information provided by program administration and faculty, and interviews with candidates, program completers, faculty, administrators, employers and student services staff. Due to the findings that all Common Standards were met; and that all program standards were met, the team unanimously recommends a decision of **Accreditation**.

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

Teacher Induction
Administrative Services Induction

Staff recommends that:

- The institutions response to the preconditions be accepted.
- Fresno County Superintendent of Schools be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Fresno County Superintendent of Schools continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Lead:

Cynthia Amos

Los Angeles Unified School District

Common Standards:

Anna Marie Villalobos

Santa Clara County Office of Education

Sandra Fenderson

University of San Francisco

Programs Cluster:

Riki Belshe

Capistrano Unified school District

Staff to the Visit:

Bob Loux

Commission on Teacher Credentialing

Documents Reviewed

County Website	Biennial Report Feedback
Common Standards Submission	Field Experience Notebooks
Advisory Group Minutes	Schedule of Professional Development
Candidate Files	Advisement Documents
Fieldwork Handbooks	Program Review
Follow-up Survey Results	Program Review Feedback
Needs Analysis Results	Facilitation Guide
Program Assessment Feedback	

Interviews Conducted

Stakeholders	TOTAL
Candidates	49
Completers	14
Employers	20
Institutional Administration	5
Program Coordinators	6
Coaches	42
Induction Reviewers	5
Credential Analysts and Staff	1
Advisory Board Members	8
TOTAL	150

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

Background Information

Located in central California, Fresno County is the number one agricultural county in the nation. The school population reflects the diversity of the region, including a high reliance on migrant farm labor. 20% of the students in Fresno County are EL learners, along with 58% of the students being on free or reduced lunch. Ethnicity of the county schools is 65% Latino, 17% Caucasian, 9% Asian, 5% African American, and 4% other.

Table 1
Program Review Status

Program Name	Number of Program Completers (2016-17)	Number of Candidates Enrolled (2017-18)
Teacher Induction	125	224
Administrative Services Induction	99	89

The Visit

The visit proceeded in accordance with all normal accreditation protocols.

Program Reports Teacher Induction

Program Design

The Fresno County Superintendent of Schools Induction Program is operated under the Human Resources Division of the Fresno County Superintendent of Schools (FCSS). The program director is also the Director of Human Resources and Credentialing Departments. The leadership team is comprised of one director, one program manager, two consultants and one program secretary.

The leadership team works with district and county human resources administrators, credentialing departments and school/county office administration to identify potential program participants as evidenced by interviews with program staff, credential analyst, and candidates. The FCSS Induction Program incorporated major changes over the last two years as they moved to the new Teacher Induction Standards. This is evidenced in their Transition Plan dated June 7, 2016. Interviews with program personnel, coaches, and candidates verified that the identified changes on the transition plan are in place. One major change to the program is the implementation of an Individual Learning Plan (ILP) for candidates which is developed in collaboration with a candidate's mentor with input from the site administrator. The program has also put in place a defensible process for recommending a clear credential which includes a written appeal process for candidates as well as a procedure for candidates to repeat portions of the program if needed. This process was verified in the candidate handbook as well as in interviews with program staff, candidates, and the credential analyst.

Through interviews, it was verified that stakeholders participate on an advisory committee. This includes members of the unit, leaders from the induction programs within the unit, stakeholders from the districts served, representatives from local institutions for higher education (IHE), and leadership from various local district sponsored induction programs. The committee meets twice each year, is provided program updates, and is asked to provide feedback in relation to the program. Committee members verified in interviews that they are provided the agenda in advance and given the opportunity to add to the agenda. There are multiple opportunities for stakeholders to provide input to the program. Additionally, interviews verified that informal and formal feedback from program participants and coaches is gathered throughout the year in the form of surveys, observations, and site visits.

Course of Study (Curriculum and Field Experience)

FCSS reviews the credential of every new hire in the county. Candidate interviews substantiated the statement that preliminary credential teachers are identified and directed to enroll in the FCSS Induction Program. It was also verified in interviews that coaches with like credentials are paired with the new teacher and they attend the orientation together. At the orientation, the candidate and coach use the Facilitation Guide to support the candidate in evidence based self-assessment of their current practice in relation to the CSTPs. The end result of this process is the identification of the candidate's Individual Learning Plan goal. Interviews with site administrators

provide evidence that the candidate’s administrator also provides input into the candidate’s establishment of the ILP goal and supports the candidate as needed in achieving that goal.

