

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

**Professional Services Division
June 2016**

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at Santa Clara County Office of Education. 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, a recommendation of **Accreditation** is made for the institution.

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

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

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Education Specialist M/S	24	24		
Education Specialist ECSE	26	26		
Clear Education Specialist	7	7		
Preliminary Administrative Services	14	14		
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 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 Clara County Office of Education

Dates of Visit: May 1-4, 2016

Accreditation Team

Recommendation: Accreditation

Rationale:

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

Common Standards–

Site visit team members reviewed the nine Common Standards to determine if the standards were met, met with concerns, or not met. The team found that all Common Standards are **Met**.

Program Standards–

Team members discussed all documentation, evidence, and information collected from interviews. Following these discussions the team considered whether the Program Standards for their programs were met, met with concerns, or not met. The consensus of the team was that all program standards were **Met** for all programs.

Overall Recommendation–

The team completed a thorough review of program documents, program data, and interviewed institutional administrators, program leadership and staff, faculty, supervising instructors, resource and technology staff, IHE partners, candidates, completers, and Advisory Board members. Due to the fact that all Common Standards were **Met**, and that all Program Standards were **Met**, the team recommends an accreditation decision of **Accreditation**.

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

Initial/Teaching Credentials

Education Specialist Credentials
Moderate/Sever Disabilities
Early Childhood Special Education

Advanced/Service Credentials

Clear Education Specialist Credential

Administrative Services
Preliminary
Professional

Staff recommends that:

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

Accreditation Team

Team Leader:

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Common Standards Cluster:

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Staff to the Visit

Mike Taylor
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Documents Reviewed

Initial Program Review Documents Recruitment Materials Recruitment Materials Candidate Interview Rubric Common Standards Report Course Syllabi Candidate Files Budget IPR Feedback Schedule of Classes SCCOE Website Logs of Support Hours Inclusion Collaborative Website Admin Program Faculty Handbook Criteria for Mentors Common Standards Report Ethnicity Data Tables Course Syllabi Candidate Files Fieldwork Handbooks e-Portfolios	Biennial Reports Biennial Report Feedback Support and Supervision Logs Program Assessment Feedback Program Assessment Documents Program Assessment Feedback Advisement Documents Program Summaries Admissions Materials Mentor/Coach Eligibility Requirements Education Specialist Programs Website Admin Program Student Handbook Education Specialist Student Handbook Candidate Interview Rubric Schedule of Classes Advisement Documents Faculty Vitae College Annual Report Budget Orientation Powerpoint Hard Copy Portfolios
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Interviews Conducted

Stakeholders	TOTAL
Candidates	28
Completers	18
Employers	10
Institutional Administration	6
Program Coordinators	3
Faculty	17
Advisors	6
Field Supervisors – Program	7
Field Supervisors – District	7

Stakeholders	TOTAL
Credential Analysts and Staff	2
Advisory Board Members	13
Technology staff	7
Resource staff	9
Total	133

Background Information

The Santa Clara County Office of Education (SSCOE) provides administrative, business, and technical support through its Human Resources, Business Services and Technology Services branches. Instructional services and professional development for educators and administrators are provided by the Educational Services branch, and programs that serve students directly, including Special Education, Alternative Education, Migrant Education, and Head Start, are administered by the Student Services branch.

The SCCOE is in San Jose, 50 miles south of San Francisco in Santa Clara County. Santa Clara County has a population of almost 2 million people from various multi-ethnic groups. The demographics for Santa Clara County in 2014-15 have a breakdown of 46% white, 32% Asian, 26% Hispanic, 16% other and 2% Black. This is representative of our candidates' ethnicity in our program as well as the students they serve. Over the last few years National Hispanic University and the credential program at Santa Clara University closed, causing a gap in quality teacher and Administrative Services Credential preparation programs. The SCCOE is filling this gap with these programs. There are 276,175 students at 413 schools within Santa Clara County; the ethnic breakdown of the students includes: 39.2% Hispanic, 27.6% Asian, 21.4% White, 2.3% African American.

The SCCOE collaborates with both the University of Pacific and National University to provide Master's Degrees should candidates wish to obtain an advanced degree in either special education or administration. In addition, the SCCOE works with both the University of Pacific and San Jose State University to provide continuing education units for professional development opportunities.

Education Unit

SSCOE serves as the Lead Education Agency (LEA) for the Commission-Approved educator professional preparation programs. The credentialing unit sponsors two education specialist preliminary intern credential programs: Early Childhood Special Education and Moderate/Severe. SCCOE also offers a Clear Education Specialist Program. In addition SCCOE sponsors a Preliminary Administrative Services Credential Program and a Clear Administrative

Services Credential Program. There continues to be a shortage of qualified education specialists and administrators in the county. The SCCOE is filling this gap with these programs.

Although these programs are housed in different departments within the SCCOE (Ed Specialists in the Inclusion Collaborative and Administrative Services Credential in Education Services) it is seamless to our candidates.

**Table 1
Program Review**

Program Name	Program Level (Initial or Advanced)	Number of Program Completers (2014-15)	Number of Candidates Enrolled or admitted 15-16
Preliminary Moderate Severe	Initial	0	7
Preliminary Early Childhood Education Specialist	Initial	0	7
Clear Education Specialist	Advanced	18	17
Preliminary Administrative Services	Initial	102	131
Clear Administrative Services	Advanced	32	92

The Visit

The accreditation site visit to Santa Clara County Office of Education began on Sunday, May 1, 2016. The team met on campus in early afternoon to meet program leadership and staff at SCCOE who provided brief introductions and then an overview of the education unit and programs, followed by interviews. The interviews and document review continued on, Monday, May 2nd and Tuesday, May 3rd. A mid-visit report was provided to the unit lead on Tuesday morning. Consensus was reached on all standard findings and the accreditation recommendation Tuesday afternoon. The visit concluded with an exit report at 5:30 p.m. Tuesday, May 3, 2016. There were no unusual circumstances.

Common Standards

Standard 1: Educational Leadership

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 the requirements.

Findings:

Document review and interviews with leadership, faculty, supervisors and P-12 stakeholders confirmed that the Santa Clara County Office of Education (SCCOE) has an emerging research-based vision for educator preparation. The emerging vision is responsive to California's adopted standards and curriculum frameworks and has as its overarching goal the preparation and support of effective leaders and teachers to ensure the achievement and access for all students. Evidence, such as the self-study, program materials and assessments, and interviews suggest that the research-based vision has framed the mission and vision of the credentialing unit but has not yet been fully implemented in the specific curriculum content of the credential programs. The credentialing unit is a relatively new entity evolving out of the addition of the educational specialist programs into the county's array of programs.

The Santa Clara County Office of Education (SCCOE) is committed to serving, inspiring, and promoting student and public school success. Its goals are to improve student equity and reduce access discrepancies to high quality education, provide support to districts, communities, schools and students, be a premier employer, and improve organizational effectiveness and efficiency.

