

**Report of the Required 7th Year Report by
San Diego County Office of Education
May 2019**

Overview

This report provides information on the 7th Year report for San Diego County Office of Education (SDCOE). The report is included as an attachment to this agenda item.

Recommendation

This is an information/action item. Because there were no stipulations, no action is required beyond accepting the report from SDCOE.

Background

San Diego County Office of Education hosted an accreditation visit on March 20-22, 2018. The COA granted a status of **Accreditation** to the institution. The full team report may be found here: [SDCOE 2018 Site Visit Report](#).

The COA also required a 7th year report addressing all standards that were found by the team to be less than fully met. These were Common Standards 1: Educational Infrastructure and Common Standard 4: Continuous Improvement, both of which were found to be Met with Concerns. All other Common Standards and program standards were found to be met by the team.

The rationales for the Met with Concerns on Common Standard 1 and 4 are as follows as indicated in the team report:

Standards Met with Concern`	Rationale from 2018 Team Report
Common Standard 1: Educational Infrastructure	The team was unable to find evidence of consistent, systematic, unit-level oversight in all of the SDCOE’s credentialing programs. With programs housed in two different divisions of the SDCOE, there are two autonomous leadership structures instead of one single unit. The responsibilities of program oversight were either delegated to the program-level leaders to perform or not in evidence at the time of the site visit.
Common Standard 4: Continuous Improvement	While a continuous improvement process was in evidence at the program level for each of SDCOE’s credentialing program, little evidence was found that the unit has a formal cycle of continuous improvement that makes appropriate

	modifications based on collecting and analyzing data reflecting the effectiveness of unit operations. Additionally, feedback from a variety of key stakeholders was not found at either the program or unit level.
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Accreditation Report Update May 2019

