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

April 2016

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at Monterey County Office of Education (MCOE). 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

	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	N/A		
9) Assessment of Candidate Competence	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education Induction	6	6		
Clear Education Specialist Induction	7	7		
Administrative Services Clear Induction	5	5		

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

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

California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report

Institution: **Monterey County Office of Education**

Dates of Visit: **April 6-8, 2016**

Accreditation Team
Recommendation: **Accreditation**

Rationale:
The unanimous recommendation of **Accreditation** was based on a thorough review of the institutional Self-Study; additional supporting documents available during the visit; interviews with administrators, support providers, participating teachers, completers, professional development providers, program support staff, credential analysts; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgements about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards
The team reviewed each of the eight Common Standards and determined whether the standard was "met", "not met", or "met with concerns". The site visit team found eight out of eight applicable Common Standards are "**Met**".

Program Standards
Discussion of findings and appropriate input by individual team members and by the total team membership were provided for the General Education Induction Program, the Educational Specialist Induction Program and the Administrative Services Induction Program. Following discussion, the team considered whether the program standards were "met", "not met", or "met with concerns". The CTC accreditation team found that all program standards are "**Met**".

Overall Recommendation
The team completed a thorough review of program documents, program data, Formative Assessment for California Teachers (FACT) portfolios, interviews with program leadership, county office administrators (including the Superintendent; Assistant Superintendent of Educational Services; Administrator, Teacher Credentialing Program/Induction; Program Specialist, Teacher Credentialing Program/Induction; and Administrator, Administrator Induction Program), district and site administrators (elementary, intermediate, and secondary), professional development providers, human resources personnel (including credential analysts), the IHE partner representative, support providers, participating teachers, completers, program support staff, program specialists and advisory committee members; along with additional information

requested from program leadership during the visit.

Due to the finding that all applicable Common Standards are "**Met**" and all Program Standards are "**Met**", 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:

Advanced/Service Credentials
>   General Education Clear (Multiple and Single Subject)
>
>   Education Specialist Clear
>
>   Administrative Services Clear

Staff recommends that:

- The institution's response to the preconditions be accepted.
- Monterey County Office of Education be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Monterey 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:	**Darby Williams**
	Sacramento County Office of Education
Common Standards Cluster:	**Kimberly Lilienthal**
	Placer County Office of Education
Advanced/Services Programs Cluster:	**Lisa Tiwater**
	Stanislaus County Office of Education
	Suzanne Roy
	Point Loma Nazarene University
Staff to the Visit	**Erin Sullivan**
	Commission on Teacher Credentialing

Documents Reviewed

Preconditions
Common Standards Report
Program Standards Responses
Schedule of PD Conferences
Candidate Files
Induction Handbooks
Follow-up Survey Results
English Learner Transition Plan
Program Assessment Feedback
Menu of Professional Development Options
Candidate Portfolios
Surveys
Coaching Handbooks/Resource Books
Induction Checklist

Biennial Reports & Feedback
Formative Assessment Documents
Resumes
PD Conference Agendas and Materials
Advisement Documents
Coaching Logs
Individual Induction Plans & Rubrics
Budget/LCAP Allocations
Discussion Boards
Professional Development Seminars
Portfolio Rubrics
PD Conference Feedback
Coaching Session Schedules & Content

Interviews Conducted

Stakeholders	TOTAL
Participating Teachers/Administrators	54
Completers	17
Site Administrators	6
Unit Administrators	2
Program Directors/Coordinators	3
Professional Development Providers	7
Support Providers	23
Credential Analysts and Staff	5
Advisory Board Members	12

Background Information

Established more than 150 years ago, Monterey County Office of Education (MCOE) provides business, technology, professional development, credentialing, education, teacher recruitment, and teacher, administrator, and instructional support services to the county's 24 school districts. The MCOE office is located in Salinas, the county seat and largest city of Monterey County. The county spans nearly 3,300 square miles and is bordered by Santa Cruz County on the north and San Luis Obispo County on the south. The economy of Monterey County is based primarily on tourism and agriculture.

In 2014-15, MCOE reported 75,997 enrolled students. Of those, MCOE identified 74% as socioeconomically disadvantaged. The students reported race/ethnicity data as 77.4% Hispanic or Latino, 14% white, and Filipino and Asian students reported in at approximately 2% each. MCOE reported its English learner population to be just over 41%.

Monterey County Office of Education has a vision that every student be provided "an enriched educational experience … that prepares them for success as productive and contributing members of a global society." It is through that lens that MCOE focuses its leadership, support and service.

Education Unit

MCOE has a fully implemented General Education Multiple and Single Subject Teacher Induction program and a Clear Education Specialist Induction program. Its Clear Administrative Services Credential Induction program was approved by the Committee on Accreditation in April 2015 after it separated from the Santa Clara County Office of Education consortium.

MCOE's Director of Educational Services has been on extended leave since the summer of 2015. MCOE employs a full time administrator who oversees their Teacher Credentialing Induction Program under the direction of the Assistant Superintendent of Educational Services. Both the Assistant Superintendent and the teacher induction program administrator are new to their positions (starting summer 2015 and summer 2014, respectively). In addition to the full time administrator, there is a full time program specialist who coordinates their Clear Education Specialist program; she has been in place since summer 2015. Finally, there is an administrator who coordinates their Clear Administrative Services program who has been with the county for nine years.

There are 23 general education and special education district program advisors serving MCOE's 24 districts/induction sites. These program advisors report to the Administrator of Teacher Credentialing Induction and the Program Specialist for the Clear Education Specialist Induction programs. Combined, these two induction programs serve 292 participating teachers: 266

general education and 26 education specialist. Alternatively, the Administrator Induction Program has 10 coaches serving 15 sites. These coaches also make up the Advisory Board for the program. The program is currently serving 66 participating administrators.

