

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

**Professional Services Division
June 2015**

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Sacramento County Office of Education. The report of the team presents the findings based upon reading the Institutional program narrative documents, 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**

	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
Multiple Subject District Intern*	19	19		
Single Subject District Intern*	19	19		
General Education (MS/SS) Induction	6	6		
Education Specialist Clear Induction	7	7		
Preliminary Administrative Services	15	15		
Professional Administrative Services	9	9		

* *The two district intern programs are in their first year of implementation and were not included in the site review process.*

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: Sacramento County Office of Education

Dates of Visit: April 20-22, 2015

**Accreditation Team
Recommendation:** Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of the institutional program narrative documents; 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 team reviewed the nine Common Standards related to the General Education (Multiple and Single Subject) Induction program, the Education Specialist Induction program, the Preliminary Administrative Services Credential program, and the Clear Administrative Services Credential program to determine if the standards were met, met with concerns, or not met. The team found that Common Standards are **Met** with the exception of Common Standard 8 that was **Met with Concerns**.

Program Standards

Team members discussed findings and provided input regarding the General Education (Multiple and Single Subject) Induction program, the Education Specialist Clear Induction program, Preliminary Administrative Services program and Clear Administrative Services program. Following the discussion, the team determined that all standards in all programs were **Met**.

Overall Recommendation

The team conducted a thorough review of program documentation; evidence provided at the site; additional information provided by program administration; and interviews with candidates, program completers, site administrators, and other stakeholders. Based on common and program standards findings, 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

Multiple Subject District Intern
Single Subject District Intern

Advanced/Teaching Credentials

General Education (Multiple Subject/Single Subject) Induction
Education Specialist Clear Induction

Services Credentials

Preliminary Administrative Services
Professional/Clear Administrative Services

Staff recommends that:

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

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Common Standards:

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Program Sampling:

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Staff to the Visit:

Gay Roby
CTC Consultant

Documents Reviewed

2014 Biennial Report	Leadership Triangle document
CPSEL Projects	Letter to District Coach
CTC Response to 2014 Biennial Report	MYBTSA Website
Data Reports	Program Handbooks
District Coach MOU	Response to Common Standards
District Support Provider requirements and selection process	SCOE SoE organizational chart
	SCOE Website

Interviews Conducted

	Common Standards	Program Sampling	TOTAL
Candidates	23	82	105
Completers	3	14	17
Employers	5	11	16
Institutional Administration	2	0	2
Program Coordinators/Leaders	5	5	10
Faculty/PDP	9	9	18
Support Providers/Coaches (employed by program)	47	48	95
Field Supervisors (employed by local districts)	15	15	30
Credential Analysts	2	0	2
Advisory Board Members	9	8	17
Design Team Members	6	0	6
TOTAL INTERVIEWED			318

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

Sacramento County covers about 994 square miles in the northern portion of the Central Valley, on into California's Gold Country. Sacramento County extends from the low delta lands between the Sacramento River and San Joaquin River north to about ten miles beyond the State Capitol and east into the foothills of the Sierra Nevada Mountains. The southernmost portion of Sacramento County has direct access to San Francisco Bay.

The Sacramento County Office of Education (SCOE) is one of 58 county offices of education in the State of California. SCOE provides technical assistance, curriculum and instructional support, staff development, legal and financial advice, and oversight to Sacramento County school districts. SCOE aids in providing education to approximately 240,000 K-12 public school students in Sacramento County, organized into 13 local school districts. The geographic

boundaries of the county also include 2 public institutes of higher education (CSU Sacramento and UC Davis Extension), 18 private ones, and 5 community colleges within the Los Rios Community college district.

In 2013-14, students enrolled in Sacramento County public schools reported race/ethnic data of 33.7% white, 29.9% Hispanic or Latino, 13.2% Asian, 13.0% black or African American, 5.1% two or more races, and the remaining 5.4% representing, in descending order, Filipino, Native Hawaiian or Pacific Islander, American Indian or Alaska Native, and no reporting of race/ethnicity. For the 2011-2012 year (the most recent year that reporting is available), teachers in Sacramento County reported the following race/ethnicity information: 74.5% white, 9.0% Hispanic or Latino, 5.8% Asian, 3.4% black or African American, 2.7% two or more races, and the remaining 4.7% either Filipino, American Indian or Alaska Native, Native Hawaiian or Pacific Islander (in descending order), or none reported.

Education Unit

In 2014, the Sacramento County Office of Education established the School of Education as part of the services it provides local schools and school districts in the greater Sacramento area. SCOE's educator preparation programs are based on the results of extensive research on effective preparation programs and on the principles of adult learning theory. The program ensures a focus on the adopted standards and curriculum frameworks to ensure that teachers and administrators exit the program with the tools necessary to support all students in achieving at the highest level possible. The SCOE School of Education houses two divisions, the Teaching Division and the Leading Division.

The Teaching Division of the SCOE School of Education houses the Sacramento Consortium Teacher Induction program and the newly established intern program. The induction program partners with school districts, charter organizations, and private schools in Sacramento County and throughout California to administer a CTC accredited induction program for multiple, single and education specialist clear credential candidates. The induction program has been supporting new teachers for 22 years and was approved to clear general education credentials in 2003 and education specialist credentials in 2011. The intern program, recently established in the fall of 2014, provides an alternative pathway to traditional teacher preparation programs by offering an accelerated entry to teaching. Although SCOE is a CTC accredited provider for single subject math/science and multiple subject intern credential programs, due to the newness of the programs, they were not included in the site visit review.

The Leading Division of the School of Education is housed in the Leadership Institute, a collaboration with local school districts that prepares and supports aspiring education leaders as well as current administrators. The Leadership Institute provides CTC approved programs for preliminary administrative service credentials and clear administrative service credentials. The Sacramento Consortium preliminary program has established two satellite venues, in Shasta and Placer Counties, where the program is duplicated with strong fidelity to the SCOE program model. The Leadership Institutes are year-round programs focused on filling the expected need for highly qualified and trained administrators in the Sacramento region. The Institute supports the development of the skills needed to provide leadership at school sites and in

district administration. The guiding principle is “high-quality leadership is key to success for students, teachers, schools, and districts.”

