Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at Kings County Office of Education April 2011

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Kings County Office of Education. The report of the team presents the findings based upon reading the Site Visit Documentation reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation of **Accreditation with Major Stipulations** 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	Does not apply to Tier II credential programs		
9) Assessment of Candidate Competence			X

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
General Education (MS and SS) Induction Programs	6		5	1

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 Site Visit Documentation
- 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: **Kings County Office of Education**

Dates of Visit: **April 11 – 14, 2011**

Accreditation Team Recommendation: **Accreditation with Major Stipulations**

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

Common Standards

The team reviewed the eight Common Standards related to the General Education (Multiple and Single Subject) Induction Program to determine whether the standards were met, met with concerns, or not met. The team found that **Common Standards 3 and 5 were Met, Common Standards 1, 2, 6, and 7 were Met with Concerns, and Common Standards 4 and 9 were Not Met.**

Program Standards

After review of the Preliminary Report of Findings, supporting documentation, and upon the completion of interviews with candidates, graduates, faculty, employers, and support providers, the team determined that **Program Standards 1, 2, 3, 5,** and **6** are **Met with Concerns** and **Program Standard 4** is **Not Met.**

Overall Recommendation

The team conducted a thorough review of program documentation, evidence provided at the site, additional information provided by program administration and faculty and interviews with candidates, program completers, faculty, administrators, employers and other stakeholders. Due to the findings that two Common Standards were Not Met, four were Met with Concerns, one General Education Induction Program Standard was Not Met while five were Met with Concerns, the team unanimously recommends a decision of **Accreditation with Major Stipulations.**

Following are the Stipulations:

1. The program needs to broaden and stabilize advisory board participation to consistently represent stakeholders of the Kings County Office of Education's Teacher Induction Program (TIP). The advisory board needs to develop a clear guiding vision for the preparation of educators.

2. Data needs to be analyzed and used at the program and unit level to guide program improvements and to provide data to the Support Providers within the program.

3. All stakeholders must be apprised of the function of FACT as a guide for a formative induction program that supports candidates' growth and attainment of professional goals as guided by their IIP. SPs must agree to create or capitalize on opportunities for intentional candidate learning in the appropriate pedagogical practices and use of adopted standards-aligned instructional materials and resources (e.g., varying curriculum depth and complexity, managing Para educators, using assistive and other technologies) and to provide intensive individualized support and assistance to help their candidates' demonstrate and apply pedagogical knowledge and skills acquired in their preliminary credential program.

4. The program needs to establish criteria that provides for the demonstration and application of professional knowledge and skills beyond what was learned during pre service.

5. That a previsit take place within a year of the COA action.

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

General Education (MS and SS) Clear

Staff recommends that:

- The institution's response to the preconditions be **updated to reflect changes within the organization and reviewed by Commission staff.**
- Kings County Office of Education **not** be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Kings 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:	**Cathy Szychulda** Tehama County Department of Education - BTSA
Common Standards Cluster:	**Kathleen Carlson** San Luis Obispo County Office of Education
	Judy Levinsohn Orange County Office of Education
Programs Cluster:	**Melissa Meetze-Hall** San Bernardino County Superintendent of Schools
Staff to the Visit	**Rebecca Parker** Commission on Teacher Credentialing

Documents Reviewed

Kings COE TIP/BTSA Handbook
Common Standards Report
Course Syllabi
Candidate Files
Follow-up Survey Results
Biennial Report Feedback
Faculty Vitae
Program Budget Plan
PT Assessment Data
Program Assessment Feedback

Interviews Conducted

	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates	17	17	**34**
Completers	4	4	**8**
Employers	6	6	**12**
Institutional Administration	2		**2**
Program Coordinators	1	1	**2**
Faculty	1	1	**2**
Advisors	0	0	**0**
Field Supervisors – Program	13	13	**26**
Credential Analysts	2	2	**4**
Advisory Board Members	4	4	**8**
Fiscal Staff	1		**1**
Totals			**99**

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

Kings County is located in the Central Valley, in a rich agricultural region. The county seat is Hanford. The population was 152,982 at the time of the 2010 U.S. Census. Given the size of the county, the population density is about 36 citizens per square mile. In contrast, the population density of Sacramento County is 4,189 citizens per square mile. The population is ethnically and linguistically diverse:

53.9% White (including Hispanic/Latino),
8.3% Black or African American,
3.1% Asian,
1.7% Native American,
28.5% from other races, and
4.8% from two or more races.