All three MCOE programs are standards-based (California Standards for the Teaching Profession, Induction Program Standards, academic content/Common Core Standards, CPSEL) two year programs that support new teachers and administrators as they enter the profession in a context and job embedded environment.

The Visit

The visit began at 9:30 a.m. on Wednesday, April 6, 2016. The team members convened at the county office on Wednesday morning for an initial meeting including review of the accreditation process, roles and responsibilities of team members, and interview questions. The team began interviews at 10:45 starting with program advisory team. At noon, team members and MCOE program leadership including the Assistant Superintendent of Educational Services, Administrator of Teacher Credentialing Program/Induction, Program Specialist for Teacher Credentialing Program/Induction and Administrator of Administrator Induction Program came together over a working lunch meeting both separately and then later as a whole group to view a program overview presentation.

The team spent Wednesday afternoon interviewing coaches, professional development providers, site administrators, and participating teachers and completers for the general education, education specialist, and administrative services induction programs. The team returned to the hotel at 6pm to have dinner and discuss the information gathered via that day's interviews and document review. Using this information, team members refined questions for the interviews to be conducted on day two of the site visit and discussed preliminary findings on common and program standards. The Mid-Visit Report was conducted on Thursday morning by the team lead and state consultant while interviews of stakeholder groups continued. The team continued to review evidence provided electronically, results of interviews and additional information provided by the program administration.

Final consensus was reached on all standards Thursday 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 Friday, April 8, 2016.

There were no unusual circumstances associated with this visit.

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 Monterey County Office of Education (MCOE) offers both teacher and administrator induction programs. The Teacher Credentialing Program/Induction (TCP) administers a Commission approved induction program for multiple subject, single subject, and education specialist participating teachers. The TCP is a consortium that serves MCOE school districts, including charter and private schools, and districts and a county office in San Benito County. The MCOE Administrator Induction Program (AIP) serves the school districts within Monterey County, and also Santa Cruz and San Benito counties. The AIP was initially affiliated with a consortium run by Santa Clara County Office of Education but in April 2015 the Committee on Accreditation approved the formal separation of MCOE from the consortium.

The general education and special education induction and administrator induction programs work within the Education Services Department that works to ensure that the three programs are "job-embedded, data driven, collaborative, and student-centered." The induction programs make certain that participants receive the support they need to teach and lead diverse students and staff in Monterey, Santa Cruz and San Benito counties while guiding them through the process of clearing their credential. Based on program documents and interviews with the program leadership and the general/special education program advisory team, it was clear that the institution has embraced its stated mission "to provide the leadership, support and service excellence needed to prepare the diverse students of Monterey County for success in each step of their educational journey." With this vision in mind, MCOE has designed professional preparation programs to develop and retain effective and exemplary administrators and teachers, and its Educational Services Department and induction programs have set goals based on the mission.

Stakeholder interviews indicate that program leadership is invested in the program and work collaboratively to serve new participating teachers. The superintendent, the assistant superintendent of Education Services Department (the "unit"), and program leadership confirmed a focused

commitment to providing institutional support for serving new teachers and administrators so they are able "to make a difference for students and the community they are a part of." The induction programs utilize an intensive mentoring model and have established a structure to focus participating teachers' professional growth and generate evidence for credentialing requirements.

Interviews with the MCOE program leadership and coaches confirmed that stakeholders are actively involved in the organization, coordination, and governance of the teacher and administrator induction programs. The general/special education TCP advisory team, which is comprised of advisors from each consortium partner, is responsible for overseeing the administration of the program and acts as a guidance and decision making cadre. Induction program advisors reported a strong connection to the programs with value placed on their input. Stakeholders across all programs reported being valued and respected. They noted that program leadership cares about their success and are responsive to their concerns.

Through interviews with program leadership, a review of documents, and the Common Standards narrative, it is evident that program leadership has the authority to work with participating teachers and district partners to fund and maintain viable programs. District level administrators and site administrators maintain regular communication with the program administrators, and this communication assists in creating a well-articulated path of support for participating teachers. Site administrators interviewed reported that most often communication flows through the program advisor but they felt they also had direct access to induction program leadership, if needed.

The credential recommendation process is clearly defined for all programs. MCOE's general/special education TCP and AIP work in close collaboration with MCOE's credentials analyst to ensure only participating teachers who have completed all of their induction requirements are eligible to clear their credential. Such requirements are outlined during orientation, through handouts, posted information on the induction website, personalized contact with the administrators and through well-trained coaches who carry out the program with fidelity. Program administrators are responsible for defining state credential requirements and ensuring that all requirements are met prior to being submitted to the credential analysts. Program completion is documented through checklists, web-based tracking systems, and through final verification forms.

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
Interviews with program staff, the general/special education TCP advisory team, participating teachers, and review of the Individual Leadership Plans, Individual Induction Plans and other assessment tools, including current and completed formative assessment and electronic portfolios, indicate that the MCOE Induction programs have an assessment system for ongoing program

evaluation and improvement. The general/special education TCP advisory team meets six times per year to discuss program issues, review program survey data, advise on program policies and procedures, and make recommendations for program improvement based on the data reviewed. Program evaluation is ongoing and based on local program goals and the induction standards. Local program goals are based on corresponding local districts' goals and priorities that emphasize standards-based instruction and alignment to their Local Control Plan and Accountability (LCAP) goals and priorities.

Both MCOE's TCP and AIP collect a wide range of data including mid-year and year-end program surveys, induction candidate interviews, professional learning workshop evaluations, informal and formal portfolio reviews, and Collaborative Log reviews. The biennial report provided evidence of a thorough analysis of program assessment data.