Table 1
Program Review Status*

Program Name	Program Level (Initial or Advanced)	Number of program completers (2013-14)	Number of Candidates Enrolled (2014-15)	Agency or Association Reviewing Programs
General Education (MS/SS) Induction	Advanced	197	486	CTC
Education Specialist Clear Induction	Advanced	50	107	CTC
Preliminary Administrative Services	Initial	61	106 (43 Sacramento 34 Placer 28 Shasta)	CTC
Professional Clear Administrative Services	Advanced	10	50	CTC

* The Sacramento County Office of Education was approved for sponsorship of single subject mathematics/ science intern program and a multiple subject intern program in 2014. At the time of the visit, there were 22 MS interns, 3 SS Science interns, and 3 SS Mathematics. Due to the newness of these programs, they were not included in the site review process.

The Visit

The visit took place on April 20th through the 22nd at the David P. Meaney Center of the Sacramento County Office of Education in Mather, CA. The team consisted of a Team Lead who also served as a program sampling team member, one other program sampling team member, 2 common standards reviewers, and a state consultant from the Commission on Teacher Credentialing. There were no unusual circumstances related to the 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 process that ensures that candidates recommended for a credential have met all requirements.

Findings

The Sacramento County Office of Education (SCOE) School of Education (SoE), established in the Fall of 2014, houses two divisions: Teaching and Leading. The Teaching Division houses the teacher induction programs, and the Leading Division (Leadership Institute) houses the Preliminary and Clear Administrative Services Credential programs. The purpose of the School of Education was explained by the county superintendent, "As a county office, we can add value by helping to get the best people in the schools." Induction for general education credentials is in its twenty-second year at SCOE. The Leading Division is committed to highly effective leadership that is key to success for students, teachers, schools and districts. It was clear in interviews that this principle is evident in every aspect of the administrative programs.

Although institutionally, a vision of responsiveness and relevance is clearly in place, the research base for this vision has not always been explicitly communicated throughout. The first course of the preliminary administrative services credential now provides a strong introduction to the program's vision. All stakeholders, including candidates, point to this course as setting the stage for success. Stakeholders noted a cohesive, clearly defined program with strong leadership. Faculty and field supervisors are actively involved in the program and commented on the respect given to their input.

Induction program faculty also reported a strong connection to the programs with value placed on their input. Many serve on the design team. Almost without exception, faculty and district stakeholders commented very positively in reference to their role in the program. They reported being valued and respected. Induction candidates similarly reported that program leaders cared about their success and were responsive to their concerns. Very strong relationships exist between the SCOE and the partners in the field. A particular strength of SCOE programs is their responsiveness to the varied needs of the region's public, charter, and private schools.

Although candidates discussed a pathway to receive advanced degrees, the team did not find evidence on a programmatic level that would indicate ongoing collaborations with institutions of higher education (IHE).

Program leaders have the authority and institutional support for creating strategies for success. Candidates reported that information regarding requirements for completion is readily available and clearly communicated to them. Program websites were mentioned as an excellent source to confirm requirements for completion. Faculty and district stakeholders repeatedly reported how responsive SCOE personnel are to districts when there are concerns or needs.

The credential recommendation process is clearly defined for all programs. Program directors are responsible for defining state credential requirements and ensuring that all requirements are met prior to being submitted to the credential analysts. Credential analysts review candidate work in relation to state credential requirements to ensure that all requirements are met prior to application submission to the Commission on Teacher Credentialing.

Standard 2: Unit and Program Assessment and Evaluation

Met

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

Findings

In 2014, all CTC-approved credential programs were moved into the School of Education. Currently, there are two systems across the unit for data collection and analysis. The two systems draw from numerous and varied program assessments that provide data on candidate competence and program effectiveness.

For each of the approved programs, the School of Education uses formal and informal data collected from multiple internal and external sources. The evaluation system incorporates assessments that are developed specifically for each program. Evaluation data from each program are analyzed by the Sacramento County Office of Education Research and Evaluation Department and shared with program stakeholders. Results from these program specific assessments are shared with program leaders who analyze data for trends and patterns of stakeholder responses. This was confirmed during various stakeholder interviews. The analysis is shared with the School of Education Advisory Council and used to set annual goals and to drive program improvement efforts.

While the nuances of each approved program are preserved, common metrics across the unit are at the beginning stage of implementation. In June of 2014, the School of Education began the process of moving all unit evaluation data to a single data collection system with common metrics across the unit. This process is expected to be completed and used at the end of the current year, the first year of the School of Education's existence. The timeline information was confirmed through interviews with the executive director and research director.

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.

Findings

The Sacramento County School of Education is supported by the county office through a variety of support structures. These structures aid in the preparation of candidates to effectively meet both program outcomes and state-adopted standards for educator preparation. An example of the structures provided are a budget that is sufficient to meet the needs of each program, faculty, staff and personnel, meeting rooms and offices, as well as office supplies to support program activities. Various evidence of support was viewed throughout the review, both in budget review and interviews with institutional, unit, and program leadership. While adequate personnel were consistently noted, a process to review and evaluate additional personnel needs was outlined by the deputy superintendent and specific examples given regarding criteria reviewed before a decision regarding additional resources was made. As the School of Education grows in numbers and maturity, the institution's administration confirmed that they are ready to increase support incrementally. Each program has carefully determined the faculty needed to provide a sound program and has done so while also planning for expansion and growth.

Unit and program oversight results in consistently allocated resources to ensure effective operation of each credential program. The coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management are annually discussed and provided for. Candidates from all programs reported that they felt well supported and valued throughout their participation in SCOE programs. Completers reported that SCOE personnel, from program support to the executive director are available for assistance to candidates and their responses are timely. As demonstrated by the SCOE and induction websites, program advertisements, and required forms, sufficient information resources and related personnel are available to meet both program and candidate needs.

Program resources are reviewed internally on a regular basis and districts are invited to share needs and concerns regarding them. The SoE Advisory Council members confirmed that the council is one of the ways that stakeholders have an opportunity to provide input.

Standard 4: Faculty and Instructional Personnel**Met**

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

Findings

Sacramento COE has in place processes to ensure the hiring of qualified personnel in each of its programs. It ensures that instructors and supervisors have appropriate degrees and credentials for their respective positions through the application process, wherein applicants submit verification of their degrees and credentials and participate in hiring interviews. Program documents indicate that job responsibilities are clearly specified, and interviews with various stakeholder groups confirm that instructors and supervisors are well qualified for their positions. As an example, candidates in the preliminary administrative credential program expressed an appreciation for the real-world administrative experiences of their district online coaches.

