

**Recommendations by the Accreditation Team and Report of Findings of the Accreditation  
Visit for Professional Preparation Programs at  
Orange County Department of Education**

**Professional Services Division**

**June 2016**

**Overview of this Report**

This agenda report includes the findings of the accreditation visit conducted at Orange County Department of Education (OCDE). 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**

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

**Program Standards**

	<b>Total Program Standards</b>	<b>Program Standards</b>		
		<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
Designated Subjects: Career Technical Education		<b>14</b>	<b>2</b>	
General Education Induction	6	<b>6</b>		
Clear Education Specialist Induction	7	<b>7</b>		
Preliminary Administrative Services	5	<b>5</b>		
Clear Administrative Services	14	<b>14</b>		

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:** Orange County Office of Education

**Dates of Visit:** May 2-4, 2016

**Accreditation Team**

**Recommendation:** Accreditation

**Rationale:**

The unanimous recommendation of **Accreditation** was based on a thorough review of the institutional Self-Study; additional supporting documents available during the visit; interviews with administrators, 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

All standards are determined to be met with the exception of Common Standard 8 which is **Met with Concerns**.

Program Standards

Following discussion, the team found that for the General Education Induction, Clear Education Specialist Induction, the Preliminary Administrative Services, and the Clear Administrative Services programs, all standards were **Met**.

Following discussion, the team found that all program standards for the Designated Subjects: Career Technical Education program were **Met** with the exception of CTE program standards 1 and 5 which are **Met with Concerns**.

Overall Recommendation

Given that all Common Standards are Met with the exception of Standard 8 which is Met with Concerns, and that all program standards are met with the exception of three standards within the Designated Subjects: CTE program which are Met with Concerns, the unanimous recommendation from the team is **Accreditation**.

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

General Education Induction (Clear)  
Clear Education Specialist Induction  
Preliminary Administrative Services  
Clear Administrative Services  
Designated Subjects: CTE  
Education Specialist Added Authorization: Autism Spectrum Disorder (inactive)

Staff recommends that:

- The institution's response to the preconditions be accepted.
- Orange County Department of Education be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Orange County Department of Education continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

#### **Accreditation Team**

<b>Team Lead:</b>	<b>Darby Williams</b> Sacramento County Office of Education (Retired)
<b>Common Standards Cluster:</b>	<b>Lydia Schneider</b> San Ramon Valley Unified School District
<b>Advanced/Services Programs Cluster:</b>	<b>Sue Hall</b> Murrieta Valley Unified School District  <b>Paula Lovo</b> CalState Teach
<b>Staff to the Team</b>	<b>Cheryl Hickey</b> Administrator of Accreditation

### Documents Reviewed

Preliminary Report of Findings	Milestones
Biennial Reports	FASST Documents
Haiku Website/Inductionsupport.com	Program Narratives
Program Assessments	Assessment Rubrics
Candidate Portfolios	ILD Competencies
Memorandums of Understanding	Agendas and Minutes
Hiring Packets	Preconditions
Mentor Agreements (MOU)	ILD Advisory Roles and Responsibilities
Candidate Journey	Job Descriptions and Resumes
Sample Surveys	Sample Workshop Evaluations
Survey Data	Lead Mentor Bios
Induction Approval Letters	Demographic Data
Triad Meeting Guidelines/Summary	Candidate Applications
Reflections	Leading Edge Portfolio
Driving Question Guidelines	Rubrics (e.g.exit presentation, inquiry review)
Candidate Advising Material	Professional Development Menu of Options

### Interviews Conducted

Candidates	50
Completers	25
Mentors/Coaches	80
Program Directors	12
Assessors	21
District Partners	8
Site Administrators	11
Institutional Administration (OCDE)	2
Professional Development Providers	22
Credential Analysts	4
Support Staff	9
Advisory Council Members	32
<b>Total</b>	<b>276</b>

## Background Information

The Orange County Department of Education (OCDE) offers support services to 27 school districts, more than 600 schools, and 20,000 educators serving over 500,000 students in Orange County. OCDE's personnel provide support, professional development, and student programs.

The vision of the district is that "Orange County students will lead the nation in college and career readiness and success." The Orange County Department of Education is organized in the following divisions and departments: Administrative Services, Alternative Education, Business Services, Career and Technical Education, Information Technology, Instructional Services, Legal Services, School and Community Services, and Special Education.

## Education Unit

The educator preparation programs are housed within the Institute for Leadership Development under the direction of the Assistant Superintendent of the Instructional Services Division. The programs are under the leadership of a Manager who reports to the Assistant Superintendent who in turn reports to the Superintendent. The unit offers six Commission approved educator preparation programs: 1) Designated Subject: Career Technical Education (CTE), 2) General Education Induction, 3) Clear Education Specialist Induction, 4) the Preliminary Administrative Services, 5) Clear Administrative Services and 6) an Education Specialist: Added Authorization: Autism Spectrum Disorder that is currently inactive.

**Table 1**  
**Program Review Status**

Program Name	Number of Program Completers (2014-15)	Number of Candidates Enrolled or admitted 15-16
Designated Subjects: CTE	80	115
General Education Induction	91	204
Clear Education Specialist Induction	47	66
Preliminary Administrative Services	58	126
Clear Administrative Services	6	24
Education Specialist Added Authorization: Autism Spectrum Disorder (INACTIVE)	0	0

## The Visit

The team began its work with an organizing conference call on Monday, April 25, 2016. At that time, the team discussed roles and responsibilities, expectations and logistics for the accreditation visit. In addition, the team discussed the documentation and evidence it had

reviewed to date and identified questions for further examination at the site visit. The team arrived on Sunday, May 1, 2016. The team began its work on Monday morning, May 2, 2016 with a team meeting, followed by interviews with constituencies. There were no unusual circumstances for the visit.

## Common Standards

### Standard 1: Educational Leadership

**Met**

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California’s adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all the requirements.

### Findings

The Orange County Office of Education (OCDE) offers teacher and administrator credential programs for public and private school teachers and administrators from a service area both within and outside of Orange County. All OCDE Commission-approved credential programs are housed within the Institute For Leadership Development (ILD) whose vision is to *foster and sustain professional capital among Orange County’s educational leaders, which helps to ensure our students lead the nation in college and career readiness and success.*

This vision is congruent with the OCDE vision and mission and echoes the tenets within *Greatness By Design...developing is not enough. Educators must be knowledgeable and wise. They must know enough in order to change. They must change in order to get different results. They must become learners and they must be self-developing.* The OCDE vision is driven by the philosophy that a standards-based, data-driven, equitable future for schools comes from the leadership of well-prepared, knowledgeable and reflective educators. Thus, OCDE has designed professional preparation programs to develop and retain effective and exemplary administrators and teachers. Across all programs, candidates meet with a trained mentor, advisor and/or coach to reflect on their practice. Additionally, the ILD has identified competencies that candidates must meet irrespective of which preparation program a candidate is enrolled. These eight ILD credential program competencies are data-driven decision makers, reflective practitioners, skillful communicators (oral and written), content experts, adept integrators of technology, effective planners, promoters of collaboration, and resourceful managers.