The TCP and AIP monitor and adjust their programs to best serve participants' and districts' changing needs. Interviews with stakeholders provided specific examples of how feedback was acted upon by the program. Survey results are shared by program leadership with the program advisors. Data serve as a foundation upon which are built collaborative efforts between regional teacher induction leadership, the MCOE Educational Services department, institutes of higher education, and participating districts. This type of collaboration allows stakeholders to stay abreast of current replicable research about teaching and learning, particularly as it applies to supporting participants.

Advisory team members and county leaders described examples of how program data is used to improve program processes, including the revision of the FACT documents and the connection of program feedback to the revision of the content and scheduling for professional development offerings. The AIP administrator also monitors progress by meeting with each participant and his or her coach at the end of each year of the program.

Review of documents and interviews with stakeholders indicate a comprehensive and thorough assessment of participating teacher competence that supports both program effectiveness and the identification of, and responsiveness to, necessary system improvements. The program advisory team plays an active role in portfolio reviews and, after careful calibration, advisors are responsible for actually approving participating teachers' work. This active engagement keeps advisors and program decision makers apprised of participating teacher competence. Indicators of general/special education candidate competence include the Induction Individual Learning Plan, FACT activities and documentation, progress monitoring portfolio checks and feedback systems for participating teachers, and Level II competency reflections for Special Education participating teachers (as applicable). Coaches appreciated the fact that program leadership is responsive to their suggestions for process improvements.

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 MCOE induction programs are supported by the county office through a variety of in-kind resources that aid in the preparation of candidates to effectively meet both program outcomes and state-adopted standards for educator preparation. An example of the resources provided are a budget that is sufficient to meet the needs of each program, workshop presenters, meeting rooms and offices, as well as office supplies and materials to support program activities.

The general/special education TCP and the AIP program leadership, with assistance from the program staff, create and monitor the program budget. In the spring the Assistant Superintendent of Educational Services reviews the draft budget. District representatives confirmed through interviews that MCOE communicates fee changes in a timely manner. District leaders interviewed were supportive of MCOE, committed to the induction programs and are advocates for it within their respective districts.

A budget review indicates that the teacher and administrator induction programs are fiscally sound and maximize resources. The general/education specialist TCP and the AIP have two sources of income: in-kind support through MCOE's Local Control Funding Formula for administrative, office, and professional support services, and revenue from participants' enrollment fees. The AIP charges participants $3500 for each year, which covers coaches' and program's costs. In order to maintain a quality teacher induction program, MCOE has had to transfer the cost of general/special education induction program to districts. To minimize the impact on district budgets, MCOE established an incremental scale for per teacher fees culminating in a $1500 per teacher fee for each year of participation. Private school teachers are charged $3500 per year for program services and coaching. At this time, the program budgets provide the necessary resources to operate the program.

Review of the budget and interviews with the program leadership confirm that the TCP budget includes a full time administrator, education specialist program specialist, professional development providers, and support for the formative assessment system (FACT). Currently, districts are responsible for hiring and providing stipends to teacher induction coaches. The induction program works collaboratively and cooperatively with a number of local professional development providers in order to meet participating teachers' identified areas for growth, focus on developing teachers' practice on the California Standards for the Teaching Profession (CSTP), incorporate state curriculum frameworks and instructional materials, including state-adopted student content and performance standards, and to expand the skills of education specialists. The general/education specialist TCP advisory team helps to identify possible professional development needs to support participating teachers, as well as recommending local experts in their regions to present or facilitate professional learning events.

MCOE's TCP program collaborates with institutes of higher education and their teacher preparation faculty through regular attendance of the regional *Collaboration with IHEs and Teacher Induction*

(CITI) meetings and teacher induction presentations each spring at California State University, Monterey Bay. Brandman University provides an opportunity for teacher induction participants to obtain university professional growth credit.

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
Professional learning and support to candidates in all three programs are provided by qualified content experts from MCOE, participating districts, and outside consultants. MCOE's induction leadership team consists of program administrators and a specialist for both teacher and administrator induction who are former teachers, program coaches, and/or administrators from Monterey County and hold appropriate credentials. The team collaborates with area programs through regional meetings and holds the regional lead position on the Curriculum and Instruction Steering Committee's Teacher Development Sub-committee. During stakeholder interviews the induction leadership team was praised for their leadership, responsiveness to feedback, and availability for support.

The induction leadership team, coaches, and professional learning providers 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. As content experts in the MCOE Educational Services department, they are considered experts in their field and respected by area educators. Additional consultants are contracted to provide targeted professional growth support aligned to the needs of the county and districts. Contractors included Dr. Kate Kinsella (2014-15) from the College of Education at San Francisco State University and Dr. Doug Fisher (2015-16) the Educational Leadership program director at San Diego State University, and the National Equity Project. Professional learning providers are also coaches, district educators, district leaders and university instructors. Interviews and review of survey data showed general satisfaction with professional learning opportunities. Induction coach training includes Equity Coaching, Cognitive Coaching, and formative assessment implementation support verified through coach interviews, a review of meeting agendas, presentation handouts, event fliers, and the MCOE

Professional Learning Catalog.

Induction coach expectations are clearly delineated in the Coach Recruitment flier and Agreements document. Coach recruitment, application, and selection is coordinated by the district program advisors for teacher induction and by county office staff for administrator induction. Selection criteria for coaches are reflective of a diverse society and focus on knowledge of diverse abilities, cultural, language, ethnic and gender diversity. Included in the criteria is teaching and/or leadership experience within a culturally diverse setting, demonstration of a wide-range of teaching strategies, and knowledge of the California Standards for the Teacher Profession (CSTPs) and California Professional Standards for Educational Leaders (CPSELs).

The MCOE induction programs have a system of ongoing professional learning and training for program advisors and coaches. Program advisors attend several trainings per year in addition to the four coach trainings. In addition, coaches may attend county events offered to the general public throughout the year as shown in the MCOE Professional Learning Catalogue. Support for education specialist coaches is provided by the program specialist on an as needed basis. Interviews and feedback data confirm that these methodologies have been effective in improving coaching practice.

