

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

**Professional Services Division  
March 2018**

**Overview of this Report**

This agenda report includes the findings of the accreditation visit conducted at Tulare County Office of Education. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation** is made for the institution.

**Common Standards and Program Standard Decisions  
For All Commission Approved Programs Offered by the Institution**

	<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
1) Institutional Infrastructure to Support Educator Preparation	<b>X</b>		
2) Candidate Recruitment and Support	<b>X</b>		
3) Course of Study, Fieldwork and Clinical Practice	<b>X</b>		
4) Continuous Improvement		<b>X</b>	
5) Program Impact	<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>
Preliminary Multiple Subjects/Single Subjects- Intern	<b>6</b>	<b>6</b>		
Preliminary Education Specialist Mild/Moderate-Intern	<b>22</b>	<b>22</b>		
Preliminary Education Specialist Moderate/Severe-Intern	<b>24</b>	<b>24</b>		
Preliminary Education Specialist Early Childhood Special Education- Intern	<b>26</b>	<b>26</b>		
Autism Spectrum Disorder- Added Authorization	<b>3</b>	<b>3</b>		
Early Childhood Special Education- Added Authorization	<b>4</b>	<b>4</b>		

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Designated Subjects- Career Technical Education	16	16		
Clear Multiple Subjects/Single Subjects Induction	6	5		1
Clear Education Specialist Induction	7	7		
Preliminary Administrative Services Credential	9	9		
Clear Administrative Services Credential	5	5		

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

- Preparation for the Accreditation Visit
- Preparation of the Institutional Documentation and Evidence
- 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:** Tulare County Office of Education

**Dates of Visit:** March 13-15, 2018

**2017-18 Accreditation**

**Team Recommendation:** Accreditation

**Rationale:**

The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, graduates, and local school personnel. 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:

Program Standards

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for Tulare County Office of Education. Following discussion, the team considered whether the program standards are met, met with concerns, or not met. The CTC team found that all standards are **Met** for the following programs; Preliminary Intern Multiple Subjects/Single Subjects, Preliminary Intern Education Specialist-Mild/Moderate, Moderate/Severe, Early Childhood Special Education, Autism Spectrum Disorder- Added Authorization, Early Childhood Special Education-Added Authorization, Designated Subject-Career Technical Education, Clear Education Specialist Induction, Preliminary Administrative Services, and Clear Administrative Services.

The General Education Clear Induction program had all standards **Met** except Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System, which was **Not Met**.

Common Standards

All Common Standards are **Met**, except for Standard 4 Continuous Improvement, which is **Met With Concerns**.

Overall Recommendation

Given the above findings on Common Standards and program standards, the review team recommends an accreditation status of **Accreditation**.

On the basis of this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements

**Teaching Credentials**

Preliminary Multiple Subjects/Single Subjects Intern

Preliminary Education Specialist Intern Credentials

Mild/Moderate Disabilities

Moderate/Severe Disabilities

Early Childhood Special Education

Added Authorization

Autism Spectrum Disorders

Early Childhood Special Education

Designated Subjects: Career Technical Education

**Advanced/Service Credentials**

Clear General Education Induction

Clear Education Specialist Induction

Preliminary Administrative Services

Clear Administrative Services Induction

Staff recommends that:

- The institutions response to the preconditions be accepted.
- Tulare County Office of Education be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Tulare County Office of Education continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

## Accreditation Team

<b>Team Lead:</b>	<b>Sharon Russell</b> CalState TEACH
<b>Common Standards:</b>	<b>Patricia Pernin</b> Los Angeles Unified School District  <b>Rebekah Harris</b> Azusa Pacific University
<b>Programs Cluster:</b>	<b>Tracy Robinson</b> Association of California School Administrators  <b>Bridget Mondt</b> Orange County Department of Education  <b>Virginia Kennedy</b> California State University, Northridge  <b>Paula Lovo</b> CalState TEACH
<b>Staff to the Visit:</b>	<b>Bob Loux</b> Commission on Teacher Credentialing

## Documents Reviewed

Common Standards Submission	Survey Data
Common Standards Feedback	Field Experience Notebooks
Common Standards Addendum	Canvas
Advisory Team Agendas/Minutes	Leadership Team Minutes
Course Syllabi	Course Matrices
Candidate Files	Advisement Documents
Fieldwork Handbooks	Faculty/Instructor Vitae
Survey Results	Precondition Responses
Program Assessment Documents	Budget Plan
Program Assessment Feedback	TPA Data
Program Review Feedback	Course Scope and Sequence
Program Summaries	Observation and Contact Logs
Mentor Orientation Handbooks	Candidate Credential Files

### Interviews Conducted

Stakeholders	TOTAL
Candidates	37
Completers	45
Employers	25
Institutional Administration	13
Program Coordinators	6
Faculty	21
TPA Coordinator	1
Mentors/Coaches	20
Field Supervisors – Program	23
Field Supervisors – District	16
Credential Analysts and Staff	1
Support Staff	12
Accounting staff	2
Linked learning Director	1
<b>TOTAL</b>	<b>223</b>

*Note: In some cases, individuals were interviewed by more than one cluster because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.*

### Background Information

Located in California’s Central Valley, Tulare County is a county of contrasts. On one hand, it is the nation’s number one agricultural county – with over 1.6 million acres of farmland harvested every year. In contrast, 28% of Tulare County residents live below the poverty level. According to a 2016 *Children Now* report, only 37% of Tulare County families can afford basic living expenses on an average family income of \$37,271. At 57 out of 58, Tulare County ranks near the bottom of California counties for children living in poverty. More than three-quarters of students in the county are Hispanic/Latino and more than a quarter (27.6%) are English learners. Like many regions in California, the concentration of English learners is larger in the lower grades (average of 38% EL students in grades K-3) than in the upper grades (average of 14% EL students in grades 9-12). Over 75% of students qualify for Free and Reduced Price Meals. Despite these challenges, Tulare County school districts are graduating over 85% of high school students – a rate two points

higher than the state average. There is no university within 50 miles of Tulare County Office of Education.

**Education Unit**

Tulare County Office of Education (TCOE) Educator Preparation Unit, New Teacher Leadership and Development Program, offers programs for preliminary teaching credentials (multiple subject, single subject , and education specialist), as well as career technical education and preliminary administrative services credential programs. As an LEA-based program, all preliminary credential teaching programs are intern programs. TCOE also provides induction programs for both teaching and administration.

**Table 1  
Program Review Status**

<b>Program Name</b>	<b>Number of Program Completers (2016-17)</b>	<b>Number of Candidates Enrolled (2017-18)</b>
Multiple/Single Subject	84	173
Education Specialist Mild/Moderate	29	63
Education Specialist Moderate/Severe	22	20
Education Specialist Early Childhood Special Education	1	2
Autism Spectrum Disorder Added Authorization	8	4
Early Childhood Special Education Added Authorization	5	1
Career Technical Education	4	7
General Education Induction	131	215
Clear Education Specialist	32	39
Preliminary Administrative Services	21	24
Clear Administrative Services	10	23

**The Visit**

The visit proceeded in accordance with all normal accreditation protocols.