In coherence with the SCCOE, the SCCOE Credentialing Unit's vision, as reported by program directors, program personnel, and stakeholders, is to prepare leaders and teachers who effectively provide quality educational services to all students, including access to general education standards and appropriate adaptations/modifications leading to equity for all students.

SCCOE's mission and vision are grounded in research on equity and access that in turn provides direction for program development and modifications. The SCCOE Credentialing Program provides a cohesive and comprehensive curriculum, which integrates course work, field experiences, and technology to focus on equity for all students. Its program learning outcomes

are: Education specialists and administrators will understand the importance of equal access for all, develop subject matter comprehensible for all students, engage and support all students in learning, plan instruction and design learning experiences that meet the needs of all students, and continue to develop as professional educators and administrators.

Leadership, administrative staff, and faculty engage in ongoing discussions related to research specific to their content including the CA Common Core Standards and Frameworks. Numerous researchers have influenced the design of SCCOE's educational programs. The educational specialist programs are based on seminal research pieces (Meyer, Rose, & Gordon, 2014), (Turnbull & Turnbull, 2015), (Lynch & Hanson, 2011), (Gargiulo & Metcalf, 2013), (Villa, 2014), (Friend & Cook, 2013), (Cohen & Spenciner, 2014), and (Snyder et al, 2015). The administrative services programs embrace research as the basis for its curriculum (Thompson, 2007), (Davis and Darling-Hammond, 2012), (Kouzes, and Posner, 2012), (Fullan, 2001), (Marzano, Waters, McNulty, 2005), (Schmoker, 1999), and (Ladson-Billings and Tate, 2006).

The credentialing program is administered through the SCCOE's Credentialing Unit with the Associate Superintendent as the Unit lead. Program Directors and the Administrative Staff collaborate to create a cohesive Credentialing Unit.

Evidence, such as the self-study, syllabi, program materials, assessments, and interviews with faculty and program directors suggested that the research-based vision has framed the design of the program, assessment and program accountability and been fully implemented in the curriculum content. The curriculum is articulated to the vision and California's adopted standards and curriculum frameworks and is assessed by learning outcomes established in each course syllabus and culminating assessments.

Interviews with leadership, the Advisory Board, faculty, coaches, mentors, candidates, and employers and other P-12 stakeholders provided evidence that the SCCOE Credentialing Unit represents a collaborative effort among the County Office of Education, school districts, and Institutions of Higher Education, such as San Jose State and National University.

The Directors meet on a regular basis with the advisory board, faculty and support staff to ensure a unified program. The SCCOE Credentialing Program Advisory Board consists of local school districts and SCCOE administrators, local university and college professors, community representatives, faculty, current and past candidates, parents and education specialists. Faculty members meet regularly, formally and informally, with the directors and some serve on the advisory board. Employing school districts show their support for the goals of the credentialing unit by participating on the advisory board, assigning district support providers to assist interns and signing Memorandum of Understanding (MOU) to ensure appropriate support for interns or new administrators. In addition program data is shared, reviewed and discussed to ensure that changes are made to improve the credentialing programs.

Program instructional personnel and support providers participate in ongoing professional development offered by the unit to maintain and enhance an understanding of their roles and responsibilities to provide ongoing support and instruction for candidates. Interviews with the program administrative staff, leadership team, support providers/mentors, and candidates confirm that through program surveys, faculty evaluations, and feedback to the program facilitators, stakeholders have a voice in the ongoing organization of the program. Program participants at all levels shared that the program has been responsive to the input, needs, and suggestions provided on surveys and course evaluations.

Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represent the interests of each program within the institution. As documented in the verification agreement, the Santa Clara County Office of Education's Superintendent has approved the sponsorship of the education specialist and administrative services credential programs. SCCOE is committed to the fulfillment of all applicable standards of program quality and effectiveness for the credentials and certificates offered. The associate superintendent serves as the unit lead and has the authority to provide ongoing oversight of all credential preparation programs offered by the SCCOE and has the institutional support needed to create effective strategies.

Evidence, such as the self-study, the organizational chart, committee agendas and minutes, and leadership team interviews demonstrated that the associate superintendent (unit lead) under advisement from the Deputy Superintendent of Educational Services and supervision of the superintendent has the authority to: select and employ personnel necessary for support, supervision, and instruction; design and implement strategies effective for the success of the program; establish leadership activities with partners; develop and monitor budget processes to maintain fiscal solvency; and align overarching goals of the office with policies for program implementation. The Santa Clara Office of Education (SCCOE) Superintendent has the final authority regarding hiring and the SCCOE Board of Education over budget.

SCCOE's credentialing programs are responsible for monitoring the progress of each candidate. Each program has written criteria and an approved process for determining whether candidates have met the requirements for the credential. Program assessors determine whether the documentation and evidence are sufficient to recommend the candidate for the credential.

Each director has the final authority to determine a candidate's advancement to candidacy for a credential. The administration in collaboration with the Office of the Superintendent's Credential Services Department implements and monitors the credential recommendation process to ensure that all requirements have been met. The Credential Services Department maintains custodial responsibility for the credential application materials while the programs maintain proof of program completion.

The Credential Services Department currently serves as the local agency approved by the

Commission on Teacher Credentialing to assist with and make recommendations for teachers and administrators with their applications for credentials through the Commission. The Credential Services Department also recommends and assists individuals with the credentials of persons hired by county school districts for positions requiring administrative, teaching, service and special education credentials as well as other permits and certificates

Standard 2: Unit and Program Assessment and Evaluation

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

Through a review of program documents, supporting evidence and interviews with SCCOE leadership, the faculty, the staff, advisory board members and students, it was confirmed that SCCOE has instituted a comprehensive system of program and unit evaluation which includes all stakeholders as well as educators from the community who serve on advisory boards or as employer partners. Through a grid of pre-determined activities, the administration, faculty, and staff not only make sure data is used to evaluate program standards but is also used to evaluate the unit's performance on the Common Standards. The assessment system for the credential programs at the SCCOE include direct assessments of candidate and completer performance as well as measures of candidate learning and program effectiveness. Assessment and evaluation information for the unit includes:

- Proficiency on respective candidates CPSEs, TPEs and CSTPs through signature assignments and individual development plans.
- Completion rates of the program(s)
- Summative candidate fieldwork assessment
- Classroom observation checklist/evaluation
- E-portfolios/portfolios including candidate reflections and self-assessments
- End of course evaluations
- Faculty evaluations
- Mentor/coaches evaluations

Students, staff and leadership are very aware of data collection tools and they are reviewed, evaluated, and adjusted during unit lead meetings, faculty training and meeting, and advisory meetings.

SCCOE assessment data is collected using various electronic data systems. This evaluation system incorporates assessments that are developed specifically for each program. Evaluation data from each program is analyzed with statistical rigor and shared with program key stakeholders. The results of program evaluation form the basis for adjustments and improvements in program design.