The FCSS Induction Program uses the action research model in the further development of the candidate’s ILP. The review of digital accounts substantiate that candidate and coach identify action research items, such as professional learning and field experience activities, which support the candidate in achieving their identified ILP goal. Examples of these activities, which site reviewers verified in completed digital accounts, are observations, review of research journals, online research of best practices, professional development, and collaboration with veteran educators.

The candidate meets and collaborates with their coach on an average of one hour per week as evidenced in coaching logs uploaded into the candidate’s digital accounts, signed coaching agreements, and in site reviewer interviews with candidates and coaches. This collaboration time involves reflective conversations between the coach and candidate to review the candidate’s ILP, review, reflect, and document the candidate’s action research, and discuss future steps including the adaptation of the ILP as needed.

Assessment of Candidates

Throughout the Induction Program, program staff provides participating teachers with advice and assistance, direction regarding completion of program requirements, early completion options (ECO), and the formative assessment components. This support was verified by site reviewers in interviews with program staff, coaches, and candidates as well as through review of the handbooks. The program monitors progress and uses this information to communicate, guide, and assist candidates in successfully showing growth in relation to the CSTPs and completing program requirements. Candidate interviews verified that candidates are aware of program requirements, use the online system to monitor their own progress, and receive communication from program staff regarding any items needing additional focus.

Coaches provide the first level of review of the ILP and support the candidate as needed in any further support. Induction reviewers provide anonymous feedback to the ILP which is documented in the candidate’s digital account. If further work is required for successful completion of the ILP, the candidate receives that immediate feedback with explicit requirements for successful completion. Program leadership tracks the overall completion of the program. The credential analyst verified with reviewers that clear credentials are only recommended for those individuals which program leadership has approved for the recommendation.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, employers, and supervising practitioners, the team determined that all program standards are **met** for the Office of the Fresno County Superintendent of Schools Induction Program.

Administrative Services Induction

Program Design

Fresno County Superintendent of Schools Clear Administrative Services Credential (CASC) Program is run by a program director and program coordinator with the help of a program secretary, as verified by an organizational chart and interviews of leadership, candidates, and coaches. These identified individuals plan, implement, and evaluate all of the CASC activities. The unit responsible for the program is the Fresno County Superintendent of Schools.

Site reviewers verified through interviews, review of candidate e-portfolios, and program provided signed copies of Memorandums of Understanding (MOUs) that there is continuous communication between the FCSS CASC program leadership, partner districts and schools, and candidate and coaches. Communication includes program updates, feedback, and any additional requirements that are outstanding.

Coursework and field experience options were verified to be plentiful and meet the individual needs of candidates enrolled in the FCSS CASC program. During interviews, candidates listed a multitude of professional development opportunities provided as resources to support their Individual Learning Plan (ILP) goals. E-portfolio reviews, FCSS CASC leadership emails, and interviews verified that program staff monitor candidates to ensure they attend the minimum number of required hours and monitor the quality of the professional development through review of candidate reflections.

The FCSS CASC program uses stakeholder input as feedback to better support coaches and candidates as well as adapt the program. This stakeholder input was verified by the site review team in interviews with their advisory board members, leadership from partner districts, coaches, and candidates. All stakeholders interviewed verified that the program asks for their input and uses that input to better meet the individual needs of each partner district as well as support individual candidates in the program.

Course of Study (Curriculum and Field Experience)

Interviews with candidates supported the program's documentation stating that professional development opportunities to meet the program requirements for coursework were made available on an ongoing basis. Candidates verified that the coursework supports the California Professional Standards for Education Leaders (CPSELs) and as a result their ILP goal.

Written reflection of any attended professional development is required of the candidate, as verified in interviews and through review of e-portfolios. Candidates stated in interviews that the written reflection is completed with the support of their coach and encourages them to connect their learning to all CPSELs while also supporting the established ILP goal.