SCOE instructional faculty have current knowledge in the content they teach, understand the context of public schooling, and model effective professional practices in teaching and learning, scholarship, and service. Interviews with various stakeholder groups confirm that SCOE employs a large percentage of instructors who are either temporary exempt/part time employees of SCOE or contracted service providers secured by SCOE or districts. This allows SCOE to select faculty who have understanding of the region's varied educational contexts and demands. Interviewed candidates appreciate the quality of the professional development they receive through instructors and supervisors such as the administrative services credential course instructors, principal online coaches, and mini-session presenters. Induction candidates shared numerous professional development sessions where instructors shared information that was relevant to their instructional settings.

SCOE makes efforts to maintain a diverse faculty. Program documents state that the SCOE instructional force parallels the demographics for Sacramento County overall and that SCOE is taking continued efforts to diversify its instructional force to more closely match the student population. SCOE draws from diverse local expertise, for example, through mini-session instructors as part of this effort. Interviews confirm that SCOE employs instructors and supervisors from school and district contexts, and this helps ensure that instructors are knowledgeable about the components of diversity relevant in local communities. Program

documents such as the induction program biennial report indicate that SCOE systematically examines its progress to provide instruction related to issues of diversity in California schools, such as the quality of their treatment of issues related to English learners, in order to provide high quality instruction.

Instructors have a grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. Interviewed faculty demonstrated clear understanding of current academic and professional standards and of public school curriculum. Interviews highlighted that a strength across programs is that coordinators, faculty, completers, and candidates find the programs to be standards-driven, highly relevant, and practical in helping candidates succeed as teachers and leaders in the Sacramento region.

SCOE program leaders, faculty, supervisors, and personnel in PreK-12 settings collaborate regularly and systematically in a variety of ways to improve teaching, candidate learning, and educator preparation. Numerous structures, both formal and informal, are noted in documents such as program handbooks and in interviews with stakeholders in all programs. For example, collaborative communication is maintained by PASC instructors in satellite programs and there are regular faculty meetings held with SCOE and National University, discussing educational issues that affect program quality. The induction program maintains an influential advisory board, and district coordinators work closely with SCOE program leaders and individual school sites for program success. The SCOE advisory board has been recently convened and hopes to duplicate the experience of the induction program advisory board experience.

The institution provides support for regular, ongoing faculty development. Program leaders, instructors, and coaches all indicated that SCOE programs provide professional development for all instructors and supervisors in ways that help them grow as instructors. Faculty development efforts include face-to-face trainings (as in support provider trainings), formal meetings (as in faculty meetings) informal face-to-face meetings (as in faculty team meetings), and online communications.

SCOE evaluates the performance of course instructors and field supervisors regularly, using a variety of mechanisms that are appropriate for respective roles. Examples include online surveys in the induction program, classroom observations, and review of chat session transcripts in the preliminary administrative services credential program, and anonymous candidate evaluations in course work. Interviewees shared numerous examples of instructional improvements made as a result of these varied evaluation efforts. Feedback from participants and advisors/lead mentors assist SoE program leaders in recognizing excellence and retaining only those individuals who are consistently effective in their roles as faculty, coaches, and instructional personnel.

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.

Findings

Admission criteria are clearly defined for applicants for all four of SCOE's programs. Induction candidates confirmed that they are screened by their districts before being accepted into the SCOE program. Potential candidates in the administrative services credential programs complete an application that includes pre-professional experiences then write a reflective essay that expresses what they feel are their leadership qualities and philosophy. Finally, an interview with unit and program personnel confirms that potential candidates possess these effective characteristics. Credential analysts reported that Induction, Preliminary, and Clear Administrative Services credential applicants are screened for Commission on Teacher Credentialing program standards eligibility criteria by both program and human resources personnel. To apply for the Preliminary Administrative Services program, candidates must first attend an informational meeting to aid in their clarity of understanding of the program requirements. They may then submit an application that includes a statement of leadership characteristics. The next form of screening is by a personal interview. All components are used to assess suitability for the program prior to acceptance. Induction candidates are first screened by their district for suitability and subsequently apply and are enrolled in the SCOE program.

The programs serve many districts in the surrounding area, which serve diverse populations. The candidates represent the ethnicity of the many cultures in the area schools. The program reports that 30% of its candidates are from under-represented minority groups as evidenced in self-reported race and ethnic data; interviews with candidates confirm this information.

The programs are committed to ensuring that all candidates have attributes that are necessary to serve in the local schools. This includes a strong understanding of English learners and a deep understanding and sensitivity for diversity. Each requirement/component in the programs is designed to lead to professional effectiveness.

Standard 6: Advice and Assistance**Met**

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

Findings

Advisement is a clear strength of the SCOE programs. Each program has a detailed handbook. Individual and group advisement takes place in order to ensure that they have a clear understanding of requirements and expectations. In all programs, candidates are informed and advised throughout each course and/or benchmark. Candidates also have the ability to monitor their own progress through a secured server. Candidates shared many instances where additional effort was made to ensure that they were aware of a requirement or opportunity for professional growth. Candidates reported that program materials are clearly defined and timely. The SoE website and MyBTSA sites are updated regularly and contain timely information. Many candidates shared instances where they contacted program personnel directly and were given a very timely response. Repeatedly candidates shared their personal experiences in which administrators as well as faculty were accessible and responsive. Several candidates shared experiences in which a life situation created a difficult time for them in their program. Each commended the faculty and leadership for their willingness to assist them in continuing their program. Candidates were effusive in their praise for their program and commented on the caring family environment. They feel valued and confident that they have the tools to be successful in their program.

Candidates who have not met requirements whether in regard to attendance or performance are contacted to meet with the appropriate administrator. They are given an opportunity to correct deficiencies. If they do not, they are asked to leave the program. This is a rare situation and at times the candidate self-removes recognizing that they are either not able to meet requirements or need to step out. The programs use feedback, evaluations and candidate responses to update their advisement practices.

Standard 7: Field Experience and Clinical Practice**Met**

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

Findings

All programs in SCOE's School of Education demonstrate well-designed field and clinical experiences, based on relevant professional standards, connecting with course and other learning experiences, and building in complexity over time. Evidence revealed that the field experiences are implemented with fidelity, and the programs regularly evaluate the field and clinical experiences. As designed and implemented, the field and clinical experiences support candidates in developing and demonstrating the understandings and skills necessary to support PreK-12 learners and sites, as consistent with the aim of each program. Programs make full use of the relevant professional standards, including *California Standards for the Teaching Profession* and/or the *California Professional Standards for Education Leaders (CPSEL)* to guide clinical and field experiences to support candidates in ensuring that PreK-12 learners can meet state-adopted academic standards. Formative assessment occurs throughout field experiences to guide candidates' work and support candidates in building knowledge and skills systematically over time.

