Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at Madera County Superintendent of Schools

Professional Services Division
March 2018

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at Madera County Superintendent of Schools. 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

	Met	Met with Concerns	Not Met
1) Institutional Infrastructure to Support Educator Preparation	X		
2) Candidate Recruitment and Support	X		
3) Course of Study, Fieldwork and Clinical Practice	X		
4) Continuous Improvement	X		
5) Program Impact	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Preliminary Administrative Services Credential	9	8	1	
Early Childhood Special Education Added Authorization	4	4		
Orthopedically Impaired Added Authorization	4	4		

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: **Madera County Superintendent of Schools**

Dates of Visit: **January 30- February 1, 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
All standards of the Preliminary Administrative Services credential are **Met**, except for Program Standard 5, Role of Schooling in a Democratic Society, which is **Met with Concerns**. All program standards for Early Childhood Special Education Added Authorization, and Orthopedically Impaired Added Authorization are **Met**.

Common Standards
All Common Standards are found to be **Met**.

Overall Recommendation
The team completed a thorough review of program documents, program data, and interviewed institutional administrators, program leadership, faculty, supervising instructors, candidates, completers, and Advisory Board members. Based on the fact that all Common Standards are **Met** and that all program standards are **Met**, except for Preliminary Administrative Services Credential Standard 5 Role of Schooling in a Democratic Society, which is **Met with Concerns**, the team unanimously recommends a decision 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:

> Preliminary Administrative Services Credential
> Early Childhood Special Education: Added Authorization
> Orthopedic Impairments: Added Authorization
> Traumatic Brain Injury: Added Authorization

Staff recommends that:

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

Accreditation Team

Team Lead and Added Authorizations: **Judy Sylva**
California State University, San Bernardino

Common Standards: **Patricia Maricich**
California State University, Dominguez Hills

Program Standards   **Ted Murcray**
Preliminary Administrative Services   California Baptist University

Staff to the Visit: **Bob Loux**
Commission on Teacher Credentialing

Documents Reviewed

County Website

Common Standards Submission

Course Syllabi

Candidate Files

Fieldwork Handbooks

Follow-up Survey Results

Program Assessment Feedback

Program Review Feedback

Survey Data

Field Experience Notebooks

Course Matrices

Advisement Documents

Faculty Vitae

Course Scope and Sequence

Annual Budget Plan

Interviews Conducted

Stakeholders	TOTAL
Candidates	10
Completers	10
Employers	3
Institutional Administration	3
Program Coordinators	3
Faculty	9
Field Supervisors – Program	2
Field Supervisors – District	5
Credential Analysts and Staff	1
Advisory Board Members	6
TOTAL	**52**

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

Madera County is located in the Central Valley 20 miles north of Fresno, with approximately 32,000 students. 89% of Madera County's students are economically disadvantaged, with 30% being classified as English learners. Madera County Superintendent of Schools offers four credential programs: the Preliminary Administrative Services Credential program and Added Authorizations in Early Childhood Special Education, Orthopedic Impairments, and Traumatic Brain Injury. The MCSOS works closely with their neighboring counties and offers an online

program, and a face to face program in Fresno and Merced counties, as well as at their own county offices, for the Preliminary Administrative credential. Candidates throughout the state are taking advantage of their online programs for the added authorizations.

Education Unit

Currently Madera County Superintendent of Schools has a Preliminary Administrative Services and three added authorizations; Early Childhood Special Education, Orthopedic Impairments, and Traumatic Brain Injury, which was recently approved by the Commission. The Administrative Services program has six instructors, and the added authorizations have four instructors. The added authorization programs are all online so instructors work with the candidates when they have issues/questions with assignments, grade assignments and collaborate with program director on any changes needed.

