

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

Professional Services Division

May 2012

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Marin County Office of Education. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation of **Accreditation** is made for the institution.

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

Common Standards

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

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education (MS, SS) Induction	6	X		
Education Specialist Clear Induction	7	X		

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: Marin County Office of Education

Dates of Visit: March 26-29, 2012

**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 program, site and institutional administrators, professional development providers, candidates, graduates, and advisory board members; 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

Team members discussed all documentation, evidence and information collected from interviews. Following these discussions, the team considered whether the Common Standards were met, met with concerns, or not met. The consensus of the team is that all Common Standards are **Met**.

Program Standards – General Education Clear Induction Program

The consensus of the team is that all program standards are **Met**.

Program Standards – Education Specialist Clear Induction Program

The consensus of the team is that all program standards are **Met**.

Overall Recommendation

Due to the fact that all Program Standards and Common Standards are met, the team recommends an accreditation decision of **Accreditation**.

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

Advanced Credentials:

General Education (MS/SS) Clear
Education Specialist Clear

Staff recommends that:

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

Team Leader:

Bob Miyamoto

Ventura County Office of Education

Common Standards Cluster:

Stella Padron-Duarte

Selma Unified School District

Programs Cluster:

Sharon Weight

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Staff to the Visit

LaRie Colosimo

Consultant

Documents Reviewed

Marin Organizational chart
District Commitment Document
Participating Teacher Responsibilities document
“Credential Advisement Form”
Workshop Feedback forms
BTSA Statewide Survey data
Program Assessment Preliminary Findings
Portfolio Evidence Assessment data
Program budget
NTC FAS Tools
SP Forum agendas and materials
PDP Collaborative Logs
Newsletters and program website
ECO Eligibility criteria and application
Program summary for Education Specialist
Induction program

Program summary for General Education
Induction
Leadership Team Agendas
SP Expectation Document
Verification Letters, Year 1 and 2
Mid-Year Survey data
Biennial Report
Participating Teacher Portfolios
SP Reflection prompts
SP Training agendas and materials
Orientation packet
SP/PT workshop schedules
SP:PT matching documents
Evidence of Application documents
PT Completion Checklists

Interviews Conducted

Interviewees	N
Candidates	25
Completers	14
Employers (Site Administrators)	8
Institutional Administration	2
Program Coordinators	2
Faculty (Professional Development Providers)	4
Advisors (Program and Human Resources)	5
Field Supervisors (Support Providers)	12
Credential Analysts	1
Advisory Board	11
Total	84

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

Marin County is located just north of the Golden Gate Bridge and is considered to be a desirable area in which to live and educate children. Schools in Marin County are well known for high test scores and enriched programs. The graduation rate for the county was 94% in 2009-10, with a one-year student dropout rate in grades 9-12 of only 1.3%. Enrollment for 2010-11 for Kindergarten-Grade 12 was 30,574. Changing demographics have enriched the county and there is now a fairly large Hispanic population. In 2010-11, 60.6% of students were identified as Caucasian, 24.9% Hispanic, 5.6% Asian and 2.9% African American.

There are nineteen public school districts in Marin County. Each district is governed by its own elected board of trustees, is supported by both local and state funds, and is responsible for the policies and operations of the schools within its boundaries. The two largest districts, a small, rural district and one school are currently under the constraints of Program Improvement (PI) Year 3 Corrective Action.

The Marin County Superintendent of Schools has been the Local Education Agency for the Marin County Induction program since 1998. The mission of the Marin County Office of Education is to “...provide leadership and service as a community asset that earns and enjoys the respect and support of our students, parents, and community taxpayers by... providing effective, centralized services to the districts and schools in Marin County...” The Office of Education works to assist Marin County districts and students through a variety of resources, and support services, including Induction and student programs.

Education Unit

The MCOE Induction program is a countywide consortium, made up of the nineteen districts (fourteen of which regularly employ new teachers) and has provided Induction support to general and special education beginning teachers since 1998. The MCOE Induction program was approved in 2003-04 to recommend candidates for the MS/SS clear credential. The LEA was approved in January 2011 to recommend candidates for the clear Education Specialist credential. At its height, the Marin BTSA Consortium served over 200 Participating Teachers (2006-2008), under the full-time operational guidance of a Program Manager and part-time Assistant Program Manager. Staffing has subsequently been reduced commensurate with a reduction in the average number of participating teachers and support providers to about 100, but the program continues to maintain the current leadership team. The program has had one leadership change, since its inception, with the current director having served since 2004.

