

Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at Stanislaus County Office of Education

**Professional Services Division
May 2019**

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Stanislaus County Office of Education**. 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	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: Stanislaus County Office of Education

Dates of Visit: February 25-27, 2019

2018-19 Accreditation

Team Recommendation: Accreditation

Previous History of Accreditation Status	
May 4, 2010	Accreditation

Rationale:

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

Program Standards

All program standards are **Met** for the Teacher Induction program.

All program standards are **Met** for the Clear Administrative Services program.

Common Standards

All common standards are **Met** for the institution.

Overall Recommendation

Based on the fact that the team found that all standards for the Teacher Induction program were met and that all common standards were met, the team recommends **Accreditation**.

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

Teacher Induction
Clear Administrative Services Credential

In addition, staff recommends that:

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

Accreditation Team

Team Lead:	Julie McNealy Retired, Orange Unified School District
Common Standards:	Sandra Beller Retired, West Covina Unified School District
Programs Cluster:	Raquel Belshe Capistrano Unified School District
Staff to the Visit:	Sarah Solari Colombini Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission	Program Review Submission
Common Standards Addendum	Program Review Addendum
Course Syllabi and Course of Study	Candidate Advisement Materials
Accreditation Website	Memorandum of Understanding
Candidate Files	Assessment Materials
Candidate Handbooks	E-Portfolios
Survey Results	Performance Expectation Materials
SCOE Organizational Charts	ISS Organizational Charts
LTLC Mission Statement	Candidate Year at a Glance
Program Calendars	Mentor Year at a Glance
Inductionsupport.com Milestone Reports	MOUs, Candidates, Mentors, and Districts
Early Completion Option	Steering Committee Agenda & Minutes
Precondition Responses	Collaborative Logs
North Valley Collaborative Agenda & Minutes	

Interviews Conducted

Stakeholders	TOTAL
Candidates	116
Completers	34
Employers	13
Institutional Administration	11
Program Coordinators	3
Professional Development Providers	7
Support Providers	63
Credential Analysts and Staff	8
Advisory Board Members	13
TOTAL	268

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

The Stanislaus County Office of Education (SCOE) partners with local schools and the community to support quality education for 109,513 students in Stanislaus County and several thousand more in regional programs throughout the state. The office employs approximately 1,059 staff and manages a \$261 million budget.

Under the leadership of the County Board of Education and the Superintendent of Schools, the Stanislaus County Office of Education (SCOE) serves as a link between the 25 school districts in the county and the California Department of Education. The Stanislaus County Office of Education provides a support infrastructure for local schools and districts that includes administrative, instructional and direct student services. As part of the instructional services, SCOE provides a full range of credentialing services including teacher and administrator induction programs.

The Teacher Induction Program and the Clear Administrative Services Program also known as the Administrator Induction Program are integral parts of the Instructional Support Services division. Teachers, mentors, coaches, and candidates in the programs have access to content area experts and optional professional development opportunities provided by the division.

Education Unit

The SCOE induction programs are rigorous two year programs designed to support new educators by embedding components of research-based models such as Mentoring Matters, Cognitive Coaching, and Greatness by Design as they clear their preliminary credentials. Teacher induction candidates use the “plan, teach, reflect, and apply” cycle during inquiry investigation of an Individual Learning Plan (ILP). This is an individualized plan drafted with their teaching context, district goals/initiatives and best practices in mind. Administrator induction candidates, with the support of their lead coach, create and implement an Individual Induction Plan (IIP). This collaboratively created plan springs from several seminal documents.

The California Standards for the Teaching Profession (CSTP) and California Professional Standards for Educational Leadership (CPSEL) serve as foundations for job-embedded, mentor/coach supported action research which moves the candidate forward in his/her practice. Both programs bridge the pathways of educator preparation to the reality of the work in which they are now engaged, through a series of inquiries designed to provide opportunities for candidate support, encouragement, and self-reflection through ongoing dialog between candidate and mentor/coach.