Stakeholder interviews indicate that program leaders are deeply invested and actively involved in the organization, coordination, and governance of the all candidate preparation programs, and work collaboratively to serve candidates. The Assistant Superintendent of Education Services and the Chief Academic Officer confirmed that the work of the ILD is integral to ensuring that Orange County students lead the nation in career and college readiness. The induction programs utilize an intensive mentoring model and an articulated structure to promote a candidate’s professional growth as well as generate evidence for credentialing requirements.

Interviews with program leaders, a review of documents, and the Common Standards narrative confirm that the ILD manager and program specialists have the authority and institutional support needed to create effective strategies to support the needs of all the credential programs. The ILD manager serves as the superintendent’s designee to oversee program operations and compliance with Commission mandates. Conversely, the ILD manager represents the interests of each of the credential programs as a member of the Assistant Superintendent of the Division of Instructional Services’ Leadership Team. District level administrators and site administrators maintain regular communication with the program administrators and this communication assists in creating a well-articulated path of support for candidates.

The direction of the programs depends on input from the ILD Advisory Council, which is made up of individuals who represent the perspectives of all relevant stakeholders, i.e. program directors and specialists, instructors, institutions of higher education liaisons, participating district and candidates. These members are uniquely positioned to oversee and guide the administration of the unit, to participate in relevant policy decisions, and to ensure consistent implementation of the eight ILD competency standards that are “common” components in all five CTC-approved credential programs. These components include coach/mentor support, reflective practice, and engagement in the inquiry process. Additionally, the ILD manager works with administrator, CTE, and teacher induction programs Advisory Councils that help oversee communication among programs and partners.

Stakeholders within and across all programs reported that they felt valued and respected. Candidates and coaches noted that program leadership cares about their success and are responsive to their concerns.

The credential recommendation process is clearly defined for all programs. The ILD manager works in close collaboration with ILD program specialists to ensure that only candidates who have completed all program requirements and have successfully met the ILD competencies are eligible to clear their credential. Such requirements are outlined during orientation, posted information on the OCDE web tracking system, and through personalized contact with the program leaders and well-trained coaches who carry out the program with fidelity. Program managers and specialists are responsible for ensuring that all program and state requirements

are met prior to being submitted for recommendation. Program completion is documented through a web-based tracking system.

**Standard 2: Unit and Program Assessment and Evaluation**

**Met**

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

**Findings**

Interviews with program staff, the program advisory teams, candidates, a review of the Milestone Reports, and other assessment tools, including current and completed formative assessment and electronic portfolios, indicate that the Institute of Leadership Development (ILD) programs have a viable assessment system for ongoing program evaluation and improvement. Programs collect formal and informal data from multiple sources. All aspects of program effectiveness are evaluated to determine whether each candidate has completed program requirements, demonstrated ILD identified competencies, and satisfied specific credential criteria as defined by the Commission on Teacher Credentialing. This evaluation system incorporates assessments that are developed specifically for each program. Program stakeholders have ongoing opportunities to provide input through these evaluation instruments and to make recommendations for program improvements.

Program leaders collect a wide range of data including mid-year and end-of-year program surveys, course/training evaluations, informal and formal portfolio reviews, and collaborative log reviews. The biennial report provided evidence of a thorough analysis of program assessment data. Program staff analyzes this data noting trends and patterns of stakeholder responses. The analysis is further reviewed by the ILD Advisory Council and is used to make informed decisions that drive program improvement efforts. It is through this forum that all credential program leaders discuss the implications of the data on unit decisions and resources. Advisory team members and county leaders described examples of how program data is used to improve program processes, e.g. reduction in candidate documents, change in seminar content, and the adoption and refinement of the new online system.

The ILD manager receives program data on an ongoing basis from the ILD program data technician who oversees the collection of program data across all five approved credential programs. The manager collaborates with the program specialists and the advisory team to analyze that data through a “unit lens” to confirm program alignment and to identify potential program revisions. Data is used to monitor and adjust programs to best serve the changing needs of participants and districts.

**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 resources needs.

**Findings**

The Orange County Department of Education (OCDE) is committed to maintaining support for the Institute for Leadership Development (ILD) as indicated by meeting agendas, budget documents, organizational charts, defined roles and responsibilities, and stakeholder interviews. Sample budgets indicate that there are sufficient resources to meet the needs of each program including offices and classroom facilities, clerical support, accounting services, curriculum expertise, credential services, media services, and human resource support for program employees. OCDE charges all programs an indirect fee for staff office space and a custodial services overtime fee for course facility use. The manager of the Institute for Leadership Development (ILD), with advisement from the OCDE division of business services, the Assistant Superintendent of Instructional Services, and the ILD Advisory Board determine candidate tuition. Fees are reviewed on an annual basis. Tuition is determined based on program operation costs (human and program resources) and is paid by the candidate, the candidate's employer and/or state and grant funding.

Individual candidate needs drive the allocation of materials and personnel within each program. The budgets reflect allocations including support for admission procedures, advisement, curriculum, professional development opportunities, instructional materials, information resources, instructional experiences, supervision and guidance, as well as assessment management. Through partnerships with institutions of higher education and district affiliates, additional needs such as meeting space and access to current experts in the field are guaranteed. District representatives confirmed through interviews that the ILD communicates fee changes in a timely manner. District leaders, for their part, are supportive of OCDE, committed to the CTC approved programs, and advocate for them within their respective districts.

Prospective candidates receive information regarding credential program offerings by accessing the OCDE and/or ILD website. Staff employed by the ILD is charged with the responsibility of keeping program information updated and contact information current. In addition, program information is disseminated through brochures that are distributed to school districts

throughout Orange County, through the OCDE website, through presentations at county meetings, and at OCDE-sponsored trainings.

Once a candidate is enrolled in an OCDE credential program, he/she also enrolls as a user in the ILD Virtual Support Services Environment. Interviews confirmed that candidates across all five programs access the site regularly as this is a fundamental communication tool used by all stakeholders. The site offers a news page and registration for all events via the monthly events calendar. Candidates may network with other candidates through virtual discussion forums. Surveys and evaluations are also accessed from this site. Each candidate's electronic portfolio is housed here. Program specialists, cohort advisors, coaches, mentors and instructors regularly monitor this virtual environment, providing ongoing, individualized candidate support as needed.

ILD is staffed with qualified program leaders who are responsible for the overall design and coordination of the program. The ILD manager, who reports to the assistant superintendent of instructional services, has the authority to develop the budget and monitor resource allocations.