Kings County Office of Education (KCOE) serves a rural county that covers 1,391.5 square miles (For comparison, Sacramento County Office of Education serves 99.2 square miles). There are 14 districts in Kings County, including four that are one-school districts. The KCOE offices are distributed across four sites in two towns. The main office is in Hanford and houses the superintendent, Human Resources, Business, and Credentialing. The KCOE website affirms that "…it is committed to providing classrooms with professional development, technology, support, planning, and administrative services that help improve teacher and student awareness, understanding and knowledge through the use of interactive videoconferencing."

Kings County Office of Education has experienced a number of top leadership changes in the last year. A new superintendent was elected in December 2010. In the same month, a new Assistant Superintendent of Education Services was appointed. Responsibilities of that position include the Teacher Induction Program, After School Programs, Professional Development, Outdoor Education, Career Exploration, Paraprofessional Teacher Training Program, and the Organization Management System. Interviews with the new leaders revealed that they are committed to emphasizing customer service and increasing the agency's use of information technology to increase access to KCOE programs for Kings County education agencies. The Assistant Superintendent of Education shared her vision that her branch of the agency will become more data-driven and, thus, more mission-driven with a stronger top-down leadership style.

Table 1
Program Review Status

Program Name	Program Level	Number of program completers (2009-10)	Number of Candidates Enrolled or Admitted (10-11)	Agency Reviewing Programs
General Education (MS/SS) Induction Program	Advanced	57	53	CTC

The Visit

The visit took place in Lemoore, a small town in Kings County that houses the Kings County Office of Education Service Center and Conference Center. The team consisted of four Board of Institutional Reviewer members. The visit started at 1:00 pm on Monday, April 11 and ended at 2:00 pm on Thursday, April 14. There were no unusual events and the visit proceeded as planned.

Common Standards

Standard 1: Educational Leadership **Met with Concerns**

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.

Interviews with the program director, participating teachers and support providers indicated that the Kings County Office of Education Teacher Induction Program (TIP) operates an Induction Program utilizing the state developed Formative Assessment for California Teachers (FACT) system. FACT was formulated from current research and practice as it relates to new teacher development and formative assessment.

The current director has been in place since February 2010 and previously served in the role of coordinator of the KCOE TIP. The director provided examples of invitations to stakeholders to invite participation in Induction-related activities. Nevertheless, interviews with the advisory committee indicated that stakeholders are minimally involved in the organization, coordination, and governance of the program, in part, because the director is viewed as highly competent. There are no other kinds of advisory or leadership groups for this program. Members of constituent groups, during interviews, strongly endorsed the director's competent management of the program and reported that the director was only a phone call (or e-mail) away in the event that help was needed.

Overseen by the Assistant Superintendent of Educational Services, the program director and Business Office are authorized to develop and implement the budget for the program. Interviews with the program director and the assistant superintendent confirmed that the program director implements all components of the program through her half-time position. It was apparent to the team that many leadership and administrative functions were performed via informal means such as casual conversations and comments during meetings. This is consistent with the lack of opportunity provided the advisory group to fully investigate problems or to provide input on program policies.

The twice annual advisory board meetings are attended by those who are available from a long roster that includes representatives from local IHEs and each participating district. Sign-in sheets indicate that stakeholders are not consistently represented in the governance body. This inconsistent and sporadic involvement in the program interferes with the development of a clear vision, does not allow for full county participation and keeps collaborative program decisions from occurring.