Stakeholder interviews indicate that field experiences are valued by candidates in all programs; in fact, a unit strength is that stakeholders find that field experiences are at the core of their professional learning. Many induction candidates feel that the most valuable aspects of their program are those that directly relate to their instructional settings. Further, field and clinical experiences are linked to programs' course and other learning experiences. As a notable example, for the administrative services clear credential program, all of candidates' work related to the CPSEL stems directly from their work as administrators. Interviews confirmed that program personnel, including support providers in the induction programs and coaches in the administrative services, monitor field experiences, looking for consistency and appropriateness.

SCOE collaborates with its regional partners (a variety of public, charter, and private schools and districts) to set criteria for effective clinical and site-based supervising personnel, and they use their criteria in selecting clinical personnel including district coordinators, support providers, principal-coaches, clear administrative services credential program coaches, and district coaches. Stakeholders in all programs report valuing the expertise of their clinical personnel. Interviews with a variety of constituencies indicate that SCOE program leaders use their professional networks effectively to build and maintain a well-qualified set of clinical supervisors. For example, one Administrative Services credential completer called her coach

the second most important person in her life. Completers of that program noted that, even after completing the program, they maintain professional content and mentoring relationships.

Field and clinical experiences in all SCOE programs provide candidates with opportunities to address issues of diversity that affect teaching, learning, and school climate. Additionally, the field and clinical experiences assist candidates to develop strategies for improving student learning and school leadership. The team confirmed through program evidence and interview sessions that in all programs, field experiences are embedded in the participants' assignments. Candidates in the induction programs address diversity issues regularly throughout their two-year experiences through their formative assessment work. Diversity issues for induction candidates include the full range of student needs, from ethnicity to language development, to special needs, and socio economic status. Candidates are asked to consider and meet diverse student needs as they plan, teach, and reflect on standards-based learning. In the preliminary administrative services program, two courses (CPSEL: Political and Social Influences and Working with Diverse Families and Communities) and related field activities address issues of student diversity embedded in instructional contexts. In the clear administrative services program, candidates are all employed as administrators, so their work in the diversity-related CPSEL grows directly from their populations of students, families, and communities. In all of these cases, structured collaborative conversation helps participants understand students, content standards, and the school climate.

A strength for all programs is that candidates are exposed to colleagues who work in a variety of settings. This exposure grants them opportunities to develop understanding and skills for addressing student diversity that exceed the bounds of their own settings. For example, in the preliminary administrative services program, candidates are regrouped in each of their six courses and facilitated by a different coach for each one. Groups have four or five members, with changing constituencies based on varied school settings and communities. Stakeholders noted that opportunities such as these varied chat groups, helped them develop multiple perspectives and more nuanced professional knowledge and skills.

Standard 8: District-Employed Supervisors

Met with Concerns

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

Findings

This standard applies solely to the district-employed coach position in the preliminary administrative services credential program (PASC) as the other three programs at SCOE SoE are second tier programs and do not use district-employed supervisors.

SCOE program documents state that district-employed coaches hold administrative credentials, have leadership experience, and are currently employed in administrative positions. The

Memorandum of Understanding for the Leadership Institute associated with the preliminary administrative services credential program confirms that participating districts agree to provide a coach who guides the candidate through the yearlong program activities, building toward the year-end project. Candidate and coach interviews confirm that these coaches are practicing administrators, which is appropriate for their role.

SCOE program leaders explain that PASC candidates select their own district-employed coaches. According to the program handbooks and interviews, candidates consider a year-end project and then select a site or district administrator with the knowledge and skills to support them in developing their projects. Review of documents (such as program narratives, program handbooks, the MOU, and course materials) and interviews (such as with the executive director, assistant director, candidates and completers) provided no additional selection criteria, nor evidence that candidates are guided in selecting their district-employed coaches.

Program documents and interviews with the program’s executive director and assistant director indicate that training and orientation take place in informal ways instead of requiring district-employed coaches to attend a specified training. Rather, they are oriented to their roles through the Memorandum of Understanding and a letter that welcomes coaches to the Leadership Institute. The interview with the executive director and assistant director indicated that In lieu of formal training, ongoing communication between program leaders and district-employed coaches occurs via periodic emails. Recognition of district-employed coaches occurs as coaches are invited to attend their candidates’ year-end project presentation, and they are invited to participate on a panel at the year-end symposium.

Although no evidence was found to suggest that district-employed coaches were ineffective in their roles, there was a lack of formal training to ensure continued effectiveness.

Rationale

The review team could find no evidence that criteria for selection are made explicit, that district-employed coaches are methodically oriented to their role, trained in supervision, or evaluated and recognized in a systemic manner.

Standard 9: Assessment of Candidate Competence

Met

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

Findings

Multiple sources of evidence indicate that candidates in SCOE’s programs demonstrate the knowledge and skills required by their credentials to educate and support students in meeting academic standards. Program documents (such as handbooks, program overviews, and course materials) indicate that each program incorporates content and field-based experiences, along with supportive personnel, that allow participants to acquire knowledge and skills and to apply

them within school settings. Interviews with members of several constituencies including instructional faculty, field-based coaches, district administrators, support providers, and program completers indicate that candidates are trained to meet the requirements of their credentialed areas.

SCOE programs all use multiple assessments to meet the competency requirements specified in relevant program standards, with formative assessment a particular strength of SCOE programs, as evidenced by both program documents (program overviews, handbooks, and assessments), and interviews with program leaders, faculty, and coaches. Candidate assessment begins at the onset of each program with a self-assessment tool such as the Continuum of Teaching Practice or the administrative Descriptions of Practice). Progress is guided by the assessment results, and candidates are expected to self-assess at multiple points in their programs. Learning activities are also influenced by formative assessment results. This system of formative and progress-monitoring assessment culminating with summative assessment activities provides valid and reliable information about candidate competence.

Evidence indicates that in all SCOE programs, candidates collect evidence of learning and are supported to reflect upon it throughout their program participation. Examples include induction candidates' FACT work and, in administrative credential programs, candidates' portfolios. In addition to collecting and analyzing evidence, candidates in SCOE programs participate in exit presentations where they demonstrate their professional knowledge and skills as a final summative assessment.

