

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

April 2015

## Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at Ventura 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, an accreditation recommendation of **Accreditation** is made for the institution.

## Common Standards and Program Standard Decisions for all Programs Offered by the Institution

Common Standards		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
Administrative Services Clear Credential	7	7		
Education Specialist Clear Induction	6	6		
General Education Induction	6	6		
Designated Subjects: Career Tech. Ed.	16	16		
Designated Subjects: Adult Education	13	13		
Designated Subjects: Special Subjects	*	*		
ASD Added Authorization	3	3		
OI Added Authorization	4	4		
LAD Preliminary Credential	24	24		

*\*This program adheres to guidelines rather than standards.*

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:** Ventura County Office of Education

**Dates of Visit:** March 9-11, 2015

**Accreditation Team  
Recommendation:** Accreditation

**Rationale:**

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

Common Standards

The entire team reviewed each of nine Common Standards and determined whether the standard was met, not met, or met with concerns. The site visit team found that all standards were **Met**.

Program Standards

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for the General Education (MS/SS) Induction. Following discussion, the team considered whether the programs standards were met, met with concerns, or not met. The CTC team found that all Program Standards were **Met**.

Overall Recommendation

The team conducted a thorough review of program documentation, evidence provided at the site, additional information provided by program staff, and interviews with program leadership, candidates, program completers, support providers, administrators, and other stakeholders. The team unanimously recommends a 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 Credential  
Preliminary Language and Academic  
Development

**Advanced/Service Credentials**

Multiple Subject  
Clear Multiple Subject

Single Subject  
Clear Single Subject

**Designated Subjects**

CTE  
Adult Education  
Special Subjects

Education Specialist Clear

Administrative Services Clear

**Added Authorizations**

Autism Spectrum Disorder  
Orthopedically Impaired

Staff recommends that:

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

**Jennifer Hicks**  
Placer County Office of Education

**Common Standards Cluster:**

**Jay Fiene**  
CSU San Bernardino

**Mahmoud Suleiman**  
CSU Bakersfield

**Basic/Teaching Programs Cluster:**

**Carol Freeman**  
Corona Norco USD

**Advanced/Services Programs Cluster:**

**Margaret Arthofer**  
Association of California School Administrators

**Karen Ricketts**  
Sonoma County Office of Education

**Staff to the Visit**

**Karen Sacramento**

## Documents Reviewed

Common Standards Report  
Course Syllabi  
Candidate Files  
Handbooks  
Follow-up Survey Results  
Program Assessment Feedback  
Biennial Report Feedback  
Orientation Powerpoints  
Program materials and artifacts  
Rubrics  
TPE

Electronic Portfolios Virtual  
Evidence/Documents Roles and  
Responsibilities  
Application materials  
Video tutorials  
CSTP Field Experience Notebooks  
Schedule of Classes  
Advisement Documents  
Faculty Vitae  
Budget Plan  
Professional Resources

### Interviews Conducted

	Team Leader	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates	3	19	57	<b>79</b>
Completers		7	32	<b>39</b>
Employers			14	<b>14</b>
Institutional Administration	18	16	25	<b>59</b>
Program Coordinators			11	<b>11</b>
Faculty	1	37	37	<b>75</b>
Advisors		4		<b>4</b>
Support Providers/Field Supervisors		30	23	<b>53</b>
Credential Analysts and Staff			28	<b>28</b>
Advisory Board Members	8	70	18	<b>96</b>
<b>TOTAL</b>	<b>30</b>	<b>183</b>	<b>245</b>	<b>458</b>

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

### Background information

The Ventura County Office of Education (VCOE) is located in Southern California, in the city of Camarillo. Situated between Los Angeles and Santa Barbara, Ventura County is the 12th most populous county in the State of California with a population of 839,620, with ten incorporated cities.

The mission of VCOE is to provide quality services and support for life-long learning opportunities. VCOE is organized into three branches: (1) Administrative Services; (2) Educational Services; and (3) Student Services. The Ventura County office serves 21 school districts—with a combined P–12+ student population that currently exceeds 140,000—as well as county educational programs, local charter and private schools, and regional programs located outside Ventura County. In addition, VCOE collaborates with three community colleges and two four-year universities in Ventura County to provide continuing educational opportunities with a commitment to new teacher development. Ventura County students, educators, administrators, staff, and program participants represent a wide range of cultural backgrounds.

### Education Unit

VCOE serves as the Lead Educational Agency (LEA) for the Commission-approved educator professional preparation programs. The education unit is comprised of both Teacher Support Services (TSS) and Leadership Support Services (LSS). TSS offers the General Education, Education Specialist, and Designated Subjects teaching credential professional preparation programs. LSS offers the Professional Clear Administrative Services Credential guidelines-based

program. Ventura County Office of Education (VCOE) is the institution for nine (9) Commission-approved professional preparation programs housed in one education unit.

The education unit's purpose aligns itself with the vision and goals of the Ventura County Office of Education, which strives to develop reflective, caring, competent, and qualified educators to meet the diverse needs of Ventura County communities.

**Ventura County Office of Education Vision**

All people will benefit from life-long learning.

**Ventura County Office of Education Mission**

The Ventura County Office of Education provides quality services and support for life-long learning opportunities.

In support of VCOE's vision and mission, the Ventura County Superintendent of Schools is committed to providing leadership and service through increased levels of effectiveness, innovation, and operational economy in the programs operated by VCOE and throughout all school districts in VCOE's service area. The Superintendent advocates for all students, staff, and parents through ongoing and open communication among and between these groups, as well as with local and state agencies and legislators on behalf of these constituencies.

**Table 1  
Program Review Status**

Program Name	Program Level (Initial or Advanced)	Number of program completers (2013-14)	Number of Candidates Enrolled or Admitted (14-15)	Agency or Association Reviewing Programs
Education Specialist Credentials Preliminary Language and Academic Development	Initial	10	16	CTC
Designated Subjects CTE	Advanced	11	15	CTC
Designated Subjects Adult Education	Advanced	5	7	CTC
Designated Subjects Special Subjects	Advanced	4	2 ROTC	CTC
General Education Induction	Advanced	177	410 (includes year 1 and year 2)	CTC
Education Specialist Clear Induction	Advanced	36	101 (Includes year 1 and year 2) *9 are also included in OI numbers *13 are also include in LAD numbers	CTC
Added Authorization Autism Spectrum Disorder	Advanced	10	0	CTC
Added Authorization Orthopedically Impaired	Advanced	16	30	CTC
Administrative Services Clear Induction	Advanced	0	120	CTC



## **The Visit**

The visit began at 10:30 a.m. on Monday, March 9, 2015. The team members convened at the hotel late Monday morning for an initial meeting. This included review of the accreditation process, roles and responsibilities of team members, drafting of interview questions, and team bonding. Following this, the team convened at the Ventura County Office of Education where the team met with senior and program leadership, attended a program orientation, and given a tour of the facilities. The team spent the afternoon interviewing stakeholder groups, and reviewed documents and evidence. A team meeting was held that first night wherein the team reviewed each Common Standard and the program summaries. Additional information that was needed was identified. Interviews of stakeholder groups continued on Tuesday and concluded late in the afternoon. Final consensus was reached on all standards on Tuesday evening. Team members wrote, read, reviewed, and peer edited all parts of the draft report. The presentation of findings for program leadership and invited guests was held on the morning of Wednesday, March 11, 2015.

There were no unusual circumstances associated with this visit.

## 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 that ensures that candidates recommended for a credential have met all requirements.

The Ventura County Office of Education (VCOE) provides nine Commission-approved professional preparation programs. All programs are grounded in not only the mission and vision of the county office of education, but also the institution's five identified areas of focus. These areas of focus are designed to promote the vision and mission of service and leadership as well as respond to the changing needs of California's educational system. During an interview with the superintendent, he shared VCOE's strong commitment to providing a continuum of high quality preparation offerings that will prepare the "best" teachers and administrators for students. Interviews with unit leadership confirmed the commitment to integrate California's adopted standards and ensure that all teachers and administrators were confidently implementing these standards. There was evidence of this integration in the review of candidate portfolios.

During the initial meeting of the site visit, the superintendent and unit leadership expressed a strong dedication to ensuring the vision. Areas of focus are congruent with the direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration and unit accountability. Additionally, detailed review of the five VCOE areas of focus confirms alignment between the vision and implementation of programs. During interviews, unit leadership shared that collaboration across programs is a standing agenda item at both superintendent's council and senior management meetings. Additionally, they shared the high level of coherence across all programs due to the purposeful design of structures that mirror each other, such as the application process and the use of reflective journals and portfolios. Lines of evidence, such as candidate portfolios, confirm the coherence and consistent unit structure.

Review of evidence, including consultant agendas, advisory board agendas, and executive board agendas confirm that faculty, instructional personnel and relevant stakeholders are involved in the organization, coordination and governance of all preparation programs. During interviews, executive board members shared examples of the programs responsiveness to site/district needs and requests and stated the programs are "customer driven". Interviews with multiple advisory committees, faculty and instructional personal verified that they are actively involved in providing suggestions and feedback to programs and confirmed that VCOE

is responsive to the needs of all stakeholders when these suggestions and feedback are received. In addition, stakeholders interviewed mentioned that unit leadership is very approachable and in constant communication regarding preparation programs and changes on the horizon with CTC.

While the programs offered by VCOE operate under two branches of the unit (Teacher Support Services and Leadership Support Services), the Executive Director of Teacher Support oversees the accreditation process and has the authority to direct all accreditation activities. During an interview, the unit leadership indicated that each branch has unique strengths and that both branches collaborate on an ongoing basis to develop the most effective strategies to achieve the needs of all programs.

Interviews with candidates verified that they are able to track their own progress through the MyPDC, the web-based professional learning and teacher evaluation system. In addition, candidates complete a portfolio panel interview each semester where they receive feedback from program faculty. Candidates complete reflective journals/logs at each course which also provide evidence that requirements have been met. Credential analysts verify all program requirements have been met by reviewing the MyPDC database prior to making credential recommendations.

**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.
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The Institutional Summary clearly identifies each Common Standard, the relevant evaluation focus (such as candidates have met eligibility requirements, or adequacy of resources, or quality of program), lists the evaluation instrument(s), collection intervals, who analyzes the data and to whom it is reported. During interviews, unit leadership shared specific examples of when the assessment and evaluation analysis has resulted in specific program changes. Examples include: 1) Designated Subjects program leadership discovered that candidates needed significant coaching to understand pathways and standards in order to complete their assignments which were distributed through the online course supports. As a result the program implemented a face-to-face session discussing the standards and pathways prior to completing the online assignments. 2) Program leadership uses formative assessment (portfolio reviews, reflective journals, etc.) to adjust programs both during the delivery cycle and prior to the start of a new cohort. These program changes are also documented in the Biennial Report and Institutional Summary.

Review of the program narrative, program summaries, program assessment documents, and the Biennial Report, provided evidence that VCOE clearly articulates a system for collecting, analyzing and utilizing data on candidate and program completer performance. The above

documentation specifically outlines what data is collected, from whom, how it is reviewed and to whom information is reported. Unit leadership recognizes that it is important to not only collect and analyze data but to use it to improve performance of future candidates, programs, and the overall unit. Interviews with unit leadership, advisory groups, support providers, faculty, and candidates confirmed that data is used to make changes. The following examples of these changes were provided: 1) The program reviewed data to ensure there were job-alike assignment matches between candidates and coaches, and it provides multiple support providers and flexibility in assigning additional or replacement support providers as demonstrated by candidate need or personality mismatches. 2) Data drives the types of differentiation required for candidate success – when a candidate is judged at a 0 or 1 then additional feedback and coaching takes place. In addition the candidate is “flagged” and closely monitored over time. 3) Candidates are provided feedback on their portfolios and individuals are guided in their growth and development. This feedback data is collected and used to make programmatic decisions.