## Program Reports

### Preliminary Multiple Subjects and Single Subjects Credential

The Tulare County Office of Education is led by the county superintendent. The unit is housed within the Instructional Services Division under the direction of the deputy superintendent. Within the division, the assistant superintendent directs the District Support Services Branch in which *The New Teacher & Leadership Development* (NTLD) program resides. The NTLD is led by an administrator II who oversees day-to-day responsibilities. Interviews confirmed that the success of the program is due, in part, to the staff, which is comprised of an intern program coordinator/recruiter, two program facilitators, and a program and recruitment coordinator.

Bimonthly meetings are held with the TCOE Instructional Services Division that includes the District Support Services. The administrator II is the primary representative for communication with the institution on program matters as evidenced by interviews with program leadership and other administrators.

The IMPACT Intern Program is in transition this school year (2017-2018). The coursework for Year Two candidates meets the former Commission program standards. Candidates entering the program in the 2017-18 school year are participating in the revised program design, aligned to the new Teaching Performance Expectations (TPE's) and the 2015 Preliminary Multiple/Single Subject Program Standards. They will complete the newly adopted TPA during their second year of teacher preparation.

The program sequence includes 160 hours of the *IMPACT Framework for Teaching*, the pre-service requirement. These nine courses are aimed at preparing the candidate for the demanding role of a classroom teacher and providing a context for the critical areas of instruction and technology skills. The IMPACT Program of 31-units for Multiple Subject and 27-units for Single Subject is designed to support the intern teacher with coaching from the practicum supervisors and on-site mentor.

Two new courses support candidates specifically in understanding and passing the Teaching Performance Assessments. CURR 395 - Cycle 1: Learning about Students and Planning Instruction and CURR 396 – Cycle 2: Assessment Driven Instruction. These courses provide guidance and practice experiences for candidates becoming well oriented to the general expectations of completing TPA work. TPA Pass rates for Multiple Subject are 98% and for Single Subject, 99%. Interviews with candidates and practicum supervisors praised the addition of the courses to support candidates in the TPA as a professional growth component, not just a test preparation for a state requirement.

During interviews, course instructors expressed knowledge of the new TPEs with training held in the summer and two follow-up sessions during the year. Additional support comes from a program-assigned practicum supervisor, who meets with the intern 18 times during the first year,



and 12 times during the second year. Practicum supervisors are coached by program leadership to observe classrooms and provide feedback based on the TPEs. This was confirmed by interviews with IMPACT completers, practicum supervisors, and current candidates.

On-site mentors receive an initial orientation and minimum of three hours of training in coaching/mentoring followed by other mentoring experiences. Interviews with program staff confirmed that they use a combination of local training/orientation and online mentoring. Site mentors log their direct service support time with the intern. This was confirmed in interviews with completers, candidates, and program staff.

The IMPACT program leadership describe stakeholders as “our thought partners and have come to rely on our open communication systems.” The open communication and free-flow of information was evident during interviews with district administrators, human resource personnel, county office managers, and mentors, practicum supervisors, and, most importantly, candidates.

Critical areas of need (e.g. English learners, special education, and technology) in initial teaching programs are addressed in the pre-service and preliminary coursework. Pre-service courses include the following: CURR 113 Legal & Ethical Issues in Education; ELL 116 English Learner Knowledge/Skills; and TECH190, Technology in the Classroom. In the preliminary courses SPED221 and SPED222 were combined to create SPED360: Exceptional Learners: Special Education Learners and Differentiation in the Classroom. The focus is on inclusion and meeting the needs of all students.

The employment status or field placement of each program intern is determined solely by the employing district. An IMPACT Program intern who fails to retain employment status cannot remain in the program. Participating districts and Interns are required to notify IMPACT Program staff of any change in the intern’s employment status. These actions were confirmed during interviews with county credential staff and district human resources professionals.

A variety of instruments are used to gather information to guide the learning of the intern. The TPEs are a new feature of the program syllabi and the classroom observation. While the field experiences and coursework are not yet coordinated, the program is moving in that direction through the TPEs listed on the program syllabi and fieldwork observations.

IMPACT Intern candidates are assessed on program competencies in three ways:

- Interns self-assess on all domains of the Teacher Performance Expectations at the beginning, middle, and end of the two-year program, using the Target Success Survey.
- Practicum supervisors formally observe interns monthly in relation to TPEs and subject-specific pedagogy, as well as assessing interns each semester using the Intern Performance Appraisal (IPA) continuum aligned to the TPEs. At the end of the semester, the candidate is assigned a letter grade.









knowledgeable about student needs and instructional strategies.

The TCOE programs facilitate three means of gathering stakeholder input. Leadership team meetings with district and site administrators take place quarterly. These meetings are used to review local and state updates regarding legislation and programmatic changes, as well as to solicit input on improvements the program can make to better meet the needs of candidates. Second, program directors from NTLD provide briefings and gather input from the TCOE Management Council during regularly scheduled meetings. Additionally, credential technician meetings are scheduled with district and charter school personnel to communicate current credentialing mandates and updates.

### **Assessment of Candidates**

Candidates are evaluated by program staff, upon completion of each course, as evidenced by passing coursework grades. The fieldwork component is evaluated by the special education practicum supervisor, and/or a site or district administrator. Assessment data was not reported. Document review of one candidate indicated several data points that were compiled to show competence.

### **Findings on Standards**

After review of the program summary, supporting documentation, the completion of candidate, graduate, and the program, the team determined that all program standards are **met** for the Added Authorization in Special Education: Early Childhood Special Education.

## **Added Authorization in Special Education: Autism Spectrum Disorder**

### **Program Design**

The Tulare County Office of Education (TCOE) New Teacher & Leadership Development Added Authorization in Special Education: Autism Spectrum Disorder Program is designed for candidates who have completed their Education Specialist Credential and are seeking authorization to conduct assessments, provide instruction, and special education related services to individuals with a primary disability of autism at the grade level and age levels authorized by the prerequisite credential.

There are two pathways to earn the Autism Added Authorization:

- Education Specialist Induction candidates may earn this authorization by embedding the coursework into the program of courses required to clear their Education Specialist preliminary credential.
- The second pathway is to enroll in the required courses and complete the fieldwork component.

Candidate feedback indicated that the primary course instructor is very knowledgeable, has considerable experience, and provides instructional ideas that the candidates can immediately use.

### **Course of Study and Fieldwork Experience**

Candidates adding the Autism Added Authorization enroll and complete three courses. Equivalencies for coursework must be comparable to the approved standards. Previous work experience, professional development activities, and coursework may be evaluated to meet the program requirements.

Coursework:

SPED267 Autism Spectrum Disorder. This course is designed to provide candidates knowledge of a range of disabilities within autism spectrum disorders and best practice methodologies, including applied behavioral analysis and sensory integration.