Review of course materials and interview results show that SCOE programs use relevant professional standards (CSTP and CPSEL) to drive formative and summative assessment in authentic ways. Stakeholder groups shared ways that rubrics for professional standards evaluation "lived" during each learning experience, guiding the development and assessment of projects, practica, and assignments. Interviews with faculty and coaches in the PASC and CASC programs confirm that candidates are required to rework their projects until they meet standards of competence specified in standards-driven rubrics.

Interviews with program leaders and credential analysts confirm that when candidates demonstrate competence and successful completion of program requirements, and when they provide required documentation defined by their credential programs, they are then recommended for the appropriate credentials.

Program Reports

General Education (MS/SS) Induction Education Specialist Clear Induction

Program Design

The Sacramento County Office of Education (SCOE) is the LEA for the Sacramento Induction Consortium, a regional program sponsor that partners with school districts, charter organizations, and private schools to clear teaching credentials. SCOE sponsors two CTC-approved teacher induction programs, one for the Multiple and Single Subject Clear credential candidates and one for the Education Specialist Clear credential candidates. The Sacramento Induction Program, housed within SCOE's School of Education, is a two-year program aimed at providing support and assistance to teachers early in their careers. When interviewed, participating teachers in the program reported a purposeful, logically sequenced structure of professional development. Documentation reviewed by site team members and review of the 'MyBTSA' electronic platform confirm this..

The Sacramento County Office of Education employs qualified staff to lead the induction program. The program director is given the authority to facilitate regular collaboration necessary to improve candidate teaching and learning. SCOE has reinstated the BTSA Advisory group into the Educator Credentialing Advisory Council that meets periodically to support the coordination of the administrative components of the program. The program's leadership team also includes the SCOE executive director of the School of Education, partner-identified Induction Coordinators (most paid a stipend by their district) who implement the program within their respective districts in accordance with the induction goals, and the design team who take a collaborative role in the leadership of the Sacramento Induction Consortium. Stakeholders confirmed that there is guidance and support in these collaboration efforts, leading to successful implementation by partners.

Induction advisory council members reported meeting at least four times annually and playing an active role in revising district MOU, routinely reviewing data, and giving input on program components. Induction coordinators and design team members were interviewed and verified ongoing, systematic support, input and data review. All stakeholders expressed appreciation for the 'annual zoo day', a full day collaborative event in which all partner districts are invited to send a small team to the meeting room of the Sacramento Zoo where they review program data and provide input in program revisions. When leadership of the program was asked about this day, it was explained that the consortium establishes this annual evaluation plan session to inform all stakeholders about how identified evaluation tools will be used. This plan describes each assessment instrument, states the purpose of tools, how each tool will be used, and when each instrument will be administered.

Assessments include those from multiple internal and external sources, for example, ones collected from *MyBTSA* records, candidate files, and local/informal evaluation instruments. In

addition state program evaluation survey data are used. The results of program evaluation form the basis for adjustments and improvements in program design. Program sponsors also participate in external reviews designed to examine program quality and effectiveness. Interviewed stakeholders, including participating teachers, support providers, program leaders and advisory team members had a clear understanding of the evaluation tools, with both professional development providers and design team members affirming opportunity for input from all stakeholders on revisions made to the programs.

Program documentation and samples of district evidence verified that the programs have support provider criteria used by districts in their support provider selection processes. Interviews with leadership and other stakeholders confirmed that processes are in place for support provider reassignments when and if necessary.

The Sacramento Induction Consortium recognizes that teaching is a complex process and that new teachers need a logically sequenced structure of extended preparation, professional development, and support to continue developing the skills and abilities needed to foster learning with a diverse student population. The programs provide advice to candidates across their experiences, through many avenues. Participating teachers reported that advice and assistance were prevalent and they also felt program leadership was easily accessible and knowledgeable. Participating teachers, support providers, advisory council members and district/site administrators all reported that the induction director was new, having only been in the position three months, but that he goes out of his way to be available, act on stakeholder input, and has proven himself to be a fast learner and good collaborator. The director reported that he has gone to each partner (districts, private and charter schools) to introduce himself and ask for input and feedback on the program.

Course of Study

The Sacramento Induction Consortium utilizes the Formative Assessment for California Teachers (FACT) system to support and inform participating teachers about their professional growth as they reflect and improve upon their teaching as part of a continuous improvement cycle. Formative assessment data guides the classroom teacher in planning appropriate instruction. Through the FACT system participating teachers collect evidence for induction standards, engage in focused professional growth activities of their choice, receive individualized support from trained support providers, and engage in continuous reflection and discussion of evidence in order to make professional judgments about their teaching practice. These assessment tools guide the participating teacher in examining teaching practices and the characteristics of the class to maximize student learning. Additionally, the participating teacher is asked to gather evidence that supports and documents how standards are met in order to present at the summative Professional Induction Presentation (PIP). Participating teachers and program completers reported the PIP process to be both clear and purposeful, although some participating teachers and support providers expressed frustration with the 'amount of paperwork' required by the program.

Review of the 'MyBTSA' site documents show a clear, systematic formative assessment system. Review of documents on the 'MyBTSA' site, as well as interviews with education specialist

participating teachers and their support providers confirmed that FACT documents specific to education specialists, as well as specific professional development opportunities, are used with education specialists in the induction program.

Beyond FACT activities, participating teachers receive professional development aimed at their immediate and specific needs, interests, and goals as an extension of their prior experiences in their pre-service programs, and their PACT/TPA rubric performance. Interviewed participating teachers and support providers shared that participating teachers were encouraged to share their PACT/TPA results with support providers as part of their start up work in induction. Participating teachers and support providers reported that the professional development offerings were supportive of the specific needs of the participating teachers. District level stakeholders, as well as participating teachers and support providers, shared that the opportunity for participating teachers to choose their own 40 hours of professional development (including district offered professional development in some districts) to support their IIP made the work purposeful, relevant and timely. When interviewed, many participating teachers expressed frustration with the discrepancy among varying districts' policies in allowing/not allowing district professional development to be logged as part of their 40 hours of IIP-focused professional development.

Education specialists shared that although some of the mandatory events were not a good match for their specific assignments, there were professional development opportunities specific to education specialists. Some professional development opportunities were shared as especially effective. Love and Logic, Brain Breaks, and Super Saturday offerings are examples of effective professional development. Both support providers and participating teachers felt that the professional development providers were knowledgeable and accessible. Interviews with the professional development providers verified that the group is diverse in their areas of expertise (elementary and secondary general education and mild/moderate and moderate/severe education specialists from multiple districts were represented).