Program planning for professional learning is based on the teaching and administrator standards, self-reported teacher and administrator need, participating district initiatives and LCAP goals. In 2015-16, Coaching for Equity, Classroom Management, Technology, English Language Development/Literacy, Time Stress Management, Meeting the Needs of Students with Disabilities and content specific network meetings were offered to candidates and coaches.

The MCOE induction program leadership team has regular collaboration with the Assistant Superintendent of Educational Services and program stakeholders. The program leadership team attend county, regional, and state trainings to stay current with educational trends and induction issues and best practices. The district program advisors group meets six times per year, induction programs in the region meet three times per year, and CISC sub-committee meetings are held monthly. A review of evidence indicates that a Collaborative of Institutes of Higher Education and Teacher Induction (CITI) engage in program collaboration three times per year. The program manager for extended education of the university partner providing candidates with continuing education units reported the MCOE induction program is a collaborative partner and responsive to the needs of the university.

Coaches are evaluated by candidates across all three programs at the end of each year using the state completer survey and a local coach evaluation. A review of evidence and interviews with the district program advisors revealed that evaluation of coach effectiveness is through monitoring coach logs and personal interactions with candidates. In the event that a coach is ineffective that coach is not retained. A clear coach reassignment policy is included in the participant handbook and handled locally through the district program advisor with support from program leadership if needed. Interviews with teacher and administrator candidates indicate all are satisfied with their coach match.

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

In administrator induction, general education and education specialist induction programs, the induction team collaborates with the Human Resources departments of participating districts and private schools from Monterey, Santa Cruz and San Benito counties to ensure all candidates admitted to the program hold the appropriate credentials. Within the consortium districts, the application and hiring process includes an application form, transcripts, letters of recommendation, resume, interview, and often a demonstration lesson. Interviews with the credential analysts and support staff confirmed credentials and fingerprints are verified upon hire and eligible candidates are referred to the MCOE induction program via a faxed form from the program advisor. If induction is determined to be a requirement for the applicant, a confirmation of acceptance is returned back to the Human Resources department of the hiring district or private school. The MCOE induction program encourages districts and private schools to employ applicants from diverse populations. While program candidate demographics do not yet mirror that of the student population in the area, multiple stakeholder groups interviewed shared that it is a priority in the county.

A review of several participating district Local Control Accountability Plan (LCAP) documents showed evidence that they included a goal to encourage a representative teaching and administrative staff. In addition, a commitment to maintaining an effective and excellent teaching staff that is prepared to meet the needs of the area's diverse population is evident through the partnership with the National Equity Center to offer the Coaching for Equity professional learning series.

Early Completion Option (ECO) is available to teachers who meet the program criteria and have previous exemplary experience and exemplary performance evaluations. The criteria, process and application are included in the Teacher Induction Handbook. Teacher candidates in both programs confirmed in interviews that they are aware of this option.

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

The MCOE induction programs have qualified personnel who advise candidates about the induction requirements to earn a clear credential. The induction team collaborates with the Human Resources staff of participating districts and private schools to identify all eligible candidates.

Several documents and activities including the Referral Form, Participant Handbooks, Teacher Participation Pathway graphic, Teacher Participant Pacing Guide, Program Orientation, Administrator Program Checklist, Administrator program syllabus and MCOE Learn all provide information, guidance and support for new candidates to understand their credential requirements and opportunities for professional learning within all three induction programs. Interviews with candidates confirm that candidates feel information is accessible to guide their program requirements. Each candidate is provided a formal agreement outlining requirements and support expectations from the district and program leadership. For general education and education specialist candidates, the agreement is signed and returned upon enrollment or after Orientation. Orientation is offered during the first four weeks of school and late hires receive orientation in a small group or individually. An administrator induction orientation is offered upon enrollment to the program. Beyond formal orientations, all candidates interviewed reported easy access to information through their coaches, their program advisors and the program leadership.

At a minimum, district program advisors evaluate the evidence of candidate progress at mid-year and year-end in order to guide assistance throughout the general education and education specialist induction programs. During interviews, many stakeholders reported more frequent periods of evaluation. Administrator induction utilizes the portfolio checklist and rubric to determine progress. Feedback on progress across all three programs is communicated through MCOE Learn. Interviews with candidates proved that candidates feel they can see their progress at all times via the electronic platform. Completion of program requirements, Colloquium attendance and end-of-program presentations provide additional opportunities to demonstrate the candidate's readiness for entry into the profession.

Collaborative logs served as evidence that coaches support their candidates a minimum of 40 hours per year. In addition, the induction team and district program advisors are available to all candidates for support as needed. Candidate interviews confirmed that program and district leaders were supportive and responsive to individual needs or concerns. Completion of local FACT modules or the CPSEL E-Portfolio, coaching sessions and collaborative logs, professional learning, reflective essays and survey data are examples of evidence utilized to guide advisement and assistance to candidates throughout all three programs. In the event that a candidate requires an extension of the program, MCOE induction maintains a formal policy outlining criteria for consideration and each request is reviewed by the district program advisor and an induction program administrator. In all three programs clear protocols and expectations are in place for candidates who are granted an extension with a one year timeline.

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

The MCOE induction program provides a job-embedded system for candidates containing FACT Modules and CPSELs that provide them with opportunities to develop and demonstrate competency in the skills necessary to educate, support and lead all students and faculty effectively. With program support and employer input, candidates consider job placement, district and site goals or priorities, personal growth areas, and program standards when completing program activities and collecting evidence.