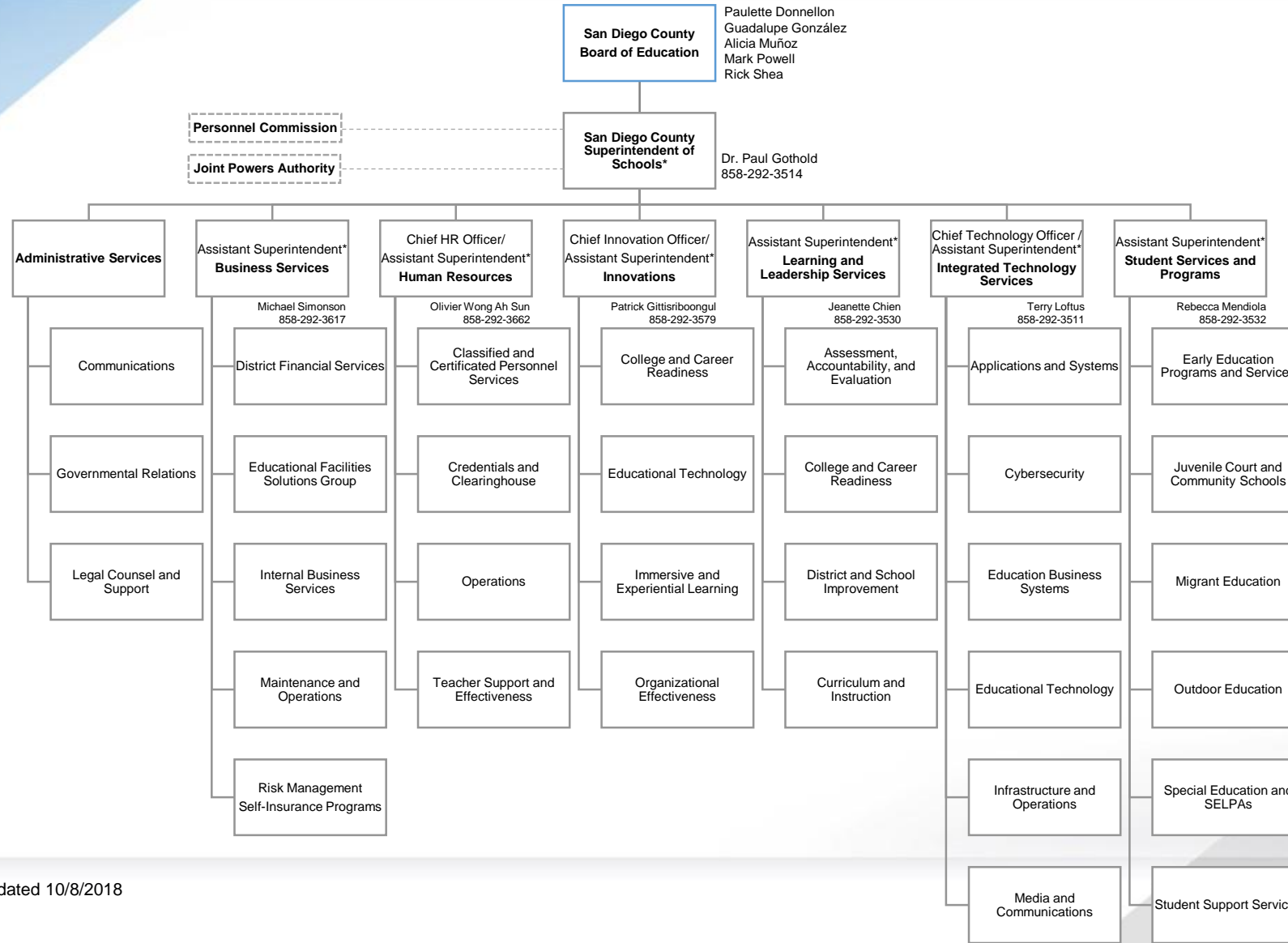
During Spring 2018, San Diego County Office of Education (SDCOE) participated in the Accreditation process through a site visit of its accredited programs. Through this process, all Preconditions, Common and Program Standards were met. Two of the Common Standards were met with concern. In an effort to address these concerns, the SDCOE credentialing programs developed a plan that increased communication and collaboration across the entire unit. Two key mechanisms for this increased communication and collaboration are the Credential Program Collaboration Meetings which bring all program leaders together quarterly followed by SLT/Cabinet updates within the week.

Common Standard 1: Institutional Infrastructure to Support Educator Preparation

SDCOE hired a new Superintendent June 2017. The 2018-2019 school year has SDCOE functioning with an entirely new cabinet as outlined in the organizational chart. With this new leadership, there are now weekly Strategic Leadership Team (SLT)/Cabinet meetings. The two Assistant Superintendents who oversee the credential programs at SDCOE, Learning and Leadership Services and Human Resources, attend the latter part of Credential Program Collaboration Meetings with all program leaders where they receive updates around enrollment, staffing, communication, evaluations, process for continuous improvement, etc. These updates are shared at SLT meetings with the Superintendent and all other Assistant Superintendents. As a result of the new infrastructure and this collaboration, there has been a cohesive effort across the organization to align and support all credential programs.

Common Standard 2: Continuous Improvement

SDCOE credentialing programs meet quarterly to review program data and share stakeholder feedback. These meetings are used to discuss best practices and participate in problem solving, discuss program structures, evaluation, data and alignment across the unit. The meetings have allowed program leaders to problem solve and compare data to examine best practices. Stakeholder feedback was based on common survey questions that were sent to participants, instructors/mentors/coaches and advisory. The program leaders used a consultancy protocol to review survey results that inform program revisions and refinements for the 2019-2020 school year and beyond. This data is also shared at the quarterly SLT/Cabinet meeting updates. These efforts as a unit have allowed the programs to improve service delivery in a cohesive manner. For example, as a unit it was concluded that the current learning management system was inefficient and caused some frustration among stakeholders. Together, with the support of SLT/Cabinet, the unit has participated in a review of multiple learning management systems and vendors which will be decided upon by June.