The program leaders consistently collaborate with OCDE fiscal personnel to ensure all monies received are designated to support program needs. In the event that an unforeseen program need is identified, monies have been reserved within the instructional services division budget to offset the financial burden that the program might have otherwise experienced. Interviews confirmed that transparent budget processes are in place to ensure that fiscal concerns are addressed in a timely manner.

**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**

Orange County Department of Education (OCDE) has processes in place to ensure the hiring of qualified personnel in each of its programs. It ensures that instructors and supervisors have appropriate degrees and credentials for their respective positions through the application process, which includes a required professional resume and interviews with program staff. Documentation confirmed that OCDE has a nine step hiring process that includes the involvement of district personnel (Advisory Council representative), lead mentors and coaches, and ILD program staff as appropriate. Program documentation indicates that job responsibilities are clearly specified. Interviews with stakeholder groups confirm that instructors and supervisors are well qualified for their positions.

OCDE instructional faculty demonstrates current knowledge of the content they teach, understand the context of public schooling, and model effective professional practices in teaching and learning scholarship, and service. Professional development training is provided by outside vendors and includes ENCOMPASS, ID21, Jennifer Abrams workshops, and Teacher Created Materials. These vendors are carefully selected and evaluated by the ILD program staff who works collaboratively with them to determine the content of the workshops. The ILD manager, a certified FAS trainer, is responsible for preparing all induction mentors. Instructors understand academic standards, frameworks, and accountability systems that drive the curriculum of public schools. Program documentation and interviews with various stakeholders confirmed that job responsibilities are clearly specified and that instructors and supervisors are well qualified for their positions.

All employees of the OCDE Institute for Leadership Development receive ongoing training in the identified priority of cultural proficiency and are required to demonstrate these skills in their work. Additionally, candidates must choose at least two ENCOMPASS trainings to attend, which provide a series of workshops in the area of cultural sensitivity. OCDE endeavors to maintain a

diverse faculty. Program leaders recognize that it is critical that employment practices reflect the diversity of the county.

The faculty and professional development providers consider the cultural, ethnic and gender diversity of the student population served when planning professional development. OCDE ensures that instructors and supervisors are prepared to address the diverse needs of the community it serves through advertising positions through ED-JOIN, soliciting recommendations through the monthly OCDE-sponsored assistant superintendents' meeting, and networking through local professional foundations and institutions of higher education. Ongoing discussions regarding outreach efforts to identify and secure a diverse group of educators occur through the Advisory Council meeting discussions, assistant superintendent meetings, and informally with the districts.

OCDE program leaders, faculty, supervisors, and personnel in PreK-12 settings collaborate regularly and systematically in a variety of ways to improve teaching, candidate learnings, and educator preparation. All OCDE credential program faculty meet quarterly to review and update trainings. The BTSA BUZZ, a newsletter focused on updated news for teacher induction, emails, and attendance at staff, Advisory Council, and regional and state meetings provide venues for further collaboration.

The institution provides support for regular, ongoing faculty development. All individuals who provide instruction are given an instructor's guide that includes a detailed presentation format with identified resources to support that instruction. Instructors meet to review program materials and revise where indicated to make courses more relevant and current to adult learners. Instructors, coaches and mentors are committed to ongoing learning and professional development. Information is provided through a variety of resources including the Orange Country Teacher Preparation Induction Collaborative (OCTPIC), which provides systematic collaboration between stakeholders from P-12 settings and colleges and universities.

OCDE evaluates the performance of course instructors and field supervisors regularly, using a variety of techniques as appropriate. Every instructor is observed by program staff and receives written feedback, annually, regarding the modeling of best practices. A rubric that clearly defines best practices is a key tool in this process. End-of-Program Assessment results, along with Course Evaluations available on *inductionsupport.com* reveal ongoing evaluation.

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

**Findings**

OCDE has systems and processes in place to ensure that all candidates meet admission criteria defined by the Education Code and by the Commission on Teacher Credentialing. Program information and applications are distributed to districts throughout Orange County. Evidence confirmed that ILD staff provides information including program requirements, tuition fees, and program timelines. Upon receipt of the candidate's application, ILD program staff approves candidates' eligibility. All eligible candidates participate in a required program orientation where in-depth program information is shared and a letter of candidate commitment is signed. Following the orientation, candidates are matched with an appropriate mentor, coach, or cohort advisor. When interviewed, candidates confirmed that they are screened by their districts, and then by the appropriate county personnel when participating in OCDE programs.

OCDE Program descriptions and admission criteria are clearly defined and available on *Inductionsupport.com*, the ILD web support system. Contact information and program applications can be accessed through this website as well.

Efforts are made to include under-represented populations in the participant pool. Program staff holds on-site information meetings to inform potential candidates of the career advancement opportunities that are created upon completion of the respective credential program. Program graduates serve as spokespersons further validating the high quality of program offerings. The Institute for Leadership Development works closely with the Schools First Credit Union to make low cost loans available to qualified candidates.

The employing agency makes all employment decisions and screens candidate's eligibility for enrollment in the specific credential program. Prior to admission into each program, ILD program personnel conduct a comprehensive review of the candidate's qualifications. OCDE and district human resource staff consistently collaborates with ILD staff to ensure that all credential information is accurate and complete.

**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**

Qualified advisors and other personnel are available to each candidate both at their district and at OCDE to advise each program participant as they enter a credential program and throughout their enrollment in that program. Additionally, all advisement materials and program requirement documents may be accessed through the ILD *Inductionsupport.com website*.

Interviews with stakeholders confirmed that OCDE provides appropriate information to guide each candidate's attainment of all program requirements. Advisement/evidence reviews are held at least two times during each program year between the candidate and program staff to verify progress toward completion of the specific credential program. Written feedback is given to each candidate by program staff that documents next steps and possible remediation or pacing suggestions to ensure that they are fully aware of the timeline required to complete the program. *Inductionsupport.com* provides a platform for all candidates to access feedback on their progress.

The ILD manager and program specialist are available to interact with prospective candidates daily via phone calls and e-mails with those who express interest in OCDE credential program offerings, or have questions or issues. They oversee all matters that address program effectiveness. In addition, they participate in program orientations, facilitate the Assessor Cadres, the groups that regularly assesses candidate work, and sit on exit presentation review panels. Candidates stated that program staff makes themselves accessible outside of regular business hours.

OCDE provides support and assistance to candidates in tandem with district personnel, and only retains candidates who are suited for entry or advancement in the education profession. Cohort advisors interact with candidates monthly, prior to the beginning of each class session. In addition, they monitor the candidate's progress during his/her fieldwork project. They assist the candidate in securing needed resources and in providing feedback regarding progress in demonstrating candidate competence during this experience and throughout program enrollment. Coaches and mentors meet with their assigned candidate for a minimum of four hours monthly to facilitate reflective dialogues and analysis of the candidate's practice as defined by respective credential program standards and the ILD candidate competencies.

Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts. The Assessor Cadre assesses candidate competence of uploaded program artifacts that include but are not limited to reflective essays, inquiry/fieldwork projects and professional portfolios. Cadre members are selected by the ILD manager based on experience with the specific program. Calibration activities are conducted at the beginning of each cadre session using a rubric designed for each of the specific artifacts. In addition, any program artifacts submitted by the candidate that do not satisfy proficiency criteria are reviewed by a second assessor and subject to further discussion by the cadre members. In the event that the candidate does not demonstrate competence, the opportunity to revise and resubmit artifacts is given.

**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**

OCDE ILD programs include well-designed field and clinical experiences based on relevant professional standards and supported by timely professional development. Evidence from the visit documented that a planned sequence of field-based and clinical experiences are regularly reviewed with feedback readily available to candidates. Candidates develop and demonstrate the knowledge and skills necessary to support all students effectively so that P-12 students meet state-adopted academic standards. Evidence presented confirmed that Inquiry Project guidelines specific to each credential and specific area are in place and tracked by the *Inductionsupport.com* website. Candidates understand the parameters of their current employment context that includes an investigation of available resources, needs of the students whom they serve, and district/school policies. They then assess their current practice based on appropriate designated standards, including *California Standards for the Teaching Profession*, *Induction Standards* and/or *California Administrative Performance Expectations*.

Field-based work and/or clinical experiences in all OCDE programs 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. Candidates stated that professional development choices delivered by providers such as ENCOMPASS, Teacher Created Materials, and NTC FAS, help them address the needs of the students they serve. Candidates collect evidence and artifacts of their practice that are

regularly submitted and reviewed by the ILD manager, the ILD program specialists, and an Assessor Cadre using a rubric specifically designed for this purpose. A pilot program for Year 2 Induction teachers in which the three professional developers from the English Learners Department observed all year 2 candidates and provided written feedback to their mentors, has shown early success in improving teacher practice.

**Standard 8: District-Employed Supervisors**

**Met with Concerns**

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

This standard applies solely to preliminary programs and not to second tier programs.

Interviews with stakeholders confirmed that the OCDE Institute for Leadership Development (ILD) hires Preliminary Administrative Services Credential (PASC) cohort advisors and coaches who have the requisite experience to coach, mentor and support candidates. These support providers are credentialed in their respective areas, meet the prescribed selection criteria as defined by OCDE, and are periodically evaluated by the ILD Manager.

There is a less formal process for selecting district-employed supervisors. OCDE program leaders explained that candidates informally select a “district supervisor,” e.g. site administrator to help oversee and advise them on their fieldwork projects. Additionally, the site administrator supervisor is responsible for signing the fieldwork logs that document a candidates’ progress. Interviews with the ILD Manager, PASC leaders, candidates and completers confirmed that district coaches are selected at the discretion of the candidates. Candidates indicated that this process has “opened a door” to rich conversations with their supervisors.

Interviews indicate that the district supervisor orientation and training take place in informal ways. In lieu of formal training, communication between the cohort advisor and district-employed supervisors occurs via emails and site visits, especially when a candidate needs additional individual support. In recognition of their role in the PASC program, district-employed supervisors are invited to attend their candidates’ year-end project presentations.

In the CTE program, the primary support for candidates is centered in OCDE employed mentors. Additional support for the candidates at the site level is provided by the employer and/or local ROP or other entity; however, there appears to be little systematic coordination and collaboration between OCDE and the site in the support for CTE candidates.

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

**Rationale:**

The review team could find no evidence that criteria for selection of supervisors for the Preliminary Administrative Credential Services are made explicit, that district-employed coaches are methodically oriented to their role and evaluated in a systemic manner.

**Standard 9: Assessment of Candidate Competence**

**Met**

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

The Orange County Department of Education (OCDE) professional preparation programs provide multiple ways for candidates to demonstrate the knowledge and skills required by their credentials to educate and support the full range of learners in meeting the state-adopted academic standards as documented by digital handbooks, support websites with accompanying documents, course materials, professional development offerings and portfolio samples, both online and in print. Candidate, mentor, course instructor, professional developer, district and site administrator, support staff, human resource, and program leadership interviews confirmed that multiple opportunities exist to develop and demonstrate the foundational and pedagogical skills needed to work in California’s diverse school settings. Fieldwork, program, and course offerings incorporate, where applicable, content in a mentor-driven support model that allows candidates to acquire, reflect, and apply knowledge and skills within their job-embedded school settings.

The unit uses multiple assessment measures to ensure candidate competency in meeting the Commission-adopted requirements within each specified program. The unit organizes around its eight key program competencies and provides both formal and informal opportunities to demonstrate each within the relevant, required program standards. Stakeholders report deliberate efforts by program leadership within the consortia to align professional development and inquiry projects to the signature goals of partner districts and schools. Candidates are assessed using program specific formative assessment tools and rubrics while engaging in authentic job-embedded inquiry-based performance projects.

The unit measures competencies with data collected throughout the candidate’s journey in their respective programs by documenting evidence of application, guided by mentors and or faculty, informed by a broad range of professional development experiences, and supported

through ongoing feedback, that demonstrate their ability to support and lead the full range of learners. Interviews with stakeholders confirmed systematic processes in place around assessor cadres, exit presentations and portfolio reviews. Norming processes are in place to calibrate the assessments completed in cadres with the use of rubrics. Program candidates collect evidence of their learning while practicing on-going reflection and self-assessment. A review of the online *Inductionsupport.com* portfolios and assignments confirmed this finding. Checklists, tutorials, and on-going feedback after “milestone” checkpoints keep candidates up to date through this online support. Stakeholder interviewees reported seeing improved teaching and learning from participating candidates.

Human resources and credential analysts verified that, along with program leadership and lead mentors, they help provide technical monitoring to support candidates who may not be meeting program requirements. Upon completion, written verification is maintained by program leadership and a recommendation is made for the appropriate professional credential. Interviews with program leaders and credential analysts confirm that when candidates demonstrate competence and successful completion of program requirements, they are recommended by the ILD manager for the appropriate credential.

### **Preliminary Administrative Services**

The manager of the Orange County Department of Education (OCDE) Institute for Leadership Development (ILD) is responsible for the administration of the Preliminary Administrative Services (PASC) program. The program is offered at the Orange County Department of Education and in Riverside County. Cohort advisors for Orange County and Riverside County are under the leadership of the program manager who reports directly to the Assistant Superintendent of Instructional Services, providing communication between the credential program and institutional leadership.