The Biennial Reports provide a summary of assessment data and examples of programmatic changes made based on the assessment data. Ongoing assessment data is reviewed and used to make evidenced-based decisions. The assessment data is shared with all stakeholders including the advisory committee. The Biennial Reports detailed changes that were made as a result of assessment and input from key stakeholders. During interviews, faculty and leadership were able to clearly articulate changes that occurred as a result of reviewing and analyzing assessment data. It was confirmed that data is regularly compiled, aggregated, summarized, and reported for the purpose of improving candidate performance, program quality, and unit operations.

As the credential programs grow or more programs are added, it will be important to house all data in one place and have consistent and uniform data review protocols.

Standard 3: Resources

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 resources needs.

Findings

The SCCOE annually allocates sufficient funding and supportive resources to ensure program effectiveness. The SCCOE uses financial management, organization, and reporting policies to ensure the integrity of SCCOE's finances, and provides planning, accountability, control procedures, and auditing to assure sound financial decision-making.

The education unit provides the directors with the funds and authority to develop and implement all program components. The directors direct the day-to-day operation of the curriculum and instructional components of the program, oversee program quality pertaining to fidelity to program content, program standards, competence, and communicate with the faculty on a frequent basis via email, telephone, and collaborative meetings. The faculty and administrators are available for candidate advisement.

Faculty, hired based on their specific expertise for each of our credential programs, advise candidates, teach courses in their areas of expertise, supervise/mentor candidates, consult on curriculum development and professional development, and participate on the advisory board. Coaches, mentors and support providers are recruited for the expertise in supporting the fieldwork experiences of teacher and leader candidates. Sufficient funds are available for professional development, orientation and instructional materials to support the work of the faculty and coaches, mentors and support providers both for instruction and fieldwork supervision.

Administrative staff assists with the coordination of the programs including but not limited to registration, enrollment, transcripts, maintaining candidate payments, and arrangement of materials or supplies to support the faculty and candidates. The administrators with the help of administrative assistants provide the support needed for daily operations of program coordination and admissions requirements.

The credentialing unit has sufficient technology services and support. A web master maintains and supports its webpage. The unit recently launched an online, automated registration system and began to use Canvas as an online course management system. The technology department provides maintenance services, technical assistance, and training for faculty, administration, and staff.

The SCCOE supports the program by providing leadership, operational support, office space, classroom facilities, and equipment as well as some staff funding from the general fund for its successful operation. Rent and utilities are in-kind. The programs pay an indirect fee to cover the costs of business services such as accounting, human resources and credentialing processing.

SCCOE conference rooms are used as classrooms throughout the program. The faculty has instructional facilities, offices, equipment, text books and teaching/curriculum materials. Suitable equipment for teaching including projectors, audio video equipment, and computer-assisted learning is maintained and provided by the SCCOE. The SCCOE provides safe, no cost parking for candidates and faculty. Videographers and graphic designers from the communication department develop program recruitment materials for the programs and print services produce them.

Library Media services are available for both faculty and candidates. Candidates are given a resource library card for the duration of their attendance in the credential programs. In addition, the library assists candidates with research and maintains copies of course textbooks that can be borrowed by candidates.

Directors manage the credential programs, provide advisement to candidates via regularly scheduled meetings with candidates and administrative credential programs as well as teach

classes. In addition directors and administrative staff assist with the admission process and procedures. Information evening meetings provide potential candidates with the information and support needed for completion and registration to program.

A broad range of services at the SCCOE are available to support the candidates. Credential specific webpages for the education specialist and administrative programs provide information to respective applicants and current candidates. These resources support the respective applicants and answer questions that relate to specific questions that candidates may have. Candidates have access to two computer labs as well as computers in The Learning Multimedia Center. Candidates also have access to a print shop on-site. One of the exemplary resources that candidates have available is the Learning Multimedia Center (LMC). The center is a specialized library focused on the field of education that combines three distinct features: Learning Resources Display Center (instructional materials submitted for state adoption), Make and Take Resource Center (supplies, equipment, and workstations to make learning materials), and Professional Library (educational research, online databases, books, periodicals, curriculum guides, and videos).

The LMC assists the credential programs to provide a quality combination of theory and application- based education as candidates can complete research; review state frameworks, textbooks and content standards; and make classroom lessons and support materials without ever leaving the building. Evidence-based practices are supported through the quality and currency of journals available to candidates.

Frequent conversations and meetings are held with collaborating departments such as Learning Multimedia Center, Technology & Credential Services Unit to evaluate current resources and make recommendations for further resources.

The program directors, faculty, and advisory board meet regularly to evaluate the resources provided for all credential programs. After reviewing evaluation data and program resource needs, the directors create and submit their budgets for review by their direct supervisors, the unit lead and the chief school officer. The budget approval is a collaborative process in which the unit lead, the chief school officer, and the deputy superintendent review the program needs, the ability of the programs to generate self-support and the need for general fund support. The budget process is transparent and inclusive of all stakeholders in the community. The programs have two streams of funding: general fund and tuition.

Standard 4: Faculty and Instructional Personnel**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

Through a review of resumes and curriculum vitae, interviews of faculty, candidates and leadership, and course surveys, it was determined the faculty at SCCOE are highly qualified and assigned to the teach courses in their expertise areas. Faculty showed an exceptional understanding of the program standards and state standards for teachers and administrators. In addition the faculty and field work supervisors work hand in hand with school districts and have the background and skills to support fieldwork. Candidates noted they felt the programs met their needs and they were prepared to be successful teachers or administrators. They also appreciated the faculty and leaderships support and guidance, especially in relation to their careers.

SCCOE programs employ faculty, instructors, and supervisors reflecting a range of backgrounds who demonstrate, promote, and value diversity in public schools. The SCCOE has a strong commitment to diversity and equity as shown in the county offices mission and goals, hiring practices, programs, and activities. The first goal of the SCCOE is to “improve student equity and reduce access discrepancies to high quality education.” Clinical faculty and supervisors in the SCCOE as well as instructional personnel are experienced P-12 educational professionals, and program administrators. They verified that they are screened for the language skills, cultural knowledge and sensitivity needed to prepare candidates to work with students from diverse linguistic, ethnic and socioeconomic background as well as with students with differing abilities. This is demonstrated in part by SCCOE’s Semi-Annual Equity Symposium, Employee Incentive (tuition significantly reduced) Program for county paraprofessionals to earn their education specialist credential, data on ethnicity of faculty and students, inclusion-framework in the education specialist program, and affordability of programs.

The advisory board, community stakeholders, and school partners share expertise and integrate resources to support candidate learning and program development. The unit and school

partners determine specific placements for field experiences, student teaching, and other professional role placements in order to assure that all candidates in the initial and advanced programs receive a developmentally effective learning experience.

Faculty members have multiple opportunities for professional development and have access to SCCOE training and resources. Faculty in the SCCOE confirmed during interviews that funding is available for attending conferences or purchasing instructional materials from a variety of sources and described professional learning opportunities and technical support related to the effective instruction and delivery.

Interviews with faculty members and program administrators confirmed an evaluation system is in place to recognize excellence and to ensure that all instructional personnel continuously demonstrate effectiveness. In the SCCOE, instructors are evaluated annually by program directors using multiple measures. As well, faculty members are evaluated by candidates at the end of each course and are observed at least once each year by the program.