The mission of the MCOE Induction program, which is posted on the MCOE website, is “to retain quality teachers, close the student achievement gap, alleviate the isolation new teachers experience, and promote continuous improvement and reflection on teaching practice.” Housed within the Education Services unit, which oversees its operations, including program evaluation activities, the MCOE grants authority to the Induction Director to design and implement the program under the shared leadership of the MCOE Induction Leadership Team (Leadership Team), the communication vehicle and governing body for the program. The Leadership Team meets quarterly and includes representatives from stakeholder groups from each district and the program, an institution of higher education (Dominican University), Human Resources and Educational Services division. Each district in the consortium has language in their collective bargaining unit agreement that explicitly defines Support Provider criteria and selection processes and conflict resolution. This leadership body utilizes program data to make recommendations to the Induction Program Director. The director utilizes those recommendations to make modifications and adjustments in the oversight and management of the entire scope of the MS/SS and Education Specialist Clear Induction program, including personnel and resources.

Table 1
Program Review Status

Program Name	Program Level	Number of Program Completers (2010-11)	Number of Candidates Enrolled or Admitted (11-12)	Agency or Association Reviewing Programs
General Education (Multiple Subject/Single Subject) Induction	Advanced	40	99	CTC
Education Specialist Clear Induction	Advanced	4	17	CTC

The Visit

The MCOE site visit team included two team members and a Team Lead. In the month prior to the visit, team members engaged in two conference calls to discuss their completed Common Standards planning instrument, program summary reviews and to develop questions for MCOE constituent group representatives. The team lead and team member arrived at the MCOE on March 26, 2012. One team member participated remotely via technology, including conference calls (for interviews) and Skype (for team meetings including debriefing interviews, deliberating findings and writing and editing the report). All interviews and examination of evidence took place at the Marin County Office of Education. The review concluded with a presentation of findings on March 29, 2012.

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 Marin County Office of Education (MCOE) supports two programs for accreditation, the MCOE General Education MS/SS Induction Program and the Education Specialist Clear Induction Program. Both programs are designed to align with the programs' stated vision "to develop and retain quality teachers, close the student achievement gap, alleviate the isolation new teachers commonly experience, and promote continuous improvement and reflection on teaching practice." Interviews with stakeholder groups including county and program leadership, Leadership Advisory Team members, and site administrators confirm that the program creates and articulates an induction program dedicated to this vision. The New Teacher Center Formative Assessment System (NTC FAS), which is the foundation for the MCOE induction programs, is consistent with this belief. A review of program documents confirmed that the MCOE Induction Program aligns its induction program goals to the California Standards for the Teaching Profession (CSTP), the state-adopted academic content standards and performance levels for students, and state adopted curriculum frameworks.

To ensure a connection with the program's vision, the MCOE Induction programs, in collaboration and in concert with other county and district departments, provide professional development for candidates and support providers aligned to program requirements and goals stated on the candidate's Individual Learning Plan or Individual Induction Plan. Professional development is sustained, reflective, focused on content standards, curriculum frameworks, Induction Standards 5 and 6 and, for the Education Specialist program, Standard 7, and is embedded in the daily work of the candidate as substantiated by a review of candidate portfolios and through interviews with professional development providers.

A seamless transition between the preliminary program and the induction programs is facilitated through the collaboration with the primary partner institution of higher education (IHE), Dominican University of California. The goals, vision, and structure of the MCOE Induction programs are provided to candidates during the last semester of pre-service as confirmed through interviews with the IHE partner, Support Providers and candidates.

To maintain unit accountability, the programs collaborate on a quarterly basis with the MCOE Education Services to review and determine unit goals and progress. Program structure, requirements and resources are identified and shared with district site administrators, human resources directors and business officials. Progress made on these identified unit goals are presented to the MCOE Board of Education.

During interviews with professional development providers, Support Providers, and candidates it was evident that through the use of surveys, workshop feedback evaluations and feedback to the program manager, stakeholders have a voice in the ongoing organization, coordination and governance of the programs. A review of documents including the “Expectations of Participants’ Role,” “Participants’ Completion Responsibilities,” and “District Commitment” substantiated stakeholder commitment to the expectations for participation in the MCOE Induction Program. Program completers shared that their suggestions and recommendations on surveys and workshop evaluations were acknowledged.

Assigned to the MCOE Education Services, the Program Manager and Assistant Program Manager provide direction, and maintain the authority needed to represent the interest of the program including reviewing and revising the budget, and participating in trainings, state meetings and professional development. County and program leadership work collaboratively to promote participating teacher success.

Interviews with program leadership, the Credential Analyst, district Human Resource personnel and a review of program documents confirmed the MCOE Induction programs maintain a comprehensive clear credential recommendation process that ensures that candidates have met all the induction standards and program requirements. The established process informs and supports new teachers as they move toward their California Clear Teaching Credential. Upon entering the program, candidate credentials are analyzed by the Program Manager. Non-2042 candidates are advised of any requirements beyond induction. Once all program requirements have been met, the Assistant Program Manager files for the California General Education or Education Specialist Clear credential using the Commission on Teacher Credentialing (CTC) on-line process. Once processed by the CTC, the Notification of Credential Issuance is sent to the Program Manager and filed in the program’s database. A letter is sent to each candidate to verify program completion and credential filing.