The induction team collaborates with staff in the Educational Services department for administrator induction and participating districts for teacher induction to select highly qualified coaches for a coaching pool. Admittance into the pool does not guarantee a coach will be matched with a teacher or administrator. Clearly defined criteria and selection processes are in place for making coach matches including job assignments; and, in the teacher induction program, experience within the district of employment. Adequate time for the coach to commit to supporting a candidate is highlighted as criteria as well. In the event that a mismatch has occurred a process is in place to attempt to resolve the issue and make a new coach assignment if needed.

In general education and education specialist induction, the induction team, district program advisors and candidate coach provide support for site administrators to understand the needs of new teachers and expand their repertoire of strategies to assist them. While the majority of contact occurs with district program advisors, in interviews site administrators shared they felt the teacher induction program leadership team was readily available for support if needed.

The three induction programs provide candidates with 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. These opportunities include FACT Modules and CPSELs, participation in professional learning on instructional methods, observation feedback from coaches, and access to resources on MCOE Learn, a learning management system developed by MCOE. Formal professional learning is provided to coaches in Coaching for Equity. Candidates are provided professional learning in English Language Development and teaching students with disabilities. Both teacher induction programs include a final module requiring reflection on ensuring equitable access to the curriculum. In administrator induction, the *Fierce Conversation*s workshop, CPSEL meeting content and peer collaboration, and Positive Behavior Intervention Systems (PBIS) address issues of diversity and school climate.

Eligible candidates enrolled in the induction program who hold a credential that does not align to their teaching assignment may complete a Planned Field Experience form in order to develop a plan to address and demonstrate the required competencies within their credential area. A plan of action is completed collaboratively by the program, district program advisor, site administrator and candidate. Similarly, candidates who are not in a teaching context that allows for demonstration and growth within induction standards 5 and 6 work with their coach and district program advisor to acquire an equity in education opportunity.

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
Candidates in both the general education and education specialist teacher induction program, as well as candidates in the administrative clear induction program at MCOE reported a clear understanding of the programs' requirements and how to demonstrate the professional knowledge and skills necessary to educate and effectively support all students. All stakeholder groups interviewed (program leadership, professional development providers, induction coaches and candidates) could articulate an explicit, systematic experience which results in successful completion of the program, a clear credential and, most importantly, growth and competence in education. Induction coaches are trained to support candidates and guide them to successful completion of the programs. Both evidence provided to the accreditation site visit team in the form of agendas, attendance logs, and handbooks, and interviews with induction coaches, indicated ongoing, powerful support to the coaches in this work. Induction coaches and program leaders reported support in reflective conversations, collaborative logs, and technical support in the programs' formative assessment (FACT) components, in the ILP work and in the electronic portfolio platform in MCOE Learn. Through interviews, this support to the induction coaches is reported to be powerful and necessary, as these components serve as the vehicles for the candidates to demonstrate competence and the coaches are the cornerstone of support for this work.

MCOE's induction programs provide several ways to evaluate and determine whether a candidate has met the requirements to successfully complete the program. Candidates report that they are guided through reflective conversations by their coaches. These conversations focus on the CSTP and Program Standards 5 and 6 in both teacher induction programs, or CPSEL work in the administrator induction program. Induction coaches report that these conversations serve as a measure of growth and competence, and help guide the next steps of the candidate's program experiences. Evidence provided show that these conversations are documented using electronic portfolio tools and on collaborative logs.

Program leadership and other stakeholders interviewed, as well as FACT documentation, confirmed that FACT tools are used and monitored by the teacher induction programs to measure growth and competence. The completed assessments (FACT documents and supplemental forms) are submitted to the program advisor for each district via MCOE Learn. The program advisor verifies completion and oversees the mid-year and year-end checks. Candidates in all three programs, when interviewed, confirmed that if completion is not successful the documents are returned in a timely manner with notations as to what is required for successful completion.

The MCOE credential analyst verified that once MCOE candidates successfully complete all of their requirements they are eligible to clear their credentials through the credential office. To be considered a completer, candidates' files must have verification of all requirements completed. The verification letter that is sent to the candidate explains the completion process for clearing the credential. Interviews with both program staff and the MCOE credential analyst, confirmed an explicit, systematic process to support candidates in clearing their credentials.

Program Reports

General Education (MS/SS) Induction
Education Specialist Induction

Program Design
The Monterey County Office of Education's (MCOE) general/special education Teacher Credentialing Program/Induction (TCP) is formally partnered with 24 P-12 school organizations including charter and private schools located in two counties, two county offices of education (Monterey County Office of Education and San Benito County Office of Education), and three local universities (California State University, Monterey Bay, CalState TEACH, and Brandman University). The TCP is a Commission approved induction program for multiple subject, single subject, and education specialist participating teachers that is designed as a two-year job embedded, data driven, collaborative, and student centered professional development program. Each participating teacher is assigned a trained induction coach whose role is to provide individualized support in application of pedagogy and universal access in response to the assessed needs of the teacher, as identified by formative assessment and reflection.

Stakeholders interviewed from TCP partner organizations, including school sites, county offices of education and local universities, stated that collaboration and communication with partner districts and sites happens on an ongoing basis through emails, telephone, and at the program advisor team meetings which are held at least six times per year. One program advisor interviewed stated that the program advisor meetings were "such worthwhile meetings, I make time to come to them." The program advisor team consists of representatives from each participating district or site with a job description that includes dedicated induction support. Program advisors report to the general/special education TCP program administrator, who in turn reports to the Assistant Superintendent of Educational Services.

The program has worked to extend its collaboration, communication and cooperation with local institutions of higher education to develop pathways for teachers from pre-service to Masters of Arts. Agendas indicate that TCP induction team leadership meets quarterly with colleagues through the Collaboration of Institutes of Higher Education and Teacher Induction (CITI) to share program updates. Interviews with program leadership and the county assistant superintendent, program advisors, and other program stakeholders verify a purposeful and effective communication loop within the unit and beyond the unit to include all stakeholders.