The FCSS CASC program directly provides two full-day Saturday professional development opportunities covering all CPSELs as an additional option to candidates. Interviews with candidates verified that some candidates attend the Saturday offering while others attended their required coursework outside of these Saturday offerings.

Candidates stated in interviews that the professional development coursework not only supported their ILP goals related to each CPSEL but also connected authentically to their job responsibilities. All interviewees discussed the professional network they have become part of by attending professional development and FCSS CASC cohort meetings.

Assessment of Candidates

Candidates complete an initial assessment of their competencies in relation to the CPSELs. This initial assessment is completed in collaboration with their coach. Interviews with candidate and coaches verified this initial assessment requirement. Candidates state that they use this initial assessment and their reflective conversation with their coach to identify their ILP goal.

As the candidate attends professional development during the year to further advance their ILP goal, they complete written reflections in collaboration with their coach. The candidate and the coach verified in interviews that the reflective conversation guides the candidate back to providing evidence to support the self-assessment of their competency in relation to each of the CPSELs. This process was verified to be completed on an on-going basis throughout the year as the candidate and coach collaborate on ILP goals. Candidates document that they meet the standard for each CPSEL by written reflection requiring evidence of their self-assessment.

Program staff monitor the candidates' progress throughout the year and provide feedback on a monthly basis at minimum. This feedback is provided via email as verified by interviews with the candidates and coaches and is documented in the candidate's e-portfolio. Additionally, it was verified in interviews that lead coaches also review candidate e-portfolios as an additional measure. Candidates state that they are aware of the requirements for completion of the program. If they have missing requirements, candidates state that it is brought to their attention and to their coach's and the program supports them in completion.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, employers, and supervising practitioners, the team determined that all program standards are **met** for the Fresno County Superintendent of School's Clear Administrative Services Credential program.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation			
Components	Consistently	Inconsistently	Not Evidenced
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:			
<ul style="list-style-type: none"> The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks 	X		
<ul style="list-style-type: none"> The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs. 	X		
<ul style="list-style-type: none"> The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation. 	X		
<ul style="list-style-type: none"> The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences. 	X		
<ul style="list-style-type: none"> The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution. 	X		
<ul style="list-style-type: none"> Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence. 	X		

Common Standard 1: Institutional Infrastructure to Support Educator Preparation			
Components	Consistently	Inconsistently	Not Evidenced
<ul style="list-style-type: none"> The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service. 	X		
<ul style="list-style-type: none"> The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements. 	X		
Finding on Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Met	Met With Concerns	Not Met
	X		
<p>Additional information applicable to the standard decision</p> <p>Document review, interviews with leadership, coaches, K-12 site administrators, employers, and completers confirm the strong commitment the Fresno County Superintendent of Schools has to guiding and serving future educational leaders. These interviews provided significant evidence of the collaborative nature at both the unit and program levels as they collect, analyze, and implement a strong array of data to engage in reflective practice which informs their support of candidate learning experiences connecting to their Individual Learning Plans as well as the unit’s quest for continuous program improvement.</p> <p>FCSS promotes, through their individual programs, a structured, collaborative, and well organized support system that spans the candidates’ field and academic experiences. Interviews with P-12 administrators, coaches, and FCSS leadership confirm that individually tailored, researched-based professional development guides candidate growth as they meet California’s adopted standards and curricular frameworks.</p>			

Common Standard 2: Candidate Recruitment and Support			
Components	Consistently	Inconsistently	Not Evidenced
Candidates are recruited and supported in all educator preparation programs to ensure their success.	X		
<ul style="list-style-type: none"> The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications. 	X		
<ul style="list-style-type: none"> The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession. 	X		
<ul style="list-style-type: none"> Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements. 	X		
<ul style="list-style-type: none"> Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies 	X		
Finding on Common Standard 2: Candidate Recruitment and Support	Met	Met With Concerns	Not Met
	X		

Additional information applicable to the standard decision

Document review and interviews with leadership, administration and teacher induction coaches, K-12 site administrators, and completers confirm that the Fresno County Superintendent of Schools accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.

Interviews with leadership and site administrators establishes FCSS purposefully recruits and admits candidates to diversify the educator pool and provides the support, advice, and assistance to promote their successful entry and retention in the profession.