The SCCOE is commended for recruiting and employing exceptional faculty, instructors, coaches, and mentors.

Standard 5: Admission

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 populations, effective communications skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Findings

Candidate interviews and evidence reviewed at the site confirm that each professional program has sound admissions processes. Applicants are screened using multiple measures (interviews, writing samples, transcripts, letters of recommendation, and applications) in a consistent manner that ensures accepted candidates have the needed prerequisite knowledge and experiences. The credentialing programs' leadership regularly collaborates with staff in the Human Resources Division to ensure eligibility and appropriate placement of candidates into assignments that will lead to the appropriate teaching credential.

The admission interview process is designed to assess the applicants' communication skills, leadership potential, time commitment, interest/enthusiasm, and applicant goals pertaining to the program. Recruitment activities are purposeful and have the potential to draw diverse

pools of applicants. Efforts are made to recruit paraprofessionals from within SCCOE which is known to have diverse employees.

Each unit determines that applicants have appropriate dispositions and experiences that serve as indicators for sensitivity to California's diverse population and strong potential for success in the program and profession. Interviews and rubrics are used consistently across all professional preparation programs to help ensure consistent and fair practices.

Standard 6: Advice and Assistance

Met

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

Findings

In each professional preparation program, qualified members of the unit are assigned and available to assist candidates with their academic, professional, personal development as evidenced by program documents and interviews with candidates, completers, faculty, and program directors.

Once enrolled in the credential program, educational specialist candidates meet with a program administrator for advisement on mapping out a written program of study. Together they discuss and fill out the Approved Program form. This plan is an ongoing record of course planning, completion of specific coursework and/or waiver/transfer of equivalent coursework. Support materials and group interviews give evidence that this plan is continually referenced throughout the candidate's advisement opportunities in the program. Though the educational specialist program supports its current candidates, it does not have adequate supports in place for candidates that fail to complete the program after year one of their internship. Additional guidance and assistance should be added to assist candidates for the duration of their intern employment (up to three years).

It was found that appropriate support and assistance is provided to candidates via program directors who provide regular assistance to all candidates in their program as made evident by support materials and group interviews with faculty and candidates. If a candidate does not meet competencies and or fails internship supervision, and/or does not fulfill a program standard, he/she will be placed on Academic Probation and referred to the program director to develop a corrective plan. The corrective plan is currently the mechanism used to ensure the program only retains candidates who are suited for entry or advancement in the education

profession. A complete dismissal and appeals process were not evident in the program handbook. As the credential programs grow, it will be important to have more explicit strategically designed procedures for candidates who may not be able to complete the program as designed.

The program directors guide participants through the processes necessary to complete the program. Each director meets quarterly with coaches and or supervisors to monitor the progress of each participant. This team reviews the progress of each candidate and provides support and assistance as needed. Data used at these meetings is incorporated in the course-ending reflective essays.

Standard 7: Field Experience and Clinical Practice

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

In collaboration with districts/county offices, the SCCOE Teacher Preparation Program creates and implements a planned sequence of experiences so candidates develop the knowledge, skills, and dispositions needed to educate and support all candidates. Regular meetings are held between district supervisors/mentors/coaches and site supervisors/coaches. Candidates' reflections and/or portfolio contained the candidates' written discussion of the assignments and SCCOE mentor/supervisor reflections paying close attention to competencies being developed, reflecting on the progress towards mastery, and their ability to meet state adopted academic standards.

District supervisors were found to be carefully selected with collaboration from local school district administrators and teachers. Site supervisors have skills in observation, supervision, reflective practice, coaching, state adopted teacher and student standards, and fostering collegial learning and growth in a variety of ways. Evidence of strong collaboration was found between the program and its partners as evident by group interviews with candidates, completers, and partners. Candidates across all programs mentioned that the program did a great job of matching them with seasoned, qualified supervisors that were well matched not just by area of expertise, but by geographic region as well.

In collaboration with the school district support provider and the candidate, the SCCOE supervisor/mentor tailors program experiences for each unique candidate based on their instructional and contextual needs regarding opportunities that focus on the delivery of research based strategies that support the candidate's ability to address diversity within the context of their intern assignments. This was evident in interviews with district partners, candidates, and faculty.

Standard 8: District-Employed Supervisors

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 Teacher Preparation Program ensures that candidates' district-employed supervisors are qualified personnel with appropriate certification and experienced in teaching the specified content or performing the services authorized by the credential. District personnel are recommended from the participating districts/county offices and assurances provided that all qualifications are met. This was evident in support materials and group interviews with candidates and supervisors.

District-support providers are identified by the hiring school district, in collaboration with the SCCOE program. Criteria for selecting district support providers who are knowledgeable and supportive of the academic content standards for students are determined in collaboration with participating districts/county offices. The criteria was found to include: a) appropriate credential, academic preparation and successful experience with students with special needs similar to those the candidate is preparing to teach or be an administrator b) are tenured in the school district or are strongly recommended by the school principal/district c) have a master's degree or equivalent or strongly recommended by the school principal/district d) demonstrate professional growth in their field of education and up-to-date knowledge of the student population e) are considered by the district or site administrator to be a "master/mentor" teacher with demonstrated skills in observation, supervision, coaching and fostering collegial learning and growth in other ways

Orientation for their role as a supervisor and professional development is provided for district support provider at orientation and subsequently professional development during the year based on their identified needs. During the orientation meeting topics are elicited and selected by the group for later training times. Through a needs assessment, professional development is provided as appropriate, i.e. observational skills, coaching techniques, and processes and procedures explained. Ongoing training is determined based on the individual district

supervisor's needs. Small group orientations are held when there is more than one candidate placed at a site, or when there is a multitude of district field supervisors. The orientation familiarizes the district supervisors with their roles and responsibilities as well as determining future training needs. The candidate from the teacher preparation program is asked to evaluate the services provided by the district support provider. This information is used to improve or make changes the supervision process including the specific district support supervisors

Standard 9: Assessment of Candidate Competence

Met

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

Findings

Through a review of program documents, supporting evidence and interviews with SCCOE leadership, the faculty, the staff, advisory board members and students, it was confirmed that the credentialing unit provides clear expectations for the documentation of all required completion components such as credential standards, policies, and procedures for internship or clearing all credentials provided by the SCCOE. Determination of competence for each candidate has several strands: a self-assessment performed throughout the program, and ongoing evaluative processes in collaboration with the SCCOE supervisor/mentor/coach, and periodic planning and summative discussions with the program directors. Candidates collect evidence in their portfolios of their practice for the purpose of satisfying all relevant program competencies and standards. Furthermore, the deliberate application of knowledge and skills is documented cumulatively throughout the program by observational data, student course work, examination of candidate data, and reflections. Educational specialist candidates will have an option to use an electronic-portfolio beginning in 2016 to demonstrate their work and address the standards.