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

The Marin COE implements an ongoing system for evaluation and assessment for each induction program within the unit. A review of documents including the Biennial Report, confirmed that data collection for program improvement is ongoing. Reviewers note that, since the Education

Specialist program was recently approved [January 2011] and implemented [fall 2011], the programs are currently refining their future unit evaluation methodology. Training, workshops, and forum evaluations, portfolio review data, Support Provider reflections, along with the mid-year and statewide survey data, enable the programs to make adjustments during the academic year. Program Managers and trainers conduct a full review of all the assessment data from both programs at the end of each year. Patterns are identified. The team's interview with the Leadership Advisory Team verified that summarized assessment data and subsequent recommendations for program improvement are shared with the Team and with the unit for discussion and action.

The major components of program assessment and evaluation of the program and unit are the BTSA statewide survey, the ongoing data collection and analysis for the accreditation process, and locally designed evaluation instruments. The program leadership finds the assessment data essential to the development and successful implementation of the candidate induction experience. This reflective process is beneficial for induction improvement purposes when learning partners (other Induction programs in the Cluster) meet to compare program design components and effectiveness. The assessment data results provide guidance in making changes for increased program effectiveness and candidate growth.

In addition to assessment data that is collected for program assessment and effectiveness, data collected by reading and evaluating candidate portfolios submitted by the participating teachers twice each year informs the programs about candidate qualifications. The programs also use the reader feedback to gauge program strengths and areas for attention in the area of training for Support Providers and to develop emphasis areas for candidates in relation to program standards. Individual candidate information related to proficiency and competence can be gleaned from the portfolio. Summaries from the evaluation of portfolios are shared with the Leadership Team. Program changes made are a result of in-depth study of all assessment data. The Continuum of Teaching Practice is used to document growth of candidates. Areas of weakness or low growth are targeted for workshop or training focus. The Support Provider reflection is an additional source of evidence that is implemented by the program to highlight growth and improvement of the candidate.

Standard 3: Resources

Met

<p>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.</p>
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Findings

Interviews with the County Superintendent, Deputy Superintendent, program leadership and a review of the budget provided, validate the commitment and full support of the County Office for

the goals of the induction program and to provide the necessary budget, qualified personnel, facilities and other resources to operate comprehensive educator preparation programs. MCOE continues to allocate funds formerly earmarked as “Teacher Credentialing Block Grant” funds (now categorized as Tier III) to the programs. The MCOE provides the Marin General and Education Specialist Induction programs with training and office facilities, technology, and business services support. The program leadership and support staff are employees of MCOE. Additional administrative staffing needs are determined by the growth of the program and budgetary constraints.

A yearly budget is developed by the Program Manager in coordination with the Business Services department (the unit) and approved by the Deputy Superintendent. Professional development providers are employed using a Professional Expert Agreement (PEA) for specific training services. Each district in the consortium employs their Support Providers. Partner districts also provide liaison support to the programs. A portion of the Tier III funds is allocated to each partner district as reimbursement for Support Provider stipends. The program leadership and Leadership Advisory Team approve this allocation. A review of the budget provides evidence that funds are allocated to the induction programs to provide adequate administrative support, professional development provider stipends, substitute costs for Support Providers and candidates, and program leader attendance at BTSA Cluster events. The MCOE Induction program invites private schools to participate in the program using a fee-based schedule approved by the Leadership Team.

Interviews with program managers, professional development providers, Support Providers and a review of program documents revealed that the programs are moving forward with technology. The programs’ website, electronic newsletters, workshop registration, technical supports and information provided electronically to stakeholder groups are examples of these efforts.

The Education Specialist and General Education Multiple Subject and Single Subjects Induction programs are implemented as one program with resources shared by the programs. The MCOE leadership confirmed that the program manager is primarily responsible for the program design, implementation, budget, staffing, and allocation of resources to support participating teachers in the program. Evaluating the programs, collaborating with other programs, relaying information to the Leadership Team and other MCOE departments, and communicating with MCOE leadership are all part of a process that is in place to determine resource needs.

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

Interviews confirm that professional development providers are selected from the pool of experienced Support Providers hired from within the participating districts. Through the application process professional development providers are selected based on their knowledge of adult learning theory while also expected to be exemplary teachers and Support Providers. The interviews also confirmed that professional development providers are provided with training from program leadership and the New Teacher Center.

A review of documents revealed that each district has written criteria for the Support Provider positions. The selection criteria include knowledge of state adopted academic content standards and performance levels for students, state-adopted curriculum frameworks and the California Standards for the Teaching Profession (CSTP). During the application process, information is collected regarding the prospective Support Provider's grade and/or subject area teaching experience, subject matter, recognition of exemplary teaching and knowledge of content specific pedagogy as well as training and background. Interviews with the Leadership Team and candidates further confirmed that the programs make every effort to match Support Providers at the same school site and/or subject matter as the candidate so that the Support Providers' understanding of the candidates' student population are understood and considered part of their support.