SPED258 Communication and Behavior for Autism Spectrum Disorder. Different forms of communication, and their effects on behavior are evaluated, and tools to improve communication are shared.

SPED259 Programming Strategies in Autism and Fieldwork. Research-based approaches to teaching students with autism are studied. Fieldwork is conducted within this course, with the guidance of a practicum supervisor. A minimum of two implementation strategies are planned, taught, and evaluated for student learning for a period of six weeks each. Candidates submit evidence of lessons taught and instructional materials developed.

### **Assessment of Candidates**

Candidates are evaluated by program staff, upon completion of each course, as evidenced by passing coursework grades. The fieldwork component is evaluated by the special education practicum supervisor, and/or a site or district administrator.

### **Findings on Standards**

After review of the program summary, supporting documentation, the completion of candidate, graduate, and the program, the team determined that all program standards are **met** for the Added Authorization in Special Education: Autism Spectrum Disorder program.

## **Designated Subjects-Career Technical Education**

### **Program Design**

The Designated Subjects Career Technical Education (CTE) Credential program is part of the New Teacher and Leadership unit, which coordinates the IMPACT Intern Program. The CTE Credential

Program is overseen by the administrator of the New Teacher and Leadership unit and is managed by the coordinator for the IMPACT program. The candidates have a practicum supervisor and a site mentor to support them during this two-year program. Practicum supervisors also meet with school site administrators and CTE coordinators as part of the ongoing assessment process.

Monthly staff meetings provide opportunities for supervisors, instructors and staff to share information about the program. Staff within the Instructional Services Department also reported they meet on a monthly basis and were moving towards a model of cross program collaboration. The Deputy Superintendent and Assistant Superintendent of Instructional Services reported at the interview that these meetings provide opportunities for sharing.

The preliminary credential program consists of a sequence of nine courses that cover the early orientation requirements in the CTE program standards. These courses are offered over a period of two months with two courses offered online and the rest held in person at TCOE. All courses are run through the Canvas Learning Management System. Upon completion of these courses, candidates are eligible to apply for the preliminary credential and upon approval will move on to the clear program. The clear program consists of nine classes in year one and seven classes in year two. All candidates are required to complete two years or four terms of classroom experience to complete the teaching experience requirement for the clear CTE credential. In addition to the classroom experience all candidates complete the advanced preparation program standards through course and field work with their practicum supervisor. During the interviews the course completers validated the quality of the program and how it prepared them for the classroom. The completers as well as the current candidates complimented the instructors and supervisors for building personal connections, being approachable, and providing a caring and helpful atmosphere.

During interviews with supervisors, instructors and the coordinator, they shared that they are holding regular meetings to collaborate and align coursework and fieldwork to better serve their candidates. The program is in a growth mode and there are plans to update and reinforce the program as the need arises.

During the interviews with the district representatives they talked about the acceptance of input for program improvement. Candidates also complete evaluations on each course and program. Interviews with candidates, supervisors, and instructors reinforced the opportunity to give input on the program.

### **Course of Study -Curriculum and Field Experience**

Practicum supervisors and district mentors provide guidance to candidates and constructive formative feedback on progress toward mastery of the CTE standards. Candidates also use their ILP as a tool to drive the vision for their fieldwork experience. Candidates and completers indicated that the coursework prepared them to be successful in their fieldwork experiences. They also felt that the industry specific coursework was relevant and meaningful.



The courses in the CTE preliminary program that focus on critical areas in education are CURR113 Legal and Ethical Issues in Education where students are introduced to the legal and ethical issues and responsibilities in teaching, and ELL116 English Language Knowledge/Skills where students gain a foundational knowledge of English learners. In the clear program candidates will understand their role, expectations and responsibilities in promoting healthy lifestyles, a healthy environment and student's safety issues in CURR403 Health and Safety Education. In EDU351 English Language Development, candidates learn the purposes, goals, and content of the adopted English Language Development standards for the effective teaching and support of English Learners. In SPED360, candidates are introduced to a wide variety of commonly occurring disabilities, their etiologies, and educational implications, including early identification and intervention. In addition they study the nature of culture, strategies for learning about their students' cultures, and focus on cultural sensitivity in the classroom in EDU353 Teaching Culturally Diverse Students.

Candidates in the CTE program are required to do two years of fieldwork teaching experience. Candidates cannot enter the program unless they have a teaching assignment. Each candidate is assigned a practicum supervisor and a site mentor. The candidates and completers stated that the fieldwork was tied into their coursework and that they received regular feedback. The supervisors indicated that they were clear on their responsibilities in this role. The supervisors collaborate with the site mentor and site administrators on a monthly basis. Candidates stated they felt supported by their supervisor and their site mentor.

Candidates utilize the knowledge and skills acquired in their coursework in the school setting for fieldwork under the guidance of their supervisor and site mentor. The fieldwork documentation includes a bi-monthly report, a reflective conference, and the ILP review. Candidates and completers that were interviewed validated that the coursework and fieldwork were connected.

The supervisor meets with all year one candidates twice a month. The supervisor turns in bi-monthly reports, SDAIE observations, conduct a reflective conference with CSTP Continuum, create an ILP and review target success. During year two, candidates meet with their supervisors monthly to create and revise the ILP, conduct reflective conference with CSTP Continuum, review and build portfolio, prepare for year-end reflection and review target success. The supervisors complete observation spreadsheets, logs and grade notices after each visit.

### **Assessment of Candidates**

Candidates are assessed on program competencies in the following ways: During practicum supervisor visits (twice a month year 1, once a month year 2); Observations; Course competencies reflected in grade reports; Reflective Conference using CSTP Continuum; Individual Learning Plans; Advanced Practicum, Candidate Competence record; and Candidate Portfolios.

All candidates are required to attend an orientation prior to joining the program. Information on assessments are in the handbook, course syllabi and candidates also receive copies of all assessment reports. The supervisor advises candidates of their progress in the program and work closely with candidates on their portfolios.

## **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 **met** for the Career Technical Education Program.

## **General Education Induction**

### **Program Design**

The education unit is defined as the Instructional Services Department of the Tulare County Office of Education (TCOE), which oversees the Teacher Induction Programs (TIPs). A Director and Coordinator lead TIPs on a day-to-day basis under the supervision of the assistant superintendent. TIPs employ two teacher induction program specialists and one program data technician. Interviews with Stakeholder groups corroborate that TIPs staff works closely with district/school human resource departments to identify program participants. The program offers an Early Completion Option for candidates who meet the established criteria.

Program staff meets with district/school managers to ensure that each candidate has a mentor within the first 30 days of enrollment in the program. Interviews with candidates suggest that, although the mentor and candidate match may not be according to grade level and/or subject area, most schools and districts are small and as reported by candidates, “do the best they can.” If there is no appropriate match at the site, a retired teacher or teacher from another school may serve as mentor. Mentors receive training in the summer and are offered professional development each month. Interviews with candidates and mentors confirm that they meet at least one hour per week for individualized support. Monthly logs are sent to the program electronically to confirm their time together.