Education Specialist Induction: The program has a new full-time Program Specialist who works directly with participating teachers clearing education specialist credentials. Interviews with this specialist confirmed that there is a focus on strengthening the education specialist participating teachers' experiences. She also serves as a professional development provider for the induction programs. In interviews it was stated that she also communicates with district special education directors to avoid duplication of special education professional development offerings.

Course of Study
Participating teachers and induction coaches in the MCOE TCP have multiple opportunities to demonstrate knowledge, understanding and application of state-adopted academic content standards and of state-adopted curriculum frameworks and instructional materials, in assignments appropriate to the preliminary credential they hold. Interviews with program leadership, induction coaches and participating teachers confirmed that in the event there is a mismatch in a participating teacher's current teaching assignment and their preliminary credential, program leadership and the program advisors for each district make every effort to ensure that participating teachers are able to demonstrate competence in their credential areas. Specific support in the areas of universal access and EL support are well documented and both participating teachers and induction coaches reported that the program requires evidence of competence in these areas. Induction coaches stated that all coaches go through an orientation of the FACT components and a four part *Coaching for Equity Training* to support their work in moving participating teachers forward in meeting the needs of their diverse student populations. The program specialist meets with the education specialist coaches on an as needed basis.

In addition, participating teachers, with the guidance of the Induction Coach, identify resources and the types of support they will need to develop and implement their Individual Learning Plan (ILP) and to meet their professional growth goals. Participating teachers conduct an initial self-assessment using the Continuum of Teaching Practice and collaborate with their induction coaches to identify areas of growth and strength. General education teachers reported being observed by their induction coaches during a lesson to gather data on lesson design, implementation of instructional strategies and resources, and next steps to improve their teaching practice. Interviews showed these observations, along with peer observations, were one of the most popular requirements of the program. Interviews with stakeholders confirmed a shared understanding of these program components.

Participating teachers and induction coaches fulfill professional development program requirements by attending their district-sponsored professional development opportunities, as well as TCP-sponsored professional development events. Participating teachers attend a minimum of two program sponsored Induction Conferences centered on their assessed growth areas. Evidence

showed these areas are identified by program advisors assisted by program leadership, using data collected from participating teachers. Induction coaches attend four coaching sessions centered on developing and enhancing their coaching skills through an equity framework. Professional development calendars provided to the review team serve as evidence of systematic, ongoing support of participants through professional development offerings generally appropriate to their placements. Interviews with education specialist participating teachers and their induction coaches reported that the program looks to the SELPA to provide professional development offerings that met the specific needs of special education teachers.

In addition to these program supports, participating teachers meet with their induction coaches every week for at least one hour. These meetings and their content are documented on collaborative logs that are submitted to each district's program advisor on a monthly basis. Samples of these logs were provided as evidence. Participating teachers also reported that a required presentation occurs at the end of their second year at their colloquium. Schedules and agendas provided served as evidence that colloquia are held throughout the county and provide a time and place for participating teachers to share their growth over time in relation to their inquiry findings, students' growth, and their own professional development throughout the program with colleagues.

Both the biennial report and interviews with stakeholders indicate that most modifications in the past two years have been positively received. The new learning management system, MCOE Learn, that was locally developed to replace LiveText, was reported by stakeholders to be more user friendly. Each participant is provided with access to their own portfolio through which they can submit documents, receive feedback, and monitor their progress towards completing their FACT work. Samples of these documents and access to this platform were provided to the review team. Interviews with participating teachers and induction coaches indicated understanding and ease of use with this system. MCOE TCP is currently exploring ways of enhancing participants' experiences in the program by introducing online professional learning components that would be available through MCOE Learn.

Program leadership reported that in response to feedback from participating teachers and in an effort to differentiate the induction experience to meet the needs of participating teachers, the program reduced the number of professional development events and streamlined their focus. Interviews with participating teachers indicate appreciation for these revisions. Instead of holding three seminars focused on FACT documents, participants requested more support expanding a repertoire of teaching strategies. Seminars were replaced with induction conferences. Local experts in specific areas such as classroom management, differentiating instruction, and using assessment results to guide instruction serve as presenters and/or facilitators. Interviews with presenters, as well as agendas from these meetings, confirm this piece is in place. Evaluations from the events provided evidence of quality. Participating teachers reported that one session on life balance and self-care was hugely popular.

Interviews with program advisors, participating teachers and coaches, along with evidence gathered through online access to the FACT modules, confirmed that FACT documents have been streamlined in the past two years to further reduce redundancy and align the participating teachers' district site goals and priorities to their personal and professional goals, and their overall induction goals.

Stakeholder input is formally gathered from a variety of sources: Mid-year and year-end evaluations using locally developed online surveys, the statewide survey of program completers, professional development event evaluations, program advisor team meetings, and orientation feedback from participating teachers, induction coaches, and administrators. Interviews with these stakeholders confirmed that the results of these data are shared with the program advisor team, who in turn shares this information with participants.

The program uses the FACT formative assessment system. It contains five performance based, job embedded modules to support participating teachers as they move their practice forward. Through the use of evidence collection and ongoing self-assessment, each FACT module is designed to correlate with and focus on the California Standards for the Teaching Profession (CSTP) and the Commission's induction program standards, while incorporating the P–12 California Academic Content Standards for Students (Common Core State Standards). Both induction coaches and participating teachers reported a clear understanding of the components and their purposes. They also indicated that the foundation of their module activities is the data-driven dialogue that is recorded and reflected upon as part of the continuous growth and improvement cycle.

In addition, a minimum of two observations of the participating teachers are conducted during the year by the formally trained induction coaches. Participating teachers are also encouraged to observe their induction coaches for a demonstration of best practice, in relation to the participating teacher's identified areas of growth. Participating teachers reported these observations to be one of the highlights of their program experiences.