#### **Program Design**

Participants focus on leadership elements within a 16-month program that prepares them to meet the diverse leadership needs facing schools in California. The program focuses on the concept of theory into practice through its variety of learning experiences. The program incorporates coursework, online experiences, video, and a fieldwork project that demonstrates the participant’s knowledge of leadership.

Based on interviews with program instructors, the cohort advisor, assessors, and staff, a clear channel of communication exists between the program and stakeholder groups. The orientation and written documents provide clear and consistent information on the completion of key assessments and candidate competency. Interviews with instructors, assessors, and candidates confirmed that surveys are conducted in multiple venues to provide valuable feedback to the credential program. Examples were provided of feedback that influenced

program decisions. The candidates commented that they find the assignments that relate to the California Professional Standards for Educational Leaders (CPSELs) extremely valuable and that they are prepared to complete those assessments. Instructors, the cohort advisor, and candidates confirmed that the candidates are very much supported throughout the program and in completing their assessments. Ongoing communication with designated partners enhances coordinated efforts to develop a coaching model that is responsive to the needs of 21st Century educational leaders.

The OCDE Preliminary Services Administrative Credential curriculum is based on the California Administrator Performance Expectations (CAPEs). In addition to attending the program orientation, candidates are required to complete all program requirements and demonstrate candidate competence through their participation in seven courses during the 16-month program. Signature Assignments also contain linkages to the ILD candidate competencies. During interviews, program staff and candidates clearly articulated the ILD Eight Candidate Competencies which are: 1) Data-driven Decision Makers, 2) Reflective Practitioners, 3) Skillful Communicators (oral and written), 4) Content Experts, 5) Adept Integrators of Technology, 6) Effective Planners, and 7) Promoters of Collaboration and 8) Resourceful Managers.

The OCDE Administrative Services Advisory Council was established to support communication among the two CTC-accredited credential programs (the Preliminary Administrative Services and Clear Administrative Services) and district/school employers. Advisory Council members are employed or retired educational leaders who represent districts throughout Orange County, bringing an important perspective to the program's decision-making model.

Additional collaborative partnerships have been established with other OCDE departments and with educational leaders in each of the participating districts/schools. Finally, PASC credential program staff collaborates with other P-12 organizations and universities through the Orange County Teacher Preparation and Induction Collaborative (OCTPIC) to support the implementation of a meaningful credential program.

The OCDE Preliminary Administrative Services program staff designs, administers, collects, and analyzes data from candidates, instructors, and district personnel regarding program effectiveness and candidate competence. Evaluation data is reviewed by the Preliminary Administrative Services program staff and presented at the spring meetings of both the ILD Advisory Council and Administrative Services Advisory Council by the ILD manager. Data is used to identify program strengths as well as areas for program improvement. Interviews confirmed that feedback from these representative stakeholder groups plays a critical role in program decision-making.

Candidates provide feedback regarding the quality of available program supports through their responses to the end-of-course, mid-program and end-of-program surveys. The data collected from these program assessments provide valuable insights into program relevance and long

term application of learning. Evidence review confirmed that informal feedback is elicited through ongoing advisement sessions between the enrolled candidates and the cohort advisor.

### **Curriculum and Field Experience**

Coursework includes topics critical in today's educational field including vision, leadership, and diversity in California's schools. Each of the courses is designed so that technology and fieldwork are integrated into the face-to-face courses with the CAPEs as the common thread.

Subsequent to attending the program orientation, candidates are required to complete all program requirements and demonstrate candidate competence through their participation in seven courses during the 16-month program. The course sequence is designed to build upon the candidate's growing understanding of educational leadership theory and the application of that theory to authentic leadership challenges. Interviews and evidence confirms that classwork engages candidates in working individually to craft a vision and personal code of ethics that the program notes will serve as the "guiding rod" for decisions that candidates will be required to make in their roles as site administrators. Candidates also work collaboratively, developing the communication and management skills that they will rely on as they interact with their staffs, student families, and greater school communities.

To support growth as educational leaders, all candidates are required to participate in *Developing the 21<sup>st</sup> Century Principal* (ID21). This assessment center is designed to support the development of aspiring and early career leaders as they engage in simulations and receive focused feedback from three trained assessors/coaches. Additional professional development assists candidates in further developing their understanding of challenges faced by new administrators. These include workshops focused on *Generational Savvy* and *Having Hard Conversations and Compassion Plays* presented through the Western Justice Center.

Candidates participate in a fieldwork project that has been developed with input from the district in which the candidate is employed and the program's cohort advisor. The project includes an approved Fieldwork Project proposal, artifacts that align to the eight priorities defined in the district Local Control Accountability Plan (LCAP), and evidence that demonstrates ongoing data collection and analysis.

Interviews suggest that OCDE programs produce educators and leaders who understand multiple perspectives about educational issues and who appreciate the complexity of decision-making in educational contexts. Further, interviews with Preliminary Administrative Services course faculty, assessors and program leaders show that a special strength of the program is that candidates develop dispositions of openness and commitment to continued learning, and approach administrative practice in increasingly sophisticated ways.

### **Assessment of Candidates**

Preliminary Administrative Services candidates experience two levels of summative assessment,

a fieldwork project and electronic portfolio. Candidates complete a fieldwork project that spotlights the application of their leadership skills. As part of the fieldwork project, fieldwork artifacts and a fieldwork summary are evaluated to assess candidate competence as defined by the California Administrator Performance Expectations (CAPE). A rubric specifically designed for this purpose is used as the evaluation tool.

In addition to the fieldwork project, candidates compile an electronic portfolio of artifacts representing their evolving leadership skills. The portfolio is housed in the virtual information management system, *Inductionsupport.com*, and is accessed through the milestone link. The portfolio is reviewed at identified times throughout the program to monitor candidate progress towards requirement completion and demonstration of candidate competence.

Finally, candidates participate in an Exit Presentation. This presentation requires candidates to make specific connections between the components of their fieldwork project and the six leadership categories defined in the CAPE. A panel, composed of program staff and course instructors, assess the presentation using a rubric that confirms candidate competence.

### **Findings on Standards**

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

## **Clear Administrative Services**

### **Program Design**

The Orange County Department of Education (OCDE) Clear Administrative Services Credential program is grounded in the concept that accomplished leadership is learned through purposeful, logically-sequenced experiences including coursework, self-assessment of leadership skills and attitudes, job-embedded activities, action research and coaching. The design of the program is driven by sound rationale informed by theory and research. The California Professional Standards for Educational Leaders (CPSEL) serve as the foundation for the Clear Administrative Services Credential Program to which the program is aligned. The standards in the six CPSELS provide indicators of leadership actions that contribute to meeting the standards.