* Senior Management

Accreditation Report Response April 2018

San Diego County Office of Education (SDCOE) values the opportunity for continuous improvement and feedback. The Accreditation process has provided valuable information to strengthen our institution's processes for collaboration, coordination and improving programs for our clients. The following plan has been established to ensure consistent, systematic unit-level and institution level involvement in all of SDCOE's credential programs. In addition, the focus of the unit-level involvement includes formal cycles of continuous improvement that results in modifications to programs based on data.

Common Standard 1-Met with Concern

SDCOE Strategic Leadership Team (SLT) meets every Tuesday to provide oversight to the organization. SDCOE SLT serves as the Superintendent's cabinet. Effective April 2018, a standing agenda item will be included quarterly for "SDCOE Credentialing Programs". During this time, the Assistant Superintendent of Learning and Leadership and the Executive Director of Human Resources will provide updates on credential programs including, but not limited to, enrollment, staffing, communication, process for continuous improvement and joint meeting summaries. The content of the report at SLT will be based on the information and agenda's for SDCOE Credential Program Collaboration Meetings (see table below).

Attachment A provides a graphic representation of meetings to ensure coherence and collaboration across SDCOE programs, units and institution.

Common Standard 4-Met with Concern

SDCOE Credentialing programs will meet quarterly to review participant feedback and data regarding program effectiveness. All programs will utilize a common "Follow-up Survey" to gather feedback from program participants about quality of learning experience, preparedness for role, suggestions for improvement. Through collaborative analysis, programs will benefit from input from participants to inform specific program improvements as well as unit enhancements. Data from surveys will be summarized and provided to the division leaders to be shared at Senior Leadership Team meetings. A consultancy protocol will also be utilized to engage program leaders with collective problem-solving and improvement of services.

Attachment B reflects sample survey questions that align to common standards and various stakeholder perspectives to inform program improvement.

Attachment C reflects data collection timelines.



2018-19 SDCOE Credential Program Collaboration Meetings

Date	Purpose	Participants
April 25, 2018	<p>Focus: Program Coherence and Alignment</p> <p>Develop common “Follow-up Survey” for programs and dates for completion.</p> <p>Finalize collaboration and support meetings for SDCOE credential programs</p>	<p>LLS Assistant Superintendent, HR Executive Director, HR Credential Program</p> <p>HR Credential Program Directors/leads and ASC Credential Program Directors</p>
July 23, 2018	<p>Focus: Data Analysis and Continuous Improvement</p> <p>Review program feedback and next steps for improvement at program and unit level</p>	<p>HR Credential Program Directors/leads and ASC Credential Program Directors</p> <p>LLS Assistant Superintendent, HR Executive Director</p>
October 29, 2018	<p>Focus: Continuous Improvement of Program Processes</p> <p>Review program enrollment, application processes and learning processes. Draft report for SLT regarding program enrollment for the year.</p>	<p>HR Credential Program Directors/leads and ASC Credential Program Directors</p> <p>LLS Assistant Superintendent, HR Executive Director</p>
February 25, 2019	<p>Focus: Continuous Improvement Program Quality</p> <p>Mid-year program meeting. Engage in consultancy protocol to problem-solve and learn across programs.</p>	<p>HR Credential Program Directors/leads and ASC Credential Program Directors</p> <p>LLS Assistant Superintendent, HR Executive Director</p>

SDCOE Credential Program Collaboration and Oversight Meetings 2018-2019

April May June July August September October November December January February March April June July

Program Members
Each program has a structure for program collaboration

x x x x x x x x x x x x x x

Program Leads
Best practices/Problem-solving/Critical Friend

+ + + +

Unit Leads
LLS Asst. Supt. &
HR Executive Director
Coherence/Oversight

++ ++ ++ ++

Institution Strategic Leadership Team

▲ ▲ ▲ ▲

Unit Data Collection
Common Survey Questions

Common Standard 1

The *institution* actively involves *faculty*, instructional personnel, and relevant *stakeholders* in the organization, coordination, and decision making for all educator preparation programs.