The consortium model of the teacher and administrator induction program supports the partnerships necessary for the continued development of adult learners, beginning with non-evaluative feedback from the candidate’s administrator and continuing with open, welcoming, and confidential input and guidance from veteran mentors/coaches and SCOE staff. The SCOE Learning to Teach and Lead Continuum (LTLC) serves thirty-five districts across five counties.

The stakeholders in these counties encompass a range of environments from rural to urban, with student enrollment ranging from as few as 94 students to more than 23,000 students. The LEAs in Stanislaus County include an average of 26 percent students who are English language learners and approximately 66 percent of student populations who qualify for free or reduced price lunch. The program is collaboratively customized to meet the needs of the diverse districts as needed.

**Table 1
Program Review Status**

Program Name	Number of Program Completers (2017-18)	Number of Candidates Enrolled (2018-19)
Teacher Induction	96	240
Clear Administrative Services	44	85

The Visit

The visit proceeded in accordance with all normal accreditation protocols.

Program Reports

Clear Administrative Services Credential Programs

Program Design

The Stanislaus County Office of Education (SCOE) Administrator Induction Program (AIP) is a two-year, job-embedded and coach-based program designed to support beginning administrators as they work to earn the recommendation for a Clear Administrative Services Credential. The program is housed in the Instructional Support Services Division of SCOE along with the Teacher Induction Program. The SCOE AIP is overseen by the Assistant Superintendent of Instructional Support Services (ISS). Day to day program management and operations are led by the SCOE AIP Director with the support of a full time event planner and two full time senior credential analysts. The program's placement in ISS assures it is in daily communication and collaboration with county professional development providers and all other instructional support staff.

The SCOE AIP serves the administrative candidates of local education agencies (LEA) in Stanislaus County as well as in four neighboring counties: San Joaquin, Merced, Tuolumne, and Amador. In interviews, LEA leadership, candidates, and coaches state that SCOE AIP communicate and collaborate on an ongoing basis. This frequent communication ensures the needs of all candidates in these counties, representing a range of environments from rural to urban and from as few as 94 students to more than 6,000 students, are being met.

Coaches are the foundation of the SCOE AIP. They are responsible for supporting their candidate in self-assessment related to the California Professional Standards for Education Leaders (CPSEL), establishing goals to ensure they meet all standards, and act as a resource to connect the candidate with professional learning opportunities as individually needed. The SCOE AIP coaches are hired by the program through an application process, resulting in a team of available coaches for the program. As confirmed during interviews with candidates and coaches, the program director obtains feedback from the candidate regarding job-placement, location, and future goals to appropriately match the candidate and coach, prior to the orientation meeting. Coaches verified that in advance to placement as a coach they receive intensive training on coaching conversations, mentoring skills, and set personal coaching goals for the year. Training materials and interviews also provided evidence that in addition to initial training, coaches participate in networking and calibration meetings throughout the year. The calibration meetings include an opportunity for coaches to read candidate individual induction plans (IIP)s, time to reflect on their coaching support as well as an opportunity to network with and support other SCOE AIP coaches.

An advisory council for SCOE AIP, which also supports the Teacher Induction Program, is in place. This council membership includes at least one representative from every participating Local Education Agency (LEA). The Advisory Council meets monthly providing an opportunity for the SCOE AIP to share data as well as an opportunity for all stakeholders to provide input into the support and design of the program. In addition, SCOE induction programs coordinate

the North Valley Collaborative (NVC). Members of this collaborative are stakeholders who provide input into the SCOE AIP program design. The collaboration and communication of the NVC allows for vertical alignment between SCOE and local institutes of higher education (IHE). The NVC shares agreements among the group members in an effort to develop common agreements, including transition documents for candidates. Additionally, the program shares best practices to be implemented across the region at the NVC.