Table 1
Program Review Status

Program Name	Number of Program Completers (2016-17)	Number of Candidates Enrolled (2017-18)
Preliminary Administrative Services	56	99
Early Childhood Special Education: Added Authorization	9	7
Orthopedic Impairments: Added Authorization	7	23
Traumatic Brain Injury	0	0

Madera Superintendent of Schools was recently accredited to offer the Traumatic Brain Injury Added Authorization, but has not started the program yet.

The Visit

The visit proceeded in accordance with all normal accreditation protocols.

Program Reports
Preliminary Administrative Services Credential Program

Program Design

As a county office, and as specified in the organizational structure graphic, leadership and support for the program begins with the Madera County Superintendent of Schools. Direct oversight of the Preliminary Administrative Services Credential program falls under the umbrella of the Human Resources Division. Every division in the organization including Business, Informational Technology and Systems, and Educational Services provides support for the program and is a member of the Madera Administrative Support Team (MAST), an advisory committee for the program. A representative from the Merced County Office of Education also participates on the advisory council. MAST provides ongoing feedback regarding the curriculum, admissions, and evaluation processes.

Bridges, the Preliminary Administrative Services credential program, is directly supervised by the Program Director and overseen by the Director of Credential and Certifications. This team reports to the Chief Human Resources Officer who also teaches in the program.

The Madera Administrative Support Team Member (MAST) advisory council is comprised of one member from each department at the county office. This ensures that the county is well informed and also allows the program to get appropriate assistance from the various departments.

The Bridges to Leadership preliminary administrative services program uses a cohort model with two delivery options, online and face-to-face. Annually, three cohorts are launched; one face-to-face and two online. In the face-to-face program classes are held on Saturdays from 8:00 a.m. - 4:00 p.m. There are 22 face-to-face sessions over 18 months. The online program is a 15 month program. Each core course is approximately five weeks in duration with time provided between courses to complete the final prompt. A synchronous session is scheduled for each course in the online program and is facilitated by the course instructor and/or Program Director(s). They are designed to provide participants time to come together as a cohort, build working relationships, deepen learning, work collaboratively, and apply leadership skills learned in the program.

The program stays current with county and district needs through conversations with employers and key personnel. In interviews, employers indicated they have seen the program shift over time based on recommendations they have made to the program director.

Instructors noted that several of their courses were revised or rewritten to increase the rigor to match the upcoming Cal APA cycles of inquiry. Instructors also noted they make changes to course readings to ensure the articles are up-to-date. They also noted the program director is open to instructor input about the quality and scholarship of a particular assignment, which has happened as recently as last semester.

Candidates provide feedback on each course through the end of course surveys as well as at the end of the program through the end of program survey. The program also elicits feedback from program completers who are employed as administrators and they survey employers who have employed candidates.

Course of Study (Curriculum and Field Experience)
The design and organization of the program is based on the California Administrator Performance Expectations (CAPE) and models a professional learning community. The curriculum is aligned to the CAPE. The program is comprised of six core courses: 1. Shared Vision of Learning 2. Culture of Teaching and Learning 3. Culturally Conscious Leadership 4. Personal Ethics and Leadership Capacity 5. Social, Political, Legal, Economic and Cultural Understanding 6. Management of the School in the Service of Teaching and Learning. While the curriculum is strong, is does not present information on how to focus students on civic responsibility or how historical influences can change schools.

Additionally, participants are required to complete an orientation, job shadow component, research writing component, and leadership project. The six traits of a professional learning community are taught and practiced throughout the program and are a guiding element of the Leadership Project. The program has a focus on effective communication and collaboration and includes a coaching component facilitated by coaches trained in Cognitive Coaching. Group coaching is a requirement of the face to face cohort and "on- demand" coaching is provided to participants on the online program as a means to ensure high levels of support are provided.

Program design is built on adult learning theory with all of the components evidence in the syllabi assignments and fieldwork. An interview with the program director revealed the research of Linda Darling Hammond helps to frame the design of the program, with specific research such as Garmston's seven norms of collaboration and Cognitive Coaching evident in the program.