The program design for both the general education and education specialist incorporates support providers trained in both the FACT system and coaching best practices. Support providers attend a five-day FACT training and are also trained in cognitive coaching. Support providers are chosen by participating partners using selection criteria provided by the institutional sponsor. Education Specialists participating teachers are paired with support providers with like credentials with few exceptions. When interviewed, a few district stakeholders expressed difficulty in finding education specialist support providers.

Participating teachers work with their support providers to develop goals and objectives for their Individual Induction Plans (IIPs) and design a professional development Action Plan to address their individual needs. Both documentation and interviews confirmed a system that was well structured and supportive of the participating teacher's work in induction. The program includes full support and a thorough and frequent monitoring of progress through classroom observations, written and verbal feedback, and assistance in implementation of the formative assessment tools used in the state-developed *Formative Assessment for California Teachers (FACT)*, weekly conversations, mentoring, curriculum support, professional materials

and learning opportunities, model lessons, and communication with site administrators regarding school site teacher needs. Interviews with support providers and participating teachers provided consistent evidence that support is timely, on-going and purposeful. SCOE uses the *Formative Assessment for California Teachers (FACT)*, to assess, inform, and support participating teachers as they grow in their professional practice. Induction leadership regularly assesses all aspects of the program to ensure that activities and FACT tools reflect a logical developmental progression for participating teachers. The feedback received through both participating teachers and support providers has confirmed that the progression of FACT is supported and understood by the stakeholders within the induction program. Education specialists interviewed and documents viewed confirmed that education specialists have components specific to their assignments woven into their Induction experience.

As part of FACT, the programs use the *Continuum of Teaching Practice* assessment tool. Support providers work with participating teachers to locate their professional practice on this 4-point rubric. During the mid-year review, the participating teachers are guided through a process to reassess their practice on the *Continuum* and make necessary adjustments to their goals, objectives, and next steps as delineated on their IIP. Portfolios are reviewed mid-year and assessed in May. Program staff and support providers confirmed this timeline.

Assessment of Candidates

The Sacramento Induction Consortium requires each segment of the programs to be successfully completed in order to recommend a candidate for a Clear Credential. Each participating teacher tracks program progress of these requirements on his or her password protected *MyBTSA* website. Each support provider is trained to review documentation and to understand the rubric for evaluating whether work is complete. Participating teachers and support providers expressed general satisfaction with this process. Access to the *MyBTSA* website was provided that confirmed a logical, consistent progression through this work, with support for those participating teachers and support providers not meeting the benchmark activities.

It is the intent of the program that all participating teachers successfully complete the induction program. Thus, the Sacramento Induction Consortium provides an online data collection and reporting system that collects, stores, tracks, and transfers data. This system ensures that participating teachers can monitor their progress towards successful program completion and leaders can review uploaded FACT documents to help monitor and guide the participating teacher's progress.

The Sacramento Induction Consortium will not grant a clear credential until all completion requirements are met and the candidate has provided evidence of having exhibited all aspects of the *California Standards for the Teaching Profession* and the *Induction Program Standards* at a professional level. Interviews with the credential analyst and the program director confirm that there is a system in place to monitor and verify successful completion.

Upon completion of two years of participation, participating teachers share FACT documents and supporting evidence at a summative event. The program reviews the candidate's portfolio

and the program director recommends candidates who complete all work using the online credential recommendation system through CTC. Records are maintained of all recommendations and all CTC verifications. Interviews with program leaders and the credential analyst, along with review of documentation, confirm this process.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully **Met** for the General Education (Multiple Subject/Single Subject) induction and Education Specialist Clear Induction Programs.

Preliminary Administrative Services Credential Program

Program Design

The executive director of Sacramento County Office of Education's School of Education is responsible for the administration of the Preliminary Administrative Services (ASC) program. Under his leadership are the SoE director of program support and the director of new teacher induction. The executive director reports directly to the deputy superintendent, providing communication between the credential program and institutional leadership. Based on interviews, the School of Education uses the human resources department, graphics, and research departments within the Sacramento COE to further promote communication between the credential program and departments within the institution. The program has candidate cohorts at the Sacramento County Office of Education, Placer County Office of Education, and Shasta County Office of Education.

The School of Education encompasses the Leadership Institute where the Preliminary ASC program resides. The program incorporates coursework, online experiences, fieldwork, and a program project that demonstrates the participant's knowledge of leadership. The program focuses on the concept of theory into practice through its variety of learning experiences. Participants focus on leadership elements within a yearlong program that prepares them to meet the diverse leadership needs facing schools in California.

Based on interviews with program instructors, online coaches, and faculty mentors, a clear channel of communication exists between the School of Education and stakeholder groups. The orientation and handbooks provides clear information on the completion of key assessments and candidate competency. Interviews with instructors, faculty mentors, employers and candidates confirmed that surveys are conducted in multiple venues to provide valuable feedback to the credential program. Examples were provided of written and oral feedback that influenced program decisions. The candidates commented that they find the assignments that relate to the CPSEL very valuable, and their knowledge is adequate to the requirements of completing those assessments. Instructors, faculty mentors, and online coaches confirmed that the candidates feel very much supported throughout the program and assessments.

The SCOE Advisory Committee is new this year and is scheduled to meet three times this year to provide insights into what districts need and feedback on candidate readiness to become an administrator. The members are district administrators and county office administrators. There were no institution of higher education participants.

The design of the SCOE Leadership Institute Preliminary Administrative Services Credential Program is grounded in the Working Triangle for Leadership: Knowledge, Leadership, and Relationship. During interviews, candidates clearly articulated components of the triangle and provided researchers for validity. Leadership is taught as a defined set of skills and attitudes. The program is designed to prepare school leaders to confront issues of equity, scarce resources, underperforming schools, and to lead in ways that positively impact the working environment of educators and community. Participants are informed at the orientation session of the program's mission and design, learning outcomes, sequence of courses, field experiences, online experiences, face-to-face experiences, and performance assessments. Course syllabi are designed by SCOE staff and faithfully administered in all three program locations. During interviews, local instructors and satellite instructors described faculty meetings where syllabi were shared and local context augmented the syllabi with examples and readings.

The delivery of the Leadership Institute from a cohesive set of learning experiences that are informed by adult learning theories are designed to address the emerging needs of prospective administrators enrolled in the program. Each section of the curriculum includes a description of the specific theories, prominent authors upon whose work they have drawn, and field-based applications used in its development. The curriculum is arranged in 6 courses and a culminating assessment session, each of which has face-to-face, fieldwork, and technology components.