SCOE AIP has a multitude of systems in place to assess the quality of services provided by the program. Interviews with candidates provided evidence that feedback is obtained at least three times annually in regards to the coaching relationship, support, and program effectiveness. LEA leadership and site administrators verified that they are asked annually to provide feedback in regards to program design and support. Coaches stated that their feedback is also obtained and valued to support continuous improvement in program design. Finally, the SCOE AIP uses data provided by the Commission on Teacher Credentialing Program Completer Survey to assess the quality of their services.

Course of Study (Curriculum and Field Experience)

Candidates of the SCOE AIP are identified and enrolled in the program by their LEA. SCOE AIP leadership then assigns a trained coach prior to orientation. The candidate, with the support of his/her coach, will complete the two-year, locally designed, job-embedded program through a system of coaching, support and professional learning. In interviews, multiple candidates stated that the effort they place into their IIP is “not one more thing” rather it is truly job-embedded and meaningful in their administrative placement. This program is based on development and implementation of a collection of IIPs supporting the attainment of mastery of the CPSEL. Over the two-year program, the candidate, with the assistance of his/her coach, submits evidence of professional growth and movement toward mastery of each CPSEL. The IIPs and evidence are housed digitally and are accessible by the candidate, coach, and program leadership. Evidence of CPSEL mastery focuses on demonstration of growth and reflectiveness, not aesthetics.

Review of candidate materials and interviews show evidence that the IIP document begins with each candidate’s starting point of mastery after self-assessment using a CPSEL related rubric. The candidate, with the assistance of his/her coach, then identifies and documents a goal as well as learning activities, coaching support, and additional assistance needed to achieve that goal. On an ongoing basis, the IIP provides an opportunity for the candidate to document actual progress towards that goal and the time spent participating with professional development and coaching during the cycle of inquiry. Opportunities are provided on the IIP for the candidate to revise his/her goal and other components, if appropriate or required, based upon candidate need. At the completion of the IIP cycle of inquiry, the candidate is asked to provide specific pieces of evidence to demonstrate mastery of the focus CPSEL, reflect upon the learning and future goals, as well as obtain coach support of the recommendation of meeting the standard.

Development of the IIP is individualized based upon candidate needs. Interviews provided evidence that coaches and program staff ensure candidate goals and activities are meaningful and job-embedded. Both candidates and site supervisors stated in interviews that employer input pertaining to candidate CPSEL competency was a piece in the development of the IIP. The SCOE AIP provides a multitude of professional development and growth opportunities for candidates aligned with their identified goals. Candidates stated that at the beginning of each year a calendar is provided to them with scheduled trainings throughout the year. They are able to schedule appropriate topics that support their job and goals into their calendar at that point. Candidates also stated that program emails and the SCOE website provided updated additions to trainings. In the event of individual needs for which professional development is not able to be found, candidates stated that with the support of their coach and program leadership, they have always been able to find resources to support them.

Coaches in the SCOE AIP program are trained in coaching conversation protocols and encouraging reflection. Interviews provided evidence that candidate support typically occurs face-to-face on a weekly basis with additional contact made via text, email, or phone calls. The trained coach guides the candidate to become self-reliant problem solvers in a safe and supportive environment. Candidates stated they felt “safe” in asking questions and sharing concerns. Coach and candidate interviews stated that the coach is actively involved in the work and effort the candidate is giving to their IIP.

Assessment of the SCOE AIP candidate’s IIP is formative and ongoing throughout each cycle of inquiry. The candidate and coach together monitor the candidate’s progress toward mastery of the focus CPSEL. Candidates stated in interviews that if they felt it was necessary, they were confident in reaching out to AIP leadership to obtain feedback in regards to progression toward mastery of the focus CPSEL. Once the candidate determines the IIP inquiry is complete, the document and evidence is reviewed by the coach. Readers then review the materials and provide feedback to the candidate and coach. While summative in nature to verify mastery of the focus CPSEL, opportunities for future development and collection of evidence are provided, if needed, until the candidate achieves mastery.

