

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

Professional Services Division November 2018

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Shasta 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

	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	9		

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: Shasta County Office of Education

Dates of Visit: October 1-3, 2018

2018-19 Accreditation

Team Recommendation: Accreditation

Previous History of Accreditation Status	
Date	Accreditation Status
August 2016	Institution Granted Initial 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 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 for the Preliminary Administrative Services Credential program are **Met**.

Common Standards

All Common Standards are **Met**.

Overall Recommendation

With all program standards and all Common Standards Met, the team recommends a decision of **Accreditation**.

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

Preliminary Administrative Services Credential

Staff recommends that:

- The institutions response to the preconditions be accepted.
- Shasta County Office of Education be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Shasta 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

Team Lead:

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Common Standards:

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Los Angeles County Office of Education

Programs Cluster:

Sarah Graham

California State University Sacramento

Staff to the Visit:

Bob Loux

Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission	Field Experience Notebooks
Common Standards Feedback	Course Matrices
Course Syllabi	Course Scope and Sequence
Candidate Files	Advisement Documents
Fieldwork Handbook	Faculty Vitae
Follow-up Survey Results	
Program Review	
Program Review Feedback	

Interviews Conducted

Stakeholders	TOTAL
Candidates	15
Completers	14
Employers	4
Institutional Administration	3
Faculty	3
Online Program Coaches	5
District Coaches	5
Credential Analysts and Staff	1
Advisory Board Members	3
TOTAL	53

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

Shasta County is one of the northern most counties in California. The County Office of Education is located in Redding. The surrounding areas of Redding have been hit hard by wildfires the last two years, causing additional burdens for the schools, students, and teachers. Shasta County encompasses 3,777.40 square miles. Shasta County Office of Education supports 15 Charter Schools and 25 Districts; 18 of which are single school districts. The student enrollment in Shasta County is currently, 26,935 with 23.5% children living below the poverty level. The ethnic breakdown is as follows: 81% Caucasian, 9.2% Hispanic, 2.6% Asian, .02%, Pacific Islander, 1% African American, 2.2% American Indian, and 3.6% multi-race.

Education Unit

Shasta County Office of Education's Preliminary Administrative Services Credential program was approved by the Commission in August of 2016. Prior to that they were a satellite program of Sacramento County Office Education. The program is small in comparison to most programs but serves a large geographical area of 9 counties. The program operates from a rural lens, giving candidates real world experiences in small sites and districts. Currently, the program has 21 candidates in its 3rd cohort. Shasta COE awards one credential within the unit; the Preliminary Administrative Service Credential. The program consists of 5 faculty members, 7 Online Principal Coaches, and 5 Advisory Council members.

Table 1
Program Review Status

Program Name	Number of Program Completers (2017-18)	Number of Candidates Enrolled (2018-19)
Preliminary Administrative Services Credential	24	21

The Visit

The visit proceeded in accordance with all normal accreditation protocols.

Program Report

Preliminary Administrative Services Credential

Program Design

The Preliminary Administrative Service Credential (PASC) is an 11-month program. It is structured as a hybrid program, blending both online and face to face experiences. Candidates attend 22 face-to-face sessions in addition to field experience, online coaching, and an end of program symposium. There are 6 core classes that are connected directly to the California Administrator Performance Expectations (CAPE) standards. Field experience components are included within each core class. In addition to the 6 core classes, candidates complete an end-of-program project symposium that is presented to faculty and administrators.

The program is structured with six courses that include a total of 25 field experience hours. Each class is a hybrid learning format meaning that there are online responsibilities and in-person meetings. The online components are synchronous and taught by an online coach. Each coach engages students in real life scenarios and conversations for 60-90 minutes weekly. They use Google Classroom as their Learning Management system. Candidates are then required to summarize their online experience and understandings. Faculty explained this as a “brief summary or reflection of the scenario and the chat.”

In addition, candidates meet in-person for class sessions with their instructor. These in-person sessions are held bi-weekly on Saturdays. The in-person sessions, for the entire program, total 122 hours inclusive of orientation, face-to-face session, end of program symposium preparation and presentation.

Although the PASC program is only in year 3 of implementation, the executive director shared that they have recently worked to develop more extensive field experience for their candidates. In response to the California Administrator Performance Assessment (CalAPA), the program has been increasing their candidates’ field experience hours from 25 to about 52. The hours consist of leadership experiences directly tied to the CAPEs as well as an action research project.