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.

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*.

Participant	Mentors/Coaches	Advisory
<ol style="list-style-type: none"> 1. Received advisement and professional growth relevant to fieldwork 2. Knowledgeable mentor/good fit 	<ol style="list-style-type: none"> 1. Opportunities for involvement in decision making/collaboration with colleagues 	<ol style="list-style-type: none"> 1. Opportunities for involvement in decision making

Common Standard 2

Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of *program* requirements.

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.

Participant	Mentors/Coaches	Advisory
<ol style="list-style-type: none"> 1. Expectations for meeting requirements was clear 2. Tracking progress was clear 3. Received support toward meeting requirements. 	<ol style="list-style-type: none"> 1. Understood candidate completion requirements and how to support candidate toward completion. 	<ol style="list-style-type: none"> 1. How clear was the program completion process and expectations?

Common Standard 3

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.

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.

Site-based supervisors are trained in supervision, oriented to the supervisory role, *evaluated* and recognized in a systematic manner.

Participant	Mentors/Coaches	Advisory
<ol style="list-style-type: none"> 1. The program supported my ability to support students in meeting state adopted content standards. 2. I was supported in using research-based strategies to improve my teaching and student learning. 	<ol style="list-style-type: none"> 1. Supported candidate in utilizing research-based strategies for improving teaching and student learning. 2. I received the training necessary to support candidates in this program 	<ol style="list-style-type: none"> 1. We were able to provide input about the mentor/candidate match.

Common Standard 4

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.**

Participant	Mentors/Coaches	Advisory
End of year survey- <ol style="list-style-type: none"> 1. I have opportunities to provide feedback to the program regarding program quality 	<ol style="list-style-type: none"> 1. I have opportunities to provide feedback to the program regarding program quality 	<ol style="list-style-type: none"> 1. I have opportunities to provide feedback to the program regarding program quality.

Common Standard 5

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.**

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*.

Participant	Mentors/Coaches	Advisory
1. How has the program had a positive impact on your learning and competency around teaching and learning?	1. How has the program had a positive impact on your candidates' learning and competency around teaching and learning?	1. What evidence have you seen of the program's impact on candidates' learning and competency around teaching and learning?

Attachment C			
	Mentors/Coaches	Participants	Advisory/Instructors
Subjects	Annual Survey	Survey	Survey
AASE	data collection for Instructors.	Term Survey	Term Survey
Admin. Services	Course Session Evaluation	End Program Survey	Quarterly Update
Services	Annual Survey	Program Survey	Communication
Induction	Monthly Support Provider Log	Mid Program Survey	Annual Fall Face-to-Face
	District lead Survey	End Program Survey	Year Survey

Agenda
7/23/2018

AGENDA ITEM	NOTES
Attendance	Joan Nelson, Joe Frescatore, Alex Cortes, Bryanna Norton, Carol Tomeo, Sheiveh Jones, Chris Reising
Accreditation Report Response	<p>Last meeting we talked about the agreement to be an agenda item on SLT. Chris will talk to Olly about communicating with Jeanette about coming to the second half of these meetings.</p> <ul style="list-style-type: none"> •
Program Updates	<p>PASC-18/19 Two cohorts of 30 and 30 (total 60).</p> <ul style="list-style-type: none"> • Shift: CalAPA has been in pilot/field test stage and is now going to be implemented for 18-19 candidates. It's non consequential but they are required to participate. Starting 19-20 cohorts, there is a fee for CalAPA and it's consequential. <p>CASC</p> <ul style="list-style-type: none"> • So far, 50 in the CASC cohort (San Diego) and 10 in ICOE and 2 in Diocese. • Trying to launch portal for the program...this will be a single place for all documents with the purpose of minimizing paperwork and keeping everything in once place. <p>Induction</p> <ul style="list-style-type: none"> • 400 anticipated enrollment • Looking to migrate to Canvas <p>AASE</p> <ul style="list-style-type: none"> • Enrolling for fall
Stakeholder Surveys	<p>Sample survey questions...DS team will try these out in August: Candidates: https://goo.gl/forms/q7lqAdQq6OJuBtyz1 Coaches/Mentors: https://goo.gl/forms/UDZTWeSyzLxJUKYC3 Advisory: https://goo.gl/forms/DOWVM0NaMlq8gvOu1</p> <p>Induction: End of each year AASE: End of program PASC: End of program CASC: End of year DS: End of program (portfolio class)</p>
CTC Accreditation Dashboard Do you already ask these questions? If so, when and in what format?	<p>Put N/A on anything that you don't have info for 17-18 Please send back to me by August 10</p>
Other	<p>Marketing-single flyer with all credentialing programs to share with districts...Sheiveh will put together a flyer in the next two weeks. Bryanna and team will put together a video.</p>