Interviews with program directors, program coordinators, credential analysts, program counselors and additional staff established that each program fully tracks each individual candidate's progress in completing both SCCOE program requirements, as well as Common and Program Standards requirements. The results of culminating events such as exit interviews, portfolio reviews, and the evaluation of field placements confirm each candidate has met all competency requirements before being recommended for the credential. Assessment and evaluation information for the unit includes:

- Proficiency on respective candidates CPSELs, TPEs and CSTPs through signature assignments and individual development plans.
- Completion rates of the program(s)
- Summative candidate fieldwork assessment

- Classroom observation checklist/evaluation
- E-portfolios/portfolios including candidate reflections and self-assessments
- End of course evaluations
- Faculty evaluations
- Mentor/coaches evaluations

Information about programs is accessible to candidates in a many ways, including the unit's websites, through academic advisors, faculty mentors, program staff, and program handbooks. A review of program and institutional web pages, program handbooks, course descriptions, and recruitment materials confirmed that program information is current, consistent, and accurate across both electronic and print media.

Throughout the visit the team heard from the full range of stakeholders, including employers, induction program administrators and field-placement site supervisors of the success of programs and the emphasis on developing transformational, mission driven educators who meet state standards and are prepared for the future of education.

Program Reports

Preliminary Education Specialist Program Preliminary Moderate/Severe Education Specialist Intern & Early Childhood Special Education Intern

The Santa Clara County Office of Education (SCCOE) Education Specialist Intern Programs (EPIC) are comprised of three programs: the Early Childhood Special Education (ECSE) and Moderate/Severe (MS) preliminary credential programs and the clear induction program. A cohort model that provides for collaborative opportunities among all candidates is a distinct feature of the EPIC programs. EPIC has a concentration in supporting students with varying disabilities in inclusive settings. The programs are in the early stages of implementation and will graduate its first set of preliminary completers this year.

Program Design

The EPIC preliminary programs for the ECSE and MS authorizations are guided by a research-based conceptual framework and inclusive philosophy aligned to the organizational mission and vision, which emphasize equity and access. The program is also aligned and informed by the Statewide Special Education Task Force-Education Preparation and Professional Learning: Framework and Recommendations. Both preliminary EPIC credential programs accept a broad and diverse range of credential candidates through a formal admissions process that includes clearly delineated program admissions requirements and candidate interviews with the program director and coordinator. To promote successful program completion and retention of candidates, the program director and coordinator ensure candidates fully understand the responsibilities associated with the population of students within the respective authorization they are seeking. ECSE and MS candidates complete foundational coursework together before taking credential specific courses with clear induction ES candidates for some of their coursework. All of the EPIC intern credential programs operate based on a quarter system model with a total of 45 units that are taken over the course of two years. To accommodate for working and adult learners, courses are offered in the evenings and on Saturday mornings. Candidates and completers remarked on the responsiveness, affordability and accessibility of the programs.

The SCCOE Credentialing Program has a designated unit lead, with additional leadership and support from an EPIC director, coordinator and Early Learning Services Specialist and consultant. Program improvement is also driven through feedback from an advisory board of current and past candidates, faculty, former dean/director from San Jose State University and Santa Clara University, school district directors, human resources representatives, SCCOE Credential Services, parents and community members. The advisory board meets quarterly to review program data and make recommendations regarding modifications or changes in the program. Advisory board members commented on the responsiveness of the program directors in implementing recommendations in a timely manner. In addition, the director,

coordinator and ELSS specialist meet monthly to ensure communication across the credentialing programs is consistent. The faculty also meets regularly with program leadership to review program needs, to discuss program modifications, and to make updates according to candidate assessments and other program evaluations completed by support providers and mentors. A Memorandum of Understanding (MOU) is executed for each school district that hires an intern with delineated responsibilities for each entity. Program leaders are available upon individual request for meetings to consult and advise candidates and support their ongoing needs. Though candidates, support providers and employers were overwhelmingly positive and complimentary about the responsiveness and supportiveness of program leaders, as the program grows to accept more candidates, a more systematic mechanism for advisement and support may be necessary.

Course of Study

Curriculum

The EPIC programs embed an inclusive philosophy throughout all aspects of the curriculum. Candidates in the ECSE and MS intern programs follow the same course sequence during year one until their second year when they take specific courses aligned with their focus area. All preliminary intern credential candidates participate in 45 units of coursework over a two-year period. Candidates meet with the program coordinator and/or director to determine their course of study and projected year of completion. Special attention is given to inclusion through adaptations that are culturally and linguistically sensitive and by incorporating the *California Early Childhood Educator Competencies* (CDE & First 5, 2011). The Common Core State Standards (CCSS) are supported in four courses. The research basis that guides the curriculum is standards-based instruction, trans-disciplinary collaboration, family interactions, and diversity. Alignment of this research basis, the program standards, and the TPEs is evident in multiple documents reviewed. Most courses are delivered face-to-face and instructors use a learning management system (LMS). Each course is equivalent to ten hours of classroom instruction per unit aligned to quarter units. Courses have authorization specific learning outcomes with rigorous assignments and assessments and common grading rubrics. Interviews with preliminary candidates affirmed a balance exists between the rigorous curriculum and relevant application to the field. Candidates and faculty interviewed also corroborated that candidates are sufficiently prepared to implement principles of Universal Design for Learning and a multi-tiered systems of supports in inclusive settings.

Differentiation of the curriculum to meet the authorization specific needs of candidates is achieved through such efforts as authorization-specific course readings, assignments and differentiated summative assessments. Candidates participate in and reflect on various activities with colleagues and parents such as staff, IEP meetings, and transition meetings and they discuss and critique field-based experiences with program faculty while receiving feedback and guidance. Coursework and projects are directly related to their classroom responsibilities and activities incorporate classroom situations and scenarios that require the candidates to use their assigned students. Transition and collaboration with teachers and

families is threaded throughout several signature assignments of the program. Coursework is aligned with the newly revised English language standards and during interviews, many faculty remarked on the intentional emphasis to address diversity and EL needs within their courses. In addition, the faculty utilizes a collegial approach to program improvement and they meet regularly to reflect on course assignments and the results of the candidate surveys, making adjustments accordingly. Program faculty shared positive remarks about the professional development that occurs through regularly scheduled faculty meetings, particularly the focus on integrating Universal Design for Learning (UDL) into courses to better support and adapt for candidates.

Field experiences

Candidates are expected to complete a pre-service component (providing skills and knowledge required prior to entering the classroom as an intern) delivered in a sustained, intensive and classroom-focused manner, which includes introductory preparation. All candidates begin with requisite pre-service preparation during year one and they move into an internship in year two upon completion of the requirements and upon being hired by an employer. Due to special education teacher shortages, especially in moderate/severe authorizations, a few may become interns during their first year if they are qualified and hired by an employer. Agreements through Memorandum of Understandings (MOUs) are made with partner school districts for regular meetings with an on-site district support providers (DSP) in collaboration with SCCOE supervisor/mentor. Intern/Field Work will last a minimum of one school calendar year. Once candidates become interns, well-qualified supervisors provide ongoing, regular support to candidates, ensuring that they are able to support the learning environment. Though inclusion is a theme of the program, the amount of inclusive experiences is dependent on the individual needs of the students in the classroom and employers. Field placements are among varied settings and districts within the region and include opportunities to work with general education teachers.