TIPs is based on a continual growth model and is regularly evaluated by multiple measures, which include meeting evaluations, continuous review of candidates through Teacher Induction Management System (TIMS) accounts, review of monthly candidate/mentor documentation logs, candidate/mentor meeting attendance, ILP reviews, end-of-the-year surveys results, and statewide survey results. The Leadership Team makes decisions about program changes and modifications to benefit candidates, mentors, trainings, professional development offerings, and induction activities using the data collected from these evaluative sources.

The Teacher Induction program facilitates gathering stakeholder input. Leadership team forum meetings with site administrators, institutions of higher education, human resource personnel and district liaisons, takes place three times per year. To better meet the needs of the candidates, mentors, and site administrators, the programs review local and state updates regarding legislation and programmatic changes as well as solicit input on improvements to the programs. A credential and retirement supervisor is present to communicate current credentialing mandates and updates.

### **Course of Study- Curriculum and Fieldwork**

Based on the new program standards, program staff made some changes to the program to emphasize mentoring. The rationale was to provide the candidate with a robust mentoring system of structured support from an experienced veteran teacher to strengthen the candidate's teaching practice with available resources and feedback on classroom instruction. Candidates and completers were asked, "What is the most meaningful part of the Induction program?" Overwhelmingly the response was the site mentor.

While the program states that the Individual Learning Plan is the foundation for the teacher's learning in induction, the 2017-18 User's Guide shows evidence that the program still retains many of the former formative assessment documents. The following question was posed to completers, candidates, mentors, and program staff, "How do required program documents and activities support the ILP?" Lack of responses confirmed that the ILP is not the foundation for learning, but one of many program documents that must be submitted. Referencing the 2017-18 TIP User's Guide, a count of 45 program documents are to be completed and uploaded into the induction website during a nine month period. Five (5) of the 45 are ILP related.

### **Assessment of Candidates**

TCOE Induction Programs' leadership provides candidates with advice and assistance regarding completion of program requirements beginning with program enrollment in the summer/fall of their first year. Formative feedback is communicated to the candidate and mentor through registration meetings, program meetings, the TIMS, and progress reports. The accumulation of evidence from TIMS and other requirements are recorded in an electronic database on each candidate's TIMS account and posted to a progress report.

Candidates may access a progress report at any time through their TIMS website in order to verify completed requirements. During the interviews, mentors stated that the redesigned User's Guide with an updated pacing guide was helpful to maintaining programmatic currency. Through the TIMS website, program staff monitors candidate progress throughout the induction program. The reporting of progress reports to both candidate and mentor was confirmed during interviews. It was expressed as a benefit to keep mentoring focused on candidate progress.

### **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 **met** for the General Education Induction Program except for the following:

#### **Standard 3: Designing and Implementing Individual Learning Plans**

**Not Met**

After a document review and interviews with program leaders, candidates, completers, mentors, and field reviewers there is no convincing evidence that the Individualized Learning Plan (ILP) provides the road map for candidates' Induction work during their time in the program.

The Individual Learning Plan (ILP) should be the foundation of the teacher’s learning in induction, and based on what that individual teacher needs to improve in their craft. The 2017-18 User’s Guide shows evidence that the program still retains many of the former formative assessment documents that are not specific to the candidate. In the User’s Guide there are 45 program documents that need to be completed and uploaded into the induction website during a nine month period. Five (5) of the 45 are ILP related. The ILP which is supposed to drive every candidate’s program individually, but appears to be only one of the many requirements of the General Education Clear Program. The revision of the Clear Standards was to ensure that every teacher had a supporting and individualized induction program. This program does not have the individualized component that is required.

### **Education Specialist: Clear Induction Credential**

#### **Program Design**

The Tulare County Office of Education, through New Teacher and Leadership Development (NTLD), offers the Education Specialist Clear Induction Credential: Mild/Moderate Disabilities, Moderate/Severe Disabilities, and Early Childhood Special Education Credential program. The Tulare County Office of Education (TCOE) Clear Education Specialist Induction Program serves surrounding districts in four counties: Tulare, Kings, Kern and Fresno. The goals of the job-embedded induction program are to improve teaching and learning using site-based formative assessment, through the lens of the California Standards for the Teaching Profession (CSTPs), and to develop site-based leadership. Currently, the program is generally completed within one year. IMPACT has an agreement with Point Loma Nazarene University, which accepts their enhanced (Clear Induction level) courses towards their Master’s program.

This review is based on the seven Clear Induction Standards of 2009. The Clear Education Specialist Induction Program will transition to the new Teacher Induction Standards by September 2018. At that point, the program design will change to offer several options. In addition to clearing their preliminary or Level I credential, candidates are able to add a general education or education specialist credential or authorization.

Program leadership includes the IMPACT program coordinator and the program facilitator for all Education Specialist credential and Added Authorization programs. Many stakeholders reported ways in which program leadership supports relationships with interns’ employers through communication, information sharing, and program development with site administrators, human resources personnel, and on-site mentors.

#### **Course of Study (Curriculum and Field Experience)**

Candidates use their Bridge (transition) document from their preliminary program and/or reflect on the CSTPs upon entrance to the program to inform their decisions regarding goals and

coursework. Within 30 days of acceptance into the program, candidates develop an Individual Induction Plan (IIP) in collaboration with their supervisor mentor and site administrator that focuses on the CSTP areas for growth, an action plan, and the probable impact of this targeted area on students. Currently, the program requires 10-12 units of coursework. Classes are located at the Tulare County Office of Education, as well as at local school sites.

The candidate, based on individual background, preliminary credential, and CSTP areas for growth, chooses courses. At least two of the courses include an action-based inquiry, which includes identifying a focus need, researching options, applying the selected option to the classroom setting, reporting the results, and reflecting on future applications.

In interviews, supervisors (induction support providers) validated the value of their training in coaching, and described how they support their induction candidates in the application of the course content to daily lesson plans and instruction. Interviews with candidates, completers, and employer groups recognized the deliberate design of immediate application of course content, coupled with supervisor feedback, to increase the competence and confidence of candidates throughout the program. Induction candidates also have on-site mentors, who have received training and help them make connections with the priorities of the district and school.

An interview with human resources staff indicated that the credential recommendation process is initiated with paperwork from the program coordinator. Completers expressed satisfaction with the timeliness of the process. As with the preliminary program, many stakeholders reported ways in which program leadership supports relationships with employers through communication, information sharing, and program development with site administrators, Human Resources personnel, and on-site mentors. Candidates and completers expressed great satisfaction with the advisement, clear structure, and the active and responsive support of program leaders and staff.

### **Assessment of Candidates**

Candidates are assessed by grades in their Enhanced (Clear Induction level) course(s), the Advanced Practicum, the Inquiries (at least 4 during the program), all of which are based on the Teaching Performance Expectations (TPEs). Assessment data were not available. Candidates receive all of these grades and feedback at the end of every semester.

### **Findings on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Education Specialist: Clear Induction credential program.