10/29/2018
Agenda/Notes

AGENDA ITEM	NOTES
Attendance	Joan Nelson, Connie Campbell, Joe Frescatore, Alex Cortes, Bryanna Norton, Carol Tomeo, Sheiveh Jones, Michael Gomez, Chris Reising
Accreditation Updates (Sheiveh)	<ul style="list-style-type: none"> ● Dashboard reports have been submitted ● Ran a pilot of the survey and results were pretty straight forward. Survey questions are good to go! ● Please copy survey, save to your drive, and do what you need to do with them. <ul style="list-style-type: none"> ○ Common Program Survey-Advisory ○ Common Program Survey-Coaches and Mentors ○ Common Program Survey-Candidates ● Everyone should administer survey by end of January/Beginning of February
Program Updates CASC	<ul style="list-style-type: none"> ● San Diego County and Imperial County-close to 130 candidates (includes 40+ enrollment from the fall). <ul style="list-style-type: none"> ○ 20 more starting in the spring ● Reviewed state survey data-identified areas of strength and one area to focus on: community engagement ● New online portal system is up and running now-internal system where potential candidates can get information about the CASC program. This is one way to support marketing and recruitment. <ul style="list-style-type: none"> ○ Portal also serves as a learning management system for current candidates and coaches
Program Updates PASC	<ul style="list-style-type: none"> ● 30 per cohort, 2 cohorts per year ● Just started cohort 12 (Aug/Sept) ● Currently running cohorts 10 and 11 in year 2 ● Cohort 13 starting in January ● 2 cohorts graduate every May ● CalAPA will be consequential as of next year ● Application window in PASC is in Spring
Program Updates AASE	<ul style="list-style-type: none"> ● Current enrollment approximately 105 ● 5 current authorizations; have submitted proposal for a 6th AA ● Inclusion Certificate program has launched - 9 week program ● Master Teacher training is up and running ● Intern SpEd Prelim Credential is pending - Planned launch in February 2019 in collaboration with Tulare COE ● Casey Choate has a newsletter now-AASE has boosted enrollment since newsletter has gone out

<p>Program Updates Designated Subjects</p>	<ul style="list-style-type: none"> ● 1056 participants in program ● Lately they've been getting their clear credentials, so the numbers are slightly down ● 275 districts and charters ● Currently program is revising and updating-the program enrollment is often word of mouth <ul style="list-style-type: none"> ○ Looking to do digital marketing ○ Targeting districts who the DS programs doesn't currently have an agreement with ○ Looking to go up to Northern California for information sessions for those trying to get CTE credentials ○ Chunking marketing: northern, southern, and central
<p>Program Updates Teacher Induction</p>	<ul style="list-style-type: none"> ● 583 year 1 and year 2 teachers ● 323 mentors ● Picking up more charter schools
<p>Looking ahead/brainstorm/ parking lot</p>	<ul style="list-style-type: none"> ● Possibility of doing a PASC info session webinar...Induction can e-mail past participants from 3 years and prior. ● Put accredited programs flyer in the January HR/C&I meetings <ul style="list-style-type: none"> ○ Perhaps ask Music to blast out flyer for us ● Job Fair March 30/VFair November 26-29 ● For March Job Fair: request to include language like "Administrators Welcome" <ul style="list-style-type: none"> ○ Will talk to HR directors about openings...Chris will give HR folks update ● Teacher Effectiveness Team looking at transition out of Powerschool to Canvas by June. Sheiveh will find out how many PSL licenses currently exist out of SDCOE <p>Spring Meeting: will talk about and pull together evidence of collaboration across the unit. April 22 1-2:30 pm.</p> <p>Sheiveh will schedule 2019-20 meetings and send outlook invitation later in the year.</p>