Preliminary ECSE and MS intern candidates are supported by a trained SCCOE mentor/supervisor and a trained district support provider, who will make a minimum of monthly contact through the school district as designated in the MOU signed by all participating districts. Candidates may also receive more frequent support on an individualized basis as needs arise. Candidates have ongoing individual contact with the SCCOE director/coordinator through informal communication and regularly scheduled formal, monthly meetings. Each meeting is documented with the Candidate Contact Form. During their second year, candidates meet twice a month with the SCCOE supervisor/mentor or more frequently if needed. Information regarding the, frequency and hours of support is articulated in the MOU with employers who affirmed that qualifications and expectations for support providers are clearly communicated.

Assessment of Candidates

Candidates are given multiple opportunities through coursework, observations and their intern/field work experience to determine their areas of strength and growth. Candidates are informed of program expectations in multiple ways at various points during the program including but not limited to; an orientation, individual meetings with the director/coordinator, SCCOE mentor/coordinator and faculty and throughout the program via formal and informal advising with program leadership. Candidates, support providers and mentors affirmed the supportive nature of the individualized support and advisement they receive. Examples of assessments for candidate competency to meet the Teacher Performance Expectations (TPEs) include formative assessments such as assignments with common rubrics, signature assignments/projects, classroom observations, self-assessments and summative assessments mid-term or finals and the summative candidate evaluation. Candidates have the option to resubmit assignments with revisions until standards are met. If candidates do not maintain a 2.75 GPA, the candidate is placed on academic probation and an individualized action plan to improve is created with the program advisor. Intern observations are focused on TPEs and standards, candidates must demonstrate competency for each TPE with an average score of 3. If candidates do not meet the minimum score, an action plan is developed in consultation with program leadership that defines stipulations. Program leadership is currently drafting standardized policy for counseling candidates out of the program should the need arise.

In addition to course grades, candidates are well-informed of their progress throughout the program through mechanisms such as support provider/mentor observations and discussions that occur at the beginning, middle and end of the program evaluations using the Summative Classroom Observation. Each candidate creates an Individual Development Plan, which also assists them in identifying their strengths and focused areas of growth and is used formatively throughout the program to inform candidates of their progress. All candidates must complete an Intern Portfolio as a requirement of the program, which is used to evaluate overall candidate competency. A checklist is used to verify that candidates are qualified to become the teacher of record for year two before they are issued a letter of appeasement for employers. At the end of the program, an individual exit interview is scheduled with the candidate and the EPIC director/coordinator where a checklist is again used to verify completion of all program requirements. For candidates who have completed program courses and have not yet received their credential due to failure to meet additional program requirements such as passing RICA, EPIC leadership will devise systematic procedures to provide ongoing support to these candidates. Currently, this process has not been formalized and would be beneficial to implement systematically as the program grows.

Findings on Standards

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.

Clear Education Specialist Program

The Education Specialist Clear Induction Program is also under the leadership of the EPIC program. A cohort model that provides for collaborative opportunities among candidates in all three credential programs (MS, ECSE, Induction) is a distinct feature of the EPIC programs. EPIC has a concentration in supporting students with varying disabilities in inclusive settings. The programs are in the early stages of implementation and have recently graduated 18 completers.

Program Design

The education specialist induction program is guided by a research-based conceptual framework and inclusive philosophy aligned to the organizational mission and vision themes, which emphasize equity and access. The program is also aligned and informed by the Statewide Special Education Task Force-Education Preparation and Professional Learning: Framework and Recommendations. EPIC accepts a broad and diverse range of credential candidates into the induction program. For the clear program, candidates must hold an Education Specialist preliminary credential, with priority given to candidates who have had successful teaching for 2 or more years and are closest to having their preliminary credential expire. A formal admissions process is in place that includes clearly delineated program admissions requirements and candidate interviews with the program director and coordinator. The program implements a cohort model in which induction Education Specialist candidates have some coursework and collaboration experiences with preliminary candidates. All of the EPIC credential programs operate based on a quarter system model with a total of 12 units that are taken over the course of a year for the clear education specialist program. To accommodate for working and adult learners, courses are offered in the evenings and on Saturday mornings. Multiple stakeholders commended the program for its affordability and accessibility to candidates as well as the responsiveness of program leadership.

The SCCOE Credentialing Program is led by Dr. Angelica Ramsey, Associate Superintendent, with additional leadership and support from an EPIC director, coordinator and Early Learning Services Specialist and consultant who is primarily responsible for the induction program. The SCCOE Credentialing Unit Advisory Board meets quarterly to review program progress and make recommendations regarding modifications or changes in the program. Composition of this advisory board consists of multiple stakeholders such as current and past candidates, faculty, former dean/director from San Jose State University and Santa Clara University, school district directors and human resources representatives, SCCOE Credential Services personnel, parents and community members. Ongoing program modifications are informed by the results of candidate surveys and other programmatic data that is shared with the advisory board and analyzed for trends. A Memorandum of Understanding (MOU) is completed with each district that has a participating candidate working in their school district and participating in the Clear Induction Program. The MOU delineates specific responsibilities for each entity. In addition, a

log documenting professional development of activities from a prescribed menu of options is completed by candidates in consultation with their SCCOE mentor and support provider.

Course of Study

Curriculum

The SCCOE's induction program incorporates a purposeful, logically sequenced structure of extended preparation and professional development that prepares candidates to meet the academic learning needs of all students in each of the categories under IDEA including birth to age 22. The emphasis of the clear program is on the attainment and application of an advanced level of knowledge, skill, and reflection based on their individual instructional practices and their preliminary credential authorization. Instruction occurs via a face-to-face model with ample opportunities for dialogue and reflection on relevant needs arising in the field. In response to PSA 13-04 the Clear Education Specialist Induction Program aligned coursework to include the EL Standards using the EL Guidelines. The theme of inclusion is a hallmark of all program curriculum, and numerous candidates, faculty and leadership staff named the inclusive approach to teaching students with disabilities as one of the program's strengths. Coursework also is aligned to the English Language Development (ELD) standards and during interviews, many faculty remarked on the intentional emphasis to address diversity and EL needs within their courses

The clear program is made up of 4 three unit courses, Reflection in Action, Behavior Support in Action, Collaboration in Action, and Curriculum in Action. Coursework also includes a Culturally Responsive Differentiated Instruction Project in the form of lessons for an identified student or group of students depending on the age of student in their assigned program. Based on their credential authorization, candidates align their project to either the Common Core State Standards or the Infant/Toddler/Preschool Learning Foundations. Differentiation of the curriculum to meet the authorization specific needs of candidates is achieved through such efforts and authorization-specific course readings, assignments and differentiated summative assessments. Candidates participate in various activities with colleagues and parents such as staff, IEP meetings and transition meetings and they are able to discuss and critique field-based experiences with program faculty guidance within courses and discussion groups. Transition topics are threaded throughout the program.