Interviews with graduates indicate the sequence is appropriate to support candidate learning. Graduates reported that the learning from classes build on each other to further their understanding. A review of the syllabi confirmed that assignments that cycle through the program and build upon one another based on instruction.

Fieldwork is assigned in each course and is tied to the instructional component of each course. In a review of the syllabi, it was noted that several of the fieldwork assignments build on each other as the candidate interacted with the course content, providing opportunities for the candidates to go back to the same activity and apply new learning. Candidates receive guidance and feedback from instructors and the supervisors throughout the program.

Candidates begin to engage with K-12 students in critical areas throughout the program, beginning in Shared Vision of Learning (The Moral Imperative of School Leadership) and continuing throughout the program. Candidates also interact with experts in a variety of fields,

such as English language learners and equity audits, to continue to develop their expertise. This was clearly evident in the course, Culturally Conscious Leadership.

Fieldwork is provided in three substantive ways: on the candidate's campus, at a different site, and in the final Leadership Project. Fieldwork listed in the syllabi occurs at the school site where the candidate is located. Candidates are required to complete hours in job shadowing, which allows them to select important learning experiences at a site different from where they work. Candidates also participate in a Leadership Project, which serves as a final field practicum, at their school site. In this culminating project the candidates either conceive of a project, or with the help of their fieldwork supervisor find a project that will be beneficial to their school site, then develop and implement the plan. These projects could include curriculum development with staff, or changes in policies at the school site. This practicum assignment is to encompass all the components of the California Administrator Performance Expectations.

Assessment of Candidates
Candidates are assessed throughout the program. Assignments and fieldwork are aligned to the CAPEs. Graduates and instructors both referred to clear rubrics that determine whether candidates have met the standards set by the program. Candidates who have not met the standard are provided with extensive feedback on their assignments until they have successfully met the required competencies. Candidates must meet standards on all assignments and fieldwork to pass the course.

Assessment of fieldwork is a shared responsibility between the instructor and the fieldwork supervisors. Supervisors give feedback and provide evidence the fieldwork hours have been accomplished, while the instructors review the quality of the reflections in comparison to the CAPEs. The final assessment, the Leadership Project, must be must be presented to a panel of reviewers that give the candidates final feedback of their competencies of the CAPEs.
Candidates receive feedback throughout the program. CAPEs are addressed in each course and are noted at the beginning of each syllabus.   Each assignment is also aligned to particular CAPEs with rubrics. Candidates receive detailed feedback on each assignment, and passing scores are required to move on in the program.   This was verified through interviews and review of syllabi.

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 Preliminary Administrative Services credential program except for the following:

Standard 5 Role of Schooling in a Democratic Society – **Met with Concerns**
While the program includes components related to the moral imperative to provide all students with the best education, candidates' responsibilities to develop and nurture public support, and to establish civility through an organizational culture that promotes constructive problem solving, it does not develop opportunities for candidates to critically examine the principles of a

democratic society, learn to actively engage students in civic responsibility, and to learn how historical and philosophical influences impact schooling.

Early Childhood Special Education: Added Authorization

Program Design
As specified in the Organizational Structure graphic, leadership and support for the program begins with the Madera County Superintendent of Schools (MCSOS). Direct oversight of the program falls under the umbrella of the Human Resources Division. The Early Childhood Special Education Added Authorization (ECSEAA) is directly supervised by the program specialist who reports to the Director of Human Resources, Credentials and Certification Programs. The program specialist is supported in her role by a Madera administrative support team member and MCSOS credential analyst.

The Madera Administrative Support Team (MAST) advisory council has one member from each department at the county office. This ensures that the county is well informed and also allows the ECSEAA program to get appropriate assistance from the various departments.