Review of evidence including biennial report data, candidate feedback data, and portfolio performance data reveal that assessment is taking place in all programs to evaluate both candidate competence as well as program effectiveness. Unit leadership and faculty shared in interviews that the analysis of portfolio performance data informs future participant instruction and support as well as current participant proficiency. Examples of the changes for future participants include the implementation of a transition plan for addressing the revised English Learner standards, and increased emphasis on action research/inquiry, and implementation of an online learning management system. Unit leadership shared an example of how data from reflective journals indicated some candidates were feeling a lack in support, and how the program immediately responded by investigating and making changes to program delivery. Additionally, unit leadership shared examples of how review of candidate portfolio data.

**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 resource needs.

The statement that points to the overall impact of resource use was given in the interview with an Advisory Group. “VCOE and its programs have saved districts money in countless ways,” related to improving teacher induction, retention and through cost efficiency. Another advisory group member said, “BTSA has moved from a compliance program to one where we really create exemplary teachers.” And as the conversation continued relative to the new ASC clear program, “ if it is a new program and we don’t have completed candidates yet, if it is based on the models already in place in VCOE there is no doubt it will be effective”. After review of the

Vitae/Resumes of the VCOE faculty and staff, fee charts and the narrative, it is clear the personnel are well-qualified with a wide-range of experiences.

The budget data provided describes a fiscally sound organization. The interviews with the unit leadership and the Associate Superintendent affirmed a commitment to continuing to provide the quality programs offered by VCOE and to find different ways to resource the programs and services. It is understood that some costs (such as healthcare costs) will continue to rise and there are no new state revenues forthcoming; therefore, the choices are often to enhance efficiencies or make cuts. VCOE believes in the programs it offers and wants to protect them, yet does look at efficiency and potentially new funding mechanisms.

Additionally, in discussion with the advisory groups, it was similarly confirmed that there is no reduction of programs, nor any diminishment of quality; quite the contrary, there is an overarching commitment to providing the best and most timely, relevant programs and services to insure that the educators throughout Ventura County are exemplary. The advisory group reiterated the two-way communication that is written about in the documents and which the Superintendent, Leadership Team, and unit leadership all highlight as a strength. Clearly, there is a strong flow of information to and from the VCOE to and among the various constituencies. Even with the Local Control Funding Formula (LCFF) and the dramatic changes to financing in the county office, there is a commitment to continuing programs, additional professional development and for there to be no surprises; the advisory groups from the districts talked about a gradual change to the financing and plenty of time for districts to adjust. Additionally, the VCOE was very proactive in changing its own interactions as a result of Local Control Accountability Plans (LCAP) and LCFF creating an even tighter communication and alliance between the LSS and Business Services as a model for the districts – simultaneously these two divisions also work to inform and assist the various schools and districts with the demands of LCAP through meetings, Professional Development (PD) and by adjusting the candidate's programs specifically in Administrative Services Credential (ASC).

The addition of the new site for VCOE for TSS, LSS, Library, Technology Labs, meeting rooms, large flexible salons, and graphics to the existing administration building are evidence of the VCOE's commitment to state of the art, cutting edge tools - not just adequate facilities. Core courses and field supervision experiences in all programs are taught by a combination of full-time and part-time faculty members who are committed to, and have expertise in, working with candidates, curricula and practitioners. The advisory groups also discussed monthly meetings and writing teams to continually impact what is taught, when and to whom. The VCOE and its stakeholders are a true consortium. They utilize the resources to their fullest potential among candidates, and providers, students and professional developers/faculty, among advisory group members and between advisory groups and various aspects of leadership from a subcommittee up to the superintendent's advisory, as well as between and among the various "branches" (not divisions) of the VCOE.

Field supervision is shared by full-time and part-time faculty members. Resources are committed to the training of local practitioners in the required professional competencies so that they are effectively integrated into the scope and sequence of each program.

The VCOE has a library housing many curriculum and instructional materials accessible to educators, there are also two technology labs and a wealth of programs, PD, and other services provided to educators. One of the most significant information resources highlighted throughout the visit was the two-way communication – the pushing in and pushing out of information between and among VCOE staff and among various stakeholders, and other partners. Every group highlighted the strength of the communication and collaboration and with information all other resource issues are much easier to meet There is also evidence provided in the form of artifacts related to instructor packet consultant meetings, advisory meetings and PD provided to support providers and others.

As pointed out in earlier sections, the Unit Leadership regularly meets to discuss programs and the needs of its participants. Finally, the three branches meet regularly and discuss programs and ways to allocate funds so that there is never a discussion of reducing quality; rather, a discussion of how to cost it out and to ensure that programs are sustained and continuously improved. From the start of the visit and the statements of the superintendent, it is clear that this is a true consortium committed to being “one large Professional Learning Community (PLC) for districts”. Unit leaders talked about communication and collaboration across programs and all discussed how they create efficiencies without reducing effectiveness. The quote was at VCOE “we make constant changes based on quality decisions not fund-based decisions. We create compelling programs.” And the implication is that if the programs are good enough, candidates will want them and the districts will support them and to date that seems to be true.

**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.

Review of multiple pieces of evidence including individual biographies, vitae/resumes and the program narrative documentation, it is clear the personnel are well-qualified with a wide-range of knowledge and practical experiences. Core courses and field supervision experiences in all programs are taught by a combination of full-time and part-time faculty members who are committed to and have expertise in working with candidates, curricula and practitioners.

Stakeholder interviews and review of a range of program artifacts including meeting agendas, sign-in sheets, and materials demonstrate both the depth and breadth of evidence of ongoing learning of VCOE personnel. The team found that faculty and instructional personnel demonstrate a commitment to and are indicative of an organization committed to currency and relevancy for today's educators. The discussions with various candidates and other stakeholder groups all highlighted the strength of the two-way communication and the relevancy of models of best practice.

As stated in program evidence "Ventura County Office of Education is an equal opportunity employer." The recruitment and employment process in every department within VCOE is reflective of a diverse society in regard to language, ethnicity, gender, and disabilities, consistent with the philosophy and intent of Affirmative Action. The unit demonstrates careful consideration of cultural knowledge and second language capability when filling new positions.

VCOE unit documentation in response to areas of diversity includes that, "Four full-time faculty members have particular expertise in diversity issues. One faculty member directs the Equal Employment Opportunity Commission compliance and outreach for Ventura County. A second faculty member collaborates with the countywide English Language Taskforce and steering committee and has been actively involved with developing consistency in uniformity of terminology and theory in the English Learner community. A third faculty member has worked in multiple universities to increase access to higher education by underrepresented populations. A fourth faculty member was until recently employed by the California Department of Education's Diagnostic Center which helps schools educate the most difficult to serve students with wide-ranging abilities and backgrounds. This expertise is shared with faculty and instructors at large, in small group meetings, and during trainer-of-trainers (TOT) sessions. Each faculty member has ongoing training regarding sensitivity to current trends in California schools and our diverse society—specifically, diverse abilities and cultural, language, ethnic, and gender diversity. Faculty regularly examines ways to minimize the disparate impact of traditional power structures on student outcomes."

All VCOE faculty members are committed to preparing educators who are skilled in best educational practices, experienced with and respectful of the diversity found in California classrooms, and committed to improving the quality of life of all candidates. They continually upgrade their knowledge and skills in differentiated instruction in order to prepare candidates for teaching diverse student populations. They continually advance their knowledge of theory, research, and culturally responsive pedagogical practices by participating in professional development workshops and collaborative activities sponsored by state and regional groups. A review of faculty resumes revealed the wide variety of professional experiences and areas of interest pursued to continually improve the unit's ability to be effective educators.

The VCOE unit leadership demonstrated the use of the standards-based accountability system in multiple areas including candidate's reflective journals, pass rates in the on-line assessment sections, and in reviewing how the portfolios demonstrate understanding and application by candidates. Data shared by unit leadership denotes that 59% of the clear credential recommendations in Ventura county come through VCOE and that the VCOE holds a 93%

certificated teacher 5 year retention rate. The VCOE unit has a sound calibration process to support a critical mass of educators from candidacy on to support providers, coaches, mentors and leadership and provides a systemic impact on the county with regard to what educators know and how they perform their duties.

Stakeholder interviews with advisory groups demonstrated regular collaboration for program improvement. Advisory groups analyze the governing standards as they recommend changes related to the candidate data and trends. This input is aggregated across the VCOE programs, and then data is disaggregated by program and by district to inform program changes. The consistent highlighting of VCOE's strength of communication, collaboration, and customer-service across broad education communities was heard by visiting team members throughout all stakeholder interviews. Additionally, VCOE staff actively participates in broader education forums through the interactions and involvement in professional organizations, statewide panels and advisory roles in organizations such as Commission, Curriculum and Instruction Steering Committee (CISC) and other job-alike networks throughout the state.

The narrative and the evidence samples provided extensive information on the professional development and other support provided to faculty. Similarly, the expectation of the use of data and the practice of looking at the portfolio entries, reflective journals and other candidate-produced documentation continuously influences what is taught and the impact of this teaching. In interviews, the candidates highlighted that they are asked to rate the content/pacing/usefulness of the sessions and anything rated 3 or lower on a 5 point scale requires a rationale – this then was confirmed to be the basis for further faculty development or program revisions.

In addition, the data is used to continuously modify coursework and to identify areas where new information is needed. Faculty are provided with support and kept current through the consultant meetings. One faculty member stated, "The first time I heard about RTI, and ELD standard changes was in our meetings, it might be a month or even a year often before I hear in the district." The leadership stated that the faculty are the best of the best drawn from teacher leadership academy or prior candidates who demonstrated great success, or individuals identified by districts as potential instructors.

**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 population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Each program has established admission criteria and guidelines based on the Commission adopted requirements. Based on the program's focus, criteria are defined and disseminated



for candidates to guide their credentialing path; the criteria are available online and in print for candidates seeking admission. Interviews with academic advisors, credential analysts, program personnel and leaders reflect that the criteria are “strictly” enforced and used in the application and admission processes.

VCOE is an equal opportunity employer as outlined in its statements of policy, vision, mission, and procedures. Provided evidence as well as interviews reflect that VCOE adheres to the equal opportunity principles in its admission as well as employment practices and personnel decisions. Site administrators and HR personnel and their liaisons report that various recruitment and networking mechanisms are used to attract candidates from under-represented groups; a site administrator who is a member of the California African American professional group uses the organization events to attract diverse candidates; another indicated that she uses California Association for Bilingual Education as a forum to attract bilingual candidates and other diverse groups.

In examining the materials and artifacts (e.g. application forms, flyers, handbooks, website, flowcharts) as well as interviewing academic advisors, program personnel, and leaders, VCOE provides clearly defined admission criteria that are aligned with the Commission requirements and interpersonal expectations. A viable systematic process is in place which serves as a blueprint for admitting and transitioning candidates in a seamless way within the California continuum. Interviews with HR personnel, site administrators and program leaders reflect that the unit also ensures that admitted candidates possess appropriate “interpersonal communication skills,” personality traits, and dispositions along with successful prior experiences that are conducive to their professional roles in schools.