The SCOE Preliminary Administrative Services Credential Program is designed to include 154 hours of in-class instruction and 77 hours of online and fieldwork for a total of 231 hours.

Curriculum and Field Experience

Coursework includes topics in critical areas of today's educational field. For example, English learners are a focal point of two of the program's courses. Each of the courses is designed so that technology and fieldwork are integrated with face-to-face courses. Two of the courses are designed to explicitly focus on improvement of the instructional program.

The program is designed to deliver course material through three interrelated formats: face-to-face classes, fieldwork, and online instruction. Each of these formats utilizes multi-media technologies.

Fifty percent of the program is delivered in face-to face format, which is comprised of 22 class days of 7-hour sessions. The team interviewed program directors, course instructors, and candidates to discuss the format, curriculum, and fieldwork activities associated with the Saturday classes. Those interviewed verified the relevance of the courses and the quality of presenters. The Leadership Institute has written criteria for individual coaching that may lead to the candidate repeating some course activities and/or reporting the course if necessary.

During interviews, it was stated by the executive director, completers, and course instructors that candidates who do not make progress in the course and concurrent fieldwork are offered additional support for successful completion.

Thirty percent of the program is fieldwork activities. The fieldwork component of the program involves participants in an action-based leadership project that integrates with both the face-to-face and online components of the Leadership Institute program. The formative assessment culminating activity is a multi-media presentation delivered by the participant to a panel of faculty, online principal-coaches, county board members, and school district administrators. Through interviews, the team verified that the culminating activity indeed related to the fieldwork activities and was a direct result of job-embedded activities.

Twenty percent of the program is delivered in an online format. Participants are assigned to online communities. Each community participates in online chats using scenarios and articles that pertain to the course. The focus for the online instruction is to develop the participants' judgment, relationships, and implementation strategies. Each online community is assigned an online coach who gives feedback and guides discussion. The online coach determines whether or not the participant meets the standard. Interviews with online coaches and participants verified that the online chats took the Saturday courses beyond theory to practice.

Additionally, interviews suggest that SCOE programs produce educators and leaders who grow to hold multiple perspectives about educational issues and who appreciate the complexity of decision-making in educational contexts. Further, interviews with PASC principal-online coaches, course faculty, and program leaders show that a special strength of the PASC program is the development of dispositions of openness and commitment to continued learning in order to answer questions of administrative practice in increasingly sophisticated ways. Candidates in all programs expressed appreciation for the programs' sustained opportunities and support to learn knowledge and skills required in their daily practice.

Assessment of Candidates

The Leadership Institute uses formative and summative assessment of program participants to assess candidate competence. Course assessment methods include a variety of fieldwork activities and reflective papers. Formative assessments include completing fieldwork activities followed with a written statement and online chats with written reflection. The participants complete final statements at the conclusion of each "chat". The final statements are reviewed by the online coaches in the areas of judgment, relationship, implementation, and balance of judgment. At the conclusion of each course is a summative assessment where participants construct a lengthy reflective essay. During interviews, candidates, course instructors, and online coaches described the "academic writing" based on courses and fieldwork experiences. Candidates interviewed said that online coach feedback is always before the next course and often the day after submission.

At the conclusion of the Leadership Institute, participants experience two levels of summative assessment. The first is when candidates deliver a PowerPoint presentation of their field-based project to a panel consisting of educators in the region, faculty, and online coaches. The

second is when candidates provide a Reflective Portfolio that contains artifacts spanning the program that demonstrates their learning over the year.

Findings on Standards

After review of the narrative document and supporting evidence, and after conducting interview of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards for the Preliminary Administrative Services Credential program are **Met**.

Professional Clear Administrative Services Credential Program

Program Design

The Sacramento County Office of Education Leadership Institute uses the California Professional Standards for Educational Leaders (CPSEL) as the foundation for the Clear Administrative Services Credential Program. The standards in the six CPSEL provide indicators of leadership actions that contribute to meeting the standards.

Over a two-year period, each candidate completes a planned sequence of job-embedded experiences designed to build upon the knowledge and skills obtained in the administrator preparation preliminary program. The program assessments guide and inform candidates as they put into practice and apply leadership strategies that demonstrate their increasing professional capabilities to help ensure all students are successful. When interviewed, both candidates and coaches had a good understanding of the program assessments and how to use them to improve practice. Through the individualized support of a trained coach, the candidate examines his/her administrative leadership practices and uses collaborative dialogue regarding the development of a Leadership Growth Plan (LGP), an individualized mentoring plan. Sample Leadership Growth Plans were shared with the interview team by program candidates and confirmed a process that was embraced by the candidates.

This LGP process begins with an initial assessment of each candidate's strengths and weaknesses, completed by the candidate while being supported by the coach. The SCOE Leadership Institute employs the WestEd document, *Moving Leadership Standards into Everyday Work: Descriptions of Practice* (DOP), as a tool for self-assessment of strengths and weaknesses. The DOP is used for the initial assessment; however, for the mid- and end-of-program assessments, participants are encouraged by their coach to include information from other measures, as well as the DOP, as they complete the assessment. These measures may include performance evaluations, school surveys, school data, and supervisor feedback. The candidate also reflects on his/her strengths and weaknesses and current job responsibilities. This is built into the Assessment of Participant Competence. Interviews with both candidates and their coaches confirmed multiple measures are encouraged by program leadership and demonstrate the real world, job-embedded application of the work.

The program is arranged into six units of study, aligned to the CPSEL. Candidates rotate through the CPSEL in a pre-determined order, addressing three CPSEL each year. This allows

for three entry times annually, addressing the requirement for enrollment within 120 days of hire. The program has proven to be flexible in meeting the needs of candidates. Candidates and completers shared several instances when the program went above and beyond to accommodate candidates in crises or experiencing complications.