The ECSEAA program consists of four (4) stand-alone courses taken as a cohort presented in an on-line format utilizing the Blackboard Learning Management System (LMS). Candidates submit responses to weekly activities and participate in weekly online threaded class discussion questions derived from weekly textbook readings, online literature or other media. In addition, each course consists of specific field work assignments which require classroom observations, collaboration with other service providers and agencies, family interviews, and development of instructional units of study.

At the conclusion of each course and each program, candidates receive a survey sent through the Learning Management System (LMS). Once these voluntary surveys are submitted to the LMS, the LMS assimilates the data which is then reviewed by the program specialist and the course instructor. Changes in the program are made based upon candidate and instructor input. Input is provided to the program specialist through several informal channels and the program specialist is responsive to this input from employers, fieldwork supervisors, and course instructors.

Interviews with course instructors and the program specialist consistently indicated that the only changes to the program over the last two years were refinements to the course curriculum to keep information up to date and enhance the learning experience of candidates. Based upon changes in special education law as well as participant and teacher input various assignments have been updated. One example would be ECSEAA Course Three, Field Work Assignment Three where more emphasis has been placed on writing legally defensible reports.

Course of Study (Curriculum and Field Experience)
The program is comprised of four courses, which span the length of the school year. Each course runs for eight weeks and contains weekly readings, discussion questions and assignments. In addition to the weekly activities, there are projects which are conducted in the field.

The course sequence is:
- Course 1: Characteristics of Infants, Toddlers and Preschoolers with IFSPs and IEPs
- Course 2: Role of the Family in Early Childhood Special Education
- Course 3: Assessment and Intervention/Instructional Strategies
- Course 4: Experience in Early Childhood Special Education Programs

Courses in the Early Childhood Special Education Added Authorization include required fieldwork assignments based on the program standards. All of the required fieldwork assignments must receive at least a grade of "competent" in order to be recommended for the Added Authorization. Instructors provide feedback on all assignments completed by students. Instructors may provide narrative feedback on assignments returned to students and may also provide feedback on the student grade reports. Fieldwork Supervisors are identified for each student at the time of registration. The Fieldwork Supervisor is primarily responsible for coordinating access to a range of Early Childhood Special Education settings in which to complete fieldwork assignments in each course.

In Course 2, candidates demonstrate knowledge of family systems within the context of ethnicity, culture, life experiences, and language diversity as well as the central role of families in facilitating healthy growth and development. Candidates demonstrate skills required to engage families as collaborative partners, and apply relationship-based, culturally and linguistically appropriate, family-centered practices in all components of early intervention and education for infants and young children with disabilities.

In Course 4 candidates have in-depth field experiences in early childhood settings with families and children who are culturally and linguistically diverse backgrounds and young children who have a range of abilities and needs including in-home service delivery with families of infants and toddlers with IFSPs and inclusive, developmentally appropriate center-based preschool/prekindergarten settings that include children with IEPs.

Each course consists of specific field work assignments which require classroom observations, collaboration with other service providers and agencies, family interviews, and development of instructional units of study. The ECSEAA program includes 68 hours of classroom contact and 60 hours of fieldwork. The fieldwork supervisor serves as a coach and provides support to the candidate through each of the fieldwork assignments including verifying implementation and hours for each assignment. They do not evaluate the work of the candidate; this is the responsibility of the course instructor. The candidate is required to provide an oral overview of his/her fieldwork experience along with a personal reflection to the fieldwork supervisor prior to verification of hours.

Assessment of Candidates
Candidates confirmed that they receive policy and procedures at the time of inquiry/registration that state how progress will be assessed and how results will be provided. The ECSEAA program utilizes a two-tier grading system and multiple measures of assessment in each course to assess candidate competency. The two-tier grading system includes either a proficient or competent

grade for each benchmark assignment. A competent grade indicates that the student met a standard of a baseline of at least 80% competency. The proficient grade would indicate the student met a standard above the baseline of 90% competency. If a candidate does not receive a grade of competent on their first attempt, the instructor will provide constructive feedback and allow the student to resubmit the assignment to work towards a competent grade.