Interviews with county personnel and Credential Analysts provided evidence that the unit properly implements and monitors the credential recommendation process. Progress monitoring

occurs primarily through TaskStream and is augmented by mid-year "chats" conducted by the program director. The Kings County Induction program ensures that candidates have been checked off for submitting all requirements of FACT before being considered for recommendation. Upon completion of all required documents the candidates are recommended for their California Clear Teaching Credential.

Rationale

Despite multiple interviews with constituents, (e.g., SPs, advisory committee members, district partners, completers, and current PTs), the team was unable to verify that the implementation of the formative assessment system was part of an overarching, research-based vision about developing teachers' practices in which the sequence of implementation is critical for effectively informing teachers' instructional practices. Instead, the team learned that program stakeholders focus on candidates' completion of program requirements (as represented by submitting completed FACT documents) without regard to whether those FACT documents were used to guide and support the continued development of skills candidates developed in their preservice programs. Although candidates attend the orientation, mid-year, and end of year interviews with the director, they did not have an understanding of how an induction program might deepen their teaching practice.

In addition, the team found no evidence that stakeholders are actively involved in any Induction program organization, coordination or governance activity or decision. Likewise, no one in those constituent group interviews identified any experiences of, nor interest in, participating in discussions about program organization, coordination, or governance.

Standard 2: Unit and Program Assessment and Evaluation **Met with Concerns**

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.

Document review and focus group interviews with program staff and stakeholders revealed that the KCOE TIP has a process for collecting data on program and unit evaluation and improvement. Documentation was provided regarding the collection of evidence with accompanying data reports. However, there is limited evidence to indicate that analyses of unit and program data are used to identify areas for program improvement. In response to survey data, monthly SP meetings were added, TaskStream was implemented, and the Sinclair Group was contracted to analyze data. However, interviews with SPs indicated that these meetings have not informed their practice nor have they helped SPs develop their skills for helping PTs.

Data on candidate and program completers are collected and analyzed. These data include the State Survey of Program Effectiveness, professional development feedback surveys, Alumni-Site Administrator Surveys, CSTP Impact Surveys, and PT Assessments of SP. The Sinclair Group has been contracted to assist the Program Director in collecting data and producing data reports. In addition, the Program Director conducts individual mid- and end-of-year chats as well as Exit Interviews with all PTs prior to her initiating the Clear Professional Credential recommendation process. Upon review of advisory group agendas, the team confirmed that data reports were shared.

Program effectiveness data are captured in professional development evaluations and the State Survey of Program Effectiveness. An informal needs assessment is conducted with each entering PT to assist the Program Director in making decisions regarding professional development offerings.

Rationale for Standard Finding

The team found that an external evaluator had been contracted to evaluate data for ongoing program and unit improvement, and that data is reviewed by the program coordinator who works with the external coordinator. Nevertheless, there was little evidence that analyses of data reports provided by Sinclair informed program improvement nor that changes made to the program were directly related to analyses of the data. The team could not verify that data is effectively used by the education unit for improvement purposes.

Surveys of SPs and PTs indicated that they needed more information about how to implement FACT. The changes that were implemented focus narrowly on the next month's FACT activities and the use of a data collection system, TaskStream, to monitor PTs completion of FACT documents rather than on helping SPs develop a deeper understanding of the purpose of FACT.

Standard 3: Resources **Met**

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

The budget for the program is built on the Teacher Credentialing Block Grant (Tier III) and district in-kind resources. Through interviews, the team found that there is a process in place that reviews and revises the budget as needed. Interviews also indicated that any funds not used by the end year may be swept. Review of the budget showed allocations for a director, support providers, 2 part time assistants, professional development providers when needed, substitute release time for PTs and SPs to observe or work on formative assessment documentation, instructional supplies and other operating expenditures. The director and the 2 assistants are qualified personnel as evidenced by their resumes. The program also has access to facilities for training and video conferencing in the COE. Through the interview process and the state survey results, the information provided to the team showed that there are sufficient resources for KCOE TIP to prepare candidates effectively.