The program is designed to provide a smooth transition from “a student of administration to an administrator of students.” Unlike the Preliminary Administrative Services Credential program that is course-based, candidates in the Clear program are supported by an ACSA-trained coach who provides a minimum of forty (40) hours of on-site support. The program also prepares candidates to confront current issues of cultural and academic diversity, existing achievement

gaps, and limited resources within the political, social, and legal contexts of California schools.

Through a Memorandum of Understanding with the Association of California School Administrators and the New Teacher Center (ACSA/NTC), the ACSA/NTC Leadership Coaching components have been adopted and provide extensive opportunities for candidates to learn, apply, reflect and refine their leadership abilities within the context of their current job and alongside a collaborative coach. A second significant partnership is in place between OCDE and the creators of *Leading Edge*, a national certification program specifically for 21st Century education professionals. The Leading Edge Administrator Certification, developed in 2011-2012, focuses on how to effectively utilize technology tools, resources and innovative solutions to advance student achievement, foster educator productivity and extends learning opportunities for all.

The OCDE Clear Administrative Services Credential program staff designs, administers, collects and analyzes data from candidates, leadership coaches, and district personnel regarding program effectiveness and candidate competence. Evaluation data is reviewed by the cohort advisor and program staff, and presented at the spring meetings of both the ILD Advisory Council and the Administrative Services Advisory Council. Data is used to identify program strengths as well as areas for program improvement. Interviews confirmed that feedback from these representative stakeholder groups plays a critical role in program decision-making.

Evidence confirmed that candidates provide feedback regarding the quality of available program supports through their responses to the *Coaching Effectiveness Survey*, and through their participation in the Program Completers' Focus Group. The Focus Group is scheduled a year after the candidate exits the program, providing additional insights into program relevance and long term application of learning.

Leadership coaches provide formal feedback at both the mid-point of their candidate's program enrollment and at the time of their candidate's successful exit from the program. Feedback surveys are used to capture coaches' perspectives on training received, coach-candidate matches, communication with program staff, and overall program quality. Specific examples of feedback that impacted program design were provided during interviews with program staff, the cohort advisor, and coaches.

### **Curriculum and Field Experience**

Administrative Services Credential candidates participate in a planned sequence of job-embedded experiences designed to build upon the knowledge and skills obtained in the preliminary administrator preparation program. Candidates demonstrate this growth through ongoing collection of evidence of their leadership practice. This evidence includes, but is not limited to, *Leading Edge* coursework, application of professional development within their leadership context, documentation (including the coaching log) completed by the ILD leadership coach, personal reflections and artifacts that will be used in the candidate's exit

interview. During interviews with the cohort advisor and coaches, it was evident that the coaches successfully interact with the candidate to meet individual goals.

At the mid-point and end-point, the coaches and the candidates assess progress towards competence as defined by the program performance expectations by reviewing the evidence/artifacts in the candidate's portfolio. The *Leading Edge* Portfolio Scoring Rubric is used as assessment. Also, candidates working in collaboration with their coaches, reassesses mastery of the descriptions of practice (DOPs) of the seven focus CPSEL elements by completing the *ACSA/NTC DOPS-Based Competencies and Growth Survey*. Candidates cite supporting evidence to inform this assessment. After completing the survey, the coach and cohort advisor review the survey data to identify the current levels of support needed by the candidates.

At the end of year two, candidates reflect on current practice by completing the final reflective component of the *Leading Edge* course. Candidates also participate in an exit interview conducted by a panel representing the ILD team. During this session, candidates present the essence of their professional growth and competence in relation to the program performance expectations. The exit panel utilizes a rubric to confirm candidate competence.

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

### **Assessment of Candidates**

Candidate competence is based on a variety of formative and summative assessments. The results of these assessments are utilized to provide the candidate with mentoring, support and assistance within the context of his/her position, according to a specific set of protocols throughout the two-year program.

ACSA/NTC certified and/or trained leadership coaches engage candidates in data-driven dialogue, collaboration and ongoing reflection utilizing an array of formative assessment processes. Interviews with candidates confirm that the role of the coach is the most important part of the program. As one said, "I have a friend for life."

The candidate and coach use the results of the yearly co-assessment survey, the employer feedback, and the bi-annual recommendations of the cohort advisor to modify the program as necessary in terms of mentoring, support, and other needed assistance. The feedback results are also used to record growth toward mastery on the CPSELs and the eight ILD Candidate Competences. When interviewed, both candidates and coaches had a good understanding of

the assessments and how to use them to improve practice.

Candidate competence is also based on a variety of summative assessments including the Individual Development Plan progress report, the ILD review, the professional portfolio and the exit interview. The results of these summative assessments are used to verify that candidates meet the individualized developmental objectives defined in the candidate's Individual Learning Plan and to confirm candidate competence that merits the recommendation for a Clear Administrative Services credential.

### **Findings on Standards**

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

## **General Education Induction Clear Special Education Induction**

### **Program Design**

The Orange County Department of Education (OCDE), the lead educational agency for the OCDE teacher induction programs, is a regional program sponsor partnering with public school districts, charter schools, alternative schools, and private schools to clear teaching credentials. OCDE sponsors two teacher induction programs, one for the Multiple and Single Subject Clear Credential candidates and one for the Education Specialist Clear Credential candidates. OCDE's Induction Program, housed within the Institute for Leadership Development (ILD), is a two-year program for Multiple and Single Subject candidates and a one-year program for Education Specialist candidates. The programs are designed to support teachers at the beginning of their careers and are unified and enhanced by the emphasis of the eight ILD credential program competencies: data-driven decision makers, reflective practitioners, skillful communicators (oral and written), content experts, adept integrators of technology, effective planners, promoters of collaboration, and resourceful managers. Interviews with participants, documentation reviewed by site team members, and review of the electronic platform, *Inductionsupport.com*, indicate that induction candidates participate in a purposeful, logically sequenced structure of professional development.

The ILD manager and program specialists regularly collaborate with school and district personnel and IHE partners through Teacher Induction Advisory Council and an overarching advisory council, the ILD Advisory Council which supports the overall vision of the unit. The leadership team also selects lead mentors to increase collaboration, communication and support within partner districts and schools. A program coordinator for Education Specialists is in place to support candidates. Finally, the OCDE Teacher Induction Program staff collaborates

with other P-12 organizations and universities through the Orange County Teacher Preparation and Induction Collaborative (OCTPIC).

Induction Advisory Council members report that they meet four times a year. Interviewees stated that collaboration has been enhanced by the addition of the online digital platform to keep all stakeholders apprised of the administrative components of the programs. The Advisory Council members report a high level of active decision-making around candidate competency, mentor competency, and reviewing data for program improvement, even evaluating the status of early completion option (ECO) applicants. Members report that program revisions have been made in direct response to their feedback. Administrators reported that the ILD team aligns professional development with district offerings to eliminate unnecessary overlap, thus providing evidence of differentiating for the specific needs of the candidates within their respective places of employment. IHE representatives report that collaborative meetings support the smooth transition of their candidates along the Learning to Teach continuum. They report an increased ability to prepare their students for the next steps in their journey toward teaching competency and the clear teaching credential.