Each course is facilitated by a highly qualified individual. The instructor maintains contact with candidates by reviewing and grading the completion of weekly activities, weekly online threaded class discussions and field assignments. The instructor evaluates candidate submissions, provides timely feedback, posts class announcements and provides support as needed. Candidates are provided with instructor contact information along with MCSOS staff contact information in order to provide seamless, effective and timely support.

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 Early Childhood Special Education Added Authorization.

Orthopedic Impairments: Added Authorization

Program Design
As specified in the Organizational Structure graphic, leadership and support for the program begins with the Madera County Superintendent of Schools (MCSOS). Direct oversight of the program falls under the umbrella of the Human Resources Division. The Orthopedic Impairment Added Authorization (OIAA) is directly supervised by the program specialist who reports to the Director of Human Resources, Credentials and Certification Programs. The program specialist is supported in her role by a Madera administrative support team member and MCSOS credential analyst.

The Madera Administrative Support Team (MAST) advisory council has one member from each department at the county office. This ensures that the county is well informed and also allows the OIAA program to get appropriate assistance from the various departments.

The program is comprised of four courses which span the length of the school year. Each course contains weekly readings, discussion questions and assignments. In addition to the weekly activities there are projects which are conducted in the field. The OIAA program includes 120 hours of classroom contact and 60 hours fieldwork.

Interviews with course instructors and the program specialist consistently indicated that the only changes to the program over the last two years were refinements to the course curriculum to keep information up to date and enhance the learning experience of candidates. In Course One, Fieldwork Assignment One was reworded/clarified per faculty suggestions. Changes are in progress to ensure that terminology aligns with that found within current IEP documents.

At the conclusion of each course and each program, candidates receive a survey sent through the Learning Management System (LMS). Once these voluntary surveys are submitted to the LMS, the LMS compiles the data which is then reviewed by the program specialist and the course instructor. Changes in the program are made based upon candidate and instructor input. Input is provided to the program specialist through several informal channels and the program specialist is responsive to this input from employers, fieldwork supervisors, and course instructors.

Course of Study (Curriculum and Field Experience)
Description of the sequence of coursework. The program is comprised of four courses which span the length of the school year. Each course contains weekly readings, discussion questions and assignments. In addition to the weekly activities there are projects which are conducted in the field.
The course sequence is:
- Course 1 – Characteristics of Students with Orthopedic Impairments
- Course 2 – Assessment, Communication, Educational Assess and Adaptations for Orthopedically Impaired Students
- Course 3 – Specialized Health Care and Supports for Students with OI
- Course 4 – Transition and Collaborating with Families and Other Service Providers for Students with OI

Courses in the Orthopedic Impairment Added Authorization include required fieldwork assignments based on the program standards. Candidates must receive a grade of "competent" in all fieldwork assignments in order to be recommended for the Added Authorization. Instructors provide feedback on all assignments completed by students. Instructors may provide narrative feedback on assignments returned to students and may also provide feedback on the student grade reports. Fieldwork supervisors are identified for each student at the time of registration. The Fieldwork Supervisor is primarily responsible for coordinating access to a range of educational and clinical settings in which to complete fieldwork assignments in each course.

Review of syllabi and interviews with candidates indicate that they feel well-prepared .In Course 1, candidates demonstrate knowledge of disability characteristics and the educational and psychosocial implications for students with physical disabilities birth to age 22 at school, in families and in the community. In Course 2, candidates demonstrate knowledge and application of mandated consideration of low and high assistive technology devices, services, and software applications that facilitate communication (including alternative augmentative communication), curriculum access, and improved academic performance and skill development of students with OI.