**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.

Qualified advisors and personnel are available to guide each candidate at VCOE. There are two fulltime academic advisors and credential analysts at VCOE and two additional personnel in the credential department. All advisors and credential staff provide advice and assistance based on the credentialing and programmatic needs of candidates. They all work with Teacher Support Service leaders, and Human Resources to ensure each candidate is appropriately placed and guided.

Additionally, induction program leaders and other personnel coordinate with academic advisors and credential analysts as they join efforts in advising and assisting candidates based

on their individualized credentialing needs. They also attend orientations and other forums to provide necessary advising information and materials.

In addition, there is an advising structure which promotes communication and coordination among various programs and departments. Orientations are regularly held to provide relevant information based on each discipline, specialty, and track, as well as changes in credentialing guidelines.

The unit materials outline program requirements and serve as roadmaps to guide candidates throughout their respective programs. Interviews of advisors, program leaders, personnel, and candidates indicate that pertinent materials are accessible and in many instances frontloaded. Candidates indicate that when they need information they can consult with staff and receive appropriate advice.

The unit implements CTC adopted requirements for supporting and advancing candidates in their respective professional tracks. Interviews with program leaders and staff describe the process of retaining and advancing candidates in addition to counseling and remediation as necessitated. Site administrators and HR personnel confirm that the unit's support assists in retaining and advancing skilled educators and support providers in their schools.

The unit monitors participating candidates' performance and collects data consistently on their progress. The program leaders and staff regularly review such data in their weekly and monthly meetings and use it to inform their decisions in advising approaches. Interviewed site administrators indicate that the data is shared/discussed during weekly and monthly meetings and used to develop "innovative" actionable approaches to support candidates' professional development and progress.

**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.

As a result of the review of program documentation and interviews with a range of stakeholders, VCOE works collaboratively with districts, and their partners in designing, implementing, and evaluating the scope and sequence of the field and clinical experiences. Formative assessment is integrated throughout to ensure that candidates develop adequate knowledge and skill-base while engaging in actionable reflective practice as they plan, inquire, teach, and apply what they have learned to enhance their practice in their own classrooms.

Trained coaches, support providers and clinical supervisors guide participants in their ongoing journey as reflective practitioners. Interviews of induction leaders, site administrators, program personnel, and participating teachers confirm that the unit has a carefully planned and implemented scope and sequence of clinical experiences to ensure the development of standards-driven knowledge and pedagogical skills necessary for working with all students in the P-K schools.

The VCOE unit has strong collaboration with stakeholders and partners in establishing criteria for school site, clinical and site based personnel. VCOE has established collaboration with local Institutions of Higher Education (IHEs) as well. The county consortium provides a strong forum to discuss such requirements and make recommendations for selection. Interviews with site administrators and human resource personnel confirm that they are actively engaged in determining the optimal site selection and effective clinical supervisors for participating candidates.

In addition to the various artifacts of evidence (e.g. sample reflective logs, completed portfolios, workshop agendas), interviews of various unit participants (teachers, coaches, supervisors, induction leaders) confirm that candidates have ample opportunities to examine and address the unique context of diverse California schools and its impact on learning and teaching outcomes. Candidates and program completers consistently reported the value and benefits of the program in helping them become effective teachers in diverse settings. Site administrators, support providers, and curriculum specialists indicate that they regularly share effective models and best practices with current trends at their respective school site with others in the county.

**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.

VCOE ensures that qualified supervisors are hired who are credentialed in their respective area. The unit ensures that all supervisors employed by VCOE are experienced and meet the prescribed criteria. The unit also ensures that supervisors have the ability to mentor and support applicable candidates. Interviewed site administrators and unit personnel indicate that supervisors are carefully selected based on their verifiable credential as well as their experience in coaching, mentoring and supporting candidates.

District-employed supervisors are selected in collaboration with the district personnel and unit program directors. In reviewing the alignment chart of supervisors' expertise with their appropriate fields, credentials and experiences, it is evident that supervisors are carefully selected and assigned to provide necessary support of the academic content standards for students. In addition, qualifications of supervisors are clearly integrated in the application and

hiring materials, checklists, and established criteria. Interview input from a range of stakeholder groups confirms the process of the selections with this domain of the standard.

VCOE provides training opportunities and orientation for supervisors to ensure currency of their knowledge and skill bases as they work with candidates and new teachers in the induction program. Orientations and workshops are held regularly to train supervisors within the realm of their roles and responsibilities. Their duties are clearly outlined and implemented in the unit's materials and functions. Site administrators, induction personnel, and support providers indicate the VCOE is very active in providing training opportunities, professional development and learning opportunities for coaching and training supervisors. Interviewed candidates describe the high level of support and assistance from their supervisors who observe candidates in their classrooms, do formal and informal evaluations, conduct reflective conversations, hold two-way conferences/meetings, and provide improvement plans.

**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.

All nine professional preparation programs offered by VCOE provide multiple ways for candidates to demonstrate the knowledge and skills necessary to educate and support all students in meeting the state-adopted academic standards. In reviewing the unit documents, website materials, lines of evidence, along with input and feedback from various interviewees, it is clear that candidates engage in multiple opportunities to develop foundational knowledge and pedagogical skills necessary to be successful in California's diverse schools. The unit seeks to strike a delicate balance given the rich fieldwork opportunities that are systematically integrated and implemented in candidate preparation. This includes field work, instructional assignments, portfolios, formative assessment and portfolio panels.

The unit uses multiple assessment measures (formative, formal, informal, authentic 'portfolio'...etc.) to ensure it is meeting the Commission standards in various program areas. Various anchor activities throughout the scope and sequence of each program are integrated and aligned with the goals and competencies in the respective program standards and guidelines. Such competencies are regularly measured as data is collected on candidates to ensure that they are developing expected knowledge and skills within the realm of their professional roles and duties. Interviews with program personnel, induction leaders, participating teachers, site administrators indicate that the culture of assessment has been established. The team members examined many artifacts such as electronic portfolios which provide ample evidence about how assessment is systematically integrated.

Performance assessments (professional portfolios) using the respective program standards and tools for each program are used as summative assessments. Feedback is provided to candidates in the form of "met" or "not met" status. Interviews with program staff confirm

that they provide technical assistance and support to candidates receiving “not met” status. These candidates have an opportunity to resubmit portfolios as needed.

## **PROGRAM STANDARDS**

### **Language and Academic Development Preliminary Credential Program**

#### ***Program Design***

The Language and Academic Development (LAD) Preliminary Credential program is designed to meet the needs of Ventura County's increasing number of students identified as having language/communication impairments, along with academic needs. VCOE's LAD program was approved in 2014. Eleven (11) candidates were enrolled in the program in 2013-2014. Sixteen (16) candidates enrolled in 2014-2015. The LAD program has four main instructors.

VCOE LAD program is a comprehensive and integrated program of coursework, in-class practicum experiences and examinations, and in-depth fieldwork experiences in classroom settings that represent a diversity of conditions across the continuum of services. Each candidate of the LAD program has a valid Mild/Moderate or Moderate/Severe Preliminary Credential and has demonstrated competence in teaching reading by passing the Reading Instruction Competence Assessment (RICA) and Program Standard 9 Preparation to Teach Reading/Language Arts. The multi-disciplinary teams of specialized professionals who instruct the courses and facilitate in-class practica offer diverse perspectives. A course instructor coordinates sessions to ensure consistent and comprehensive presentations. Candidates are observed and mentored by field supervisors for demonstration and application of academic and social/pragmatic interventions that support communication and language developmental needs of students.

Teacher Support Services reports that candidate information and requirements are provided on the website, at orientation meetings, and in the documents signed by the candidate and district. Each district provides the release time necessary for the completion of any portfolio work requiring the use of focus students. Candidates' report the modules provide them the skills for program planning, service delivery options, technology, Assistive and Adaptive technologies, along with resources and materials.

Due to an increased number of candidates from outside Ventura County, Module B observation can be completed in person or through the use of video recording. The CTC Transition document regarding change in preliminary standards related to English Learners was completed in June 2014. The needed changes were made to the LAD programs' content.

Teacher Support Services (TSS) utilizes a rigorous and ongoing program evaluation system that collects qualitative and quantitative data from stakeholders for the purposes of assessing candidate/completer competence and program effectiveness. As reported by the academic advisors, formative, summative, perception, and performance data is collected from the candidates as they complete each performance portfolio. A calibrated portfolio team reviews each portfolio and shares the results with TSS and candidates through MyPDC. Academic Advisors report they can filter the results to ensure program requirements are met and improvements are made. Results of the data also provide TSS information for content changes

for course improvement. Through active participation and collaboration of the stakeholders, including the Assistant Superintendent, TSS Managers, SELPA Directors, Instructors, and District Administrators, the VCOE Unit Leadership reports that policies and decisions are widely shared and a flexible structure for change is provided to VCOE candidates.

### ***Course of Study***

Candidates complete coursework and demonstrate the acquired knowledge, skills, and abilities to utilize appropriate assessment to drive program decisions and to implement evidence based and multi-faceted methodologies and strategies based upon typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain based learning skills, vocabulary and semantic development as related to the acquisition of academic knowledge and skills. Candidates report they have received instruction on the distinction between language disorders, disabilities, and language differences with “strategies we can use,” from specialists such as Speech and Language Pathologists. Candidates are provided information in delivering services in a wide variety of specialized academic instructional settings. Candidates report the coursework includes curricular accommodations and modifications necessary to instruct students with Language and Academic Development deficits. TSS and VCOE SELPA provide guest speakers and instructors having experience and backgrounds relevant to LAD. The candidates complete the hybrid format of in class face-to-face and online coursework within a scheduled amount of time. Feedback is provided to the candidates through reflective journals, support providers, field based supervisors’ evaluations, and portfolio feedback from a calibrated team of reviewers.

Candidates complete coursework, participate in direct instruction, role plays, simulations, discussions and assessment practice which integrates understanding and skills of the LAD program. Instructors teach the courses and review the teaching portfolios; field supervisors observe and mentor candidates in authentic settings. Candidates are also assisted with advancing their skills in transition planning and collaborating to support the students’ needs in the school, home, and community. Candidates develop their Initial Individualized Induction Plan with Human Resources personnel and the site administrator. Individual Induction Plans provide evidence of candidates utilizing information from student IEPs, collaborating with specialists and special education teachers, identifying and observing their focus students within authentic settings, and developing differentiated lessons for academic and language development.

Through the coursework provided within each of the three Modules, candidates demonstrate the understanding and knowledge of the unique characteristics of students with Language and Academic Development disorder. Candidates report that they have acquired the knowledge, skills, and experiences to competently assess, diagnose, evaluate and plan evidence-based instruction, inclusive with behavioral analysis and positive behavioral interventions, appropriate for learners with language deficits. Documentation of evidence is obtained through self-evaluations with collected evidence, summative and formative assessment, FACT, and fieldwork observations, evaluation of the candidate’s teaching competencies within the natural setting, and the completion, submission, review and assessment of the Portfolio per each of the three modules.

Throughout VCOE's LAD program, staff proactively monitors candidates as they demonstrate their skills as members of collaborative teams with other disciplines and agencies. Instructors note and provide candidates with feedback within each of the modules. Field-based supervisors confer with candidates prior to and following observations within authentic settings. Teacher Support Services, Special Education Preparation Programs, VCOE SELPA, academic advisors, instructors, support providers, and colleagues within school sites and within cohort groups all provide a support structure for the candidate. TSS and SELPA provide specialized trainings, such as Assistive Technology as well as information and legal mandates and their implications relative to the IEP process. TSS staff assists candidates with group orientation and individual advisement. Instructors not only teach the coursework, but also spend time with the candidates and support providers in order to provide assistance with portfolios and Individual Induction Plans (Inquiry Process), as reported by candidates and TSS.