2/25/2019
Agenda/Notes

AGENDA ITEM	NOTES
Attendance	Alex Cortes, Conni Campbell, Bryanna Norton, Keri Morgan, Jeff Warshaw, Joe Frescatore, Sheiveh Jones, Jeanette Chien
Accreditation Updates (Sheiveh)	<ul style="list-style-type: none"> ● All data is due by August 15 for the Dashboard-Sheiveh will send each program a copy of the survey for the Dashboard by mid-March <p><u>Common Standard Survey</u> Please copy survey, save to your drive, and do what you need to do with them.</p> <ul style="list-style-type: none"> ○ Common Program Survey-Advisory ○ Common Program Survey-Coaches and Mentors ○ Common Program Survey-Candidates ● Everyone should administer survey by March/April ● Demographic data and common program surveys should be collected with each cohort.
Program Updates CASC	<ul style="list-style-type: none"> ● 20 candidates just graduated in January with 7 more in Imperial County. ● Looking forward to approximately 50 candidates finishing in June with 7-10 in Imperial County. ● One of the key pieces of the program are the seminars-5 per year. Those are intended to keep the mindset of a systems leader. Some of the topics are around learning centered culture, cultivating learning and leadership, data use, developing systems leadership, etc. Second year has similar overall topics with changes in the lens. Usually have 50+ people to a seminar.
Program Updates PASC	<ul style="list-style-type: none"> ● CalAPA-this is the non consequential year. All candidates will submit all three cycles for CalAPA. This aligns already with the content and fieldwork candidates are required to engage in. ● The CalAPA assessment items have now been imbedded in fieldwork. ● Instructors don't grade it or give specific feedback-because it's an open assessment, candidates can give each other feedback. ● Courses are all in person ● 12 of 28 vouchers have been given out so far
Program Updates AASE	<ul style="list-style-type: none"> ● 100 people every semester. ● Going through a significant redesign-the fall offering will look different than what it is right now. ● The content will be better aligned across the experience. ● The redesign will be more cost effective and streamlined. ● Just started a new cohort. ● Were approved for TBI and will be creating the course for the fall in the new format.

<p>Program Updates Designated Subjects</p>	<ul style="list-style-type: none"> ● Newsletter Fall, Spring <ul style="list-style-type: none"> ○ This year did a winter one to mentors: How do you become a mentor, the process, updates/changes such as Canvas and Database, contact information, what do you do if you need IT support ○ District newsletter: updates on application process, how do people apply for CTC, who are your contacts, fundamental info: this is what we do and this is what services we offer ○ Includes links to surveys (in Newsletter and meetings) ○ Intended audience is mentors and districts ● Full revamp is in place right now from application process to new logo (narrowed down to 3 and hopefully will have the new logo today!). <ul style="list-style-type: none"> ○ New credential database ○ Revamping mentor site ○ Marketing materials and strategy statewide ○ New team ○ ITV is almost done with marketing video ○ Restructuring advisory committee
<p>Program Updates Teacher Induction</p>	<ul style="list-style-type: none"> ● Keri would like to attend an advisory committee meeting for PASC/CASC <ul style="list-style-type: none"> ○ Structure: 3-4 district level administrators around the county, 3-4 past participants from the programs (PASC and CASC) ○ One advisory meeting per year, in person or via Zoom ○ Would also like to do quarterly newsletter with invitation for feedback ○ Ask administrators about trends and needs moving forward ● Based on site visit, there is certain terminology that needs to be revised such as ILP (Induction Learning Plan) <ul style="list-style-type: none"> ○ The ILP revisions have been in Google Docs with a focus group ○ Feedback has been positive-just format and wording is changing ● Program is currently still word of mouth ● Focusing on training and support for the district leads-have 6 new leads this year <p>Would love to promote what all of our programs are doing in one setting...by showing the continuum of progression through professional development from Intern Program through CASC.</p>
<p>Looking ahead/brainstorm/ parking lot</p>	<p><u>Online Management system</u> -not impressed with Blackboard -Would really like to move to Canvas -Terry Loftus wants everyone to use the same LMS</p> <p>Questions re Canvas: Price point? Archiving capacity?</p> <p>From October Meeting:</p>