During interviews, Support Providers confirmed that they are trained to be reflective practitioners of a diverse society and knowledgeable about diverse abilities, culture, language, ethnicity, and gender diversity. The review of the NTC training notes showed evidence of professional development opportunities that include areas of working with diverse populations by addressing mentoring success in the areas of language learning, special needs, and equity. Support Providers also indicated that they receive regular, consistent, and clear training from the MCOE Induction programs on how to use the NTC FAS tools to adopt, scaffold and stay focused on the needs of all students.

Program leadership and professional development providers stated that they regularly attend meetings with their IHE partners, other P-12 agencies, and administrators, and described how

they collaborate in other ways. In addition, some Support Providers and professional development providers have participated as scorers for the Teacher Performance Assessment at Dominican University. The Program manager also serves on the Dominican University Department of Education's Advisory Board.

Professional development providers and Support Providers are trained and coached by the New Teacher Center in a two-year training program. The program includes a series of opportunities to develop training skills and to be observed and coached by a NTC liaison. Upon completion of the training they are certified program trainers or Support Providers for the MCOE Induction programs. Professional development providers described how the program manager reinforces the training by continuing to coach all professional development providers at meetings held prior to each training. This allows presenters to discuss the content or make adjustments to training materials as needs change. A review of co-presenter collaborative assessment logs confirmed that the presenters use them to help them reflect on the strengths and areas of challenge in their training and also plan for next steps. Professional development providers report that these processes support their collaborative efforts and encourage them to constantly reflect on their practice as individuals and as a team.

Interviews with Support Providers validated that a system is in place to monitor and evaluate Support Provider effectiveness. Program leaders described how they use data from trainings, workshops, forums, and portfolios to determine the effectiveness of each Support Provider. The program manager monitors candidates and support providers through the collaborative logs. Support Providers indicated that there is also a peer evaluation process in place through the portfolio review process where Support Providers are invited to review and evaluate candidates' portfolio submissions. Support Providers stated that this portfolio reading process was of great value in helping them become more effective practitioners. Support Providers also confirmed that the program manager and the Leadership Team work together to retain only those Support Providers who are consistently effective.

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

The MCOE admits into the Induction programs only those individuals who hold a Preliminary General Education (MS/SS) or Education Specialist Preliminary or Level 1 credential, and who are assigned to teach in a setting that allows them to demonstrate the knowledge and skills required by the induction program standards. The program manager works with district partners to admit candidates into the appropriate induction program (General or Special Education). A

review of Induction credential advisement forms sent by the districts and interviews with candidates confirmed that candidates are advised and notified of their eligibility status upon hiring. Review of the “District Participation Form” confirmed that this process triggers a notification to hiring districts of the need to select and assign a Support Provider for the candidate.

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 retain 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

Program leadership, the credential analyst and Support Providers provide advice and assistance to candidates about their academic, professional and personal development during their two-year induction phase. Interviews with candidates indicate that program leadership provided advice and assistance through orientations, Induction meetings, newsletters, workshops and portfolio assessments. In addition, the “Induction Credential Advisement Form” is completed by the candidate to collect data from out-of-state/country candidates to help the program leadership determine whether there are any additional requirements candidates must complete in order for them to earn their Clear credential.

The team viewed a presentation used in one of the programs’ Support Provider forums to inform Support Providers about their candidates’ program completion requirements. Support Providers indicated in interviews that they meet weekly with candidates and engage in the formative assessment process and provide ongoing advisement and assistance regarding the candidate’s professional and personal development. Candidates confirmed in interviews that their Support Providers are highly knowledgeable about their program and credential requirements and are valued as their primary source of information. Furthermore, workshops where Support Providers and candidates meet together provide systematic assistance and support regarding program requirements.

For candidates, the MCOE Induction program experience begins with an orientation for all candidates and their support providers. Review of supporting documents showed that new teachers are oriented into the program and are provided with information regarding the purpose of induction, completion requirements, the Early Completion Option eligibility criteria and application process, and professional development opportunities. In addition, the program leadership requires that both the Support Provider and candidate sign the “Program Roles and Expectations Agreement.”

Candidates are informed of their progress twice a year when their portfolios are collected to determine individual progress and performance. The information is entered into a database and is monitored by the Program Manager. A review of candidate portfolios and other documents showed that program leadership informs candidates and their Support Provider regarding candidate progress through thoughtful and clear written emails. The feedback provided clearly informs the candidate of progress made and any necessary next steps.

Support Providers and candidates substantiated the successful collaboration between the partnerships and completion of all program requirements. Candidates overwhelmingly stated that their Support Providers were always there to support, collaborate, and guide them through the induction process. Furthermore, the program leadership takes great care in supporting candidates who may not complete the program due to layoffs. The program uses the “Pink Slip” talking points to counsel candidates who have received Reduction in Force notifications to assist them in exploring their options.

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 programs use the NTC FAS curriculum. The MCOE Induction programs collaborate in the training and implementation of this system with the New Teacher Center. A review of candidate portfolios confirmed that new teachers examine issues of practice and apply research-based strategies for improving student learning. They read researched-based articles, reply to discussion prompts, employ a cycle of inquiry, and self-assess their instructional practices.