### ***Candidate Competence***

Academic advisors (credential analysts) review transcripts and employment histories for the required preconditions. Candidates are assessed on the Formative Assessment through the performance portfolio which integrates the IIP. The Action Plan Research encompasses a full year of study, evidenced through performance portfolios. Self-evaluations on the Continuum of Teaching Practice (CTP) using CSTP standards, reflection upon skills, and oral and written assessments are used to evaluate candidate progress. A team of Calibrated Portfolio Panel reviewers assess whether the candidate has met the requirements for program competencies. Results and feedback are uploaded to the candidate's MyPDC online database.

All candidates receive a group orientation and individual advisement concerning the specific program needs by assigned faculty members. TSS program staff monitors and documents candidates' progress toward meeting LAD program requirements. Instructors/field supervisors confer, observe, and evaluate the candidate's planning, teaching, reflection, and application of skills and evidence-based methodologies and strategies. Candidates submit all required coursework and portfolio documents and receive scored feedback from a calibrated panel as to whether their submission was Met (2), Met with Comments (1), or Not Met (0). With the verification of all program requirements being met, candidates are notified of eligibility to apply for LAD through CTC.

### ***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**.



## **Designated Subjects Credential Programs Adult Education and Career Technical Education, Special Subjects**

### ***Program Design***

VCOE serves as the Lead Educational Agency (LEA) for the Commission-approved educator professional preparation programs. The education unit is comprised of both Teacher Support Services (TSS) and Leadership Support Services (LSS). TSS offers the General Education, Education Specialist, and Designated Subjects teaching credential professional preparation programs. The VCOE Career Technical Education/Special Subjects program is under the supervision of, Executive Director of Teacher Support Services. A Director of the program is responsible for day-to-day operations.

Stakeholders reported that “VCOE has a clearly articulated vision, mission, motto, goals and areas of focus for the organization that provides the overarching umbrella for the Commission-approved educator professional preparation programs.” Areas of focus provide a framework for leadership and service through increased levels of effectiveness, innovation and operational economy for all programs including the Designated Subjects Program operated by Ventura County Office of Education.

Focus areas include:

- Advocacy, Engagement and Alignment
- Enhancing the Educational Continuum
- Infrastructure and Resource Management
- Innovation and Entrepreneurship
- Organizational Health

TSS program staff meets on a weekly basis. In addition, certificated managers meet regularly with the Assistant Superintendent to discuss program updates, events, and progress made by candidates. The TSS Consultants, comprised of teacher coordinators, professional development providers, lead support providers, and field-based supervisors, meet regularly to collaborate on professional development, program coordination, and preparation for course instruction. Instructors and specialists meet prior to delivering professional development to collaborate and prepare for course instruction. Communication within the credential program and within the institution is facilitated by program leadership participation in and contribution to the County Superintendent’s Council, Certificated Personnel Administrators’ Network, and Curriculum and Instruction Support meetings. TSS maintains a Memorandum of Understanding (MOU) with its P-12+ and university partners that establishes a formal relationship between the parties of the agreement and sets forth the anticipated roles and responsibilities of its partners.

Interviews with stakeholders from the Unit Leadership Team members, Advisory Board members, and staff demonstrate evidence of coordination between both TSS and LSS. Stakeholders reported that “communication and collaboration systematically this takes place providing integrated support and collaboration in coordinating operations, responding to

school/district feedback, and using assessment data to drive change in program design that aligns with candidate competency needs.”

Meeting agendas and minutes substantiate the ongoing efforts of the organization to communicate within the credential program and with the institution.

The VCOE Career Technical Education (CTE)/Special Subjects/Adult Education (AE) programs utilize the Formative Assessment for California Teachers (FACT) system, which embodies the continuous improvement cycle to meet the academic learning needs of all CTE/Special Subjects/AE students. A review of all corresponding course sequences and candidate completion evidence, validates the use of an inquiry-based model of ongoing action research throughout the one-year program, encompassing the plan, teach, reflect, apply cycle and built upon the Teaching Performance Expectations (TPEs) and California Standards for the Teaching Profession (CSTPs).

In examining the electronic archives of evidence, it was found that candidates’ documents contain action research using the formative assessment process. All completers are analyzing and reflecting on practices based on the TPEs and the CSTPs, program standards, and demonstrate an application of instructional practices aligned with general pedagogy to teach AE, CTE and Special Subjects. Anchor, Pathway, and Common Core Standards are integrated within each program. The process is designed to ensure that classroom practices meet the academic learning needs of all students.

Interviews and program documents confirm that many of the AE candidates are preparing students for occupations that require certification or licensure examinations. The contextual demands may vary depending on respective emphasis areas and/or learner goals. A differentiated process is designed to ensure that instructional practices meet the academic and technical learning needs of adult learners.

A review of the program evidence and multiple interviews of stakeholder groups validate that the program consists of a series of courses in a hybrid (face-to-face and online) model, combined with the practicum experiences, and in-depth self-directed and supported field experiences. Candidates submit two evidence-based portfolios throughout the one-year program and receive feedback as to their progress. Each of the two required inquiries provides candidates with systematic opportunities for the application and demonstration of pedagogical/andragogical knowledge and skills. The professional portfolio provides an account of the knowledge and skill base of candidates’ accomplishments.

Program documents and portfolios confirm the series of courses (face-to-face and online), practicum experiences, and in-depth self-directed and supported field experience all Designated Subjects candidates are required to complete for a recommended clear credential.

***Program structure:***

All three programs transitioned from a two-year program to a 12-month program; designed and implemented a hybrid model of instruction combining online and face-to-face interaction.

Candidates reported an appreciation for the program structure modifications from a two-year to a 12-month program; hybrid model of instruction combining online and face-to-face instruction; and flexibility of the program to differentiate for specific candidate needs.

Interviews with various stakeholders highlighted the following strengths:

- Differentiation within the program for candidates in various teaching assignments and placements within CTE/AE/Special Subjects
- Specialized support for candidates struggling with the use of technology
- Streamlined program structure into a one-year format with second year support during the second year
- Bridging the understanding of sound industry sector skills with pedagogical practices of a classroom setting
- Electronic resources located in Moodle for easy access
- Very effective instructors that assure understanding throughout the formative assessment process
- Options for day-long Saturday sessions allow for networking, collaboration, and in depth focus on course content
- Submissions such as portfolios, reflective logs, and feedback are thoroughly reviewed by the program staff and communications are clear by to candidates if further information is needed from candidates in order to meet criteria.

*Portfolio evaluation:*

A systems review confirmed a process to track initial submission data of “met” and “not met”, utilized an expanded portfolio scoring criteria; implemented “Pre-Observation Notes Guide” to facilitate field-based supervisor, support provider, and candidate calibration of observation evidences.

Stakeholders report that there is a clear and effective process for tracking submission data, portfolio scoring, and for documenting candidate completion of program requirements.

The integration of MyPDC Portfolio Navigation and Data Base allows the program staff to perform functions such as data analysis, completer review, and candidate completion in an online data base system. This allows for ease of access to information that guides and supports program and candidate outcomes. The system also allows for candidates to view and print transcripts as well and review program requirements and progress along the portfolio completion.

Stakeholders stated, “The program uses a clear process for admissions, advice, and assistance for Designated Subjects candidates through an online, ‘paperless’ system.” This process is validated in a flow chart utilized by Credential Analysts and Academic Advisors.

*Professional Growth Plan:*

The Professional Growth Plans prepared by candidates are designed to ensure an alignment between CSTP, focus question, action research, and findings. A review of evidence supports this modification.

Stakeholders including staff, candidates, and Advisory Board members reported that the program solicits and listens to input regarding program design, coursework, and candidate competencies. Input is discussed and reviewed by the TSS and LSS. Stakeholders reported, “district/site leadership provide feedback to the program on specific needs of incoming candidates so the program can support growth and development of candidates through the learning to teach continuum.”

***Assessment of Candidates***

Interviews with stakeholders and a careful review of the evidence for each designated subject program confirmed the VCOE CTE/Special Subjects/AE program utilizes the Formative Assessment for California Teachers (FACT) system, a research-based model for a structured series of portfolios, as the primary method of candidate assessment and performance. Candidates complete two portfolios, one per semester, that contain formative assessment documents demonstrating knowledge, skills, and application of the CTE Program Standards. Interviews, presentations, and investigation confirmed that all portfolios are uploaded to VCOE’s MyPDC online database and reviewed by calibrated members of the Portfolio Panel for evidence that each candidate has met program competencies. Results are posted with entry dates on the candidate’s online record.

Interviews and documents confirm that all candidates receive individual advisement concerning their specific program needs. Credential requirements are identified by the unit’s credential analysts (academic advisors), who review candidates’ transcripts and employment histories before developing cohesive program plans. Completers of the program stated, “The customer service that the induction staff provide is amazing! They always answer the phone and provide sound advice and assistance with any questions about credentialing. I always contact them when seeking a new credential or authorization because they are quick to respond and accurate with advice.”

***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**.

**General Education Induction Credential Program**

***Program Design***

The General Education Induction Program is housed in Teacher Support Services (TSS) unit of the VCOE. Document review, presentations, and interviews with program leaders confirmed the education unit is comprised of both Teacher Support Services (TSS) and Leadership Support

Services (LSS); the General Education Induction program is under the supervision of the Executive Director of Teacher Support Services. Day-to-day operations are the responsibility of the Program Director.

VCOE leadership structure assures that policies and decisions are widely shared among the unit leadership, instructors, and district administrators. Through active participation by these stakeholders, the unit ensures a flexible structure for change of programming and brings perspectives to VCOE candidates. Interviews and presentations with the unit leadership verified:

- TSS program staff meet on a weekly basis to provide program updates, discuss candidate progress, alignment and coordination of program courses, and evaluate current program status and needs;
- VCOE certificated managers meet regularly with the Assistant Superintendent to discuss program updates, events, and progress made by candidates;
- Monthly meetings of Program Director, TSS Consultants, and lead support providers convene to collaborate on professional development, program coordination, and preparation for course instruction;
- Instructors meet prior to delivering professional development to collaborate and prepare for course instruction;
- Communication within the credential program and within the institution is facilitated by program leadership participation in and contribution to county Superintendent's Council, Certificated Personnel Administrators' Network (CPAN), and Curriculum and Instruction Steering Committee (CISC) meetings;

Review of portfolio components, Moodle, the learning management system (LMS), and interviews with the unit leadership, consultants, and support providers illuminated evidence of data collection of ongoing self-assessment, scope and sequence of coursework focused on the California Standards for the Teaching Profession (CSTP), the Continuum of Teaching Practice (CTP), and Induction Program Standards. Program leadership, support providers, and candidates confirmed evidence of the following:

- Action research and the Formative Assessment for California Teachers (FACT) system, utilized by the program to help new multiple/single subject candidates meet the learning needs of P–12 students,
- Candidates submit four (4) evidence-based portfolios throughout the two-year program that demonstrate application of CSTP and receive feedback as to their progress;
- The program consists of a series of courses (face-to-face and online) combined with supported field experiences that allow candidates to engage in job embedded activities within their classrooms.