The program provides each teacher a classroom supply budget of $200 dollars. These monies are beyond any classroom funding that a district may provide. The KCOE also pays for 2 release days for PT's and 2 release days for Support Providers. These days may be used to observe teachers whose classroom could model an expertise that could enhance the clinical experience of the Participating Teacher. The program also offers a variety of optional professional development sessions that can be delivered to Participating Teachers and attended by non-TIP district teachers for an added fee. Evidence indicated that a few of these professional development sessions were cancelled due to lack of attendance. Through the support of the credential analyst and the director, as evident in interviews, there is adequate support provided by the program to determine eligibility and to recommend for credentials upon completion.

There is a financial disbursement process in place as evidenced in the budget document and through interviews. At the beginning year orientation, PT's are verbally asked what their needs are and the director uses this information to allocate funds appropriately. Through interviews with the director and fiscal service personnel, a meeting occurred in April which began developing next year's budget. At this meeting fiscal services also helped to identify and revise the budget. As evident through interviews with the fiscal services, PT's, SPs, and the Assistant Supt., it appears that the director uses funding allocation in an efficient and effective manner.

Standard 4: Faculty and Instructional Personnel **Not 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.

Interviews with SPs and PTs suggested that, the Program Director provides the majority of the professional development offered to Participating Teachers, Support Providers and Site Administrators, and open to all Kings County educators. Review of the director's resume confirms this individual's qualifications to serve in that capacity. Apart from the Program Director, there is little evidence that professional development providers have current knowledge in the content they teach, understand the context of public schooling, or model best practices in teaching and learning, scholarship and service. The program provided resumes of professional development trainers but the team was not able to determine who was providing training since interviews indicated that most PD offerings were cancelled due to lack of interest. Additional evidence confirmed that scheduled professional development trainings were not always conducted due to lack of interest by participants.

The education unit is aware of the importance of identifying faculty and instructional personnel who are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. That awareness is reflected in BTSA program guidelines and professional development offerings which includes an emphasis on on-going reflective collaboration that supports the on-going development of the PTs instructional practice

Additionally, a SP is assigned to each PT to supervise field-based experiences defined within the context of that teacher's instructional assignment. SP criteria and the process for SP selection have been defined by the Program Director although interviews suggested that, in practice, these guidelines were not implemented consistently by all sites within the consortium. Interviews with the Advisory Committee, Program Director, and site administrators provided conflicting accounts of whether there is a shared understanding of the criteria and selection process.

The SPs attend formative assessment training on FACT as well as monthly Support Provider meetings led by the Program Director designed to assist them in securing a thorough grasp of standards, frameworks, and focus on a completion monitoring system that is driving the Induction program curriculum. The Program Director participated in New Director training and attends Mid-Valley area BTSA meetings and FACT trainings offered throughout the year although the program, in practice, does not appear to reflect the intent and purposes of FACT.

Rationale for Standard Finding

Although the education unit is aware of the importance of identifying faculty and instructional personnel who are reflective of a diverse society and knowledgeable about diverse abilities,

cultural, language, ethnic and gender diversity, the Superintendent and Program Director confirmed during interviews that identifying a diverse and qualified cadre of trainers is extremely challenging given the make-up of the community and the geographic area in which the district is located. When asked about the process used to select professional development providers, no current process was defined. The individuals identified as professional development providers were initially hired years ago and then are re-hired every year. Clearly defined criteria for selection of individuals who are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity are not available. This also prevented the team from confirming the expertise of professional developers' grasp of academic standards, frameworks and accountability systems that drive the curriculum of public schools.

There is no evidence that district partners or professional development providers regularly and systematically collaborate with colleagues in college/university units or with members of the broader, professional community to improve teaching and candidate learning. An advisory committee roster confirmed representation from district and college/university partners, however, sign-in sheets and interviews with advisory committee members disclosed that there isn't a consistent group of stakeholders who meet regularly to assist in program decision making,

Finally, the educational unit regularly collects information about the performance of course instructors through professional development surveys completed by the workshop participants (when the workshops are held). However, there was no evidence to confirm that feedback from course evaluations is used to improve the alignment between the training and the needs of the PTs. In addition, feedback to SPs occurs primarily on an informal basis between the Program Director and individual SP and focused overwhelmingly on document completion by their PTs. There is no evidence that feedback addresses how to enhance their skills in facilitating reflect dialogue that is driven by the plan-teach-reflect-apply model. Phone calls and e-mails are used to communicate feedback on PT completion of FACT forms and to address individual challenges. Although there is a process that PTs may use to secure a different SP and a PT survey that assesses the quality of support that was provided through the PT-SP model, the team did not see evidence that the unit formally recognizes excellence or retains only those SPs 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.