Interviews with candidates and Support Providers indicated that an evaluation of how candidates are progressing through the program is done on an on-going basis. Candidates attend workshops that help support their induction experience. In addition, they meet with Support Providers document their work together and their practice, using the FAS tools. Twice a year the programs collect and review candidate portfolios to determine adequate progress and performance.

The program manager collaborates with Leadership Team representatives to make appropriate Support Provider assignments relative to school, culture, grade, subject, area, and geographic location. Interviews with the Leadership Team confirmed that qualified Support Providers are selected using a clearly designed process to ensure the best possible Support Provider/candidate match. Program leadership also encourages Leadership Team representatives to involve the site

administrator in the Support Provider selection process. Interviews with Site Administrators, confirmed that they have full cooperation and partnership in Support Provider/candidate match-up decisions.

The NTC FAS provides new teachers opportunities to engage in field-based work and clinical experiences that are infused in the candidates' classroom assignments. Review of candidate portfolios showed that over the course of their two-year induction experience, candidates address issues of diversity and universal access by following two case study students each year who are English learners and from Special Populations in their classroom or, if not available, at their site. Reviewers found evidence within candidates' "Class Profile" and "School, Family, and Community Resources" documents and in the "Fall Inquiry Analysis of Case Study Students' Work," that candidates deeply examined the unique needs and resources relevant to their site and their students.

Candidates stated that their induction experience provided them with multiple opportunities to understand and address equity, English learners and special population issues in their practice and with their Support Providers.

Evidence from portfolios, further showed that candidates co-assess the essential elements of the CSTP using the Continuum of Teaching Practice (CTP) and develop goals and areas for growth. Support Providers and candidates also confirmed that they have conversations regarding the meaning of the developmental levels of the CTP and how it helps them to examine their instructional practices and helps develop next steps.

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

The MCOE Induction programs utilize the New Teacher Center Formative Assessment System (NTC FAS) to guide candidate preparation to serve as competent professional educators. Criteria for measuring candidate growth are set forth in the CSTP-based Continuum of Teaching Practice (CTP) and are also aligned to the Induction program standards. Opportunities for candidates to interact and engage in work experience aligned with the CSTP, state-adopted student content standards and Induction program standards 5, 6 and 7, are embedded in the NTC FAS processes. Candidates, with the support of their Support Provider and the NTC FAS tools, demonstrate knowledge and skills through two inquiry cycles, including self-reflection and self-assessment using the CTP. Candidates set goals related to the CSTP and Induction program standards under Category B on an Individual Learning Plan (ILP), gather evidence of teaching practice and student learning, and develop and implement action plans that include professional research.

In order to make professional judgments about teaching practice, the candidate and Support Provider engage in continuous reflection and discussion based on evidence, with a special focus on student work. The site visit team thoroughly reviewed candidate Portfolios and confirmed that candidates consistently use the California content standards in lesson planning, assessment analysis, and inquiry development. Corroborative feedback was also obtained from Support Providers and current and graduate candidates attesting to their professional growth in the Commission-adopted competency requirements as measured by the CTP.

Document reviews along with interviews with program leadership, Support Providers, and candidates confirmed that the MCOE Induction programs require that the candidate complete each component of the formative assessment in order to be recommended for a Clear credential. To determine whether a candidate has demonstrated the professional knowledge and skills necessary to educate and effectively support all students in meeting the Commission-adopted competency requirements and program standards, the programs utilize a systematic portfolio evaluation process. Candidates submit portfolios in fall and spring. These portfolios included NTC FAS tools, professional development logs, and candidates' written reflections, which address program standards 5, 6 and 7. Portfolios are evaluated by a panel of trained and calibrated portfolio readers (professional development providers, Support Providers and program leaders). This process was confirmed through review of candidate portfolios, completed "Evidence of Application" assessment instruments and interviews with review panel members.

Written feedback is provided to candidates and their Support Providers to note areas of strength, areas for attention, and to request attention to any weak or missing elements. Feedback documents were reviewed and this process was confirmed by the site visit team. As a multiple measure of candidate growth, Support Providers submit a written reflection regarding growth seen in each of the candidates during the year. The prompts for this reflection are based on Induction standards 5 and 6. This assessment component was evidenced through document review and interviews with Support Providers. Upon completion of these processes, the program manager determines that a candidate has successfully met all the requirements of the Induction program and a recommendation for the Clear credential is made.

General Education (MS/SS) Induction Credential Program

Program Design

The purpose and vision of the Marin County Office of Education (MCOE) Induction program is to retain quality teachers, close the student achievement gap, alleviate the isolation new teachers experience, and promote continuous improvement and reflection on teaching practice. The MCOE is the LEA for the MCOE Induction program which is a countywide consortium consisting of nineteen districts. The Program Manager and Assistant Program Manager, who have authority and oversight over day-to-day operations as well as long- and short-term planning, lead the program. The program is under the unit leadership of the Educational Services Division of the MCOE led by the Deputy Superintendent. A representative body provides support and guidance for the program, as well as disseminates information to the participating districts. Each participating district selects a representative to serve on the Leadership Advisory Team, the communication vehicle and governing body for the program. Representatives from Dominican University, professional development providers, and Support Providers also serve on this team.