Candidates meeting specific criteria for experience and excellence in teaching may apply for the Early Completion Option (ECO) and complete the program in approximately one (1) year.

Interviews with program personnel, program candidates, Moodle demonstration, and document review revealed the following modifications have been made:

- Implementation of hybrid model (face-to-face and online)
- Professional development: “Assessment for Learning” Mini-Conference for Year 2 candidates was implemented
- Portfolio evaluation: Audit and calibration of portfolio panel members through random sampling by an independent consultant
- Early Completion Option (ECO): ECO Portfolio “F” was revised to better align with Induction and CSTP-related standards. The ECO application process now includes classroom observation data submitted by support providers, replacing the candidate-created lesson video requirement.
- English Learner Transition Plan: Developed to address the revised standards relating to teaching English Learners
- Common Core State Standards: Course content and portfolios were updated to include Common Core State Standards

Interviews with unit leadership, consultants, and support providers confirmed a structure in place for regular communication, input, and feedback to/from the TSS units and P-12 organizations. Structures are designed to provide feedback loops relating to induction program activities/updates, state policies and regulations, and district and partner organizations’ priorities. Multiple examples were presented where stakeholders are “pushed in” to regularly scheduled program meetings, and where program leaders are “pushed out” to attend partner organization meetings to for the purpose of providing information, and listening to stakeholder feedback. Document review provided information on Memorandum of Understanding (MOU) with the program’s P–12+ and university partners that establishes a formal relationship agreement and sets forth the anticipated roles and responsibilities of partners.

### ***Course of Study***

The General Education (MS/SS) Induction Program courses are designed in a purposeful, logically sequenced structure of extended preparation as outlined in the scope and sequence documentation and demonstration Moodle. Candidates enroll in a series of four courses comprised of face-to-face and online classes that support candidates’ knowledge and skills. Candidates are expected to attend all class sessions, participate in class activities (including direct instruction, discussions, and assessment practice), and satisfactorily complete four teaching performance portfolios, one each semester during the two-year program. Candidates self-assess current levels of CSTP application the prior semester as well as using current experiences to determine pedagogical knowledge and skills acquired to determine next steps. Coursework is designed to support candidates in their teaching assignments, compliment classroom instruction, promote Inquiry-based learning as well as fulfill the Teaching Performance Portfolio entry requirements. Application and demonstration of pedagogical knowledge and skills are documented by portfolio entries. The Support Provider roles and responsibilities include collaboration and engagement with candidates in learning focused conversations using conversation guides aligned to each program class.

Interviews with candidates, support providers, consultants, and unit leadership, as well as document review of support provider training modules and course scope and sequence indicate meaningful alignment of knowledge, skills, and assignments introduced in coursework, application to field work, and coordination of support provider services. Effective sequencing of course work as well as coordination of coursework with field work was confirmed. Some of the statements made during interviews are highlighted below:

- “Progression of coursework made me more intentional about actions.” (Candidate)
- “The work we are doing in courses, activities, are directly aligned to my job/assignment.” (Candidate)
- “Classwork is arranged in an order that makes sense for what we need at different parts of the school year.” (Candidate)
- “Support Providers have training in all of the coursework candidates take. They have access to the Candidates course schedule and assignments through Moodle.” (Consultant and Support Provider)
- “We are asked to rate the content and pacing of the courses. If it is a score of 3 or lower we need to provide a reason.” (Candidate). Program leadership confirmed use of course evaluation scores and candidate comments for to refine, revise, and improve course sequence and coordination of content for effectiveness.

Critical areas of candidate learning are effectively addressed through multiple avenues. Interviews with the unit leadership and faculty confirmed that course evaluations, support provider logs, journal reflections, and portfolio assessment review data are shared and discussed at weekly director and monthly consultant meetings for the purpose of course improvement. Credential analysts and the unit leadership demonstrated and explained the use of MyPDC as a means of scoring and tracking candidates’ completion of course work and activities. Through this online program, data can be disaggregated by standard or course in order to identify critical areas such as working with special populations. Unit leadership provided examples of the VCOE staying informed of state policy and regulations in identified critical areas, such as ELD strategies, and making appropriate adjustments to course content and activities. Review of course documentation and interviews confirmed that courses offer differentiated instruction/content based on the candidates’ individual work setting. For example, in interviews, candidates shared the availability of videos and articles housed on Moodle that can be accessed depending on the grade level or topic taught.

Document and online resource review such as the Teacher Support Services Handbook, and interviews with unit leadership and candidates clearly demonstrate that all candidates receive individual advisement concerning their specific program needs and/or a group orientation by assigned faculty members. Interviews with credential analysts confirmed that they review candidate transcripts and employment verification before program enrollment. During interviews, multiple candidates referenced the consistent, prompt, and individualized assistance from program staff/leaders through individual appointments with credential analysts at any time to discuss unique circumstances and/or needs.

Demonstration and review of MyPDC electronic database affirms that TSS program staff monitor and document candidates' progress toward meeting their credential requirements. Credential analysts, candidates, and support providers indicate information is updated regularly on the MyPDC® online database as requirements specific to candidates' credential requirements are met (e.g., class attendance, portfolio passage, course completion, years of service).

Under the supervision of the Executive Director, the unit's credential analysts are responsible for the final credential review of all candidates. After verifying that candidates have met all program and additional credential requirements, a credential analyst notifies candidates through email and/or the MyPDC® website that they are eligible to apply to the Commission on Teacher Credentialing(CTC) for their clear credential and monitors the recommendation process.

In order to ensure accurate and adequate communication of field supervision and advisement, online resources, orientation, Moodle, MyPDC, unit leadership, and the credential analysts are readily available and easily accessible to program candidates. Documentation of course work, field supervision, and program faculty evaluations are collected through surveys and candidate reflections on a regular basis.

### ***Candidate Competence***

The VCOE General Education Induction program utilizes the Formative Assessment for the California Teachers (FACT) system, which embodies the continuous improvement cycle to meet the academic learning needs of all P-12 students. It is an inquiry-based model of ongoing action research throughout the two years and is built upon the California Standards for the Teaching Profession (CSTP). Each of the four required inquiries provides candidates systematic opportunities for the application and demonstration of pedagogical knowledge and skills. All portfolios are uploaded to VCOE's MyPDC online database and reviewed by calibrated members on the Portfolio Panel for evidence that each candidate has met program competencies. Results are then posted on the candidate's online record.

Stakeholders report that VCOE's MyPDC provides "systematic access for all portfolios, records, correspondence, and a sequential record of competencies met based on all credential candidates." An in-depth review of the VCOE's MyPDC verified evidence of candidate samplings collected for general subjects credential candidates.

During interviews, a candidate reported that "Reflective Journals and self-assessment are incredibly helpful. They really make me think about being more intentional and applying what I am learning in the courses." Furthermore, candidates state, "we complete a portfolio and are given time to collaborate with others and work on reflective journals, we report how we are going to apply what we learn."

Evidence is present in program electronic archives that clearly outlines the application and demonstration of pedagogical knowledge and skills. This is documented in portfolio entries reviewed by the site visit team.



All candidates receive individual advisement concerning their specific program needs and/or a group orientation by assigned faculty members. Requirements are identified by the unit's credential analysts who review candidates' transcripts and employment histories before developing cohesive program plans. Candidates may make individual appointments with credential analysts at any time to discuss unique circumstances.

TSS utilizes an ongoing and rigorous program evaluation system that collects qualitative and quantitative data from stakeholders for the purposes of assessing candidate competence and program effectiveness. The mixed methods research design provides an opportunity to prioritize and sequence information in a manner identified as important by program stakeholders. Within this model are both formative/ summative and perception/ performance data, reflecting program strengths and challenges as candidates are assessed.

TSS program staff monitors and documents candidates' progress toward meeting their credential requirements. Information is updated regularly on the MyPDC online database as requirements are met and a credential analyst notifies candidates through email and/or the MyPDC website that they are eligible to apply to the Commission for their clear credential and monitor the recommendation process.

MyPDC houses candidate portfolios and database. This system allows the program staff to maintain contact with candidates through program. Additionally the system:

- Provides candidate with secure access
- Allows candidates to submit applications, credential analysts to view progress, class attendance, portfolio submission, completion, and other requirements for credential recommendation
- Allows candidates to submit portfolios, monitor credentials, access program contact information, resources, and helpful links

An in depth review of MyPDC demonstrates evidence of candidates' progress toward meeting their credential requirements. Documents, portfolios, and information is logged with a date and each individual correspondence (i.e. phone call, email, communication logs) is archived chronologically in the system. An interview with credential analysts verified the use of the system in documentation and also provided an overview of the admission, advice, and assistance system in place for all candidates.

The Moodle system for online courses and resources provides all candidates with portfolio instructional videos with pop-out information as a means of support for all candidates.

Interviews with unit leadership confirmed:

- Portfolios are evaluated as "met" or "not met" using a rubric by a trained and calibrated Portfolio Panel.
- Reflective journals at each professional development event are read and reviewed by faculty members.

- Formative feedback is given to candidates by support providers during inquiry/collaborative conversations.
- The instructors, field supervisors, and support providers provide feedback and coaching for candidates in a triangulated fashion.

***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**.

**Education Specialist Clear Credential Program**

***Program Design***

Ventura County Office of Education Specialist Clear Consortium (ESCC) program was approved in 2010. Seventy-eight (78) candidates were enrolled in the program in 2013–2014. In 2014–2015, 116 candidates are enrolled. The program has four faculty and sixty support providers. ESCC is offered as a partnership between the Ventura County Office of Education, Ventura County Special Education Local Plan Area (SELPA) and the consortium district’s special education directors. The ESCC program includes candidates seeking to clear their Preliminary Credential and Level I candidates seeking to complete a Level II program. Candidates choose from a Menu of Options that incorporates the Induction Standards: (1) Area of Emphasis in the Preliminary Credential area of study leading to a clear credential (2) an Added Authorization integrating the area of emphasis and induction standards (ASD or OI or the LAD Preliminary Credential, (3) IHE Advanced Coursework (Master’s Degree).The ECSS program consists of a series of courses combined with practicum experiences and in depth fieldwork experiences in classroom settings that represent a diversity of conditions across the continuum of services. TSS reports that candidate information and requirements are provided on the website, at orientation meetings, and in the documents signed by the candidate and district. Each district provides the release time necessary for the completion of any portfolio work requiring the use of focus students

The English Learners Transition Plan addresses the revised standards relating to teaching English Learners. Course content and portfolios are updated to include Common Core State Standards and Smarter Balanced Assessments. The Individual Induction Plan is now a one-year study, replacing the semester inquiries. TSS reports that this provides candidates the opportunity to provide in-depth research and reflection on classroom practices. As each portfolio is completed, information is reviewed and discussed with the candidates. Candidates are self-directed in completing the portfolio inquiries, but receive feedback and support from the instructors and support providers throughout the process as evidenced by artifacts. Online learning is implemented to provide additional feedback on the Individual Induction Plan (IIP) process. Using a Learning Management System, coursework is offered through a hybrid format and is developed collaboratively by Unit Leadership and instructors using feedback from field based supervisors and candidates. Support Provider Training is ongoing. Classes are provided

for new Support Providers, and professional development trainings include coaching and mentoring with the integration of professional development to teaching practice.

