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

Professional Services Division
May 2021

Overview of this Report

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

Common Standards	Status
1) Institutional Infrastructure to Support Educator Preparation	Met
2) Candidate Recruitment and Support	Met
3) Course of Study, Fieldwork and Clinical Practice	Met
4) Continuous Improvement	Met
5) Program Impact	Met

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Education Specialist: Mild/ Moderate Disabilities Intern	22	22	0	0
Education Specialist: Moderate/Severe Disabilities Intern	24	24	0	0
Teacher Induction	6	6	0	0
Preliminary Administrative Services	9	9	0	0
Clear Administrative Services Induction	5	5	0	0

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

Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report

Institution: **Riverside County Office of Education**

Dates of Visit: **February 28 – March 3, 2021**

Accreditation Team Recommendation: **Accreditation**

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
April 2012 Accreditation Site Visit Report	**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:

Preconditions
After review of all relevant preconditions for this institution, all preconditions have been found to be aligned for the Riverside County Office of Education.

Program Standards
All standards for the Education Specialist Mild/Moderate Disabilities Intern program, Education Specialist Moderate/Severe Disabilities Intern program, Preliminary Administrative Services Credential Program, Clear Administrative Services Induction Program, and the Teacher Induction program have been determined to be **met.**

Common Standards
All Common Standards have been determined to be **met.**

<u>Overall Recommendation</u>
Based on the fact that the team found that all preconditions and program standards for all programs offered by Riverside County Office of Education are met and that all Common Standards are met, the team recommends **Accreditation.**

In addition, staff recommends that:
- The response to preconditions from the Riverside County Office of Education be accepted.
- Riverside County Office of Education be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Riverside County Office of Education continues 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.

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.

- Education Specialist Mild/Moderate Disabilities Intern
- Education Specialist Moderate/Severe Disabilities Intern
- Teacher Induction
- Preliminary Administrative Services
- Clear Administrative Services

Accreditation Team

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Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Course Syllabi and Course of Study
Candidate Advisement Materials
Accreditation Website
Vitae

Candidate Files
Assessment Materials
Candidate Handbooks
Survey Results
Individual Induction Plans
Precondition Responses
Examination Results
Accreditation Data Dashboard

Interviews Conducted

Stakeholders	TOTAL
Candidates	319
Completers	87
Employers	103
Institutional Administration	28
Program Coordinators/Leadership	38
Faculty	28
Mentors/Coaches	193
Field Supervisors – District	11
Credential Analysts and Staff	12
Advisory Committee Members	71
Advisors	49
TOTAL	**939**

Note: In some cases, individuals were interviewed more than once due to multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

The Riverside County Office of Education (RCOE) provides educational, financial, legislative, and leadership services and support to all K-12 school districts in Riverside County. Leadership is provided by the elected Riverside County Superintendent of Schools and a seven-member elected County Board of Education.

The primary work of the RCOE is divided into the following three areas:

1. Providing overarching educational goals, support, and services leading to high school graduation, college readiness, and career preparedness of all county students enrolled in public education.
2. Providing financial oversight and support of the school districts in the county to ensure fiscal solvency and compliance with statutes.
3. Providing credential oversight and support to ensure all county teachers are properly authorized for the subject area(s) they are assigned to teach.

Originally founded in 1893 as the Office of the Riverside County Superintendent of Schools, RCOE provides services supporting high-quality education for all Riverside County students. The RCOE website notes, "We want every student to have the skills and knowledge they need to have the best opportunity to experience a high quality of life in their future."

The RCOE's main offices are located in downtown Riverside, California, with regional offices in the cities of Indio and Murrieta. It operates classroom-based direct instruction for students in a variety of unique educational programs at over 100 different locations across the county.

Education Unit

Riverside County Office of Education's involvement in educator preparation dates back to the 1990s as a major participant in a four-county consortium between Riverside, Inyo, Mono, and San Bernardino counties (RIMS) Beginning Teacher Support and Assessment (BTSA) program where it provided new teacher support. Its involvement in educator preparation expanded significantly over the years to include not only the teacher induction program, which is under the umbrella of the Center for Teacher Innovation (CTI), but also the administrative services preparation programs as well as, most recently, the Education Specialist intern programs for a total of five programs.

In 2019, Riverside County Office of Education consolidated its five educator preparation programs under one unit, the Riverside County Office of Education School of Education (SOE), to ensure consistent leadership and implementation of the various credential programs. The Riverside County Office of Education's SOE currently serves educators across 23 counties in California. Enrollment in its five programs is currently near 3,000. Its teacher induction program alone serves over 2,500 new teachers and is one of the largest teacher induction programs in California.

Personnel at the RCOE SOE is committed to its shared mission to "provide comprehensive educational development through access to data-driven, flexible, preparation pathways by promoting equity, educator excellence, student learning, and well-being."