## **Preliminary Administrative Services Credential**

### **Program Design**

The iLead Preliminary Administrative Services Credential Program is one of eight educator preparation programs at Tulare County Office of Education. An administrator of New Teacher and Leadership Development oversees all eight of the preparation programs and the Preliminary Administrative Services Credential Program is led by a full time coordinator and as well as a part time coordinator. The full-time coordinator is new to the position and the part time coordinator served in the position last year and is providing support as the program transitions to new leadership and also aligns course work. There is a strong system of informal communication in place and staff participates in management council meetings where they are able to communicate and collaborate and share program specific information.

Communication and collaboration with surrounding districts allows TCOE to stay abreast of current needs. In interviews, completers stated that they observed a change in the course sequence due to feedback they provided and that structure for ensuring students are provided with the 20 days of field experiences across the year has been implemented.

Instructors noted that the coursework is being revised or rewritten to match the Cal APA cycle of inquiry and to make sure students receive the most current information. A staff member was recently added who has content area expertise in Positive Behavior Intervention Support (PBIS) and learning environments.

Stakeholder input is gathered through a newly established focus committee group consisting of superintendents, program administration and staff to analyze survey data, student completion data, and to make recommendations for program improvements. There are regular meetings, forums as well as informal meetings. The program administrator shares information and requests feedback during county level leadership forums, the superintendent advisory meetings, and candidate and supervisor meetings. Partners, including human resources administrators and principals, reported that they provide feedback through surveys, as well as informal meetings. Students provide feedback through end of course surveys as well as an end of program survey.

### **Course of Study (Curriculum and Field Experience)**

The coursework includes: Administration of Public Schools in a Democratic Society (2 units), The Principalship (1 unit), Climate Development, School Culture, and Motivation (2 units), Supervision of Instruction (1 unit), School Law (2 units), Administration of Human Resources (1 unit), Equity and Access (1 unit) Building Partnerships and Community (1 unit), School Finance (1 unit), Educational Planning, Delivery, and Assessment (2 units), Culminating Seminar (1 unit), Technology for School Administrators (1 unit). The two courses on Fieldwork are 4 unit courses. Students participate in classes face to face and the candidates and completers stated that the coursework met their expectations and prepared them for an administrative position. The

completers validated the program prepared them to carry out administrative responsibilities and the instructors provided current research and relevant information.

The fieldwork for the Preliminary Administrative Services Credential Program is comprised of 20 days of on-site visitations to a school site with an administrator who oversees the work. Candidates coordinate the twenty days of field placement with their supervisor, program mentor and program administrator to ensure the days are spread out throughout the year. It is recommended that four of the days take place at the beginning of the year and four of the days take place at the end of the year so that candidates have the opportunity to participate in the activities associated with the start of a school year as well as the closing of the school year. Candidates submit a calendar to their field supervisor, supervisor and program manager for approval. The calendar of field supervision days assists with planning and preparation for substitutes when necessary.

The coursework for the Preliminary Administrative Services Credential Program is aligned and connected to fieldwork experiences. Candidates shared examples of learning about a specific topic in class and then having the opportunity to connect the theory to an actual experience. The connection to the fieldwork is also outlined in each of the course syllabi. Candidates stated that they appreciate the instructors who teach the classes because they are all experienced and practicing administrators who teach relevant material that can be connected to fieldwork experiences.

Candidates take on a greater level of responsibility as they become more familiar with their placement site. They are expected to participate in experiences that are authentic to the role of an administrator. The mastery of competence is verified by the fieldwork supervisors in a fieldwork form that is reviewed and approved by both the fieldwork supervisor and the program administrator. Candidates commented on the rich connections between the coursework and the fieldwork experiences and attributed this to high quality instructors who are current in their field of expertise.

Under the direction of a new program coordinator, TCOE has started to align coursework and field work to the revised CAPE's. Staff also reported they meet to collaborate and develop a scope and sequence for the program to ensure material is not repeated. Staff is also revising instructional learning activities to ensure assessments support the evidence requirements of the Cal APA.

Completers reported that coursework and fieldwork provided them with the opportunity to learn on the job during the fieldwork placement and mentors validated the practical application of the coursework.

## **Assessment of Candidates**

The program includes both formative and summative assessments that take place throughout the candidates' experience in the preliminary administrative credential program. Formative assessments take place during coursework where candidates demonstrate competency in research-based papers, projects, journals and exams. These assessments are outlined in the course syllabus. During fieldwork assignments, candidates keep reflections that tie specifically to the CAPEs and collect evidence to store in a professional portfolio. Candidates spoke highly of this process as it provided them with the opportunity to be reflective learners.

The candidate and fieldwork supervisor have weekly contact during which the field placement administrator guides and assists the candidate. In addition, they meet formally each semester for a Reflection Conference. At this time, the candidate's progress is reviewed, and formal goals are set. This reflection and goal setting is documented on the Individual Learning Plan (ILP). If a candidate is not meeting expectations, a Corrective Action Plan may also be written at this time. The Corrective Action Plan is clear notification to the candidate of a deficiency and the steps to be taken to rectify it. Copies of the ILP and Corrective Action Plan (if used) are forwarded to the program director.

iLead is a mastery program, at any point in which the candidate is unable to successfully complete a course (with a C or better) he/she is provided written notification and given specific direction as to how their deficiencies can be remediated. The iLead program believes that a candidate's success is strengthened by a team approach. In the event that a candidate requires remediation, the fieldwork placement administrator is also notified of the plan and participates in its completion.

Summative assessment is based on: beginning mastery of all competencies as outlined on the Program Standards Course Matrix and course syllabi verified by course instructor; passing grade (C or better) in all coursework; and successful completion, presentation, and submission of a professional portfolio that provides evidence of success in each of the subsections outlined in Category III.

Candidates are provided with advice through a variety of sources including a candidate agreement form, a mandatory orientation meeting and program checklists. The two management systems are also used to communicate information and provide progress monitoring updates.

## **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 **met** for the Preliminary Administrative Services Credential.



## **Clear Administrative Credential Program**

### **Program Design**

The iLead Clear Administrative Services Credential Program is one of eight educator preparation programs at Tulare County Office of Education. The Clear Administrative Credential Program is overseen by a program coordinator who reports directly to the program director. The program director of the New Teacher and Leadership Development Center reports to the Assistant Superintendent of District Support Services. The full-time coordinator is new to the position; the part time coordinator that served in the position last year is providing support as the program transitions to new leadership and also aligns course work in the preliminary services administrative credential program.

The communication within the credential program and the institution is informal and ongoing. The administrator for the New Teacher Leadership and Development Center is easily accessible and responds to questions. In addition, the program administrator for the Clear Administrative Credential Program is responsive to questions and concerns from candidates, mentors as well as district partners.

The Clear Administrative Credential Program at TCOE had three different program managers over the past two years. Current candidates, completers, mentors as well as district partners all spoke highly of the current leadership team and the direction the program has taken. Minor adjustments have been made to the requirements for the end of program portfolio and the adjustments have been well received.