The program maintains communication with their primary institution of higher education (IHE), Dominican University, to provide a smooth transition between teacher preparation and the MCOE Induction program. Interviews with stakeholder groups including candidates, program completers, support providers, the Leadership Team, site administrators, and the IHE representatives confirmed the effectiveness of communication and collaboration among all stakeholders by the program leadership.

The MCOE Induction program implements an ongoing system for evaluation and assessment. A review of documents, including the Biennial Report, confirmed that data collection for program improvement is ongoing. Training, workshop, and forum evaluations, portfolio review data, Support Provider reflections, along with the mid-year and statewide survey data, enable the program to make adjustments during the academic year. A review of the agenda and minutes of the Leadership Advisory Team validated that data were used to make program modifications. Program Managers and trainers conduct a full review of all the assessment data from both programs at the end of each year. The site visit team's interview with the Leadership Advisory Team verified that summarized assessment data and subsequent recommendations for program improvement are shared with the Team and with the unit for discussion and action.

Program leadership communicates regularly with district Human Resources personnel in the recruitment, advisement, credentialing of candidates and assignments of Support Providers, as evidenced by advisement documentation and interviews with HR administrators and credential analysts.

Course of Study

The MCOE Induction program uses the NTC FAS to guide candidates' examination of their practice. The NTC FAS is a set of tools and processes that help candidates and Support Providers collaboratively identify accomplishments and challenges while connecting them with evidence about teaching and learning which systematically guides the advancement of teacher practice. NTC FAS emphasize a cycle of plan-teach-reflect-apply as the basis of the inquiry. Opportunities for candidates to interact and engage in work related to the CSTP and program standards are embedded in the inquiry cycle and facilitated by Support Providers' day-to-day

work with candidates. NTC FAS protocols support three central processes: assessing and understanding learning context, setting and reflecting on professional goals and examining practice through inquiry.

Through an examination of candidate portfolios and “Collaborative Logs” and interviews with candidates and Support Providers, site visit team members verified the reciprocal relationship of the formative assessment to the professional growth of each candidate. Participating Teachers reported that formative assessment processes are fully embedded into their practice, not “added on.”

There are multiple opportunities for professional development for each candidate. It is written into the Individual Learning Plan, Continuum of Teaching Practice, and Inquiry Action Plan. Professional development outside of the Induction workshops can also be used to meet induction requirements. Support Providers assist candidates in the selection of the appropriate professional development to support their current teaching assignment.

Candidates submit portfolios twice yearly and receive feedback as to their progress in the program. The team substantiated that individual candidates collaborate with their Support Provider, self-assess and reflect on their teaching practice and identify their strengths and areas of growth. This analysis becomes the basis for an individualized inquiry. The inquiry includes: a focus question, professional development to support the inquiry, implementation of strategies and concepts learned from the professional development and application in the context of the candidate’s classroom. This lesson design identifies focus students, analysis of student work, differentiation and assessment-driven instruction. Support Providers are trained in using evidence from observations, student work, and self-assessments to guide reflective conversations. Email documents and Support Provider comments confirmed that Support Providers receive email or verbal feedback on candidates’ portfolios and suggestions for improvement. New Support Providers meet individually with the Program Director to review each tool in the first portfolio submission. This was confirmed through review of professional development workshop syllabi, candidate portfolios, collaborative logs, and interviews with candidates, Support Providers and the Leadership Team. Candidates meeting all credential requirements are recommended for a Clear credential.

Support Providers receive two years of initial training. The first year focuses on Mentoring Foundations and Pedagogy (Program Standard 5). The second year focuses on Program Mentoring for Universal Access. (Program Standard 6). All Support Providers attend workshops and forums that focus on a variety of mentoring skills and NTC FAS tools. The forums also provide networking opportunities for Support Providers. Examination of workshop schedules, sign-in documents and content along with Support Provider and professional development provider interviews confirmed the initial and ongoing skill-building support. Candidate comments consistently referred to the expertise of their Support Provider.

Candidate Competence

Candidate competence is measured through the formative assessment process and the components for self-reflection throughout the two-year induction process. The MCOE Induction program collects and assesses portfolio evidence twice during the year. Using identified criteria (Evidence of Application), program leaders review submitted evidence of practice and reflection and provide written feedback to the Support Provider and candidate

regarding progress toward meeting the program standards. This was confirmed through review of “Evidence of Application” documents and interviews with program leaders, Support Providers and candidates.