Applicants are admitted to the Kings County Office of Education Induction program on the basis of well-defined admission criteria and procedures, including all Commission-approved requirements. Reviewed documents confirmed that these criteria are consistently used to identify eligible candidates and to enroll those candidates into the Induction program in a timely manner. Interviews with PTs and Kings County credential techs further confirm the effectiveness of the defined admission process.

A review of the evidence indicated that candidates are hired based on non-discriminatory practices. Interviews with Site Administrators and Kings County credential techs reveal that the admission process is collaborative. Initial screening occurs at the district level and is then reviewed by County credential technicians. A *Notice of Eligibility* is sent to each entering Participating Teacher from the Program director upon eligibility confirmation. Eligible candidates who do not wish to enroll in the Induction program are required to complete a *Decline to Participate* form that is kept on file by the Program Director.

Multiple measures are used in the admission process and support applicants from diverse populations. Participating Teachers may complete a *Request for Special Assistance* to ensure equitable access to the Induction program curriculum and supporting resources. Interviews with Kings County credential technicians and a Site Administrator as well as a review of the documentation in the FACT system indicated that candidates have appropriate pre-professional experiences and personal characteristics.

Standard 6: Advice and Assistance **Met with Concerns**

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development. 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.

Interviews with the Kings County Superintendent of Schools and county credential technicians confirmed that the initial screening of candidates is conducted at the district level. These personnel join county credential technicians at monthly credential tech meetings. Credential procedures and Commission updates are shared at these sessions to ensure that qualified unit members are assigned and available for candidate advisement and professional placement.

All Year 1 PTs attend a program orientation conducted by the Program Director. Reviewed evidence and interview data confirmed that this orientation serves as an introduction to the Induction Program. PTs receive the program handbook that includes important documents used by the Kings County Office of Education to confirm participation, candidate competency and completion of program requirements. PTs are also informed that appropriate information is accessible through the TaskStream assessment and evaluation system. Entering PTs are given a username and password at the Orientation meeting so they may have immediate access to program information and resources. Finally, the Program Director conducts an informal interview with each PT to identify potential professional development needs.

Interviews with stakeholders repeatedly confirmed the Director's accessibility, knowledge and ongoing support that are provided to PTs, SPs, SAs, Advisory Committee members, and district personnel.

Interviews with the Program Director as well as data reviewed from TaskStream confirmed the ongoing information and assistance that is provided to candidates by the unit. The Director sends out regular e-mail reminders to PTs who have not met FACT documentation deadlines. Contact is also made with the PTs Support Provider to secure his/her assistance in the PTs completion of program requirements.

Reviewed evidence regarding candidate progress and performance is utilized by the Program Director to guide advisement and assistance efforts. TaskStream is the resource used for that advisement.

Rationale for Standard Finding

The education unit provides information and assistance to all candidates. Evidence confirms that candidates who complete program requirements are retained. However, there is little evidence that completion of program requirement ensures that candidates are suited for advancement in the education profession. Interviews with the Program Director, PTs and SPs confirmed that ongoing feedback is provided on candidate progress toward requirement completion but not regarding their performance as measured by reflective practice.

The program defines candidate progress in terms of timely completion of documents as reflected in interviews with PTs, SPs, and completers. Although the program has clear timeline requirements for completion of FACT documents, there was little evidence that candidate performance is consistently utilized to guide advisement and assistance efforts.