Data collected from all stakeholders are used within the programs to support program improvements. Mid and end-of-year survey data, local evaluation tools, and candidate online submissions and portfolios are used to guide program decisions. For example, the program now provides targeted professional development around the English learner standards as a direct response to survey data indicating a need to expand strategies for teaching academic content to students who represent 58 different languages throughout the county. Interviews with candidates, mentors, administrators, and advisory members confirmed that opportunities exist for input. Stakeholders indicate changes have been made as a direct result of their feedback. For example, mentor and candidate feedback was used to move away from a paper portfolio to a digital portfolio.

### **Course of Study**

The design of the two teacher induction programs builds upon the skills and knowledge acquired in the preliminary credential program and takes into account current general and special education teacher needs and assignments. Each candidate is supported by a trained mentor and, together, engages in a formative, inquiry-based assessment process developed by the New Teacher Center Formative Assessment System (NTC FAS). Additionally, education specialists receive mentoring from experienced teachers who hold like credentials.

All teachers use the plan, teach, reflect, apply sequence and, when interviewed, report that this cycle has positively impacted their practice and pushed them to explore areas for professional development that they otherwise would not pursue. A menu of options intended to specifically support Education Specialists based on their assignment and case management context is provided through district and consortia collaboration. IDEA, a workshop designed by OCDE personnel for the Education Specialist candidate was well received according to interviews.

Technology and brain-based strategies were two positive examples cited by candidates in both programs as offering support to a self-selected area of pedagogy exploration. Interviewees and evaluation data collected indicate a high regard for the professional development experiences delivered by the *Teacher Created Materials* (TCM), an outside vendor. TCM follow-up and feedback, along with customized resources, are part of the professional development that induction candidates receive to help support the action research and inquiry components within the *Formative Assessment and Support System* (FAS). Interviews, documentation, and portfolios confirm that the FAS system is applicable to the needs of the Education Specialist's assignment. The program specialist works directly with candidates and mentors, customizing the program to meet the needs of Education Specialists who work within diverse settings across the P-12 settings.

Year Two candidates who focus on equity and personal/classroom bias, report high levels of satisfaction with the training they receive from *Encompass*, an outside vendor. Reviewed survey data and interviews support this finding. Year Two candidates also receive observation feedback from the ELD consortium coordinators in support of equity standards. Interviewees confirmed that professional development application opportunities are interwoven into their required FAS coursework. Candidates utilize and reflect upon the strategies learned as part of the FAS system for inquiry.

Stakeholders report that candidates participate in a culminating event to showcase their work within the FAS system of inquiry. Exit presentations include self-assessments based on the *Continuum of Teaching Practice* and reflections done within a collaborative process. These presentations help validate the candidate's growth in teaching and learning experienced over the course of the induction experience.

Stakeholders reported that candidates receive timely advice and assistance. They also felt program leadership was easily accessible and knowledgeable. On-line submission of candidate work is reviewed at delineated checkpoints, called milestones, and trained assessors give feedback. Candidates have an opportunity to revise, if needed, before resubmitting. Mentors and candidates report tracking progress online through *Inductionsupport.com*.

Induction support staff sends reminders for completion and next steps through *Inductionsupport.com* and by email. Education Specialists are assisted in completing their programs within the one-year time frame and receive on-going advice and support in identifying areas of need for professional development around specific special education competencies. The ILD program specialists send weekly newsletters and updates for FAS content support, support in the eight ILD competencies, and program completion requirements. Interviews with the TCM team confirmed that professional development sessions routinely include support for students with special needs. Documents reviewed by site members indicate Education Specialists utilize the FAS documents specifically related to special education that best support their inquiry. Program differentiation was confirmed during

interviews with candidates.

### **Candidate Competence**

Candidates must successfully complete all requirements in order to be recommended for a clear credential. Each candidate tracks program progress of these requirements on *Inductionsupport.com*. Mentors and program leaders monitor the process of completion. Assessor cadres, using a rubric, calibrate themselves, score candidate submissions, and give feedback to candidates. Education Specialist lead teachers are included in the assessor cadres.

Each mentor is trained to review documentation and to understand the rubric for evaluating whether work is complete. Candidates and mentors clearly understand the sequence and expectation of the coursework and attest to seeing growth in their candidate's practice. Mentors acknowledged that participating in the process fostered their own professional growth. Online tutorials, (an addition from mentor feedback), is reported by stakeholders to aid the candidates in producing quality work. The *Inductionsupport.com* website affirms a logical, consistent progression through this work. Support is provided for those candidates and mentors identified as not meeting the benchmark activities.

The OCDE only grants a clear credential when all completion requirements have been met, and the candidate has provided evidence of growth as measured by the *California Standards for the Teaching Profession*. In addition, candidates must fulfill the pedagogy and equity professional development requirements of the program.

Interviews with the credential analysts and the program director confirm there is a system in place to monitor and verify successful completion. At the end of the program, candidates participate in an exit presentation. The program reviews the final portfolio and the program director recommends candidates who complete all work using the on-line credential recommendation system through the Commission on Teacher Credentialing. Records are maintained of all recommendations and all CTC verifications. Interviews with program leaders and the credential analyst, along with review of documentation, confirm this process.

### **Finding on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are fully **Met** for the General Education Induction Program and the Clear Education Specialist Induction Program.

### **Designated Subjects: Career Technical Education**

*Note:* The program was initially reviewed and approved in 2012. Because the program assessment documents for OCDE were due in 2013 and the Designated Subjects: CTE program

was new at the time, it was not required to go through Program Assessment. However, because the site visit review was delayed a year, and because the 2013 IPR document no longer reflected the program that was being offered by OCDE, an updated document was prepared for the site visit team. Therefore, it was necessary at the site visit to review this program at the standard level.

### **Program Design**

Orange County Department of Education (OCDE) serves as the Lead Educational Agency (LEA) for the Commission-approved Designated Subjects: Career Technical Education (CTE) educator professional preparation program. The CTE credential program is housed within the Institute of Leadership Development (ILD), along with the four other Commission-approved credential programs. The vision of OCDE is that *“Orange County students will lead the nation in college and career readiness and success.”* The OCDE Career Technical Education Teacher (CTE) credential program enrolls candidates employed by the twenty-seven public school districts throughout Orange County and beyond. These individuals are business and industry candidates seeking to transition from the workplace into the classroom as the teacher of record or Multiple and Single Subject credential holders with business and industry experience.