Teacher Support Services utilize a rigorous and ongoing program evaluation system that collects qualitative and quantitative data from stakeholders for the purposes of assessing candidate/graduate competence and program effectiveness. As reported by stakeholders, formative, summative, perception, and performance data is collected from the candidates as they complete each performance portfolio. A calibrated portfolio team reviews each portfolio and shares the results with TSS and Candidates through MyPDC. Evidence confirms that Academic Advisors filter the results to ensure program requirements are met and improvements are made. Results of the data also provide TSS information for content changes for course improvement. Through active participation and collaboration of the stakeholders, including the Assistant Superintendent, TSS Managers, SELPA Directors, instructors, and district administrators, the VCOE Unit Leadership reports that policies and decisions are widely shared and a flexible structure for change is provided to VCOE candidates.

### ***Course of Study***

Candidates complete coursework, participate in direct instruction, role plays, simulations, discussions, and assessment practice which integrates understanding and skills of the ESCC program. Instructors teach the courses and review the teaching portfolios; field supervisors observe and mentor candidates in authentic settings. Candidates are also assisted with advancing their skills in transition planning and collaborating to support the students' needs in the school, home, and community. Candidates develop their Initial Individualized Induction Plan with Human Resources and the site administrator. Individual Induction Plans provide evidence of candidates utilizing information from student IEPs, collaborating with specialists and special education teachers, identifying and observing their focus students within authentic settings, and developing differentiated lessons for academic and language development.

Candidates and multiple sources of evidence indicate that coursework includes core challenges to educational services for students from all disability areas. Opportunities are provided for collaboration with multidisciplinary team members to enhance program development, lesson planning, and service delivery.

Coursework also requires candidates to document their knowledge of pedagogical skills and accommodations and/or modifications required for students with an Individualized Education Plan (IEP). This is evidenced within the performance portfolios created and uploaded by candidates. Data is used to inform instruction for all learners, with the candidate demonstrating use of academic assessments and behavior analysis with positive behavior supports. The candidate further demonstrates understanding of language and communication skills by developing structured language activities within their programs for students who are English Learners.

Candidates demonstrate they have acquired the knowledge, skills, and experiences to competently assess, diagnose, evaluate and plan evidence based instruction, inclusive with behavioral analysis and positive behavioral interventions, with appropriate accommodations,

modifications, and adaptations for all learners. Documentation of evidence is obtained through self-evaluations with collected evidence, summative and formative assessment, FACT, and field work observations, evaluation of the candidates teaching competencies within the natural setting, and the completion, submission, review and assessment of the Portfolio per each of the three modules within the coursework.

Candidates design unit plans with the observation of a formal or informal lesson in which three focus students are chosen as evidenced in performance portfolios. Candidates plan the lesson series taking into account three focus students to develop academic literacy skills, language and/or communication skills of English Learners within the candidates' authentic setting.

Through the coursework provided within each of the three Modules, candidates demonstrate the understanding and knowledge of the unique characteristics of students with disabilities. Candidates demonstrate they have acquired the knowledge, skills, and experiences to competently assess, diagnose, evaluate and plan evidence based instruction, inclusive with behavioral analysis and positive behavioral interventions, appropriate for learners with language deficits. Documentation of evidence is obtained through self-evaluations with collected evidence, summative and formative assessment, FACT, and field work observations, evaluation of the candidates teaching competencies within the natural setting, and the completion, submission, review and assessment of the Portfolio per each of the three modules.

Throughout VCOE ESCC program, staff proactively monitors candidates as they demonstrate their skills as members of collaborative teams with other disciplines and agencies as evidenced by conversations with stakeholders. Instructors note and provide candidate feedback within each of the modules. Field based supervisors confer with candidates prior to and following observations within authentic settings. Teacher Support Services, Special Education Preparation Programs, VCOE SELPA, academic advisors, instructors, support providers, and colleagues within school sites and within cohort groups all provide a support structure for the candidate. TSS staff assists candidates with group orientation and individual advisement concerning their specific program needs. Academic advisors (credential analysts) review transcripts and employment histories for the required preconditions. Instructors not only teach the coursework, but also spend time with the candidates and support providers in order to provide assistance with portfolios and Individual Induction Plans (Inquiry Process).

### ***Candidate Competence***

Candidates are assessed on the Formative Assessment. The Action Plan Research for the IIP encompasses a full year of study, evidenced through performance portfolios. Self-evaluations on the CTP using CSTP standards, reflection upon skills, and oral and written assessments are used to evaluate candidate progress. A team of Calibrated Portfolio Panel reviewers assess whether the candidate has met the requirements for program competencies. Results and feedback are uploaded by the candidates MyPDC online database.

All candidates receive a group orientation and individual advisement concerning the specific program needs by assigned faculty members. Academic advisors (credential analysts) review transcripts and employment histories for the required preconditions. TSS program staff

monitors and document candidates' progress toward meeting ESCC program requirements. Instructors/field supervisors confer, observe, and evaluate the candidate's planning, teaching, reflection, and application of skills and evidence based methodologies and strategies. Candidates submit all required coursework and portfolio documents and receive scored feedback from a calibrated panel as to whether their submission was Met (2), Met with Comments (1), or Not Met (0). With the verification of all program requirements being met, candidates are notified of eligibility to apply to the Commission for Education Specialist clear credential.

***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**

**Orthopedically Impaired Added Authorization Credential Program**

***Program Design***

The VCOE OIAA program is a comprehensive and integrated program of coursework, in-class practice, and application in the field for candidates who already possess education specialist credentials. Ventura County's OIAA program was approved in 2010. Twenty-one (21) candidates were enrolled in 2013–2014. Thirty (30) candidates are enrolled in the 2014–2015 cohort. The OIAA program has four (4) main instructors. Candidates take a series of courses combined with practicum experiences and fieldwork in each candidate's own classroom or in an arranged setting in which students identified as orthopedically impaired are served. Candidates enroll either as a Veteran Teacher, adding the authorization to their special education credential, or as a Dual Candidate, completing the requirements for authorization while also completing the requirements for the Education Specialist Clear Credential. Participation in the program is not limited to teachers in Ventura County.

Courses are divided into three modules. Each module consists of coursework, in-class activities, assignments, and fieldwork practicum experiences. Candidates may use their classroom with identified orthopedically impaired students, or VCOE will arrange to have the candidates complete fieldwork in a classroom with students(s) identified as OI. TSS reports that candidate information and requirements are provided on the website, at orientation meetings, and in the documents signed by the candidate and district. Each district provides the release time necessary for the completion of any portfolio work requiring the use of focus students who are not on the candidate's caseload. Candidates report that the modules provide them the skills for program planning, service delivery options, technology, assistive and adaptive technologies, resources and materials, and the specialized medical care of students identified with OI. Instructors and professionals include registered nurses, California Children's Services (CCS), physical therapists, occupational therapists, SELPA, speech and language pathologists, school site psychologists, special education teachers, and parents of students identified with OI.

Program modifications over the recent two years include a change in course structure. Due to an increased number of out of county candidates, the program, which was initially structured as in-class face-to-face coursework, adopted a hybrid format providing online courses through VCOE's Learning Management System. This allowed for an increased frequency of formative feedback to candidates related to portfolio components.

Another recent change was in class content. Updates have been made to class content to reflect changes in the law and subsequent changes to required IEP documents, such as the Transition to Adult Life form and the documentation of CA Children's Services (CCS) on the IEP. TSS reports that with the repeal of the Hughes Bill, Candidates no longer need to complete a Functional Behavioral Analysis; instead, with changes made at the SELPA level, Candidates use a behavior plan analysis.

TSS reports that reflective feedback from field-based supervisors provides information as to whether the candidates are integrating course content effectively within their authentic settings. Changes in content coursework are made based upon the feedback received. With the hybrid format now in place, candidates complete in-class face to face activities, online courses, and now, in the Portfolio C Observation, they are able to conduct a classroom observation of their teaching by video recording, as reported by the Unit Leadership Team and TSS.

Teacher Support Services utilizes a rigorous and ongoing program evaluation system that collects qualitative and quantitative data from stakeholders for the purposes of assessing candidate/graduate competence and program effectiveness. As reported by the academic advisors, formative, summative, perception, and performance data are collected from the candidates as they complete each performance portfolio. A calibrated portfolio team reviews each portfolio and shares the results with TSS and candidates through MyPDC. Academic Advisors report they can filter the results to ensure program requirements are met and improvements are made. Results of the data also provide TSS information for content changes for course improvement. Through active participation and collaboration of the stakeholders, including the Assistant Superintendent, TSS Managers, SELPA Directors, instructors, and district administrators, the VCOE Unit Leadership reports that policies and decisions are widely shared and a flexible structure for change is provided to VCOE candidates.

### ***Course of Study***

Each candidate completes 90 hours of coursework and demonstrates the acquired knowledge, skills, and abilities to utilize appropriate assessment to drive program decisions and to implement evidence-based and multi-faceted methodologies and strategies based upon these assessments in the Least Restrictive Environment (LRE). Specialized Health Care, supports, assessment, communication, educational access, adaptations, and transition comprise the four modules of study and standards. Candidates report the coursework provides "strategies we can use," specialists that provide medical information and therapy, instructional time with feedback, and timely feedback of class assignments. Candidates are provided information in delivering services in a wide variety of specialized academic instruction settings. Candidates report the coursework includes curricular accommodations and modifications necessary to

instruct students with OI. TSS and VCOE SELPA provide guest speakers and instructors having experience with background with OI. The candidates complete the hybrid format of in class face-to-face and online coursework within a scheduled amount of time. Feedback is provided to the candidates through reflective journals, support providers, field based supervisors' evaluations, and calibrated portfolio feedback from a team of reviewers.

Candidates complete coursework, participate in direct instruction, role plays, simulations, discussions and assessment practice which integrates understanding and skills of OIAA program. Instructors teach the courses and review the teaching portfolios; field supervisors observe and mentor candidates in authentic settings. Observations are scheduled on a regular basis to assist candidates in implementing strategies for specialized medical care in relation to their students with orthopedic impairment. Candidates are also assisted with advancing their skills in transition planning and collaborating to support the students' needs in the school, home, and community. Candidates develop their Initial Individualized Induction Plan with Human Resources and the site administrator. Individual Induction Plans provide evidence of candidates utilizing information from student IEPs, collaborating with specialists and special education teachers, identifying and observing their focus students within authentic settings, and developing differentiated lessons for academic and language development. Coursework is completed and submitted by the candidates; following review, candidates receive feedback from instructors and a score of (2) Met, (1) Met with Comment, or (0), Not Met. Any portfolios receiving a score of (2) or (1) are considered passing. A portfolio receiving a score of (0) requires resubmission with correction by a designated date.

Candidates report they are instructed in essential skills unique to students with OI including academics, independent living skills, personal independence skills, career and vocational experiences, communication skills, and psychosocial development. The candidates report the coursework and program is structured, training is provided for specialized medical care, case studies are provided for analysis with a wide score of disabilities, and focus students are used within the students setting, or are provided if not available on the candidate's caseload.

Candidates confirmed the effectiveness of field placements in planning, use of evidence based practices, methodologies and strategies, analysis of student learning through self-assessment on the California Standards for the Teaching Profession and the Continuum of Teaching Practice. They demonstrate and implement methodologies and strategies using evidence-based practices necessary in teaching students with OIAA through lesson planning, analysis of student learning, data collection, and analysis of effectiveness of instructional decisions with equitable access to grade level content using instructional strategies appropriate to the individual, IEP goals, and subject matter/grade level content.