In each CPSEL unit, the coach assists the participant in deciding on a CPSEL-related project as an applied practicum. Coaches and candidates reported that the applied practicum components were both timely and relevant. During interviews, completers shared specific examples of practical support from the applied practicum projects. Two completers shared that they were able to focus on creating new budgets for their school sites under the guidance of their coaches. Another completer used the example of the opportunity to revamp her ELAC committee and create a 'Parent University' at her elementary site. She said the CPSEL project was so successful that her district had her help to replicate it at other sites within her district. Each participant and his/her coach meet a minimum of four times face-to-face during the CPSEL unit. The four meetings have the following format: Meeting 1: Initial meeting between the participant and coach to outline the Applied Practicum Action Plan for the CPSEL. The practicum focuses on the areas as outlined in the Leadership Growth Plan. Meetings 2 and 3: Meetings designed to share the progress being made around implementation and understandings of the action plan as it relates to the leadership CPSEL. The coach and participant complete the progress column of the action plan. Meeting 4: A final meeting to outline the status of the applied practicum. The coach completes the coach reflection after each meeting with the participant. The reflection notes progress based on *Moving Leadership Standards into Everyday Work: Descriptions of Practice (DOP)* (WestEd, 2003).

Review of program documentation and candidates' applied practicum action plans (referred to by candidates and coaches in interviews as CPSEL plans) verified that meetings and collaboration take place according to the program design. Interviews with both candidates and coaches confirmed that the meetings were timely and purposeful. Candidates interviewed reported that they felt confident in their understanding of program components and felt well supported by both their coach and by program leadership. Candidates also shared that they felt like the guided process to complete the plan assured their success, but also allowed them to feel like they owned the decision on their focus area and projects.

The goal of the SCOE Leadership Institute is to provide continuous learning and development to meet the needs of the CASC participants as they develop leadership skills and knowledge in order to effectively lead their schools and organizations. The continuous learning and development is evaluated on an ongoing basis through processes that solicit feedback, comments, and concerns from all stakeholders involved in the program. The Executive Director is responsible for all program revisions determined by the gathering and analysis of data.

Program evaluation is an in-depth, intentional, systematic collection of data that includes evidence from participants, coaches and program graduates. Participants are assessed on their CPSEL progress and are asked to provide feedback on all aspects of their experience in the program. Coaches provide ongoing feedback and evaluation at workshops, progress meetings, and on their Coach Reflective Records. Upon program completion, graduates give an overall assessment of the program's effectiveness in supporting their professional growth as leaders.

Interviews with candidates, completers, coaches and advisory council members verified these multiple opportunities for feedback occur on a regular basis.

Course of Study

Participants complete a self-assessment of competence during the induction phase of the program. The induction phase occurs the month before the candidate begins his/her first CPSEL. The initial assessment, as outlined in guideline 1, is based upon the performance expectations outlined in the WestEd document *Moving Leadership Standards into Everyday Work: Descriptions of Practice* (DOP). Each description of practice has a corresponding rating system in the assessment.

The expectation is set with participants that in order to advance to candidacy, they must show growth in each of the CPSEL and all ratings must be "practice that meets/exemplifies the standard" by the end-of-program assessment. The self-assessment of competence is given a total of three times during the two-year program (initial, mid-program, end).

Interviews with candidates, as well as review of completed DOP assessments shared by candidates, confirmed a clear understanding of both the programs components and the expectations regarding the self-assessment of competence. Candidates and completers also reported that they embraced the projects related to each CPSEL because they felt they were relevant and timely real work, not just hoop-jumping.

Candidates are paired with program-trained coaches. These coaches are selected through a rigorous process in which they apply, are interviewed by the executive director and then paired with a candidate based on their prior administrative experiences, skill sets and personalities. These coaches, when interviewed, expressed passion for the work and one coach commented that it is a way for her to pay her experience forward and help someone else in a pretty lonely and difficult job.

After participants and coaches are paired, the support process begins with an initial conversation regarding urgent issues and needs for the entering CPSEL, and the conversation occurs for each subsequent CPSEL. All six CPSEL have been reviewed by the end of the two-year program. The conversation is guided by the data from the self-assessment of competence, which includes the descriptions about current job responsibilities and challenges, and perceived strengths and weaknesses. The conversation is also guided by the leadership growth plan. Coaches and program leadership interviewed felt the structured conversations were a powerful starting place for the work; bringing focus for both the candidate and the coach and connecting the program work to just-in-time support in the candidates' "real job" (as quoted by a candidate).

The data also inform the applied practicum action plan in each of the CPSEL areas of focus. With the subsequent administrations of the assessment, the data is used to make adjustments to the entire coaching plan as needed. Candidates and coaches reported that they were free to make adjustments to the plan as needed to better support the candidate's growth.

The action plan outlines the developmental objective(s) to be met during each CPSEL. The coach and participant build the action plan steps together to ensure the rigor of the guideline is met. Part of the coach training includes acceptable action plan steps, which include CPSEL-related workshops, reading research, implementing site-based projects, etc. Through the coaches' work with the Leadership Institute, there is ongoing training and revision around the action plan development. By the end of the program, participants will show evidence of growth in each CPSEL by compiling the applied practicum action plan evidence into a portfolio. This process was evident through documentation provided by the program, access to the website and verified as well by interviewed candidates and coaches. Interviews with multiple stakeholder groups confirmed these processes are in place. Stakeholders reported that program leaders and professional development providers were both knowledgeable and accessible. Candidates report a clear understanding of the process by which they attain the program requirements and a clear administrative services credential. Candidates felt that the support provided by their coach was invaluable. One completer interviewed reported on-going support from her coach, beyond the duration of the program, and many candidates interviewed felt the coaching aspect of the program was what made the program so valuable.

Assessment of Candidates

Performance levels for the CPSEL standards, found in *Moving Leadership Standards Into Everyday Work: Descriptions of Practice* (WestEd, 2003), are used for assessing candidate competence. The Descriptions of Practice (DOP) explain the intention of each standard and depict its various elements across a continuum of practice. The DOP is used for assessing the advancement of each participant toward the developmental objectives during the course of the program. The Descriptions of Practice (DOP) were developed to enhance the usefulness of research-based leadership standards, including the California Professional Standards for Educational Leaders (CPSEL). For each of the six broad standards, the DOP identifies the underlying goals and provides a detailed narrative describing specific administrator actions, attitudes, and understanding needed to attain each goal. The DOP also depicts what key aspects of each standard look like in action across a continuum of developing practice, as an administrator moves from being a tactical manager to a strategic instructional leader whose efforts result in improved student learning.

Upon completion of all credential and program requirements, candidates share documents and supporting evidence at a summative event. The program reviews the candidate's work and the program director recommends for the clear administrative services credential those candidates who satisfactorily complete all work. CTC's online credential recommendation system is used to recommend these candidates for the credential. Records are electronically maintained of all recommendations. Interviews with program leaders and the credential analyst, along with review of documentation, confirm this process is in place.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully **Met** for the Clear Administrative Services Credential program.