The CTE program is designed to provide enrolled candidates with enhanced skills needed in developing curriculum and instruction aligned with the specific aspects of their assigned industry sector. The approved coursework consists of CTE TEACH Early Orientation and 135 hours of Initial professional preparation. These professional preparation hours are provided in three online courses accessed through a membership-only, online, learning management system. Orange County Office of Education contracts with the University of California, San Diego (UCSD) Extension for the advanced portion of the program.

Cooperative partnerships have been established with other OCDE departments, with educational leaders in each of the participating districts/schools, and with local Regional Occupational Programs (ROP) throughout the area. Finally, the OCDE CTE Program staff collaborates with other P-12 organizations and universities through the Orange County Teacher Preparation and Induction Collaborative (OCTPIC) to support identified teacher needs through the implementation of a meaningful credential program. Ongoing communication with designated partners enhances coordinated efforts to develop and provide needed professional development as well as ensuring a smooth transition from the teacher preparation program to the CTE classroom.

OCDE has added personnel to account for increased numbers of CTE candidates and for consistency across all programs. Very recently, three people have filled this role in a short period of time. A full-time ILD Program Specialist has been assigned to the CTE credential program. This individual brings a significant level of expertise in all areas of career technical education and leadership. The ILD Program Data Technician has been added to the CTE program

team. This individual manages the virtual information management system for all five CTC-approved credential programs.

Interviews with ILD leaders, Advisory Council members, instructors, mentors, and candidates reveal OCDE's intent to develop its own advanced program coursework in the near future. In addition, candidates report a need for additional differentiation between candidate who already hold Single Subject Credentials and those new to the profession.

### **Curriculum and Field Experience**

As mentioned above, the approved coursework consists of CTE TEACH Early Orientation and 135 hours of Initial professional preparation. These professional preparation hours are provided through the three online courses that are accessed through a membership-only, learning management system. CTE 101: Teacher Preparation is the first of the three courses which introduces candidates to the Career Readiness anchor standards, the CTE Model Curriculum State Standards, the industry sector pathways and the history of the Designated CTE Services credential. The second course, CTE 102 Instructional Practices of CTE provides candidates with a foundation of instructional practices by exploring the educational concepts, including SDAIE and high-impact strategies that meet the needs of special populations. The third course, CTE 103: Professional Portfolio is focused on demonstrating candidate competence.

Program documents and interviews with program staff, mentors, instructors, and candidates confirm the online series of courses with self-directed and supported field experience. The CTC credential courses have been designed to incorporate the instructional competencies of *Category B: Preparation to Teach Curriculum to All Students in California Schools Initial Preparation*. The assignments in the Advanced Program were not provided, and it remained unclear as to whether they met all Category B Advanced Program of Preparation Competencies.

Review of Program Standard 1 states the program, "*bases CTE teachers' competence on California's Teaching Performance Expectations (TPEs).*" The OCDE CTE Program Summary stated that candidates, "compile a professional portfolio that chronicles the candidate's developing competence as defined by the California Standards for the Teaching Profession and Category II of the CTE Program Standards." Interviews with mentors, instructors, and candidates did not produce sufficient evidence of candidate awareness of either the TPEs or CSTPs. One candidate was aware of the teaching standards and made reference to them as a requirement in a lesson plan. Interviews and documents did not produce consistent evidence that the program bases CTE teachers' competence on *California's Teaching Performance Expectations (TPEs)*. As the issue became clear to program staff, they created a chart for the team linking the CSTP course and fieldwork assignments to the relevant TPE. The team was assured that the TPEs would be integrated into all assignments.

Standard 5 states, "*Supervisors and support providers of CTE teachers are (a) certificated and experienced in teaching; (b) trained in supervision and support of beginning teachers; and (c)*

*evaluated for their service to new teachers.* In examining documents and interviews with program staff, Instructors, mentors, and candidates, it was found that the OCDE employed mentors are trained with an online program, *CTE TEACH*. There was no provision for ongoing training of supervisors and mentors. In addition, mentors indicated there was no evaluation of their service. They stated that they received feedback from candidate surveys, but not from program staff. Although no evidence was found to suggest that mentors and instructor/supervisors were ineffective in their roles, there was a lack of formal training to ensure continued effectiveness. This is in part due to a change in CTE program leadership. Leadership is adjusting the program to meet the standards.

All enrolled candidates have the opportunity to participate in focused professional development offered through a partnership with the North Orange County Regional Occupational Program at no cost. These sessions are specifically designed to support CTE teachers and are taught by current experts in the field of Career Technical Education.

### **Assessment of Candidates**

Candidates are required to demonstrate competence throughout their enrollment in the OCDE Career Technical Education Teaching Credential program. Their growing knowledge and skills are assessed through coursework, completed course Signature Assignments, end-of-course reflective essays and their participation in the Haiku Discussion Boards. The program design supports this commitment to providing formative feedback as well as confirming the achievement of defined course outcomes through the use of summative assessments. Upon completion of each course, the instructor reviews all course assignments before issuing a course grade. All candidates are required to receive a course grade of B or higher in order to begin the next course. In addition, the candidate uploads an end-of-course reflective essay to his/her electronic portfolio that is reviewed by the instructor cadre. Reflections must be deemed meeting or exceeding standards as defined by the reflective essay rubric before the candidate may begin the next course. In the event that the reflective essay response(s) do not meet standards, the candidate has seven days to revise and re-upload the reflective response(s) to his/her portfolio. This process was confirmed in interviews with instructors and candidates.

The Institute for Leadership Development has identified ILD competencies that all candidates, exiting an OCDE- sponsored credential program, must demonstrate before being recommended for a credential. In the CTE credential program, these competencies are assessed through the review of the Signature Assignment developed by each course instructor and assessed using a scoring rubric created for this specific purpose.

Upon successful completion of all required components, the program specialist assigned to the CTE program reviews each candidate's file maintained by CTE program staff. The purpose of the review is to ensure that all requirements are met and have been appropriately documented. The ILD data technician conducts a second review, this time focusing on the candidate's Milestone Report, accessed through *Inductionsupport.com*. Upon completion of this verification

process, the ILD manager submits the recommendation for the Clear CTE credential using the online CTC process.

### **Finding on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met** for the Designated Subjects: Career Technical Education with the exception of Program Standard 1: Program Design and Rationale and Program Standard 5: Beginning Teacher Support and Advisement which are **Met with Concerns**.

### **Rationale:**

Program Standard 1: *The program...bases CTE teachers' competence on California's Teaching Performance Expectations (TPEs)*. The review team found insufficient evidence that CTE teacher competence was based upon the Teaching Performance Expectations.

Program Standard 5: *Supervisors and support providers of CTE teachers are (b) trained in supervision and support of beginning teachers; and (c) evaluated for their service to new teachers*. The review team could find no evidence that criteria for selection are made explicit, that district-employed coaches are methodically oriented to their role, trained in supervision, or evaluated and recognized in a systemic manner.