Each course consists of specific fieldwork assignments which require classroom observations, collaboration with other service providers and agencies, case studies, and development of an Individual Healthcare Plan and Individual Transition Plan. Course 1 and Course 4 each require 10 hours of fieldwork and 20 total hours of classroom contact (via discussion questions and

assignments). Courses 2 and 3 each require 20 hours of fieldwork and 40 total hours of classroom contact (via discussion questions and assignments). The OIAA program includes 120 hours of classroom contact and 60 hours fieldwork. This was verified through interviews with candidates, faculty, and leadership.

The role of the Fieldwork supervisor is to serve as a coach and provide support to the candidate through each of the Fieldwork assignments including verifying implementation and hours for each assignment. They are not asked to evaluate the work of the candidate; this is the responsibility of the course instructor. The candidate is required to provide an oral overview of his/her fieldwork experience along with a personal reflection to the fieldwork supervisor prior to verification of hours.

Assessment of Candidates
Candidates confirmed that they receive policy and procedures at the time of inquiry/registration that state how progress will be assessed and how results will be provided. The OIAA program utilizes a two-tier grading system and multiple measures of assessment in each course to assess candidate competency. The two-tier grading system includes either a proficient or competent grade for each bench mark assignment. A competent grade indicates that the student met a standard of a baseline of at least 80% competency. The proficient grade would indicate the student met a standard above the baseline of 90% competency. If a candidate does not receive a grade of competent on their first attempt, the instructor will provide constructive feedback and allow the student to resubmit the assignment to work towards a competent grade.

Each course is facilitated by a highly qualified individual. The instructor maintains contact with candidates by reviewing and grading the completion of weekly activities, weekly online threaded class discussions and field assignments. The instructor evaluates candidate submissions, provides timely feedback, posts class announcements and provides support as needed. Candidates are provided with instructor contact information along with MCSOS staff contact information in order to provide seamless, effective and timely support.

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 Orthopedic Impairment Added Authorization.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation			
Components	**Consistently**	**Inconsistently**	**Not Evidenced**
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:			
• The institution and education 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	X		
• The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	X		
• The education unit ensures that 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.	X		
• The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.	X		
• The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	X		
• Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	X		
• The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12	X		

Common Standard 1: Institutional Infrastructure to Support Educator Preparation			
Components	**Consistently**	**Inconsistently**	**Not Evidenced**
content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.			
• The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	X		

Finding on Common Standard 1: Institutional Infrastructure to Support Educator Preparation	**Met**	**Met With Concerns**	**Not Met**
	X		

Additional information applicable to the standard decision

Madera County Superintendent of School's entire institution is actively involved in their teacher and administrator education programs. Their Business Department ensures the financial support is available as soon as it is needed; Human Resources helps track the candidates and aids in recruitment; its Technology Department assists in creation of databases and the generating of reports; Educational Services continues to support the program with continuing to look for research based teaching and management strategies, and the Superintendent ensures everyone keeps their focus on the students. All departments work extremely well together and there is a strong feeling of collaboration throughout the institution.

Common Standard 2: Candidate Recruitment and Support			
Components	**Consistently**	**Inconsistently**	**Not Evidenced**
Candidates are recruited and supported in all educator preparation programs to ensure their success.	X		
• The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	X		
• The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.	X		
• Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.	X		
• Evidence regarding progress in meeting competency and performance expectations is consistently used	X		

Common Standard 2: Candidate Recruitment and Support			
Components	**Consistently**	**Inconsistently**	**Not Evidenced**
to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies			

Finding on Common Standard 2: Candidate Recruitment and Support	**Met**	**Met With Concerns**	**Not Met**
	X		

Additional information applicable to the standard decision

While Madera County Superintendent of Schools may have originally started their programs to help ease their need locally, their quality programs have attracted candidates from far distances to participate in their programs. Every candidate is well supported and interviews have confirmed that candidates from the program are very diverse and have all the required skills to be successful.