Stake holder input is gathered through a newly established focus committee group consisting of superintendents, program administration and staff to analyze survey data, student completion data and to make recommendations for program improvements. There are also regular presentations, forums and informal meetings in which the program manager shares information and requests feedback. Partners, including human resources administrators, principals and superintendents reported providing feedback through surveys and informal meetings. Students provide feedback formally through a professional development survey, program satisfaction survey, program effectiveness survey, candidate confidential survey and mentor effectiveness survey.

There are eleven candidates who completed the program in 2017, fourteen candidates who completed the program in 2018 and 11 candidates who are anticipated to complete in 2019/2020.

### **Course of Study (Curriculum and Field Experience)**

Candidates participate in a two-year personalized learning experience utilizing site-based projects and individualized mentoring. Each candidate collaboratively creates and engages in a practice designed to meet their leadership development needs by establishing goals aligned to the California Professional Standards for Education Leaders (CPSEL) and engaging in practical and

relevant job embedded experiences. Candidates receive an individualized mentoring plan with a one-to-one mentor.

Fieldwork is coordinated by the program manager, supervisor and in some cases the district human resource department in the district that the candidate works in. Candidates and mentor complete logs documenting and reflecting upon their field experience.

### **Assessment of Candidates**

During the two years of the induction program candidate's complete formative and summative assessments designed to meet their leadership goals and demonstrate competency in the CPSEL's. Candidates complete initial assessments which include the following: target success, candidate needs assessment, candidate position profile and a description of practice self-assessment. These assessments are used to collaboratively design an Individualized Induction Plan with the candidate, mentor and supervisor. The culminating project is an inquiry project which includes a written report and an oral and written presentation that is scored by a panel using a rubric.

Candidates are provided with advice through a variety of sources including a candidate agreement form, a mandatory orientation meeting and a meeting with the program administrator. The lead Clear Administrator Credential Program Timeline Candidate Task List, which informs candidates of completion dates and the learning platforms, Canvas, and NTLD, provide a place for candidates to record professional development hours and mentoring hours.

### **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 **met** for the Clear Administrative Credential Program.

## Common Standards

### **Standard 1: Institutional Infrastructure to Support Educator Preparation** Findings: **Met**

The Tulare County Office of Education (TCOE) and its educator preparation unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California's adopted standards and curricular frameworks.

*The mission of the Tulare County Office of Education is to provide quality service and support to the students and school districts of Tulare County. This is achieved by promoting life-long learning opportunities that will help individuals lead healthy and productive lives. We are dedicated to work in a collaborative manner with students, parents, school districts, public agencies and communities to prepare students to meet the challenges of the 21<sup>st</sup> Century.*

Its vision, based on Michael Fullan's customized roadmap, includes the following essential components: focused direction to build collective purpose, cultivating collaborative cultures while clarifying individual and team roles, deepening learning to accelerate improvement and foster innovation, and securing accountability from inside out.

In addition, as a shared frame of action it focuses on the Six Core Principles of Improvement Science developed by the Carnegie Institute: 1) Make the work problem-specific and user centered; 2) Variation in performance is the core problem to address; 3) See the system that produces the current outcomes; 4) We cannot improve at scale what we cannot measure; 5) Anchor practice improvement in disciplined inquiry; and 6) Accelerate improvements through networked communities.

TCOE holds bimonthly meetings with the Management Council, which is comprised of the assistant superintendent; the New Teacher and Leadership Development administrator; intern program coordinators; program facilitators; accounts and recruitment manager; induction program director; and the administrative services program manager ensures that TCOE managers collaborate and are aware of the activities and processes of each program area. In addition to Management Council meetings, TCOE holds meetings with course instructors each semester as well as a summer institute. Interviews with course instructors verified that they are provided opportunity at these meetings to provide input on program processes and curriculum. Course instructors also shared that the leadership of the educator preparation unit were very open and available for discussions and input throughout the academic year. Finally, TCOE also holds Leadership Team Forum meetings approximately 4 times each academic year. The Leadership Team Forum is comprised of district partners and institution of higher education partners. In interviews, leadership team forum members shared that the educator preparation unit leaders share program information and data (specifically enrollment data and survey data) at meetings

and provide opportunity for Leadership Team Forum members to provide input related to programs.

TCOE-provided documents (e.g., Faculty Handbook, Instructor Contract, Supervisor Contract, District Agreement) do not clearly include policies that ensure faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation. However, instructor resumes were provided that demonstrate all instructors are currently involved in P-12 settings. Additionally, through Leadership Team Forum meetings the educator preparation programs at TCOE are regularly collaborating with IHE programs.

The Tulare COE provides the Education Preparation unit with sufficient resources for the effective operation of each educator preparation program. Each program has managers, coordinators, and staff that ensure efficient and equitable coordination, advisement, curriculum development, course delivery, and field based supervision and clinical experiences.

The Instructional Services Division provides professional development for instructors and the educator preparation unit trains practicum supervisors and site-based mentors.

TCOE provides all educator preparation programs with facilities such as offices, classrooms, and utilities, department services from business, instructional services division, credential department, IT support, and HR support. In addition, all preliminary IMPACT Program interns have complete access and use of Educational Resource Services plus \$50 in credit to use their services and materials their first year in the program as well as access to the research database, EBSCO. The unit has the following websites: New Teacher and Leadership Development (NTLD) learning management system, TCOE website, and Common Core Connect.

The unit follows the same budgetary process as other departments in the county office in which the managers propose a budget and confer with the deputy superintendent. The programs are supported by fees for services and supplemented by contracts with local educational agencies and grants from state and federal agencies.

Currently the deputy superintendent functions as the unit head. After the accreditation site visit TCOE plans to transition the unit leader duties from the deputy superintendent to the Assistant Superintendent of District Support Services. Interviews with program coordinators and program facilitators confirmed that each program area is represented on the Management Council. Program coordinators and program facilitators also shared that they felt appropriately resourced and supported. Interviews with district stakeholders and site administrators all referenced the wonderful responsiveness of TCOE staff and the excellent service they provide to support the needs of the site administrators and the needs of their employees who are candidates in TCOE programs.

The recruitment of instructors to TCOE appears to be an informal process built upon the longstanding relationships and close-knit nature of the education community in the county. The Director of Human Resources did define a process of insuring that potential hires have the required qualifications to serve as instructors. Currently 75% of instructors are white, 6.5% are Hispanic or Latino, and the remaining 18.5% fall into other race/ethnicity categories or declined to report. Student demographics in the County reflect that 77% of students are Hispanic or Latino, 16.2% are white, and the remaining 6.8% fall into other race/ethnicity categories or declined to report. TCOE acknowledges that the diversity of their instructors does not reflect the diversity of the current student population. As a result, TCOE has developed an action plan related to diversity that includes the following tasks for 2018-2019 (1) develop interest forms and highlight the diversity statement; (2) survey stakeholders for ideas; (3) distribute interest flyers to locations more likely to attract diversity; (4) work with the California Center on Teaching Careers; (5) conduct active recruitment via in-person personnel, site administrator, instructor, and supervisor meetings; (6) formalize a future recruitment plan for current interns (more diverse pool) to become possible future instructors.