The PASC program has three full-time director level administrators and five part-time faculty members that teach the courses. The program director meets with the Advisory Board three times a year to review data and discuss programmatic strengths and areas of need. As one advisory board member explained, “we review coaching articles, course order, and faculty.” The executive director and the program director meet every other week to monitor the program. The faculty meet four times a year to review course evaluations and to discuss curriculum, instruction and assessment. Revisions are made to syllabi and course work as needed, based on data and discussions. Faculty members highlighted the changes made to their field experience components due to the implementation of the CalAPA as a result of these faculty meetings. In addition, the executive director is in contact with the assistant superintendents of the 8 counties served by the program for recruitment efforts. The director

confirmed that she delivers flyers about the PASC program to the 8 county assistant superintendents and follows up with individual information sessions for interested applicants.

The program director meets with the advisory board 3 times a year to review program data and to discuss strengths and weaknesses within the program. The Shasta COE Advisory Board consists of the Director of the program, Shasta College's Career Counseling Coordinator, a Special Education Director from a neighboring school district, principals and Superintendents from local districts, and the Education Director from National University. The online coaches explained during their interview that they meet 4 times a year with the program director to discuss scenarios/articles used and the inquiry-based topics they use during online coaching sessions. Changes are then made based on faculty feedback and input from the online coaches that the program director receives.

Course of Study (Curriculum and Field Experience)

Over the course of 11 months, candidates take six courses that cover the CAPEs. The courses include 52 hours of field experience, which also requires that they identify a district coach who will support them at their site with field experience tasks and their end-of-year project. District coaches confirmed that they "have routine and frequent conversations" with their candidates to discuss the academic work they are doing and how it connects to the site. Candidates are also required to partake in weekly 60-90 minute online coaching sessions. Lastly, candidates are given a mentor that will support them throughout the entire program and answer any questions they may have. The faculty confirmed that they are the mentors to about 4 students a year and support them by answering questions or supporting their work throughout the program.

A required course for the PASC is Community Leadership. In this course candidates learn about collaboration with stakeholders in order to meet diverse student and community needs. Candidates collect relevant data pertaining to the diverse needs of students and develop a Success Plan for implementing the school mission and vision alongside stakeholders. In Instructional Leadership, candidates learn how to promote and support pedagogical practice and assessment. During the field experience component, candidates engage in work that prepares them for CalAPA cycle 2. In addition, candidates develop an end of course paper to demonstrate their understanding of the CAPEs addressed in that course.

The Organizational Systems and Leadership course prepares candidates for the legal and budgeting components of leadership. Candidates engage in fieldwork tied to CalAPA cycle 1 work by conducting an equity gap analysis. In addition, they research and present on organizational system (i.e. human resources, budget, facilities) within local school districts. In Professional Learning and Growth Leadership candidates learn about their own lifelong learning practices as well as how to engage various stakeholder groups in professional development. In the field experience component, candidates practice skills tied to CalAPA

cycle 3 and reflect on their practice. Candidates also work in groups to develop a year-long professional development plan that is tied directly to the course CAPEs.

School Improvement Leadership prepares candidates to use data when identifying needs and monitoring progress. Candidates also become familiar with theories and best practices for school improvement. In the field experience component, candidates participate in fieldwork tied to continuous school improvement. In Visionary Leadership, candidates learn how to engage stakeholders in the development of a vision for teaching and learning. Candidates illustrate their competency through a group presentation on leadership concepts, exploration of equity gaps, as well as an end of the course paper. During the field experience component, candidates participate in fieldwork connected to CalAPA cycle 1.

Candidates enroll in one class at a time. During each class they have the course faculty that provides bi-weekly in-person instruction as well as an online coach they engage with weekly for 60-90 minutes. In these online discussions they analyze scenarios or articles and connect them to the current course they are enrolled in. During interviews with candidates and in the completer surveys all responders commented on how powerful and effective the online discussions were, and how the scenarios were legitimate problems that they would be facing. Online coaches explained that the identification of the scenarios, articles and discussion questions happens during their collaboration meetings. In addition, candidates identify a site supervisor who supports them through their activities, end of course project and provides feedback and support with various questions they may have.

Candidates conduct their fieldwork at the site in which they are teachers unless this is not an option whereas they then do the work at a local school site. Fieldwork is included as a component of each of the six courses throughout the program. Faculty interviews confirmed that fieldwork is tied directly to the coursework, as each assignment is connected to the course topics. For example, one faculty member explained that they review budgeting practices in class and the required field experience task is for candidates to obtain and summarize their district budget.

Faculty explained that they engage the candidates in work that has them reflect on their ethical practice and ways in which their actions and leadership affects other stakeholders. The faculty also explained, during the interview, that they focus on trauma informed practice so that they prepare future leaders who are equipped with such skills.