Education Specialist Induction:
At the onset of their induction experience, education specialist participating teachers work with their induction coaches to complete a modules A and B designed for education specialists. This serves as their menu of options in the program and guides the work.

Education specialist participating teachers are combined with general education participating teachers for induction conference days, allowing them to engage with the larger professional community.

Depending on their identified areas of growth on the Continuum of Teaching Practice, education specialists report that they are either observed on a lesson or on an IEP. For IEP observations, the induction coach provides feedback on the meeting's organization, participant involvement, meeting facilitation, and any additional areas where the participating teachers demonstrated areas for growth and strengths.

Level 2 education specialist participating teachers create Individualized Induction Plans (IIP) with their induction coaches and submit them for approval to the program specialist. The IIPs contain each of the Level 2 competencies that the education specialist must complete. Interviews with ed specialist participating teachers and induction coaches, along with evidence of completed IIPs verify this is in place.

Candidate Competence

For general education and preliminary education specialist participating teachers, the FACT assessment system includes multiple measures to produce formative assessment evidence relating to the CSTP. Multiple measures, such as observations, inquiries, self-assessments including the use of the CTP, and the Individual Learning Plans comprise the foundation of the FACT induction process. Stakeholders that were interviewed, including program administrators, participating teachers and induction coaches, could well articulate how these multiple measures are used in assessing competence and completion. Program advisors shared that a rubric has been developed to assist them determine if a FACT documents meets the standard. At the beginning of the program, at the mid-year and year-end checks, participants confirmed they are reminded that all work in FACT should be completed at a graduate level. The program advisors interviewed reported that they review and score submitted modules and participating teachers report that they are given feedback in a timely manner, with completion support as needed.

The process through which the MCOE TCP verifies completion of the teacher induction program begins during the first year of the program and includes mid-year and year-end checks. Evidence was provided confirming that at the end of the first year, induction leadership conducts a review of all portfolios to assess whether or not a participating teacher needs additional assistance to be on track for completion of induction. This assistance results in additions to the Individual Learning Plan to target any incomplete work in year 1 of the program. The district program advisor also reviews portfolios mid-year during a participating teachers' second year in the program. At the end of Year 2, induction leadership will review all the evidence in a participating teachers' induction portfolio to determine completion. If the induction coach, program advisor and/or induction director determine that a teacher's portfolio is not complete, then she or he will be notified of the deficiencies and the possible remedies. At this point, or anytime throughout the program, a participating teacher may request an extension of the induction program.

For education specialist completing an IIP: The program specialist reviews the IIP and evidence completed on a regular basis. IIPs are modified, as needed, and implementation of the plan is monitored through the collection of multiple sources of evidence to demonstrate the participating teachers' progress on the standards.

Findings on Standards
After review of the institutional report, supporting documentation, the completion of interviews with participating teachers, completers, coaches, employers, and supporting practitioners, the team determined that all program standards are fully **Met** for the General Education and Education Specialist Clear Induction programs.

Administrative Services Induction

Program Design
The MCOE Administrator Induction Program (AIP), under the direction of the Assistant Superintendent and guidance of the program director, is based on the California Professional Standards for Educational Leaders (CPSEL). The program's separation from a three-county consortium with Santa Clara and Contra Costa counties was approved by the Committee on Accreditation in April 2015. The program has 34 participants enrolled in the 2015-16 cohort and 32

candidates in the 2014-15 cohort from 15 districts across the three counties and two private schools.

The AIP is designed to assist new administrators in developing their leadership skills and making a successful transition into an administrative position. Program information on the website and other documents, such as the Journey of Administrator Induction Program Candidate, e-portfolio evaluation, handbook, and program syllabi shared with the site team provide a variety of formats for the candidates to understand the design and expectations of the program. Participating administrators and completers confirmed comprehensive understanding of the program due to that information as well as the program orientation.

The two-year induction program, aligned with the California Professional Standards for Educational Leaders (CPSEL) has a number of components: job-embedded coaching with an experienced coach, completion of Individual Leadership Plans for each one of the CPSELs, professional development content sessions, networking, and completion of an e-portfolio. AIP coaches are retired Monterey County administrators. Participating administrators are matched with coaches based on the educational setting, location, and administrative position. There is a diverse cadre of coaches providing appropriate matching options. Participating administrators and completers that were interviewed enthusiastically endorsed the strength of the match with their coach, the level of their coach's expertise, and the incredible support provided.

Interviews with program completers, participating administrators, and coaches confirmed that the program director consistently solicits feedback, was readily accessible and responsive, and acted upon the feedback. Changes have been made to the program design over the past two years based on that feedback. For example, professional development sessions were modified to meet the needs of the candidates. Interviews with coaches confirmed that the inclusion of professional development topics Fierce Conversations and FRISK documentation have been added due to recommendations from the coaches.

The MCOE has evolved the technology component of the program over the past three years in response to program needs and feedback from program participants and coaches. The county launched a new learning management system based on Moodle called MCOE Learn. All candidate documents are retained and reviewed mid-way and at the conclusion of the program as an e-portfolio.

Interviews with participating administrators, coaches, and completers confirm a number of opportunities to provide feedback to the program. Evaluations are expected from participating administrators and coaches at the conclusion of each professional development session. Participating administrators provide feedback on the coaches twice during the program and coaches provide feedback to the participating administrators on an ongoing basis.

Course of Study
The multiple components of the two-year induction program include the development of Individual Leadership Plans (ILP), job-embedded coaching with a strategically assigned trained mentor coach, and professional development sessions that address CPSEL content and provides networking opportunities for the participants. One first year candidate remarked, "I don't feel overwhelmed with this process." Participating administrators and completers interviewed noted the value of these

networking opportunities to become aware of best practices in other districts, to compare notes with other candidates, and to interact with other coaches who have specific expertise to share.