Interviews with and Support Providers provide evidence that candidates are knowledgeable of their areas of strength and growth. Within the formative assessment process, candidates demonstrate knowledge of student growth and development by creating lesson plans with appropriate accommodations and modifications to support students’ needs. Interviews and review of program documents and participating teachers’ portfolios of experience verified that self-assessment is documented throughout the FAS and on the CTP.

Findings on Standards:

After review of the program summary, supporting documentation, and the completion of interviews with candidates, Support Providers, professional development providers, site administrators and other district leaders, the team determined that all program standards are met.

Education Specialist Clear Induction Program

The Marin County Office of Education received program approval from the Commission on Teacher Credentialing (CTC) to offer the Education Specialist Clear Induction program beginning in January 2011. The program was initiated in response to the expressed credentialing needs of new special education teachers within the county. At the time of the site visit, the program has served only candidates with Education Specialist Level I credentials. The program is in communication with their IHE partner, Dominican University, and anticipates they will serve the university’s first cohort of graduates holding Preliminary Education Specialist credentials in the fall of 2012.

Program Design

The purpose and vision of the Marin County Education (MCOE) Education Specialist Clear Induction program is to retain quality teachers, close the student achievement gap, alleviate the isolation new teachers’ experience, and promote continuous improvement and reflection on teaching practice. The MCOE is the LEA for the MCOE Education Specialist Clear Induction program which is a countywide consortium consisting of nineteen districts. The Program Manager and Assistant Program Manager, who have authority and oversight over day-to-day operations as well as long- and short-term planning, lead the program. The program is under the unit leadership of the Educational Services division of the MCOE led by the Deputy Superintendent. A representative body provides support and guidance for the program, as well as disseminates information to the participating districts. Each participating district selects a representative to serve on the Leadership Advisory Team, the communication vehicle and governing body for the program. Representatives from Dominican University, professional development providers, and Support Providers also serve on this team.

In January of 2011, the program received approval for the Clear Education Specialist credential program. 2011-2012 is the first year of implementation of the new program. This program has been designed to meet the credentialing needs of Preliminary Education Specialist candidates.

Level I credential candidates are currently being served through the inclusion of “transitional Level II coursework.” Currently, there are no Preliminary Education Specialist candidates in the program. Four Year 1 and 13 Year 2/Level 1 candidates are completing the transitional program.

The program maintains communication with their primary institution of higher education (IHE), Dominican University, to provide a smooth transition between teacher preparation and the MCOE Education Specialist Clear Induction program. Interviews with stakeholder groups including candidates, program completers, Support Providers, the Leadership Team, site administrators, and the IHE representatives confirmed the effectiveness of communication and collaboration among all stakeholders by program leadership.

The documentation reviewed by the team included signed “Education Specialist Individual Induction Plan (IIP) Advisement Forms,” used by transitioning Education Specialist candidates (Level I). The MCOE Education Specialist Clear program requires that this IIP be developed by a team consisting of the candidate, Support Provider, district special education representative and program leadership. The team uses the CSTP and program induction standards to guide their work. A component of this IIP is a professional development requirement that may include advanced university coursework, an added authorization, a master’s degree program, and local Special Education Local Planning Agency (SELPA) or County Office sponsored trainings that are appropriate to and enhance the candidate’s teaching assignment. Separate Support Provider/Education Specialist candidate workshops are held for the Education Specialist cohort. Confirmation from the previous year’s program graduate portfolio confirmed that the process is in place.

Level I credential holders meet with program leadership for an evaluation of progress toward Level II program standard requirements. Where evidence is lacking, a plan is developed for further study. University or other professional development is suggested. The Level II IIP addresses the content in the current Level II program and evidence of advanced study is documented.

The MCOE Education Specialist Induction program implements an ongoing system for evaluation and assessment. A review of documents confirms that data collection for program improvement is in place and will be further developed as the program moves to full implementation once they begin to serve candidates with Preliminary Education Specialist credentials. Training, workshop, and forum evaluations, portfolio review data, Support Provider reflections, along with the mid-year survey data, enable the program to make adjustments as needed during the academic year. A review of the agenda and minutes of the Leadership Advisory Team validated that data was used to make program modifications.

Program leadership communicates regularly with district Human Resources personnel in the recruitment, advisement, and credentialing of candidates and assignments of Support Providers, as evidenced through advisement documentation and interviews with HR administrators and credential analysts.

Course of Study

The MCOE Induction program uses the NTC FAS to guide candidates' examination of their practice. The NTC FAS is a set of tools and processes that help candidates and Support Providers collaboratively identify accomplishments and challenges while connecting them with evidence about teaching and learning which systematically guides the advancement of teacher practice. The NTC FAS emphasizes a cycle of plan-teach-reflect-apply as the basis of the inquiry. Opportunities for candidates to interact and engage in work related to the CSTP and Program Standards are embedded in the inquiry cycle and facilitated by the Support Provider's day-to-day work with the candidate. NTC FAS protocols support three central processes: assessing and understanding learning context, setting and reflecting on professional goals and examining practice through inquiry.