Table 1: Program Review Status

Program Name	Number of Program Completers (2019-20)	Number of Candidates Enrolled (2020-21)
Education Specialist Mild/Moderate Disabilities Intern	N/A	42
Education Specialist Moderate/Severe Disabilities Intern	N/A	17
Teacher Induction	1780	2589
Preliminary Administrative Services	54	73
Clear Administrative Services	48	203

The Visit

Due to the COVID-19 pandemic, this site visit was conducted virtually. The team and institutional stakeholders were interviewed via technology. The visit proceeded in accordance with all standard accreditation protocols.

PRECONDITION FINDINGS

After review of all relevant preconditions for this institution, all have been determined to be **Met**.

PROGRAM REPORTS

Education Specialist Mild/Moderate Intern
Education Specialist Moderate/Severe Intern

Program Design

The Preliminary Education Specialist Mild/Moderate and Moderate/Severe Intern Credential programs are offered through the Riverside County Office of Education (RCOE) Center for Teacher Innovation (CTI). The program is offered through a two-year program that prepares teacher candidates to support students using evidence-based teaching strategies.

The Executive Director of the School of Education is the lead administrator for the Intern program. According to the organizational chart, the Director of Intern Programs reports to the Executive Director of the School of Education. The program staff, consisting of the support facilitator, program administrator, credential specialist, practicum supervisors, instructional facilitators, support specialist, site mentors, content experts, and administrative support staff, all report to the Director of Intern Programs.

During interviews, site administrators, interns, intern program instructors, and practicum supervisors praised the responsiveness of the RCOE team. Site administrators stated that that they felt the RCOE interns were better prepared than intern candidates from university programs. They would not hesitate to hire an intern from this program in the future. The interns discussed that from the first contact they had with the program, everyone they encountered was extremely responsive and returned calls or provided information within 24 hours.

This new program, approved in 2019, is structured as a two-year cohort model. This has allowed the interns to become a supportive learning community which they believe will extend past the term of the program. The program is designed so the interns get feedback from not just their instructors and practicum managers but also receive peer feedback on their videotaped lessons. The interns felt that this process brought them closer together as a group, and they were learning from the feedback they received from their peers and also from the feedback they provide to others.

Interns are supported by mentors who are trained by RCOE and participate in monthly online discussions on pertinent topics. This provides them the opportunity to interface with other mentors from different schools and districts. Interns also have a practicum supervisor from RCOE who provides support and feedback to the intern and meets with the interns weekly. Site administrators (principals and/or vice-principals) provide feedback to the RCOE program director at least twice a year.

During interviews, program instructors were very positive about their experience teaching in this program. They stated that they felt very supported by the program administrators and

would not hesitate to contact any of them with suggestions, questions, or concerns. They felt that the interns are taking classes that pertain to what is happening in their classrooms, and they can bring questions to class and get suggestions from classmates and the instructors. The program instructors reported that they were able to participate in the design of their class with administrators and provide recommendations to the coursework based on feedback from candidates and other stakeholders. Instructors also discussed the level of support offered by the administrators as it relates to providing information about interns that will help the instructor support interns. Instructors commented on the personal knowledge that the administration has about each intern.

Being a new program, courses and the timing of them are still being adjusted to meet the needs of the interns. An example of this is that feedback was received that the interns would need to be able to write legally defensible IEPs starting at the beginning of the school year. The feedback was acknowledged, and the IEP class was moved earlier in the program to the program's beginning. The site administrators said that they would still like to see the interns have more practice (perhaps by doing mock IEPs) prior to the start of the school year, a sentiment echoed by interns themselves.

During interviews with stakeholders, they commented on the availability of the program administration to answer questions or provide input. The program sends surveys to the site administrators twice a year to receive feedback on the interns placed at their school. The advisory committee meets four times per year to discuss such things as the community's needs, the sequencing and content of the classes, analysis of data received, and equity and diversity of the program. The board is made up of a diverse group of subject matter experts from various fields. The advisory board explained during interviews that the group is still evolving and looking towards the future of the program.

Course of Study (Curriculum and Field Experience)
After meeting the eligibility criteria, candidates complete 165 hours of pre-service coursework, including 120 hours of self-paced coursework covering general pedagogy, classroom management, human development, technology, reading and language arts, legal and ethical issues, specialty pedagogy, plus 45 hours of instruction on teaching English learners. Upon completion of the pre-service coursework and all program requirements, the candidate is eligible to be recommended to the Commission on Teacher Credentialing for an intern credential. The two-year intern program begins by August 31st of the program year, and late start candidates are accepted until the third week of October, although candidates may enroll in the program at any point throughout the program year. After October, candidates who are employed on a Provisional Internship Permit or Short Term Staff Permit enter the RCOE Bridge-to-Intern program which prepares them for the intern program and teaching in their own classroom.