Time is allotted during each of the professional development sessions for candidates to share the components of the ILP, successes, and challenges with their colleagues to attain feedback and insights. Participating administrators and completers both noted these collaborative opportunities are a valuable component of the program. At the end of program the candidates select one ILP to present to their colleagues during the last professional development session. Candidates present either the ILP that they are proud about or the one that was challenging and helped them develop their leadership skills. The review of sample ILPs and interviews conducted with participating administrators and completers confirms the valuable role the ILP played in helping them focus on SMART Goals and formative and summative data. One of the completers shared that she was implementing this process at her school site.

The mentor coaches, all retired Monterey County administrators, have been selected and trained by the program director. The coaches provide one-on-one coaching, phone calls, emails, discussion blogs, and other support to the candidates. The program is committed to successfully matching candidates with their coaches based on school/district setting, experience, strengths, areas for growth, and candidate's role and responsibilities. Participating administrators voiced unanimous agreement that the program did an exceptional job making a perfect match with their coach. Candidates are encouraged to contact the program director in the event they have a concern about the coaching match.

Coaching training has included focus topics: Cognitive Coaching, Leadership Supervision (2014), and Equity Coaching (2015). On-going trainings include topics to enhance coaching skills and support the candidate's successful induction as an administrator and completion of the induction program. Interviews with coaches confirmed the following areas have been addressed in both coaches training and Saturday professional development sessions: Educational Trends (Assessment, ELA/ELD Framework), Problem Solving (Coaching support), Calibration (ILP goals), Program and Session Refinement/Feedback, and Support for Commission accreditation. Coaches meet after every Saturday professional development session and other times as necessary to review the progress of participating administrators, program sequencing, and to hone their coaching skills. Coaches shared the highlights of their training and collaborative activities during interviews.

Coaches attend the eight Saturday Professional Development sessions with the participating administrators and provide group facilitation, networking opportunities for candidates, and professional development topics, such as LCAP and discipline procedures, that match the coaches' level of expertise and meet the current and future needs of the candidates. All candidates and coaches are expected to provide feedback at the conclusion of each session. These forms are built into the MCOE Learn system as assignments. Relevant topics are selected through multiple feedback points. Coaches confirmed their roles and responsibilities during an interview. They are trained in Coaching for Equity, oriented to the Administrator Induction Program format, standards, and expectations. They are provided additional training and attend the Professional Development sessions. Regular meetings provide opportunities to discuss successes and challenges, and make recommendations for program improvement. They also meet with the Program Director to review candidate progress in developing competencies.

The participating administrators and their coaches meet for 40 hours each year, for a total of 80 hours over the two years. Sessions are documented on Coaching/Mentoring Logs that are completed at the end of every session. These logs serve two purposes. They help the participating administrator prepare for the session by answering four questions related to the most import thing to discuss, what's going well, progress on the ILP, and challenges being faced. Secondly, it is a place to record the date and agenda for the next meeting. The logs are kept in the candidate's e-portfolio.

During the two-year program, participating administrators will attend eight Saturday morning sessions that cover CPSEL content and provide networking opportunities. Some of the topics covered include school climate, discipline, fierce conversations, formative assessments, and basics of school budgets. Leaders from the MCOE and local school districts facilitate the professional development sessions. Interviews with the program director, professional developers, and coaches identified the criteria for selecting professional developers. They include MCOE specialists, content expertise, and interest in relevant topics that meet candidate needs. Participating administrators and coaches complete evaluations at the end of each session.

A variety of protocols help participants make meaning, connections, and support collaborative conversations with colleagues. Participants are required to complete assignments in advance of the session and come prepared to be actively engaged. The networking opportunities are focused on getting feedback/suggestions from fellow participants, make adjustments to ILPs as needed, and discuss common issues or concerns. Interviews with participating administrators, coaches, and completers confirm the value of the session content, networking, and opportunities to connect with coaches. The program director, coach and candidate meet three times during the program to monitor candidate progress in developing competency in the CPSELs.

Candidate Competence
Program expectations are covered on the MCOE website and program handbook, as well as during the required program orientation. Participating administrators must complete all program preconditions, which include evidence of administrative position, professional resume, candidate information, and supervisor information. The senior analyst employed by MCOE articulated an explicit process.

Once enrolled in the program, participating administrators are required to attend the program orientation. The Program Director shares the design, expectations, assignment grading, and progress monitoring of the program. In addition, candidates receive an overview and explanation of all the required program documents, which includes the Program Checklist. After the orientation, participants are given access to their electronic portfolio. The document warehouse, MCOE Learn, provides a dashboard with a quick view of program process. The program director, coach and participating administrator meet three times during the program to monitor candidate progress in developing competency in the CPSELs. To determine completion of the program, participants are evaluated on their e-portfolio, completion of six Individual Learning Plans, attendance at all eight professional development sessions with evidence of preparation, and monthly reflections.

The e-portfolio is scored by a coach, other than the participant's, based on a rubric modified for the 2015 cohort participants. The program director will review the portfolio if the evaluating coach is

unsure of the quality of work. E-portfolios are reviewed at the end of each year, a collaborative process with the Program Director, coach, and participant.

Program completers expressed confidence in their leadership because they were engaged in the MCOE Administrator Induction Program. During interviews, they highlighted the following program components that nurtured that confidence: focus on reflective practice, development of Individual Leadership Plans using the SMART goals process, collaborative opportunities with colleagues, and incredible support from coaches.

Findings on Standards
After review of the institutional report, supporting documentation, the completion of interviews with participating administrators, completers, coaches, employers, and supporting practitioners, the team determined that all program standards are fully met for the Administrative Services Clear Induction program.