There are specially designed Education Specialist NTC FAS tools and an Education Specialist "Evidence of Application" requirement. A review of the Education Specialist NTC FAS documents confirmed the inclusion of tools that are specific to the special education context. Through examination of candidate portfolios and "Collaborative Logs," and interviews with candidates and Support Providers, site visit team members verified the reciprocal relationship of the formative assessment with the professional growth of each candidate.

Candidates submit portfolios twice yearly and receive feedback as to their progress in the program. The team substantiated that candidates collaborate with their Support Providers, self-assess and reflect on their teaching practice and identify their strengths and areas of growth. This analysis becomes the basis for an individualized inquiry. The inquiry includes: a focus question, professional development to support the inquiry, implementation of strategies and concepts learned from the professional development and application in the context of the candidates' classrooms. This lesson design identifies focus students, analysis of student work, differentiation, and assessment-driven instruction all through the lens of the Special Education context. Support Providers are trained in using evidence from observations, student work, and self-assessments to guide reflective conversations. This was confirmed through review of professional development workshop syllabi, candidate portfolios, collaborative logs, and interviews with candidates, Support Providers and the Leadership Team. Candidates meeting all credential and program requirements are recommended for a clear credential.

The Education Specialist develops an Individual Induction Plan (IIP) and Inquiry Action Plan in collaboration with a support team comprised of the district supervisor, program leadership, Support Provider, and the candidate form this team. A smooth transition between teacher preparation and the Induction program is maintained through IHE participation on the Leadership Team.

To ensure continued growth and support of the candidate, program leadership conducts twice yearly checks with the candidate and Support Provider. The IIP and all formative assessment work are reviewed twice per year (plus the collection and review of the ILP and the Inquiry Action Plan) to document that the formative assessment is aligned with the current teaching assignment and credential authorization.

The MCOE Education Specialist Induction program works to ensure that each district has a pool of trained Support Providers with the same authorization or experience as the candidates. Upon selection and completion of a formal application, Education Specialist Support Providers

receive two years of initial and ongoing training on their roles and responsibilities. The first year focuses on Mentoring Foundations and Pedagogy (program standard 5), with the second year focusing Mentoring for Universal Access (program standard 6). All Support Providers attend workshops and forums that focus on a variety of mentoring skills, the use of NTC FAS tools, and discussions of current and emerging trends in the field of Special Education. The forums also provide networking opportunities for Support Providers. Examination of workshop schedules and content, and sign-in documents, along with Support Provider and professional development provider interviews confirmed the initial and ongoing skill-building support. Candidate comments consistently referred to the expertise of their Support Provider.

In most cases, the districts are able to match an Education Specialist candidate with an Education Specialist Support Provider who holds a similar authorization. In smaller districts where there is often only one Resource or Special Day Class teacher, the Support Provider assigned to that candidate is teamed with a special education expert with a similar authorization such as an Education Specialist from another district, the district special education coordinator, the County Office of Education instructor, SELPA personnel, or Dominican University supervisors.

There are multiple opportunities for professional development for each candidate. The Support Provider assists the candidate in the selection of the appropriate professional development to support the current teaching assignment. For Clear candidates, up to 12 units or 180 hours of IHE coursework can be used in the induction process. For Level II candidates there is no cap to the number of university or other professional development units used in this process.

Professional development outside of the MCOE Education Specialist workshops can also be used to meet induction requirements and satisfy the stated goals on the IIP. This may include courses for added authorization related to the candidate’s assignment or professional goals. The professional development learning is applied with the assistance of Support Providers. The consortium works in partnership with Dominican University for Added Authorizations and with the SELPA for other professional development. This was confirmed through review of NTC FAS tools and interviews with candidates and Support Providers.

As candidates move through the formative assessment system, evidence of their competency is demonstrated through the collection of observation records, lesson plans, student work analyses, and other support tools. Throughout Year One as candidates engage in self-assessment measured against the criteria of the Continuum of Teaching Practice that helps them monitor their progress toward demonstrating competency with Induction standards 5, 6 and 7 and the CSTP.

Candidate Competence

Candidate competence is measured through the formative assessment process and the components for self-reflection throughout the two-year induction process. The MCOE Education Specialist Induction program collects and assesses portfolio evidence twice during the year. A trained and calibrated scoring team comprised of the program leadership and Support Providers reads each portfolio using identified criteria listed on the “Evidence Collection Sheet.” The criteria outline areas of competence and areas for attention regarding Induction standards 5, 6 and 7, in addition to a holistic assessment regarding whether the standard is met, approaching being met, or not met. Program leaders provide written feedback to

the Support Provider and candidate regarding progress toward meeting the program standards. This was confirmed through review of “Evidence of Collection” documents, completed portfolios and interviews with program leaders, Support Providers and candidates.

Findings on Standards:

After review of the program summary, supporting documentation and the completion of interviews with candidates, Support Providers, professional development providers, site administrators and other district leaders the team determined that all program standards are **met** for the MCOE Education Specialist Clear Induction Program.