Document review and interviews with leadership, administration and teacher induction coaches and candidates further demonstrates appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements and that evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and to support candidates, including, a defined process in place to identify and support candidates who need additional assistance to meet competencies.

Common Standard 3: Fieldwork and Clinical Practice			
Components	Consistently	Inconsistently	Not Evidenced
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	X		
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	X		
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program	X		
<ul style="list-style-type: none">Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively	X		

Common Standard 3: Fieldwork and Clinical Practice			
Components	Consistently	Inconsistently	Not Evidenced
implement research-based strategies for improving teaching and student learning.			
• Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	X		
• The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	X		
• Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	X		
• All programs effectively implement and evaluate fieldwork and clinical practice.	X		
• For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the opportunity to work with the range of students identified in the program standards.	X		
Finding on Common Standard 3: Fieldwork and Clinical Practice	Met	Met With Concerns	Not Met
	X		
Additional information applicable to the standard decision			
<p>During group interviews, participants described a comprehensive program of study linking the candidates’ Individual Learning Plan with program and district professional development. According to interviewees, the candidates’ ILPs allow for a wide range of topics which address the California Standards for the Teaching Profession, the California Professional Standards for Educational Leaders, and the Common Core.</p> <p>The ILP and the support provided by the coaches in the induction programs support the attainment of the skills necessary for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.</p> <p>Site-based administrators, candidate coaches and job alike coaches are oriented to the supervisory role, and are evaluated and recognized in a systematic manner as confirmed in interviews with program participants, program staff, program administrators and program documents.</p>			

Common Standard 4: Continuous Improvement			
Components	Consistently	Inconsistently	Not Evidenced
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	X		
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	X		
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data.	X		
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation	X		
Finding on Common Standard 4: Continuous Improvement	Met	Met With Concerns	Not Met
	X		
Additional information applicable to the standard decision			
<p>The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on data collected through a variety of sources and stakeholders (advisory board members' interviews, program administrators' interviews and website).</p> <p>The education unit and its programs regularly assess their effectiveness in relation to the ILP, theory of action, and support services for candidates though program participants, stakeholders' and coaches' midyear and post surveys which is confirmed in interviews with program participants, advisory board members and program administrators.</p> <p>Program documents and program interviews reveal the programs' continuous improvement processes include multiple sources of data including but not limited to: 1) post surveys of program completers; 2) feedback from site and district administrators of program participants; 3) professional development evaluations; 4) candidates' reflections; 5) candidates' pre and post self-assessments; and 6) candidates' portfolios.</p>			

Common Standard 5: Program Impact			
Components	Consistently	Inconsistently	Not Evidenced
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	X		
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students	X		
Finding on Common Standard 5: Program Impact	Met	Met With Concerns	Not Met
	X		
Additional information applicable to the standard decision			
Through a review of program documents, interviews with FCSS leadership, staff, advisory board members, coaches, candidates, and completers it was confirmed the unit provides clear expectations, pathways, and feedback for the professional growth of all candidates to meet the state competency requirements. Interviews with stakeholders also confirms the units impact on teaching and learning through their consistently positive and timely email responses and access to instructional resources and strategies that guide candidates to effectively support P-12 students.			

INSTITUTION SUMMARY

The Induction program operates under the Human Resources Division of the Fresno County Superintendent of Schools. The Program Director is also the Director of Human Resources and Credentialing departments. The California Administrative Services Credential program operates within the Educational Services Department headed by the Deputy Superintendent. The Teacher Induction and CASC Leadership teams works closely with district and county human resources administrators, credentialing departments and school/county office administration to quickly and accurately identify potential program participants.

The Advisory Committee includes members of the unit, leaders from the induction programs within the unit, stakeholders from the districts served, representatives from local IHE's, and leadership from various local district sponsored induction programs, reviews data to provide feedback to inform program design.

FCSS's active involvement through the course of their program of study and the opportunities for candidates to issue both informal (phone calls, face-to-face meetings) and formal (surveys) feedback of program experiences support a comprehensive system linking candidates' individual learning plan (ILP) with program and district professional development.

FCSS and its programs evaluate and demonstrate they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students.