Assessment of Candidates

Candidate IIPs are reviewed by readers who have networked and collaborated to ensure calibration. The first reviewer is the candidate’s coach. Once the coach verifies that the candidate has provided evidence of achieving mastery for the CPSEL, the IIP is reviewed by program leadership. If this final review of the IIP identifies that CPSEL mastery has been achieved, the results are communicated to the candidate and coach. If it is identified that further evidence and inquiry is required, that information is communicated to the candidate and coach. Opportunities are provided for the candidate to revise the IIP as needed until evidence of mastery is presented. All candidates stated that AIP leadership is supportive and assistive as needed to meet the requirements of the program.

Once the candidate has successfully completed the two-year program and compiled evidence of achieving mastery of all six CPSEL, the process for recommendation begins. Interviews with leadership, staff, and credential analysts provided evidence that the following process is consistently implemented. Once AIP leadership verifies mastery of each CPSEL, the Credential Events Specialist confirms the candidate's completion and tracks the candidate's progress towards meeting program requirements and communicates this information with the project coordinator. Upon successful completion of all program requirements, together, the candidate and credential analyst fill out any CTC required documentation and the online recommendation for a Clear Credential is made.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, employers, and coaches, the team determined that all program standards are fully **Met** for the Clear Administrative Services Credential Program.

Teacher Induction Program

Program Design

The Stanislaus County Office of Education (SCOE) Teacher Induction Program is a two-year, job-embedded and mentor-based program designed to support new teachers as they work to earn the recommendation for a Clear Teaching Credential. An Early Completion Option (ECO) is available to those teachers who qualify as exemplary and experienced educators, allowing completion of the program in one year. The Teacher Induction Program is housed in the Instructional Support Services Division of SCOE along with the Administrative Induction Program(AIP). The SCOE Teacher Induction Program is overseen by Assistant Superintendent of Instructional Support Services (ISS). Day to day program management and operations are led by the SCOE Teacher Induction Program Director with the support of a full time consultant, part time consultant, two full time event planners and two full time senior credential analysts.

The SCOE Teacher Induction Program serves the teacher candidates of thirty-five local education agencies (LEA) across five counties as well as private and charter schools. In interviews, LEA leadership, candidates, and mentors state that the SCOE Teacher Induction Program communicates and collaborates on an ongoing basis, via advisory council meetings, email, phone and face to face meetings, to ensure the needs of all candidates in these diverse counties are being met.

Mentors for the SCOE Teacher Induction Program are the foundation of the program. Mentors are identified by the site administrator and/or district of the teacher candidate, based upon guidelines provided by the Program. After review of mentor resumes, the site visit team was able to verify that program guidelines are consistently being followed by all thirty-five COEs, LEAs, private, and charter schools. In interviews, mentors verified that there is a selection process followed by SCOE to identify mentors. The SCOE Teacher Induction Program provides initial training to all mentors prior to the candidate beginning the Teacher Induction Program. Initial training materials, and mentor interviews, provided evidence that mentors receive instruction in coaching skills and strategies, confidentiality, and program procedures. Ongoing training includes networking, as well as instruction on topics which were identified from previous training feedback. A final piece of the training is the opportunity to act as readers of ILPs while calibrating and networking with other mentors to refine their skills. Mentor interviews also provided evidence that candidate feedback, in regards to the mentor relationship, is anonymously provided to all mentors and is included in networking discussions to further advance mentor skills and practice.

An advisory council for SCOE Teacher Induction program, is in place. This council membership includes at least one representative from every participating LEA. The advisory council meets monthly providing an opportunity for the SCOE Teacher Induction program to share data as well as an opportunity for all stakeholders to provide input into the support and design of the program. In addition, SCOE induction programs coordinate the North Valley Collaborative

(NVC). Members of this collaborative are stakeholders who provide input into the SCOE Teacher Induction program design. The collaboration and communication of the NVC allows for vertical alignment between SCOE and local institutes of higher education (IHE). The NVC shares agreements among the group members in an effort to develop common agreements, including transition documents for candidates. Additionally, the program shares best practices to be implemented across the region at the NVC.