- Possibility of doing a PASC info session webinar...Induction can e-mail past participants from 3 years and prior.
- Put [accredited programs flyer](#) in the January HR/C&I meetings
 - Perhaps ask Music to blast out flyer for us
- Job Fair March 30/VFair November 26-29
- For March Job Fair: request to include language like “Administrators Welcome”
 - Will talk to HR directors about openings...Chris will give HR folks update
- Teacher Effectiveness Team looking at transition out of Powerschool to Canvas by June. Sheiveh will find out how many PSL licenses currently exist out of SDCOE

Dates for April and then 2019-20

April meeting objective:

4/22/2019
Agenda/Notes

AGENDA ITEM	NOTES		
Attendance	Alex Cortes, Jeff Warshaw, Joe Frescatore, Bryanna Norton, Conni Campbell, Keri Morgan, Sheiveh Jones, Chris Reising		
COA Meeting	<ul style="list-style-type: none"> • May 2, 2019 @10:45 • Chris, Sheiveh, and Jeff 		
Initial plan submitted to COE	<p>The initial plan addressed the two standards Met with Concern: Common Standards 1: Institutional Infrastructure to Support Educator Preparation and and 4: Continuous Improvement. The team's plan included quarterly meetings that focus on 1) Program Coherence and Alignment, 2) Data Analysis and Continuous Improvement, 3) Continuous Improvement of Program Processes, and 4) Continuous Improvement of Program Quality.</p> <p>The plan included:</p> <ol style="list-style-type: none"> 1. Accreditation Report Response 2. Credential Program Collaboration and Oversight Meetings 3. Data Collection Timeline 4. Survey Questions <p>On May 2, we are to provide evidence that we have made progress toward our plan.</p> <p>Proposal: Provide a summary for each of the common standards that were met with concern AND include evidence (i.e. meeting notes) to accompany the summary. The information below will be part of said meeting notes.</p>		
	<p>To Do:</p> <ul style="list-style-type: none"> • Get agendas from SLT that include anything around accredited programs/updates • Accreditation report update • Share copy of survey • Agendas/meeting notes 		
Survey feedback by program	Candidate feedback	Instructors/Coaches/Mentors	Advisory