Although there is evidence that candidate progress is consistently monitored, and information is shared by the Program Director, there is limited evidence that the Participating Teacher's growth and development as a teacher is emphasized in the advisement/assistance process. In addition, responsibility for utilizing evidence to guide advisement and assistance is almost exclusively left with the Program Director.

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

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.

The unit chose and began implementation in 2010-11 of a planned sequence of experiences utilizing the adopted formative assessment system, FACT. The FACT model requires PTs to engage in an ongoing learning process that follows a cycle of plan, teach, reflect and apply. In collaboration with the SP, candidates are expected to demonstrate the application of the California Standards for the Teaching Profession, Induction Program Standards, and the effective use of State-adopted content standards to plan and deliver instruction to a wide range of learners. The TaskStream assessment and evaluation system is used by the Program Director to monitor the completion of the FACT documents.

Field-based work provides candidates with opportunities to understand and address issues of diversity that affect school climate, teaching and learning. In addition, each PT is asked to identify three focus students each year in an effort to understand and to address issues of diversity within his/her classroom. Lesson plans are submitted via TaskStream to document teacher response to these issues as he/she plans and delivers appropriate instruction that makes curriculum accessible to all students.

Rationale for Standard Finding

Evidence confirmed that the unit has selected and implemented a planned sequence of experiences through the adopted formative assessment system, FACT, but no evidence that partners (e.g., advisory committee, SPs) assisted in determining how the formative system would be implemented, evaluated, and aligned with district needs. The sequence is mapped out and completion dates are shared by the Program Director with PTs and SPs through multiple avenues (SP monthly meetings, regular e-mails, TaskStream), but the review of TaskStream data reveals PTs' inconsistent completion of the FACT tasks to effectively inform their instructional practice.

Although field-based work experiences should provide candidates opportunities to understand issues of diversity, there is little evidence that the candidates use the formative assessment process to grow and develop as practitioners. There is no evidence that the field experiences are evaluated or the information used to improve the sequence.

Standard 8: **District-Employed Supervisors**

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

Does not apply to Tier II credential programs

Standard 9: Assessment of Candidate Competence **Not 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.

Although the KCOE TIP is designed to provide ongoing opportunities for candidates to demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards, the evidence collected does not support that this occurs. The unit's lack of a defined vision of candidate competency has resulted in the exclusive use of FACT documentation to capture that competency.

The Program Director regularly reviews the postings to determine whether the FACT documents have been completed. In addition to the FACT forms, the Program Director reported that she assesses candidate competency during the mid- and end-of-year chats and Exit Interviews.

Rationale for Standard Finding

Interview data collected from all stakeholders verified that the majority of PTs focused on document completion and compliance with completion deadlines rather than on the competencies identified in the Induction Standards. Most feedback provided to PTs and SPs further confirms the emphasis on this completion requirement. PTs currently enrolled in the Induction Program as well as Program Completers expressed concern over the amount of time spent on completing paperwork. In many cases, PTs use release time that is provided by the program and their districts to complete FACT documentation.

While candidates participate in mid-year and end-of-year chats, there are no reports/records to review to confirm that these conversations capture a reflective process that is embedded within the FACT formative assessment system. Likewise, the document used to confirm participation in an Exit Interview is a checklist that reflects the PT's TaskStream form completion report.

PTs commented, during interviews, that their priority is their teaching and that the Induction work is something that just needs to be done when there is time. This perception leads to periods of "cramming" when many PTs complete the FACT forms during marathon sessions with their support providers.

There is no consistent body of evidence to suggest that that the educational unit understands that the goal of Induction is to develop the habits of mind demonstrated by teachers who know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. As a result, neither SPs nor PTs have that understanding as well. Available evidence and data collected through stakeholder interviews defined program requirements as form-driven rather than behavior-driven.

Kings County Office of Education Teacher Induction Program

Program Design

The KCOE TIP is overseen by the Assistant Superintendent of Educational Services. A Director provides the day-to-day leadership of the program while two (2) part time secretaries support the program. The director facilitates Induction workshops, works one-on-one with candidates and acts as a liaison with agencies and school districts. Credential analysts support the program with clerical and technical expertise. The Program receives guidance from the KCOE TIP Advisory Committee which meets twice a year. The program supports the participating teacher by also providing resources to the Support Provider and Administrators.