The SCOE Teacher Induction Program regularly assesses the quality of their services. This assessment of services is completed by candidates and mentors after each training or workshop as well as summatively at the end of each school year by candidates, mentors, and site administrators. Candidate and mentor interviews provided evidence of the cyclical nature of these surveys so that modifications can be made to the program on an ongoing basis. In addition, the SCOE Teacher Induction Program receives feedback from the CTC Program Completer Survey which provides additional program data to inform program revisions, growth and development.

Program modifications over the recent two years have been both large and small. Additionally, according to candidate interviews, the SCOE Teacher Induction Program has moved to using Google Drive for the ILP documents rather than a previously “tedious system”. Candidates also stated in interviews that the ILP document has become more meaningful as it has been refined. Interviews with candidates and coaches confirm that program leadership promptly shares program revisions and supporting rationale during ILP workshops.

Course of Study (Curriculum and Field Experience)

The ILP of the SCOE Teacher Induction Program is the document which, along with support from his/her mentor, guides the candidate through the induction program. The ILP document includes a pre-assessment related to the California Standards for the Teaching Profession (CSTP) which supports the development of each candidate’s goals. Candidates are required to develop a plan of inquiry and identify evidence that will be provided to show growth related to the CSTP. Candidates collaborate with mentors to gather and review data as they engage with colleagues through the process of inquiry. At the completion of each cycle of inquiry, candidates collaborate with their mentor to complete a post-assessment of the individual CSTP and complete a written reflection of their learning.

The ILP is developed by the candidate with guidance from his/her mentor. Candidate, mentor, and site administrator interviews provided evidence that a triad meeting is held allowing the site administrator to provide input in regards to school goals and possible individual goals. Candidates stated in interviews that the goals they developed were meaningful to their teaching context and the ILP document allowed for “flexibility” in documenting their growth in the CSTP. Multiple candidates stated that the Teacher Induction Program provides invaluable support to their first years of teaching.

The SCOE Teacher Induction Program provides a multitude of professional development and growth opportunities for candidates aligned with their goals. Candidate interviews stated that beyond more structured professional development, often their professional learning involved site-based activities such as team meetings, staff meetings, and trainings by instructional coaches. In addition, many candidates mentioned that they were provided time to observe other educators to support their professional growth. During interviews, candidates and mentors shared that their mentor completed observations of the candidate and provided feedback to the candidate to further support their professional growth.

The mentor is the main component of the candidate's support system and supports the candidate in self-assessment related to the CSTP and development of their ILP goal and action plan. Additionally, the mentor collaborates with the candidate on an ongoing basis to support the implementation of the ILP. The mentor is there as a direct resource or will connect the candidate with other resources as needed to assist the candidate in achieving his/her goal. Finally, the mentor supports the candidate in the summative self-assessment of the focus CSTP for that inquiry cycle. Candidate interviews provided evidence that the mentor is not only supportive of the candidate in regards to completion of the ILP, but are also the person candidates go to for answers and other support. Many program completers stated that they still reach out to their mentor for continued support and guidance.

Assessment of Candidates

Candidate ILPs of the SCOE Teacher Induction Program are monitored on an ongoing basis. The ILP document is stored in a Google Drive folder shared with both the candidate and mentor. Program staff review the candidate folder and ILP throughout the inquiry cycle to ensure that the candidate is moving forward as well as to ensure that he/she is receiving mentor support. The Credential Events Specialist creates links to completed ILP inquiry documents and provides the links to the evaluators (mentors who have been trained and calibrated to review ILPs). The evaluators review the document for completion as well as evidence supporting the candidates' self-assessment of growth toward mastery of the focused CSTP. Candidates are provided multiple opportunities as well as support to provide evidence that shows growth, until the document and evidence meets requirements.