The faculty utilizes a collegial approach to program improvement and they meet regularly to reflect on course assignments and the results of the candidate surveys, making adjustments accordingly. Program faculty shared positive remarks regarding the professional development that occurs through regularly scheduled faculty meetings, particularly the focus on integrating Universal Design for Learning (UDL) into courses to better support and adapt for candidate need. Each candidate completes a reflection on their experiences while enrolled in the program as a part of their portfolio.

Field Experience

Strong collaboration exists between the program and P12 organizations to ensure induction candidates are supported throughout their field experience as an education specialist. Multiple district partners commented on the responsiveness of the program leadership to troubleshoot and problem solve for any issues or concerns arising through field experiences. Field experiences are guided by a goal-oriented Individualized Induction Program (IIP) plan that is refined throughout the clear program experience based on input from program mentors and district support providers. Types of support available include but are not limited to: observations, videotape reflections, evaluations and advisement based on the individual needs of the candidate. In addition candidates are contacted and observed monthly or more frequently if needed by the SCCOE supervisor/mentor. A well-qualified district support provider is available to the candidate on an as needed basis. Program mentors and district support providers highlighted the effectiveness of the training and support they receive to supervise candidates and they also underscored the clarity of program expectations for their respective roles. During intern field experiences, each candidate has a three-way meeting with the SCCOE supervisor/mentor and district support provider. These meetings occur a minimum of three times a year, beginning, middle and end of the year.

Options for candidates' professional development include various offerings from both the program and employers. EPIC is also a member of the Inclusion Collaborative, which sponsors multiple and varied professional development opportunities such as "Make and Takes", a statewide two-day conference, webinars and communities of practice. These opportunities highlight nationally recognized researchers and scholars in the field of special education and inclusive practices.

Assessing Candidate Competency

Program completion requirements are reviewed and discussed with each candidate at the beginning of the program through the completion of required application documents and individual conferencing during the initial program interview. Practiced-based coaching, support and supervision is provided by SCCOE supervisor/mentor and the district support provider, focusing on modeling collaborative, individualized support through co-teaching, group problem solving, consultation with resource personnel and simulation activities if needed. This inquiry-based formative assessment system is built upon the *California Standards for the Teaching Profession (CSTP)* which is included in the clear candidate observation instrument. The *Clear Education Specialist Candidate Evaluation Form* is used to have an objective look at each candidate. Along with the candidates' self-assessment, mentors and support providers use this tool at the beginning, middle and end of the program to encourage reflection and goal-setting as well as growth and areas of need in relation to their students' needs and the standards. In addition to these observations, candidates demonstrate their competencies through signature projects, coursework and a Clear Education Specialist Professional Portfolio that includes samples of projects, coursework and reflective essays. Interviews with candidates confirmed that they are aware of how they will be assessed in the program.

Formative assessment of candidates occurs at multiple points throughout the Induction Program including monthly meetings with program coordinators for advisement. A self-assessment is completed at the beginning and end of the year for self-reflection and it is kept in their Clear Education Specialist Portfolio. Each SCCOE supervisor/mentor provides observations and shares the results of the CSTPs with the district support provider three times a year. The results of these observations are discussed and reviewed with the candidate. Candidates who are not successful at any point in the program are provided with individual counseling and support and the development of an action plan is facilitated by program leadership. At the end of the program, an individual exit interview is scheduled with the candidate and the EPIC director/coordinator to get feedback from the candidate as well as a confidential overall program evaluation that is submitted by the candidate.

Findings on Standards

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.

Preliminary Administrative Services Credential Program

Program Design

In the Leaders in Educational Administration Program (LEAP), candidates engage in a ten month program that requires 154 hours of direct instruction, 75 hours of applying the concepts that were presented or learned, and 90 hours of field work experiences. The program is organized into three phases, Phase 1: Admission Requirements, Phase 2: Program/Curriculum Progression and Phase 3: Program Completion.

Phase 1

All candidates are required to submit an online application that includes a letter of recommendation. Candidate applications are reviewed by the program director. Interviews confirmed that once candidate eligibility has been confirmed, the program director conducts an interview with each candidate prior to acceptance in the program to confirm that the candidates are eligible.

Phase 2

Candidates participate in face-to-face direct-instruction coursework/meetings, complete an e-Portfolio and engage in a Field Work Project. Coursework is grounded in the California Standards for Educational Leaders (CPSELs). Course design supports student work in small groups to collaboratively explore literature theories and the application of the standards. Course assessments are created by the instructors and follow the normal expected graduate-level assessments. End of course reflections that include a brief overview of the course; the identification of a major learning; a description of how the leadership standard was applied,

including examples; and other relevant learnings and observations are required for each course. Interviews with instructors and candidates confirmed the balance between theory and application of standards.

Candidates begin the required e-Portfolio, which consists of a professional resume, assignments from each course, reflection on progress toward each standard, peer-to-peer comments, and end-of-the-program reflection focused on growth in all standards.

All candidates complete a Fieldwork Project that is individualized to their specific learning goals and aligned with an established school site or district goal. Through an inquiry cycle focused on continuous improvement the candidate reflects on the learning(s) through various stages of the process.

Phase 3

Candidates meet completion requirements through achievement of the required LEAP coursework/signature projects, the Fieldwork Project, the end of course reflections described above. In addition, candidates must complete an e-Portfolio, which consists of a professional resume, assignments from each course, reflection on progress toward each standard, peer-to-peer comments, and end-of-the-program reflection focused on growth in all standards. Attendance and participation at the following full day sessions is also required: Orientation, Technology Boot Camp; and Social Justice/Equity Symposiums.

Course of Study

Curriculum

A review of documents confirmed that each course is designed around a CPSEL and has specific identified candidate outcomes its conclusion. Each course supports student learning through the use of formative and summative assessments. Instructors assign supplemental reading specific to their course(s). A core reading list has been developed by the director and teaching staff to complement the courses. Book studies that focus on the core reading list are a part of each course. The field work advisors and candidates stated in interviews that the books were current and relevant their work in the field.

Field Experience

The Fieldwork Project is based on a cycle of inquiry incorporating evidenced-based practice and an ongoing improvement approach. The process includes reflecting and focusing on evidence-based practices. Candidates work with their fieldwork advisor in deepening understanding, and applying the selected California Performance Expectation (CAPE) which is most applicable to current job responsibilities. The fieldwork advisor provides one-on-one support to the candidate in the development of an Individualized Learning Plan (ILP) that includes essential components of a GO ACE (Goal, Objectives, Action Steps, Checking Points and an Evaluation) process/format. Fieldwork advisors work with candidates to make connections between coursework and fieldwork projects. A team that includes the candidate, the fieldwork advisor

and the candidate's supervisor review the ILP to determine relevance to site goals. Relevance of the candidate goals was confirmed by interview. The fieldwork advisor and candidate use a rubric based on the GO ACE process to analyze progress toward goals, to make adjustments to the plan, and to identify next steps in the inquiry process. Fieldwork advisors meet with candidates between one and four times per month. Meetings are documented through meeting logs and rubric reviews.