Throughout VCOE OIAA program, staff proactively monitors candidates as they demonstrate their skills as members of collaborative teams with other disciplines and agencies. Instructors note and provide candidate feedback within each of the modules. Field based supervisors confer with candidates prior to and following observations within authentic settings. Teacher Support Services, Special Education Preparation Programs, VCOE SELPA, academic advisors, instructors, support providers, and colleagues within school sites and within cohort groups all

provide a support structure for the candidate. TSS and SELPA provide specialized trainings, such as assistive technology and IEP information, which support legal knowledge of candidates. TSS staff assists candidates with group orientation and individual advisement concerning their specific program needs. Academic advisors (credential analysts) review transcripts and employment histories for the required preconditions. Instructors not only teach the coursework, but also spend time with the candidates and support providers in order to provide assistance with portfolios and Individual Induction Plans (Inquiry Process), as reported by candidates and TSS. Based on the work in Modules A, B, and C and documented through in class written and oral presentations and observed fieldwork, Candidates demonstrate understanding of policies, health care, support systems, characteristics of students with orthopedic impairments, and the competencies within Standards 1-3.

### ***Candidate Competence***

Candidates complete three modules of coursework and three portfolios demonstrating understanding of OI characteristics, assessment, communication, educational access and adaptations for students with OI, specialized health care and supports for students with OI, and transition and collaboration with families and other service providers for students with OI. Candidates demonstrate effective skills

Candidates who complete and meet the requirements and competencies of coursework modules and self-directed and supervised fieldwork, are recommended for the OIAA. Candidates complete three modules of coursework and three portfolios demonstrating understanding of OI characteristics, assessment, communication, educational access and adaptations for students with OI, specialized health care and supports for students with OI, and transition and collaboration with families and other service providers for students with OI.

### ***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**.

## **Autism Spectrum Disorder Added Authorization Credential Program**

*VCOE did not run a cohort in 2014-2015 due to limited need.*

### ***Program Design***

The VCOE ASDAA program is a comprehensive and integrated program of coursework, in-class practice, and application in the field for candidates who already possess education specialist credentials. Candidates enroll either as a Veteran Teacher, adding the authorization to their special education credential, or as a Dual Candidate, completing the requirements for authorization while also completing the requirements for the Education Specialist Clear Credential. Participation in the program is not limited to teachers in Ventura County. VCOE's Autism Spectrum Disorders Added Authorization (ASDAA) program was approved in 2010.



Thirteen (13) candidates were enrolled in the program in 2013-2014. The program has four main instructors. VCOE did not run a cohort in 2014-2015 due to limited need thus there is no current year data to substantiate growth and/or progress of the ASDAA program.

Courses are divided into three modules. Each module consists of coursework, in-class activities and assignments, and fieldwork practicum experiences. For field work, candidates may use their classroom with identified ASD students, or if needed VCOE will arrange to have the candidate complete fieldwork in a classroom in which students(s) on the autism spectrum are served. Each module provides candidates the necessary skills for collaboration with multi-disciplinary teams, identification of the unique characteristics of students with autism, evidence based methodologies, strategies and interventions, behavior analysis, and diagnosis and evaluation for students with ASD.

Field supervisors are specialists who are instructors, behaviorists, and service providers with a variety of experiences across the autism spectrum. They receive professional development from VCOE on observation skills and ASD evidence-based methodologies, strategies, and practices. They have taught Modules A, B, and C and are able to guide and evaluate candidates during pre-conferences, self-assessments (CSTP 5.2, 5.4, 5.3), and post-observation conferences in the candidate's natural setting. Candidates demonstrate their knowledge and skills through coursework, class participation, observations, formative assessment (FACT), ongoing program assessments, supervised fieldwork, and the completion and submission of a Professional Portfolio for each module.

Program modifications implemented for ASDAA through VCOE have included changing the structure of the coursework from a traditional in-class program to a hybrid program. In 2010, all 15 classes in the course were provided face-to-face. In 2013-2014, a hybrid format was developed. The in-class model and online courses are provided through VCOE's Learning Management System (LMS). Candidates noted in interviews that they appreciated the flexibility offered by Saturday classes and accessibility to added authorizations. Leadership is willing to push out to the districts and work within the districts to provide the added authorizations.

Candidates now have the option of creating a video recording of their teaching for Portfolio C Observation. Portfolio B reflects changes in the law and changes to Ventura County SELPA's behavior plans. With the repeal of the Hughes Bill candidates no longer complete a Functional Behavioral Analysis; instead, they complete a Behavior analysis plan. With the changes being made to California state testing, changes have been made to the IEP. IEP update changes now include California Assessment of Student Performance and Progress (CAASPP) in place of the former California's STAR State Test.

Teacher Support Services utilizes a rigorous and ongoing program evaluation system that collects qualitative and quantitative data from stakeholders for the purposes of assessing candidate/graduate competence and program effectiveness. As reported by the academic advisors, formative, summative, perception, and performance data is collected from the candidates as they complete each performance portfolio. A calibrated portfolio team reviews each portfolio and shares the results with TSS and Candidates through MyPDC. Academic

Advisors report they can filter the results to ensure program requirements are met and improvements are made. Results of the data also provide TSS information for content changes for course improvement. Through active participation and collaboration of the stakeholders, including the Assistant Superintendent, TSS Managers, SELPA Directors, Instructors, and District Administrators, the VCOE Unit Leadership reports that policies and decisions are widely shared and a flexible structure for change is provided to VCOE candidates.

### ***Course of Study***

Each ASDAA candidate completes 90 hours of coursework, with 30 hours self-directed application of skills during fieldwork, and 15 hours supervised and self-directed fieldwork. Candidates demonstrate skills and acquired knowledge to utilize appropriate assessments to drive program decisions and to implement evidence based and multi-faceted methodologies and strategies based upon these assessments in the Least Restrictive Environment (LRE). Each ASDAA candidate submits a teaching plan and demonstrates the implementation of evidence-based strategies to meet the cognitive, sensory, developmental, and behavioral demands of students with ASD. Candidates participate in class activities, direct instruction, role-plays, simulations, internet modules, and completion of assignments within authentic field settings. Candidates complete a written assessment demonstrating foundational knowledge of behavior analysis in Module B. Candidates not passing each module with 80% accuracy complete the online IRIS module, submitting the post-assessment with 100% accuracy. Experienced, specialized, and credentialed instructors instruct the classes and assess and review the candidates' summative assessment portfolios. Candidates submit completed portfolio documents electronically, which are then reviewed and assessed by a calibrated Portfolio Panel. Scoring is completed on a rubric, with scores of "met" being "1" or "2." A score of "1" is Met with Comment, a score of "2" is Met. A score of "0" indicates not met, and the portfolio is returned to the candidate with feedback for resubmission, with a due date for the entry requiring resubmission.

Candidates complete coursework, participate in direct instruction, role plays, simulations, discussions and assessment practice which integrates understanding and skills of the ASDAA program. Instructors teach the courses and review the teaching portfolios; field supervisors observe and mentor candidates in authentic settings. Observations are scheduled on a regular basis to assist candidates in implementing strategies to meet the special needs of students with autism. Candidates are also assisted with advancing their skills in transition planning and collaborating to support the students' needs in the school, home, and community. Depending on credentialing requirements, candidates either develop their Initial Individualized Induction Plan with Human Resources and the site administrator or simply complete the requirements for an added authorization. The Individual Induction Plans provide evidence of Candidates utilizing information from student IEPs, collaborating with specialists and special education teachers, identifying and observing their focus students within authentic settings, and developing differentiated lessons for academic and language development.

Through the coursework provided within each of the three modules, candidates demonstrate the understanding and knowledge of the unique characteristics of students on the Autism Spectrum Disorder. Candidates demonstrate they have acquired the knowledge, skills, and

experiences to competently assess, diagnose, evaluate and plan evidence based instruction, inclusive with behavioral analysis and positive behavioral interventions, appropriate for learners with autism. Documentation of evidence is obtained through self-evaluations with collected evidence, summative and formative assessment, FACT, and field work observations, evaluation of the candidates teaching competencies within the natural setting, and the completion, submission, review and assessment of the Portfolio per each of the three modules. Authentic fieldwork practicum experiences are provided in the candidate's own classroom (if a student learner identified on the autism spectrum was enrolled), or the candidates participated in an arranged setting where students on the autism spectrum were served. Candidates collaborate, question, and are actively involved with multidisciplinary teams and specialized fields of study, such as clinical psychologists, autism instructors, special education teachers, occupational therapists, speech and language pathologists, Assistive Technology specialists, outside agencies, and autism specialists.

Candidates demonstrate effectiveness of field placements in planning, use of evidence based practices, methodologies and strategies, analysis of student learning through self-assessment on the California Standards for the Teaching Profession and the Continuum of Teaching Practice. Furthermore, candidates demonstrate and implement methodologies and strategies using evidence based practices necessary in teaching students with ASDAA through lesson planning, analysis of student learning, data collection, and analysis of effectiveness of instructional decisions with equitable access to grade level content using instructional strategies appropriate to the individual, IEP goals, and subject matter/grade level content.

Throughout VCOE ASDAA program, staff proactively monitors candidates as they demonstrate their skills as members of collaborative teams with other disciplines and agencies. Instructors note and provide candidate feedback within each of the modules. Field based supervisors confer with candidates prior to and following observations within authentic settings. Teacher Support Services, Special Education Preparation Programs, VCOE SELPA, academic advisors, instructors, support providers, and colleagues within school sites and within cohort groups all provide a support structure for the candidate. TSS and SELPA provide specialized trainings, such as Assistive Technology and information and legal compliance related to the IEP process. TSS staff assists candidates with group orientation and individual advisement concerning their specific program needs. Academic advisors (credential analysts) review transcripts and employment histories for the required preconditions. Instructors not only teach the coursework, but also spend time with the candidates and support providers to provide assistance with portfolios and other questions candidates have regarding the inquiry process.

### ***Candidate Competence***

Candidates who complete and meet the requirements and competencies of coursework modules and self-directed and supervised fieldwork, and meet the Autism Spectrum Disorders Program Standards, are recommended for the Autism Spectrum Disorder Added Authorization.

All candidates receive a group orientation and individual advisement concerning the specific program needs by assigned faculty members. Academic advisors (credential analysts) review transcripts and employment histories for the required preconditions. TSS program staff

monitors and documents candidates' progress toward meeting ASDAA program requirements. Instructors/field supervisors confer, observe, and evaluate the candidate's planning, teaching, reflection, and application of skills and evidence based methodologies and strategies. Candidates submit all required coursework and portfolio documents and receive scored feedback from a calibrated panel as to whether their submission was Met (2), Met with Comments (1), or Not Met (0). With the verification of all program requirements being met, candidates are notified of eligibility to apply for ASDAA through CTC.

***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**.

**Administrative Service Induction Clear Credential (ASC)**

***Program Design***

VCOE serves as the lead educational agency (LEA) for the Commission-approved administrator preparation program. The educational unit is comprised of both LSS and TSS. VCOE upholds a service-based philosophy of preparing educators to meet the academic learning needs of all p-12 students. The VCOE motto of "Commitment to quality education for all" is embedded in the TSS and guided the design of this program. Document review, presentations, and interviews with program leaders affirmed the leadership composition. The program was approved in 2013 and served 37 candidates during its first year. Day-to-day operations are the responsibility of the Program Director. Interviews with the year 2 candidates expressed appreciation for the program making certain the requirements and assignments are truly job-embedded and not just "additional stressors". The 2<sup>nd</sup> year candidates also expressed the power of the networks created among participants in cohorts and the entire group of mentors.