Assessment of Candidates

Candidates are assessed using both formative and summative assessments. Formative assessments include online chat summaries, field work assignments, end of course papers. The summative assessment is the end of program project used to assess their competencies in the CAPEs. Candidates develop the end of program project during an additional 20 hours of field experience and then present their project at the end of the program symposium to a panel of

local administrators. In addition, candidates submit all of their program work to the executive director in Google Docs, as a portfolio of their work. The director and executive director then evaluate each candidate's portfolio to assess if they meet the program standards.

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 fully **met** for the Preliminary Administrative Service Credential.

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:			
<ul style="list-style-type: none"> 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		
<ul style="list-style-type: none"> The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs. 	X		
<ul style="list-style-type: none"> 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		
<ul style="list-style-type: none"> 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		
<ul style="list-style-type: none"> 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		
<ul style="list-style-type: none"> Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence. 	X		
<ul style="list-style-type: none"> 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.			
<ul style="list-style-type: none">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		
Documents reviewed and interviews conducted indicated that Shasta County Office of Education Leadership Academy implements a research based vision that involves relevant stakeholders. The institution ensures collaboration through the Advisory Team, and outreach to other districts and counties. The Assistant Superintendent of Siskiyou County Office of Education commented, “I am grateful to these folks, it is because of them that I was able to hire two of my own, who are well trained and prepared to be school administrators. They are truly offering the rest of us a service.” The county superintendent provides program leadership with the resources and support required to fully address the needs of the credentialing program, including the hiring and retention of qualified staff with current knowledge of California public school requirements. Program completers and instructional staff confirmed participation from other counties, districts and institutions of higher education as part of the program’s Advisory Board. Interviews with members of the Advisory Board affirmed discussions of resources, operations, budgets, data, decision making processes and continuous improvement as part of their quarterly ongoing agendas. Program leadership presented to the site visit team, the faculty hiring processes, qualifications, and roles and responsibilities as well as the credentialing process for program completers. Evidence provided during the site visit supported the team’s decision of the findings for Standard 1 as Met.			
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.			
<ul style="list-style-type: none">The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	X		
<ul style="list-style-type: none">The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and		X	

Common Standard 2: Candidate Recruitment and Support			
Components	Consistently	Inconsistently	Not Evidenced
assistance to promote their successful entry and retention in the profession.			
<ul style="list-style-type: none">• Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	X		
<ul style="list-style-type: none">• Evidence regarding progress in meeting competency and performance expectations is consistently used 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	X		
Finding on Common Standard 2: Candidate Recruitment and Support	Met		
<p>Admissions criteria is clearly stated and includes multiple measures which were verified through document review and interviews. If additional assistance is needed by candidates to meet competencies the “Candidate Action Plan” provides the process in which the candidate is supported within the program. The administrators indicated that there has not been a candidate that needed to go on this action plan. Document review indicates that the Handbook, available on the Shasta County Office of Education website, provides information to personnel, coaches and mentors, on how to guide candidates on attainment of program requirements. Administrators, coaches, faculty/mentors, district coaches stated the various ways they support candidates successful attainment of standards. These findings were verified by interviews.</p> <p>The institution sends recruitment flyers for new candidates to the counties in the consortium as well as provides presentations on the program. The program is open to all qualified individuals based on criteria but there are no purposeful recruitment strategies of candidates to diversify the educator pool as required by the standard element. Given that the region has “limited diversity” according to the program administrators in interviews, there is no attempt to reach out to the existing small diverse pool; nevertheless the candidates do reflect the diversity of the teachers in the region.</p>			
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		

Common Standard 3: Fieldwork and Clinical Practice			
Components	Consistently	Inconsistently	Not Evidenced
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		
<ul style="list-style-type: none"> 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		
<ul style="list-style-type: none"> Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential. 	X		
<ul style="list-style-type: none"> The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates. 	X		
<ul style="list-style-type: none"> Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner. 	X		
<ul style="list-style-type: none"> All programs effectively implement and evaluate fieldwork and clinical practice. 	X		
<ul style="list-style-type: none"> 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		

The program designs, implements and evaluates the planned sequence of coursework that addresses the elements as well as related clinical experiences of the candidate as verified by document review and interviews. Candidates develop and demonstrate knowledge and skills to educate and support P-12 students from coursework assignments and online activities. Across the program, candidates, supervisors, and teaching faculty affirmed that coursework is integrated closely with field experiences. The district coaches assist the candidates in aligning their project to current work to make it meaningful.