Common Standard 3: Fieldwork and Clinical Practice			
Components	**Consistently**	**Inconsistently**	**Not Evidenced**
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 state-adopted content standards.	X		
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	X		
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program	X		
• Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	X		

Common Standard 3: Fieldwork and Clinical Practice

Components	Consistently	Inconsistently	Not Evidenced
• Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.		X	
• The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.		X	
• Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.		X	
• All programs effectively implement and evaluate fieldwork and clinical practice.	X		
• For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California's adopted content standards and frameworks, and the school reflects the diversity of California's student and the opportunity to work with the range of students identified in the program standards.	X		

Finding on Common Standard 3: Fieldwork and Clinical Practice	Met	Met With Concerns	Not Met
	X		

Additional information applicable to the standard decision

While the support candidates get is very strong, the added authorization programs have not been able to find the appropriately experienced supervisors. Candidates that had concerns or issues were always immediately addressed, so candidates were never harmed, but as their programs grow, ensuring that their supervisors have the required expertise is a must. The program manager has been given strategies for getting the right people in position and appears confident she will be able to find the experienced supervisors that the program requires.

Common Standard 4: Continuous Improvement

Components	Consistently	Inconsistently	Not Evidenced
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	X		
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	X		

Common Standard 4: Continuous Improvement			
Components	**Consistently**	**Inconsistently**	**Not Evidenced**
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data.	X		
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation	X		
Finding on Common Standard 4: Continuous Improvement	**Met**	**Met With Concerns**	**Not Met**
	X		

Additional information applicable to the standard decision

The programs at Madera County Superintendent of Schools are very involved in the improvement and growth of their programs. While surveys and interviews are the primary ways they measure their programs, the positions that their candidates land locally are a testament to their continual improvement. Many of the Administrative Services Credential program candidates have become District Superintendents and Associate Superintendents in many of the surrounding districts. Their retention rate of their site administrators has continued to rise, another example of the success they have had with continually improving their programs and giving the candidates what they need.

Common Standard 5: Program Impact			
Components	**Consistently**	**Inconsistently**	**Not Evidenced**
The institution 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.	X		
The 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	X		
Finding on Common Standard 5: Program Impact	**Met**	**Met With Concerns**	**Not Met**
	X		

Additional information applicable to the standard decision
As mentioned above, the success of their programs being measured by the retention rates of graduates of Madera County Superintendent of School's programs exhibit the positive impact their program is having. Their added authorization programs have attracted individuals from all over the state to enroll in their program, and the Administrative Services Credential program has participants from nearly as far.

INSTITUTION SUMMARY

Madera County Superintendent of Schools is operating extremely strong Administrative Services Credential program as well as strong Added Authorizations in Early Childhood Special Education, Orthopedic Impairments, and Traumatic Brain Injury programs. The programs have the full support of the administration, and school districts in the area are now able to support more students with special needs and to have school sites that are run in an effective manner, where administrators are spending more time working with the teachers and their curriculum needs.

Madera County and the surrounding areas have always had difficulty attracting qualified candidates for teaching and administrative jobs. Madera County Superintendent of Schools has is increased the pool of well qualified candidates significantly, and maybe more important is the fact that since they are "growing their own." Their graduates have a tendency to stay local, and work with the students and schools that with which they can identify.

The clinical practice that Madera County Superintendent of Schools offers in all of their programs is exemplary. The administrative services clinical practice is supported by peers that are from the area and are very familiar with the issues concerning the small rural schools of the area. All of the clinical practice offered for the added authorizations is also very supportive of the candidates. Anytime the candidates appear to need support, the program provides it immediately. With many of these candidates online throughout the state, getting them the support that also has the same credential has been difficult at times for them, but they have already began developing a network of support that they will be able to use throughout the state with their past graduates.

The institution continually looks to improve their programs, and has an advisory board that well represents all the different groups and employers needed to help give them strong direction. The retention of their graduates in the local school systems is phenomenal. Many of the superintendents on the advisory board commented that this program has really saved the area, and has produced local administrators and special education specialists that have had a tremendous impact in the local schools by having both the skills needed, and by continuing to teach in the local schools.