SPs attend training provided by the county on the topics of Skill Building, Formative Assessment for California Teachers (FACT) training, and support mentoring training. Monthly SP Training meetings are held and an Advisory Committee meets semi-annually to discuss program design and resources. The BTSA Director also attends local, regional and state induction meetings.

Interviews with the program coordinator and other stakeholders revealed a curricular change, which has been made in the past year to better address program needs. FACT has remained as the course of study while Task Stream was added as the electronic management system.

Initial program communication with all candidates begins in the fall with an orientation. Communication within the program between PTs, SPs and Director is ongoing. Much of the communication is facilitated by Task Stream, although email is also widely used.

PTs are enrolled in the induction program for two years. The PTs engage in activities using Formative Assessment for California Teachers (FACT). The FACT requirements are documented through an online e-portfolio system, TaskStream. There is an Early Completion Option available which allows a candidate to complete the program early. Criteria for enrollment in the early completion option include prior teaching experience and demonstrated excellence.

Course of Study

The KCOE TIP is an inquiry-based system that requires participating teachers to complete three full and one mini inquiry cycles (plan, teach, reflect, apply) during their two-year participation in Induction. The Inquiry based system used within KCOE TIP is the Formative Assessment for California Teachers (FACT) includes:

Context for Teaching and Learning,
Assessment of Teaching and Learning,
Inquiry into Teaching and Learning,
Summary of Teaching and Learning, and
Reflections on Teaching and Learning.

Within the Context for Teaching and Learning Module, teachers create a class profile while learning about the needs of each of their students. After identifying the full range of learners, candidates also select three focus students. Teachers' thinking and instructional planning is guided by prompts from SPs and instructional plans are crafted and recorded. This process is intended to help the teacher plan for modifications, adaptations or technology use to support all learners. Although the FACT documents are completed, interviews and a review of documentation failed to reveal that candidates develop a deep understanding of diversity related to background experiences, skills and abilities of P-12 California student populations.

Evidence confirmed that a menu of professional development trainings is offered to PTs. This includes trainings that focus on Equity and training on the use of CELDT to address the needs of English Learners.

Candidate Competence

All candidates attend an orientation at the beginning of the school year. Candidates receive a handbook that outlines the induction program requirements. The BTSA director explains the induction process and requirements that lead to the candidates' obtaining a clear credential. Candidates are assigned a SP who also guides the PT in their journey of induction. During the two-year induction program candidates are observed four times by their SP. Each observation is followed by completion of conversation guides and reflective conversations. Online submission provides immediate feedback regarding document completion. Twice a year the PT and Program Director meet to check on progress towards completion of requirements.

All candidates receive completion information from the Program Director, their SP, and administration. TaskStream is the repository of documents and completion records. Functions within TaskStream also allow for comments and communication between the PT, SP, and program director.

Findings on Program Standards

After review of the Preliminary Report of Findings, supporting documentation, and upon the completion of interviews with candidates, graduates, faculty, employers, and support providers, the team determined **Program Standards 1, 2, 3, 5,** and **6** are **Met with Concerns** and **Program Standard 4** is **Not Met.**

Standard 1: Program Design and Rationale **Met with Concerns**

The team was unable to find evidence that the program design provides systematic opportunities for the application and demonstration of the pedagogical knowledge and skills acquired in the preliminary credential program. While the program design includes a formative assessment system (FACT) which should include evidence of intensive individualized support and assistance to each candidate, SPs' awareness of the overall program design and program vision did not support their application at a learning-centered level. Overwhelmingly, the candidates, SPs, and Administrators who were interviewed mentioned completion of "documents" and due dates when asked to define the program goals.