The program structures learning to provide opportunities to experience issues of diversity that affect school climate. Coursework is embedded with activities on diversity and bias to provide a reflective perspective for candidates as future leaders. Reading case studies and role playing with reactions, according to the faculty, allows the candidates to understand how to effectively implement actions in their fieldwork and clinical practice. The online chat room is where these discussions on the scenarios take place. As the online coach stated, it is "A safe place to explore leadership." This element was verified by documents and interviews. The program trains, orients and evaluates all site-based supervisors which was verified by multiple data.

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		
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion 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		
Continuous improvement was demonstrated as the program recently looked at surveys and feedback from classes to reorder coursework, and research topics for current articles in the field to update readings. The advisory panel interviews indicate that they are involved in the program’s continuous improvement.			

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		
Candidates demonstrate that they are prepared to serve as professional school personnel and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards through assessments of coursework, field experience reflections, online chat reflections, and their culminating project. Candidates that completed the program stated they learned how to shape an organization to create a vision and mission statement in their current site. They use the knowledge from the program to provide leadership in various roles at the school sites. The program demonstrates a process for ensuring that only those qualified are recommended to the Commission as meeting the standards.			
Documents reviewed, such as survey feedback provides evaluative evidence that the program is having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California students. District coaches report of candidates’ vision change and observe the completers more involved in leadership committees. One district coach has hired two of the candidates which shows the faith he has in the program’s outcome. Another district coach stated, “The program helps build capacity for leadership.”			

INSTITUTION SUMMARY

Shasta County Office of Education's Leadership Academy is committed to a research-based vision that addresses the California Administrator Performance Expectations and the California Administrator Performance Assessment. The program is located in Shasta County, a unique region of 3,800 square miles, serving 25 school districts with 26,935 students as well as nine other counties. Previously under the accreditation of the Sacramento County Office of Education, the Shasta COE Leadership Academy has been under its own accreditation for the past two years. The vision of the Shasta County Office of Education's Preliminary Service Credential program is "to prepare and support leaders in Northern California from a rural lens. Noting that administrators that are working in a rural environment have multiple roles to fulfill

with limited support staff. The institution's guiding principle is that high-quality leadership is the key to success for students, teachers, schools and districts in California Public schools."

Shasta COE Leadership Academy has accepted approximately 48 candidates over the past two years. 85% of its first-year candidates were placed in administrative positions, and 50% of its second-year candidates were placed in administrative positions. According to the Shasta COE Superintendent and founder of the Leadership Academy, "Shasta COE has created its preliminary services credentialing program with the intent of supporting our surrounding counties with a "grow your own" model. Training their teachers in administrative leadership, they are prepared to enter the schools in their communities as principals ready to serve the unique population of students in this region of California."

Interviews and document reviews indicated that the Shasta County Office of Education's Leadership Academy implements a research-based vision that ensures collaboration amongst relevant stakeholders. The County Superintendent provides program leadership with the resources and support required to fully address the needs of the credentialing program.

The institution sends recruitment flyers, and visits surrounding counties to provide information to potential candidates and the program is open to all who qualify. While there is limited recruitment strategies of diverse candidates, the program does attract a diverse group from the teachers in the region, given that the region has "limited diversity" according to the program administrators.

The program designs, implements, and evaluates the planned sequence of coursework. Across the program, candidates, supervisors and teaching faculty affirmed that coursework is integrated with field experiences. The district coaches assist the candidates in aligning their project to current work to make it meaningful. The program structures learning to provide opportunities to experience issues of diversity that affect school climate. Coursework is embedded with activities on diversity and bias to provide a reflective perspective for candidates as future leaders.

Interviews with the Advisory Board confirmed bimonthly meetings held with Region 2 Assistant Superintendents and other senior level staff to discuss the program and the support needed for new administrators. Advisory Board members discussed program changes based on the feedback received from the communication survey filled out by the nine-county offices and the District coaches throughout the region. Other survey results are reviewed with the Advisory Board three times a year for program discussion and revisions. Focus groups are formed based on feedback from the Advisory Board. The focus groups may consist of coaches from the region, the Shasta County Assistant Superintendent, the Shasta County Executive Director, faculty, and online coaches based on the identified need. Recommendations are made to the Program Director for improvement. These improvements ensure a quality program for all rural counties in the region.

Candidates are required to submit a portfolio, assessments of coursework, field experience reflections, online chat reflections, and their culminating projects, as evidence that they are prepared to serve as professional school personnel and demonstrate knowledge and skills necessary to educate and effectively support all students in meeting state adopted academic standards. The program only recommends to the commission those candidates whose final work meets program standards.