Once the candidate has successfully completed the two-year program, the process for recommendation begins. Interviews with leadership, staff, and credential analysts provided evidence that the following process is implemented. Once teacher induction leadership verifies the completion of the ILP, the Credential Events Specialist receives confirmation of completion and tracks the candidate's progress towards completion of program requirements. Upon successful completion of all program requirements, the program then provides the Clear Credential document, completed by the candidate, to the Credential Analyst who makes the online recommendation for a Clear Credential.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, graduates, employers, and mentors, the team determined that all program standards are fully **MET** for the Teacher Induction 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		
<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 	X		

Common Standard 1: Institutional Infrastructure to Support Educator Preparation			
Components	Consistently	Inconsistently	Not Evidenced
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.			
<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		
<p>A review of evidence and interviews with a variety of stakeholders confirm that the SCOE induction programs have the infrastructure in place to operate effective educator preparation programs characterized by a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. Document review, interviews with program leadership, coaches/mentors, P-12 site administrators, employers, administration, teacher induction candidates, administrative services clear credential candidates and completers confirm the strong commitment the Stanislaus County Office of Education 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. Ongoing analysis of this data informs program support of candidates' learning experiences as well as the unit's quest for continuous program improvement. One interviewee stated, "There is an expectation of collaboration between and among all departments to meet the needs of the educators we serve."</p> <p>Through their individual programs, SCOE induction promotes a structured, collaborative, and well organized support system that spans the candidates' field and academic experiences. Interviews with P-12 administrators, coaches/mentors, and SCOE induction leadership confirm that individually tailored, research-based professional development guides candidate growth as they meet CSTP and CPSEL.</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		

Common Standard 2: Candidate Recruitment and Support			
Components	Consistently	Inconsistently	Not Evidenced
<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		
<p>Document review and interviews with leadership, coaches/mentors, P-12 site administrators, and completers confirmed the Stanislaus County Office of Education accepts applicants with clear criteria including multiple measures of candidate qualifications. Interviews with leadership clearly established the purposeful recruitment of employees to diversify the work pool. Interviews with program stakeholders confirmed appropriate personnel are available to support each candidate through the two-year induction process and ensure successful entry into the profession.</p> <p>Interviews with a broad base of stakeholder groups, provided compelling evidence that program leadership and staff are committed to providing a meaningful, job-embedded induction experience designed to meet each candidate's unique needs. Coaches/mentors and site administrators reported a clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.</p>			
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	X		

Common Standard 3: Fieldwork and Clinical Practice			
Components	Consistently	Inconsistently	Not Evidenced
educate and support P-12 students in meeting state-adopted content standards.			
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	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 implement research-based strategies for improving teaching and student learning. 	X		
<ul style="list-style-type: none"> Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential. 	X		
<ul style="list-style-type: none"> The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates. 	X		
<ul style="list-style-type: none"> Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner. 	X		
<ul style="list-style-type: none"> All programs effectively implement and evaluate fieldwork and clinical practice. 	X		
<ul style="list-style-type: none"> 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		

Document review, interviews with leadership, coaches/mentors, P-12 site administrators, employers and program completers confirmed the strong commitment the Stanislaus County Office of Education maintains to providing a smooth transition into the profession for all candidates participating in their programs. During group interviews, participants described ILP/IIP alignment with program and district professional development. According to those interviewed, ILPs and IIPs allow for a wide range of topics which address the California Standards for the Teaching Profession and the California Professional Standards for Educational Leaders, respectively.

The ILP/IIP and the support provided by the mentors/coaches foster the attainment of the skills necessary for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students to meet state-adopted content standards. One candidate reported, “My work in induction, isn’t just one more thing... It’s the ONE thing that makes sense!”

Interviews consistently confirmed site administrators, mentors and coaches are oriented to the supervisory role and participate in a variety of training and professional development activities which include, but are not limited to; coaching language, supporting candidates through the phases of a year, data analysis, observation strategies and techniques.