Foundational to the course of study within inquiry-based system is the development of an Individual Induction Plan (IIP) that guides the activities to support growth and improvement of professional practice in at least one content area of focus. The IIP should be a professional growth plan that details the steps a candidate will take to reach a professional goal based on the CSTP and assessed needs and documented through evidence of the teaching practice. Stakeholders reported and TaskStream evidence verified that, although the candidates complete the required portions of Formative Assessment, the IIP completion does not support the growth and attainment of professional goals.

Specifically, evidence could not be found that the IIP is developed and discussed with the support provider prior to the end of process submission, with a due date of May.

Standard 2: Communication and Collaboration **Met with Concerns**

Limited evidence was found to demonstrate articulation with preliminary teacher preparation programs and P-12 organizations in order to facilitate the transition from teacher preparation to induction and to build upon and provide opportunities for demonstration and application of the pedagogical knowledge and skills acquired in the preliminary credential program. Regardless of where they completed their teacher preparation, candidates and completers did not make the link between pre-service and Induction. Interviews with SPs did not present contrasting information.

The team found evidence that the KCOE TIP offers professional development for site administrators, which emphasizes the importance of new teacher development, and the foundations and processes of induction. Content topics include identifying the working conditions that optimize candidates' success and implementing effective steps to ameliorate or overcome challenging aspects of teachers' work environments. The team did not however find evidence of attendance during the review of documents.

Additionally, Administrator interviews on the topic of support did not provide evidence to indicate that steps had been implemented to address challenging assignments for new teachers.

Standard 3: Support Providers and Professional Development Providers
Met with Concerns

Although, support providers attend monthly meetings to receive training on the next month's work with candidates, there was a lack of evidence that this translates to assist participating teachers to develop the habits of mind necessary to educate and support effectively all students in meeting the state academic standards. SP interviews did indicate that the director increased the frequency of meetings with SPs for the 2010-11 year to ensure that SPs understood how to support their PTs completion of FACT documents through Task Stream. The team did not find evidence of support providers facilitating the participating teachers through the reflective analysis of their instructional practice using the formative assessment process. There was no evidence that support providers are assessed by program leadership or that formative feedback is provided to the support providers.

Standard 4: Formative Assessment System **Not Met**

Interviews with Participating Teachers and Support Providers revealed that PTs often completed FACT assignments through the electronic system of Task Stream on their own. Interviews with the Program Director, PTs, and SPs confirmed that although additional professional development opportunities beyond FACT are provided for PTs, attendance is low sometimes resulting in cancellation. This is due in part, to the fact that participation is encouraged but not required. As a result, the impact of this professional development on program improvement is not evident. PTs shared during interviews that participation in professional development is often determined by the opportunity to secure units rather than to assist them in acquiring strategies to more effectively address the learning needs of their students.

There was a lack of evidence that an inquiry based formative assessment system is used as intended to foster a reflective practitioner within the Kings COE Induction program. Formative assessment was not used to guide the growth and development of participating teachers. Because the focus is on completion of specific forms in the Kings COE Induction program, the

nature of an inquiry that is collaborative and data-driven, supported by deep reflection was not observed by the team.

In addition, review of Individual Induction Plans (IIP's) revealed that identified actions inconsistently reflected the teachers' understanding of appropriate strategies to use to improve student learning. There was a lack of evidence that the IIP is a working document that is revisited and used to guide the participating teacher's growth.

Standard 5: Pedagogy **Met with Concerns**

A review of evidence, including PTs' completed FACT documents (i.e., IIPs, Lesson Plans) did not illustrate that PTs either grew or improved in their ability to reflect upon and apply their insights of the CSTPs.

The team found limited evidence of use of available technology to advance student learning. Some reference to teacher use of technology was evident in Task Stream; however, not of student use. Furthermore, interviews with candidates, included minimal reference to technology use by students.

Standard 6(b): Universal Access—Teaching Special Populations **Met with Concerns**

The team did not find consistent evidence of intentional candidate learning in the appropriate pedagogical practices related to teaching Special Needs students, nor was there evidence of the use of adopted standards-aligned instructional materials and resources (e.g., varying curriculum depth and complexity, managing Para educators, using assistive and other technologies. Interviews with candidates did not indicate that attention had been drawn to this group of learners.