<p>AASE Strengths:</p>	<ul style="list-style-type: none"> ● Coursework was effective and immediately applicable to the candidate's work with students ● Instructors were quality mentors and responsive 	<ul style="list-style-type: none"> ● Program admin and office staff is responsive and help available when needed ● Able to contribute to the design of relevant content 	<ul style="list-style-type: none"> ● Input is heard and implemented ● Candidates show growth and appreciation for the learning experience
<p>AASE Growth:</p>	<ul style="list-style-type: none"> ● Program flow could be confusing from course to course ● Learning Management system not reliable 	<ul style="list-style-type: none"> ● Learning Management System difficult to build content, formatting issues ● Need instructor meetings/trainings to be on consistent day and time 	<ul style="list-style-type: none"> ● Purpose and role of Advisory Committee has evolved, needs to be clarified
<p>DSC Strengths:</p>	<ul style="list-style-type: none"> ● Coursework was relevant and provided professional growth to candidates. ● Program requirements were clear and candidates could easily track progress 	<ul style="list-style-type: none"> ● DSC staff and instructors are responsive and helpful. ● Mentor Newsletters 	<ul style="list-style-type: none"> ● Ease of working with teachers who need to get credentialed to teach CTE, communication with stakeholders via email, telephone, and advisory committee meetings.
<p>DSC Growth:</p>	<ul style="list-style-type: none"> ● Provide feedback survey throughout the candidate coursework (formative process) ● Develop consistent candidate communication from the DSC Office (newsletter) 	<ul style="list-style-type: none"> ● Bridge the gap between the responsibility of the districts/charters and support provided by DSC for mentors ● User friendly LMS for mentors ● Simplify the observation form and uploading process for mentors 	<ul style="list-style-type: none"> ● Provide feedback survey to districts/charters consistently ● Onboarding of new administrators and credentials technicians in districts/charters ● Develop webinars/videos that are scaffolded for district and site staff (available via website?)

<p>CASC Strengths:</p>	<p>Developed the lens of a systems leader Seminars provided were applicable to current responsibilities Vision development and lens of teaching and learning through the use of the 5D was helpful Minimum of 85% of respondents marked agreed or strongly agreed on questions</p>	<p>- The opportunity to have a coach was helpful for one on one support that was supportive to the current context of each of the participants -Skills, tools and strategies provided to participants were relevant and appropriate to participant development as a systems thinking leader -Developed as proactive leaders rather than reactive leaders</p>	<ul style="list-style-type: none"> ● Ongoing opportunities to maintain program alignment with state accountability systems (Differentiated Assistance, CSI, SPSA, etc.)
<p>CASC Growth:</p>	<p>Opportunity to provide feedback needs to be at a different time during the coaching process</p>	<p>Alignment of coaching expectations needs to be calibrated to ensure all candidates receive the same quality support (internal and external coaches)</p>	<ul style="list-style-type: none"> ● Ongoing opportunities to maintain program alignment with state accountability systems (Differentiated Assistance, CSI, SPSA, etc.)
<p>Induction Strengths:</p>	<p>Responses Z-AH Positive regarding mentors observations, feedback and availability of mentors</p>	<p>Knowing candidate completion requirements and supporting candidates (utilizing research-based strategies) for improving teaching and student learning *Key terms used: reflection, receiving feedback, go to person, analyzing data, strengths and area for growth</p>	<p>Agree or Strongly agree that the program completion process and expectations are clear and they have input with pairing lists.</p>
<p>Induction Growth:</p>	<p>Responses Z-AH Connecting program requirements (ILP) to what teachers are currently accomplishing or trying to accomplish in their educational setting</p>	<p>Opportunities to collaborate with colleagues and broader members of the program (to help improve the program)</p>	<p>New, first or second year DLs marked they do not have opportunities for involvement in program decision making and to provide program quality feedback.</p>

<p>PASC Strengths:</p>	<ul style="list-style-type: none"> ● Instruction and content relevant to professional setting and assignment. ● Use of systems leadership learning identified as a consistent strength ● 92.3%+ positive feedback about PASC program experiences from recent program completers. 	<ul style="list-style-type: none"> ● Knowledge and professional experience of instructors is a strength of the program 	<ul style="list-style-type: none"> ● Instructional leadership knowledge of candidates allows them to contribute to the teaching and learning improvement process at school sites from day one.
<p>PASC Growth:</p>	<ul style="list-style-type: none"> ● Candidate progress monitoring interface (LMS) is challenging for some. Explore additional options for candidates access to program/assignment progress 	<ul style="list-style-type: none"> ● Continued capacity building of instructors, especially new faculty members to increase flexibility and continuity across courses. 	<ul style="list-style-type: none"> ● Ongoing opportunities to maintain program alignment with state accountability systems (Differentiated Assistance, CSI, SPSA, etc.)