To ensure the retention of quality instructors, the TCOE educator programs employ several strategies. First, they provide training and support to instructors to ensure they feel prepared for their duties through two meetings and a summer institute each academic year. Second, they allow instructors to access ongoing professional development available through the Educational Resource Services of the TCOE. Third, they gather candidate feedback at the conclusion of courses related to the instructor and the course and provide this feedback to instructors to inform their practice. Interviews with site administrators and human resources staff confirm that the educator preparation programs have many long serving instructors who they also use for district or school site professional development as evidence of the retention of excellent instructors.

TCOE provided resumes for instructors, practicum supervisors, clear supervisors, and professional development providers. The resumes reflect that individuals have experience relevant to the position they hold. Position descriptions state that for applicants to serve as an instructor, provide professional development, or supervise field-based and clinical experiences they must hold relevant credentials to ensure they have current knowledge of the content; knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and demonstration of effective professional practices in teaching and learning, scholarship, and service.

Documents related to training and meetings for instructors and supervisors confirm that time is spent in trainings and meetings on current issues in the P-12 field including diversity, updates to P-12 content standards, etc. Interviews with district personnel and site administrators reflect that professional development offered to instructors has diversity and service to all students

threaded throughout. Additionally, instructors shared in interviews that when they want to make changes to course content or course texts, they must provide rationale to TCOE program leadership demonstrating how the requested changes are current and research-based.

The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements as evidenced by a review of program credential processes and interviews with credential department staff. The ongoing collaboration with the credential department ensures that all candidates are in appropriate assignments and have a smooth application process.

## **Standard 2: Candidate Recruitment and Support**

**Findings: Met**

All programs include multiple measures of candidate requirements prior to acceptance into the program as indicated on the TCOE program websites. The information clearly delineates the candidate qualifications necessary for entrance into each program including passage of appropriate exams, college degrees, U.S Constitution requirement, and/or appropriate credentials. As employment is an integral part of the preliminary teaching, induction, and administrative programs, each district has set protocols and standards that must be met for employment.

The education unit purposely recruits and admits candidates based on the needs of the community and with the purpose of recruiting and admitting candidates to diversify the educator pool in the TCOE area. Recruiting from Tulare County (64% Hispanic, 30% white, 3.2% Asian, 1.5% multiracial) provides another source for diversification of the candidates for the programs.

The program has demonstrated a commitment to support potential candidates through the onboarding process. Staff continues to support program candidates throughout the credentialing program as indicated by the candidates interviewed. This support has led to a 99.9% retention rate across all programs at TCOE. During the interviews, candidates indicated that program staff is readily available whenever they had questions about their program or about issues they encountered in the classroom.

Candidates track their progress in their individual programs using the checklists provided. Candidates indicated that they are able to monitor completion of coursework using these tools and thereby able to stay current with all work. Staff for all programs continually monitors the progress of the candidates. When candidates are not meeting program requirements satisfactorily, the program staff indicated that they provide appropriate notification through written correspondence, and development of an action plan for the candidate that would support the candidate's completion of the program. During the administrator and liaison focus group, it was evident that the ongoing collaboration between site administrators, program staff, and site-supervisors further supported the candidate's ability to finish programs successfully. This collaboration ensured that candidates were receiving appropriate support not only in their program but also in the workplace.

As further indicated by the IMPACT program, a designated protocol for progress monitoring of coursework and supervision, RICA and TPA includes notifications, meetings with appropriate staff and action/remediation plans. The iLead Program provides opportunities for candidates, supervisors and/or staff to request additional support for participants in the program. Throughout all programs mentors ascertain the progress of the participants and provide additional support when needed.

**Standard 3: Course of Study, Fieldwork and Clinical Practice**

**Findings: Met**

The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting the state adopted content standards as indicated by the coursework described in various syllabi. This collaboration includes the TCOE Curriculum Units and the SELPA unit in the development of courses for the preliminary programs. Course instructors from these units indicated that they often teach in the various credentialing programs, as well as provide input for the course development. It was evident through the interviews that this ongoing process provides the basis for a unified, coherent program leading to an equally coherent assessment plan.

Coursework for the preliminary teaching credentials are based on the TPEs. The clinical experience and coursework is evolving and quickly moving toward an increased alignment with the TPE based sequential coursework development which is evident in the matrix provided. The clinical experience practicum provides an opportunity for the candidates to demonstrate competency required in the classroom with observations that analyze those TPEs being developed in the course work. Similarly, the administrative credential is also aligning assessments and the CAPEs to provide the basis for assessing the competency of the candidate in the program.

Collaboration between the districts served and the program occur through ongoing meetings throughout the year as noted by the site administrators and district liaisons. Specifically, the programs meet and discuss the qualifications of the site-based supervisors and provide professional learning opportunities for the site-based supervisors to increase their mentoring capacity (Mentoring Matters). In addition, survey data gathered from the candidates and district personnel is shared and discussed at partner meetings to inform possible program changes. During the meetings with the site administrators and liaisons, the overwhelming consensus was that communication with all programs was ongoing, relevant, informative, and supportive. The relationship between the programs, candidates, and the districts was mutually supportive and positive.

The diversity of TCOE provides an opportunity for all candidates to experience issues of diversity that affect school culture and provides candidates an opportunity to implement research-based strategies for improving teaching and student learning. TCOE is committed to empowering

educators to meet the diverse needs of their students. Research-based programs support educators in providing instruction to students: including but not limited to those with special needs, English learners, pregnant minors, high school dropouts, and students assigned to court/community schools. As noted from the TCOE demographics, TCOE has a population of 459,863 people and the ethnic composition of 292,404 Hispanic residents (63.6%), 136,092 White residents (29.6%), 14,755 Asian residents (3.21%), 6,923 Two+ residents (1.51%), and 6,190 Black residents (1.35%). The most common foreign languages in Tulare County are Spanish speakers (193,113), Portuguese speakers (2,754), and Tagalog speakers (2,689). Compared to other places, Tulare County also has a relative high number of Laotian speakers (1,361). This diversity provides an opportunity for teachers to experience issues of diversity in the school site.

Site-based supervisors are chosen by the participating districts. The program shares the requirements for the supervisors which includes that expectation that the supervisors are certified and experienced with each district. Most of the candidates interviewed indicated that the site-based supervisors were certified and experienced in the areas of the participants credential. For Education Specialist interns, the site-based person was not necessarily at the same site due to the lack of sufficient education specialists at the site.

As noted by the site administrators, district liaisons and practicum supervisors, site-based supervisors are trained by the programs in supervision using curriculum such as Mentoring Matters. Candidates during their program provide feedback as to the effectiveness of their site-based supervisor through surveys. In addition site-based supervisors provide feedback to the local administration as to the areas addressed with the mentee on a monthly basis. Site-based supervisors are evaluated by the local district using mentee feedback, mentoring logs and other standards determined by the school and/or district. The districts and schools are provided suggested guidelines by the programs as to the qualities required for an effective mentor. Many intern completers indicated that the practicum supervisor was the “most important” part of their program due to the constant observations and feedback which allowed them to “grow throughout the program”.