Data from the full spectrum of program stakeholders is routinely collected and analyzed to implement program modifications in a timely matter. Interviews from stakeholder groups confirm, “All we have to do is call...”

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		
<p>Interviews with stakeholder groups confirmed the SCOE develops and implements a comprehensive, continuous improvement process at both the unit level and within each of its induction programs. This continuous improvement process identifies program and unit effectiveness and promptly makes appropriate modifications based on data collected. Data gathered is routinely shared across stakeholder groups.</p> <p>Unit leadership regularly utilizes a variety of instruments to assess their effectiveness in relation to support services being provided to its candidates. Information gathered is shared with all stakeholder groups and program modifications are made as deemed necessary. Mentors reported a session during which candidates and mentors were separated and candidates were asked to respond to survey questions as they departed from the session. The mentors were then called together again and allowed to review the candidates' responses. Although responses were anonymous, each mentor and coach present knew his/her candidates' responses were among those being reviewed. All stated it was extremely powerful for them to see the data in such real time.</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		
<p>Document review, interviews with leadership, coaches/mentors, P-12 site administrators, employers and program completers, across all partnering districts confirm that the Stanislaus County Office of Education ensures candidates across all programs demonstrate the knowledge and skills necessary to effectively educate and support all students in meeting state adopted academic standards. Candidates within the SCOE program receive mentorship and guidance that facilitates ongoing collection, analysis and reflection on assessment data measuring student growth toward content standards mastery as documented in candidates' Individual Learning</p>			

Plans/Individual Induction Plans. Systems have been created allowing employers the opportunity to provide input so that the work of all candidates aligns with district academic initiatives.

SCOE has also had an impact on recruiting more individuals into the field of teaching and learning. One program offered by SCOE, Parents to Teachers, has successfully recruited 60 former Head Start participants into the education profession after it was discovered that one third of the current Head Start teachers in the area were former Head Start students or parents themselves.

INSTITUTION SUMMARY

The SCOE Induction programs operate under the Instructional Support Services department of the Stanislaus County Office of Education. The Learning to Teach and Lead Continuum (LTLC) program administrators are well equipped to lead the program through their participation in statewide (Curriculum and Instruction Steering Committee (CISC), Board of Institutional Reviewers (BIR) and accreditation activities) as well as regionally centered experiences such as SCOE teacher development, curriculum and instruction, North Valley Collaborative, and other steering committees. The programs also have two full time directors, two full-time consultants, a full time financial coordinator, and three full time event planners. Two full time senior credentials analysts are also housed in the Instructional Support Services Division of the Stanislaus County Office of Education (SCOE). The assistant superintendent was the previous director of induction and collaborated on the development of the AIP-CASC program; she is very active at the state level with accreditation and is also BIR certified. The success and powerful reputation of the SCOE LTLC programs are partially due to the very purposeful placement of the program within the SCOE organization. The Teacher Induction Program and the Administrator Induction Program are integral parts of the Instructional Support Services division. Teachers, mentors, coaches, and candidates in the programs have access to content area experts and optional professional development opportunities provided by the division.

The SCOE induction programs are rigorous two-year programs designed to support new educators by embedding components of research-based models such as Mentoring Matters, Cognitive Coaching, and Greatness by Design as they clear their preliminary credentials. Teacher induction candidates use the “plan, teach, reflect, and apply” cycle during inquiry investigation of an Individual Learning Plan (ILP). This is an individualized plan drafted with their teaching context, district goals/initiatives and best practices in mind. Administrator induction candidates, with the support of their lead coach, develop and implement an Individual Induction Plan (IIP).

The consortium model of the program supports the partnerships necessary for the continued development of adult learners, beginning with non-evaluative feedback from the candidate’s administrator and continuing with open, welcoming, and confidential input and guidance from veteran mentors/coaches and SCOE staff. The program is collaboratively customized to meet the diverse needs of the partner districts.