Assessing Candidate Competency

Candidates are assessed at the start of the program, midway through the program, and toward the end of the program, using a pre, mid-way, and post review process. Each assessment includes a rubric as a means to provide guidance, assistance, and feedback for continual professional growth toward the CAPEs. During interviews, candidates confirmed that the director, instructional staff, and the fieldwork supervisor provide complete, accurate, and timely feedback to the candidate, including constructive suggestions for improvement. The program determines a candidate's competency by verifying increased proficiency on the CAPEs; participation in the fieldwork process; and successful completion of an e-Portfolio. Evidence provided by the candidate includes agendas, minutes, videos, power point presentations and other artifacts.

Findings on Standards

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.

Clear Administrative Services Credential Program

Program Design

The Administrative Clear Credential Program supports candidates as they advance their knowledge and skills in relation to the California Professional Standards for Educational Leaders (CPSEL). The program provides candidates with multiple opportunities to extend and build upon the knowledge and skills acquired during their preliminary administrative program. The program consists of a two-year coaching model, which occurs in partnership with a site or district administrator. In the first year, trained coaches assist candidates in the development of Individualized Learning Plans (ILP) focused on elements of the CPSEs. The ILP includes developmental objectives and an action plan that identifies sequential steps and how the evidence of growth will be collected. Learning outcomes are unique to each candidate over the two year program experience and are a result of support and professional growth activities designed for individual needs.

Ongoing coach training ensures that coaches are able to assist candidates in linking ILP goals and activities to curriculum, district initiatives/goals, and site programs. Candidates and

coaches use a rubric that includes essential components of the GO ACE (Goal, Objectives, Action Steps, Checking Points and an Evaluation) process/format. GO ACE is a cycle of inquiry that incorporates an ongoing improvement approach with feedback as a noted evidenced based practice. Candidates reported in interviews that the work done on the ILP is aligned with their individual goals based on assessed needs. In addition, coaches described their coaching training as “extensive” and focused on helping candidates identify high-level professional development goals.

During the second year of the program, candidates evaluate the ILP with their coach's assistance, using a GO ACE process rubric to determine growth, needs, focus areas and next steps. Based on the results of the evaluation, candidates work with the coach and a district or school site supervisor to select a focus for a Fieldwork Project. A candidate's district or school site supervisor is key to the development and completion of the required fieldwork project. Coaches use a rubric to assist in providing ongoing assistance, guidance, and feedback to candidates during the entire Fieldwork Project. The district or school site supervisor, the coach and the candidate must formally sign off on the Fieldwork Project upon completion.

Coaching is the essential element in the Clear Program, forming the cornerstone to transform theory into practice. The personal, confidential work between candidate and coach is structured to build the relational and the psychological safety net to encourage candidates to take risks, to seek, and to navigate uncharted territory. Candidates meet face-to-face monthly with their coaches, documented by a coaching log. Skype, FaceTime, and video conferencing have been added to the monthly meetings. During interviews, candidates’ feedback on the skill-level of coaches was extremely positive.

Course of Study

Curriculum

The Santa Clara County Office of Education provides 30 clock hours of professional development annually, addressing needs common to all beginning educational administrators. There are sessions devoted to Human Resources, Educational Code and the Law, Budget Development, and Teacher Evaluation among others. Candidates attend monthly seminars with their coaches. Seminars provide differentiated learning opportunities that integrate theory and practice as outlined in the candidates' ILP. Candidates have direct impact on the content of the seminars. The Association of California School Administrators (ACSA) and CSBA have provided workshops aligned with new CPSELs. In the past, we have offered sessions on each of the CPSELs. In interviews, coaches explained that the format of the seminars was recently adjusted to better meet the candidates’ needs. Candidate surveys had indicated that a more collaborative structure would improve learning during seminars. The structure of the seminars has been changed to include a much greater number of hours for candidates to collaborate about their learning. The program has also introduced Ed-Camp sessions where candidates select a topic from a Standard to discuss and problem-solve collaboratively. A candidate, with the agreement and support of his/her supervisor and the coach, may choose two outside

training opportunities in lieu of two SCCOE provided workshops. For example, several candidates have chosen to participate in the Harvard Summer Leadership Institute as part of the required individualized professional development component. Interviews with candidates confirmed that seminars provided useful, “real-time” support for the work being done through ILPs and Fieldwork Projects.

Field Experience

The ILP and the Fieldwork Project are based on a cycle of inquiry incorporating evidenced based practice and an ongoing improvement approach. Candidates work with their coaches and site supervisors to deepen understanding, and apply learning from selected CPSELs. Coaches provide one-on-one support to the candidate in the development of an ILP and Fieldwork Project that includes essential components of a GO ACE (Goal, Objectives, Action Steps, Checking Points and an Evaluation) process/format. A team that includes the candidate, the coach and the candidate's supervisor review the ILP and Fieldwork Project Plan to determine relevance to site goals. The relevance of ILP and Fieldwork goals was confirmed by interview. The coach and candidate use a rubric based on the GO ACE process to analyze progress toward goals, to make adjustments to the plan and to identify next steps in the inquiry process. Coaches meet with candidates between 1 and 4 times per month. Meetings are documented through meeting logs and rubric reviews.

Assessing Candidate Competency

The program incorporates initial, formative, benchmark, and summative assessments as part of the program design. Opportunities for the candidate to demonstrate competencies in all areas of the CPSELs to the coach and to their immediate supervisor are embedded in the ILP, Fieldwork Project documentation, and the e-Portfolio. Levels of candidate competency are continuously monitored in a formative manner during coaching sessions, and in a summative manner, through the assessment done annually by the coach and the candidate's supervisor in collaboration with the candidate.

At the end of the two-year program, the program director and the coaches meet to review and assess each candidate's proficiency and growth on the CPSELs. An examination of the candidate's success in reaching goals on the ILP and Fieldwork Project are assessed using data, artifacts, and reflections, including coaches' logs, to verify coaching sessions; formal and informal individualized comments and feedback from coaches and supervisors on the candidate's efforts and accomplishments; a record of artifacts, evidence, and documents providing examples of candidate's efforts and accomplishments; a record of completion of 20-30 hours annually of professional development seminars and training(s); a self-assessment in written reflections; and the results of a formal e-Portfolio review. The e-Portfolio formal review is conducted by two independent coaches using a check list to review the candidate's e-portfolio. The candidate's coach is present to address any questions or concerns during the review. All e-Portfolio documentation and evidence used to demonstrate candidate competence in a CPSEL must be job embedded and must clearly indicate the candidate's direct

involvement or authorship. Upon successful review, the program director and lead coach verify that the candidate has demonstrated competence by meeting all program expectations and developmental objectives.

Findings on Standards:

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.