Evaluation of fieldwork and clinical practice is based on a rubric that is specific to the standards of the credential being sought. The evaluation is carried out by the practicum supervisor for the teacher credentialing programs and includes between 12-18 observations with pre/post-conferences with each Intern/participating teachers during the school year. The practicum supervisors issue grades which reflect each intern’s progress, application of course content, and performance as a classroom teacher. Input from site administrators regarding each Intern’s progress is regularly sought. For the administrative programs, practicum supervisors evaluate the candidate logs based on CAPEs. Onsite meetings are an integral part of the program and inform the candidate’s progress in the program.

An intentional effort is made to align curriculum with the California adopted content standards and framework by ensuring there is a consistent collaboration between the TCOE curriculum and



instruction unit when writing and updating the curriculum which includes addressing the current TPEs for General Education.

TCOE is committed to empowering educators to meet the diverse needs of their students. The strong community that has evolved over the years at TCOE was evident. In all of the group interviews, all stakeholders clearly indicated that there was an educational environment rich in communication and support for all stakeholders which clearly impacts all student learning.

#### **Standard 4 – Continuous Improvement**

#### **Findings: Met with Concerns**

TCOE clearly engages in a process of data collection within its programs. Each year, site administrators, mentors, candidates, and supervisors all complete end of year surveys. Mentors, candidates, instructors, and supervisors also complete self-reflections that are gathered by the programs. Throughout the program, grades and other evidences (e.g., completion of certain forms, state assessments) of candidate progression are tracked. When meetings or professional developments are held, participants complete evaluations. An exit interview process is engaged in as candidates complete the program each academic year. Interviews with site administrators, instructors, and the Leadership Team Forum reflect that data from these various activities are frequently shared at meetings and that they are provided opportunity to provide input to the programs related to these data.

While there is clearly evidence of processes in place for programs to collect, analyze, and make decisions for continuous program improvement, there are two gaps in the continuous improvement process that currently inhibit the educator preparation unit from fully meeting this standard. First, there is very limited evidence of continuous improvement processes at the unit level. At the time of the site visit, the only data the educator preparation unit was able to aggregate up to the unit level is the number and percentage of program completers from June 2015 to June 2017 who were still employed in the field of education in January 2018. As a result, the evidence that the unit is regularly and systematically collecting, analyzing, and using candidate and program completer data as well as data reflecting the effectiveness of unit operation to improve the unit is very limited.

Secondly, the current continuous improvement processes do not show evidence of inclusion of candidate performance data. The programs within the educator preparation program all were able to articulate a portfolio or other evaluation aligned to the TPEs, CSTPs, CAPEs, CPSELs, etc. However, these evaluations of candidate competencies in some programs are focused on self-assessment or candidate reflection on his/her growth. In other programs these evaluations result in comprehensive narrative feedback to the candidates. As a result, the unit does not have the ability to aggregate candidate performance data aligned to the TPEs, CSTPs, CAPEs, CPSELs, etc. to inform continuous improvement of the program or unit.

In several programs there are state required assessments like the Teaching Performance Assessment (TPA) and the Reading Instruction Competence Assessment (RICA) aligned to the required competencies. While the educator preparation unit was able to provide some limited analysis of its candidates' performance on these assessments, unit leadership, program coordinators, and other stakeholders did not articulate any evidence related to how these data are used to inform the continuous improvement of the relevant programs or the unit. Additionally, the same stakeholder groups of site administrators, instructors, and Leadership Team Forum members who were able to speak to the sharing of data related to surveys and exit interviews shared that they could not recall having candidate performance data presented nor recall having the opportunity to provide input around how candidate performance data could be used to inform continuous improvement of the unit or programs.

In spring 2017, TCOE identified the need to develop a more cohesive, aligned, valid, and reliable data collection, analysis and use process for informing the ongoing improvement of program and unit effectiveness. As a result the educator preparation unit developed an accreditation action plan that includes 12 goals related to unit assessment and continuous improvement. Evidence was provided that shows that some of the early steps in the accreditation action plan have already been undertaken. For example, the unit has reviewed the results of the program completer surveys conducted by the Commission for each program and piloted an exit interview process. Interviews with unit leadership, program coordinators, and program facilitators often had themes of improvement science, and coherence of energy and effort around developing and implementing a full unit assessment and continuous improvement process.

### **Rationale**

This standard is **met with concerns** due to presentation of very limited unit level data and the absence of candidate performance data in the continuous improvement processes of the unit and programs.

### **Standard 5 – Program Impact**

**Findings: Met**

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

In the iLEAD Clear Program, a final project, presented and reviewed by a panel using a standardized rubric, provides the final evidence of candidates' meeting the CPSELs. In the Preliminary iLEAD Program, fieldwork data and portfolio review provide evidence that candidates understand and demonstrate application of performance expectations of the CAPEs.

In the IMPACT Intern Programs (Multiple, Single, CTE, Educational Specialist, Added Authorizations), course requirements, TPE alignment, course sequence, and course descriptions

demonstrate the program's commitment to preparing candidates to support all students in meeting candidate competence requirements. The TPA Passage Rates from August 2014 to January 2018 (95% for MS first attempt and 98% for SS first attempt) provide evidence that the single subject and multiple subject completers have met required candidate teacher performance expectations (TPEs). The CTE Program's culminating Portfolio based on the CTE Competencies provides evidence of candidates' knowledge and skills as effective CTE teachers. The Education Specialist Preliminary and Induction Program candidates demonstrate the meeting of TPEs through practicum supervision and a collection of artifacts indexed to the TPEs. TIPS (General Induction) candidates submit artifacts demonstrating growth on the CSTP during the two-year program.

The Tulare COE educator preparation unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students as demonstrated by retention studies, exit and completer surveys, and employer surveys. A three-year completer retention study (2015-2017) demonstrated that 99.9% of unit completers continue to be employed in the professional educator field.

Site administrators, human resource personnel and other school district partners have testified to the positive impact of the unit, stating, "they have helped us grow our teacher base; there is a seamless on-boarding of interns in the credentialing process," and "the administrative programs enable us to participate in the formation of new administrators bridging the gap in transition from teacher to administrator." Intern program completers remarked that the program enabled them to be able to afford to become a teacher with no loans or debts and that the quality of instructor and supervisor support and feedback helped them be highly effective early in their career. Instructors who were themselves IMPACT interns testify how the program gave them an opportunity to become teachers and to further their career and diversify the instructor ranks.

Currently, the unit does not have performance data disaggregated at the program level that indicates the relation between candidates' competency and K-12 students meeting state-adopted academic standards. The Program has begun to look at Smarter Balance Assessment Consortium results, and more specifically the Five-by-Five data grid targeting the academic state indicators, in an effort to narrow the correlation between candidate competency and student academic achievement.