In examination of multiple lines of evidence (e.g. program documents, website materials and artifacts) a strong culture of collaboration exists throughout the Administrative Services Credential program. Interviews with the Executive Director, Assistant Superintendent, program support personnel, and credential analysts confirm program staff meets on a regular basis to communicate and collaborate. Certificated managers meet regularly with the Assistant Superintendent to discuss program updates, events, and progress made by candidates and coaches. LSS staff meets regularly with program instructors to collaborate on professional development and preparation for course instruction. Instructors and specialists meet prior to delivering professional development to collaborate and prepare for course instruction.

VCOE leadership assures that policies and decisions are widely shared by the active participation of invested stakeholders, to ensure a responsive structure for addressing change. Interviews with the Executive Director, Assistant Superintendent, credential analysts, and program support personnel, and presentations by Executive Director, and Credential Analysts verified that:

- LSS program leadership meet on a monthly basis to provide program updates, discuss candidate progress, alignment and coordination of program courses, and to evaluate current program status and needs;
- Communication within the credential program and within the institution is facilitated by program leadership participation in and contribution to county Superintendent's Council, Certificated Personnel Administrators' Network (CPAN), and Curriculum and Instruction Support meetings;
- The Advisory Board is comprised of IHE representative, Support Providers, District Representative, and Ventura COE personnel. The board focuses on the sharing of information between partners and feedback to the program for collaborative and improvement purposes.

Document review of Program Activity and Mentoring schedule show the Ventura COE Clear ASC program consists of a series of modules combined with practicum experiences with job-embedded supported activities. The comprehensive program includes (1) professional learning, in-class practice, and application of leadership skills with a knowledgeable and experienced Lead Mentor and (2) worksite application and demonstration of administrative, interpersonal, and communication skills with the support of a District/Site Coach. The VCOE ASC Leadership portfolios embody a continuous improvement cycle to meet the professional learning needs of P-12+ administrators. Throughout the two-year program, candidates experience an inquiry-based model of action research built upon the California Professional Standards for Educational Leaders (CPSELs). Portfolio review confirms each of the required inquiries provides the novice administrator systematic opportunities to apply and demonstrate leadership knowledge and skills. The professional portfolio serves as documentation of the administrator's accomplishments.

Interviews with Program Director and candidates indicate the following modifications were made based on ongoing program and unit evaluation.

- Lead Mentor/Mentor: The Program Director is also the Lead Mentor. The first cohort totaled 37 candidates; the second cohort, which began in 2014, has an enrollment of 60 candidates. There is an immediate need for other Mentors.
- CTC Transition Document: The program submitted a Transition document on July 1, 2014. The ASC program is moving from Guidelines-based to the new Standards-based on July 1, 2015.
- The second year candidates appreciate the modification that allows candidates and coaches to be trained together and to also have role-alike groups separately at each session.

Interviews with Executive Director, Assistant Superintendent, support providers, and Advisory Board confirm a structure in place for regular communication, input, and feedback to/from the LSS unit and P-12 organizations. Structures are designed to provide a feedback loop relating to the induction program activities/outcomes, updates, state policies and regulations, and district and partner organizations' priorities.

- Multiple examples of the “pull in,” stakeholders attend regularly scheduled meetings, and “push out,” program leaders presenting to or attending partner organization meetings to provide information, and listen to stakeholder suggestions and concerns that invites individual and collective expertise in the process of ongoing program activities.
- Interviews with the Assistant Superintendent and Advisory Board found that VCOE meets regularly with the following entities to ensure fluid two-way communication about program needs and direction: California State University Channel Islands (CSUCI) for coordination and consultation with its Preliminary Administrative Services Credential program; and Santa Barbara County Education Office. Santa Barbara CEO has a VCOE ASC satellite program and uses its local program advisory board as a vehicle for providing feedback about the ASC program.
- Document review provides information on Memorandum of Understanding (MOU) with its P–12+ and university partners that establishes a formal relationship agreement and sets forth the anticipated roles and responsibilities of partners.
- Leadership Support Services works with content specialists from VCOE Curriculum and Instruction—Educational Services Branch, Teacher Support Services, Certificated Personnel Administrators Network, and Curriculum Council. Meetings are held monthly, and the Program Director is the conduit for insuring there is reciprocal collaboration and communication about program progress, needs, and best practices.

### ***Course of Study***

Candidates engage in professional and personal learning, they develop plans of action that incorporate all six of the California Professional Standards for Educational Leaders. They model reflective practice and their continuous growth through thoughtful evaluation of plan implementation. Administrators begin to transform practice through summarizing strengths and challenges followed up by next steps. This practice is verified through document review of the program, CPSEL alignment, completed portfolios, and interviews of candidates. The practices were further confirmed in an interview with the Program Director.

Year I, Clear Administrative Services Credential candidates seek to influence the culture of their work sites by means of ongoing communication and everyday actions. Candidates gain an overview of the year through creation of a calendar noting meetings, significant activities, and legal timelines. They use routine acts of communication as necessary tools for sharing their beliefs about the role of education and high expectations for every student. As leaders, candidates identify stakeholders groups, who need focused, consistent, and well-formed messages throughout the year. Candidates select one stakeholder group and develop a communication plan that contains dates, proposed meeting topics, and follow-up activities. Candidates expressed during interviews how this practice is effective at the beginning of their work assignment, “by seeing the big picture at a glance and understanding who the stakeholder groups are and what their function is.” Developing positive communication practices underscores the importance of continuously improving educational practices and student progress. Everyday actions become more meaningful as candidates observe instruction with intentionality while reviewing formative and interim assessments. Leading a culture of access

and positive relations, candidates analyze multiple sources of data looking for patterns of practice that benefit or interfere with student progress. Through portfolio review and interview with the program director it was demonstrated how candidates use this analysis to develop a culminating Professional Learning Plan for the subsequent year. The Plan focuses their culture-shaping efforts on key components of the instructional system curriculum, instruction, and assessment practices.

Year 2, Clear Administrative Services Credential candidates build upon their Year 1 communication skills to craft key messages leading toward a shared vision of student success. In conjunction with the Lead Mentor and District/Site Coach, the Year 2 Leadership Portfolio documents are designed to lead novice administrators through a development process thinking systematically about the key elements needed to create a quality plan for any administrative role. Candidates revisit their Needs Assessments from the previous year, adding new data. Key responsibilities for administrators are to examine work site plan for gaps in needed professional development and provide opportunities for learning across the system. As candidates begin work, they align worksite and district priorities with the depth of professional development activities and monitor outcomes. Administrators reach out to staff by developing communication plans for a wider audience. They seek to craft a message and begin facilitating the development of a shared vision. Interview with the year 2 candidates affirmed the usefulness of the Individual Mentoring Plan (IMAP) to help the candidates track clear SMART goals and progress in refining their practice as well as, helping them to realize how much they have accomplished and those aspects still needing greater attention.

Document review, online resources, and interviews with the Executive Director, Assistant Superintendent, and candidates demonstrate all candidates receive individual advisement concerning their specific program needs and/or a group orientation by assigned faculty members.

Presentation and interview of credential analysts verify they are responsible for identifying program requirements and review candidates' transcripts/employment histories before developing cohesive program plans. Candidates may make individual appointments with credential analysts at any time to discuss unique circumstances.

Ventura COE's unique structure of support to assure candidate success through the combination of a (1) Lead Mentor who serves as the primary contact and leads in the coordination of all mentoring activities and a (2) District/Site Coach having experienced the same administrative experiences as the candidate's current work assignment. The program seeks to ensure that all VCOE Clear ASC candidates achieve success as a novice administrator by providing effective field supervision and support.

- Lead Mentor responsibilities and support are clearly outlined in job description documentation and verified through interview.
- Interviews with the program director and ASC Coaches, as well as document review, indicate ASC Coaching Trainings (6 per year) include coach strategies, knowledge of program content/outcomes for candidates, and reflection to ensure coordination of and effective program support implementation.

In order to ensure accurate and adequate communication of field supervision and advisement, online resources, orientation, the Moodle Learning Management System, MyPDC, the program director, and the credential analysts are readily available and easily accessible to program candidates. Multiple candidates referenced the consistent prompt and individualized assistance from program staff/leaders, “The Lead Mentor is a huge support, highly accessible,” and ““I’ve been pretty impressed with the communication. Everything was pretty clear and organized.”

### ***Candidate Competence***

Ventura County Office of Education ASC induction program utilizes an initial assessment and supporting contextual information to develop the Individual Mentoring Plan (IMAP), a structured portfolio system of formative assessment and Journal Reflections, and a presentation and portfolio assessment is used for the summative assessment. All assessments are grounded in the California Professional Standards for Educational Leaders (CPSEL).

- Initial assessment: the Initial assessment and summary of CPSEL strengths and needs of CPSEL skills, knowledge, and application as well as work context are used in developing the Individual Mentoring Plan during the first year of program.
- Formative Assessment: Over the course of the program, candidates complete a series of assessments; two portfolios, one per year that contain formative assessment documents demonstrating knowledge, skills, and application of the Administrative Services Credential Program Standards. The Reflective-Self Assessment of Leadership Standards and needs analysis are used to develop a vision plan for the 2<sup>nd</sup> year of the program.
- Culminating Assessment: Leadership Portfolio B includes the Individual Mentoring Plan (IMAP), portfolio assessments and are uploaded into MyPDC.

Program documents and interviews confirm how the program assessment is structured, implemented and coordinated. Statements from interviews include:

- “Portfolio assessments, Journal Reflections, and IMAP are anchored to CPSEL outcomes.” (Candidate)
- “I have found the process helpful in allowing me to apply new learning/knowledge.” (Candidate)
- “What I’ve learned in my courses is directly related to my everyday work. The portfolios help me to apply what I am going to learn.” (Candidate)
- “The IMAP is the heart of the program.” (Faculty)
- “Portfolios assignments and reflective journals are read immediately and scored by trained and calibrated scorers.” (Faculty). Scores and feedback are provided to the candidate through the MyPDC system.” (Program Director)

An examination of assessment overviews, completed portfolios, and interviews of candidates and program personnel indicate the system of CPSEL assessment is closely and effectively aligned with field and course work supported by District Coaches.



Presentation by credential analysts and interviews with program director, District Coaches, and candidates as well as document review confirm multiple avenues in which candidates are provided information about program requirements, outcomes, and assessment system.

- When a candidate is accepted into the program, he/she will be given access to a secure website where program documents, CPSEL Placement, CPSEL Standard and elements by Cluster are housed;
- Each candidate attends an Orientation at the program outset where he/she receives the WestEd publication *Moving Leadership Standards into Everyday Work: Descriptions of Practice* (Kearney Ed., 2003). This document arranges CPSEL into cluster *elements* and details a continuum of development. Those candidates who did not earn their Preliminary ASC by program will have additional explanation;
- Candidates have access to and can check their portfolio scores and feedback through the MyPDC system.
- Candidate information, assessment results, and progress towards program completion is updated regularly on the MyPDC® online database (e.g., class attendance, portfolio passage, course completion, years of service);
- Each year of the program, the Lead Mentor conducts a mid-year and end-of-year progress check of all Candidates in the cohort. District/Site Coaches and district administrators are notified of the Lead Mentor's findings. Should a review indicate that a candidate is not progressing, the Lead Mentor will recommend additional coaching, professional development, or another activity designed to assist 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**.