Intern candidates go through the two-year program as a cohort. Interns complete ten courses per year. Generally, the students have two classes plus their practicum meeting over three nights per week. During interviews, the interns stated that they felt that they were getting an

excellent education that prepared them for running their own classroom. They also felt like having instructors who were also working teachers helped them relate better to what they were encountering in their classrooms. The interns stressed in their interview the high level of support they received from everyone associated with the program. They are able to call program administrators and instructors at any time for help. They could not stress enough how supported they felt by everyone associated with the program.

The program has been designed so that there is close alignment between credential coursework and fieldwork. Much of the curriculum for the Mild/Moderate and Moderate/Severe credentials are substantially the same. All interns take classes in different areas of pedagogy plus technology, behavior management, IEPs, autism, collaboration skills, and special education law. During the first semester of the second year, interns working towards the Mild-Moderate credential take *Curriculum and Instruction for Students with Mild/Moderate Disabilities* and the interns working towards the Moderate/Severe credential take *Curriculum and Instruction for Students with Moderate/Severe Disabilities*.

The program currently has interns placed at 49 different school sites. Interns are placed in Resource Specialist Program (RSP), Emotionally Disturbed (ED), and Mild/Moderate or Moderate/Severe Specialized Academic Instruction (SAI) classrooms. Since all interns are working in their own classrooms, they are able to apply what they are learning immediately. In addition to the courses they are taking, they also are meeting once a week for one hour with their practicum supervisor. The practicum supervisor interfaces with the mentor teachers who are working with the interns. The candidates receive 189 hours of support annually.

Assessment of Candidates

Candidates are assessed in a variety of ways. Candidates complete a self-reflection twice annually. They receive feedback from the individual course instructors for the courses they are currently taking. There is a weekly lesson plan/observation cycle where candidates create a lesson plan using the program's Teaching Performance Expectations (TPE) aligned lesson plan template and then videotape themselves delivering the lesson. They have coaching conversations aligned to standards based on the recorded classroom observations from instructors. Peers also provide standards-aligned feedback on each other's videos. Interns receive informal feedback from their mentors and are evaluated by the site administrator.

Candidates are also assessed by their practicum supervisor, who provides individualized feedback. Interns develop a Candidate Mastery Reflection Portfolio in which the candidate must provide coursework evidence/artifacts covering their entire time in the program. This is created over the course of the program addressing each of the Universal TPEs. Prior to exiting the program, interns are required to create an Individual Development Plan using the Center for Teacher Innovation (CTI) bridge document. This document will be used to inform their induction experience and will include recommendations for further study during the candidate's induction Program.

Findings on Standards
After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with intern teachers, faculty, advisory board members, employers, and the practitioner supervisor, the team determined that all program standards are **met** for the Preliminary Mild/Moderate and Moderate/ Severe Educational Specialist Intern program.

Preliminary Administrative Services Credential Program

Program Design
The RCOE SOE is responsible for oversight of all educator preparation programs. As the Unit Head, the Superintendent has oversight of all credential programs and authority to designate institutional resources for all programs. RCOE SOE sponsors a Preliminary Administrative Services Credential (PASC) program. Based on various stakeholders' feedback, the program appears to be well organized. It operates under a clear mission/vision, and the program curriculum is grounded in the California Administrator Performance Expectations (CAPES). The curriculum is research-based and grounded in an instructional model using the text *Five Examples of Exemplary Leadership* and the *Model Code of Ethics for Educators*. In the last two years, the program has undergone changes in program leadership, structure, and course curriculum.

Interviews with various stakeholders reveal strong communication avenues exist within the program structure and with other stakeholders. Program leadership indicates monthly meetings within the division are held for collaboration across the SOE on credential program issues to ensure the Common Standard requirements are implemented in the program. Interviews with school district leaders indicate stakeholder input through surveys and other communications (i.e., email, phone) is important to the program for ensuring ongoing feedback and improvement. Interviews also confirm strong working relationships are established through regular meetings with the Administrative Services Credential Governance Team and the Academic Review Committee. Each meets four times a year and provides programmatic data updates and receives feedback and guidance on program improvement. These committees also provide guidance on academic decisions related to program candidates. Interviews reveal group members include county office personnel as well as local agency and district/school representatives.

Stakeholders report there is strong new leadership in the PASC program, and the program continues to have an excellent reputation in the RCOE community. A new program director began July 1, 2019. The program director and credentials analyst are responsible for monitoring and overseeing daily program operations and confirming candidate recommendations for the Preliminary Administrative Services Credential upon successfully completing the program.

PASC Leadership Team' interviews confirm there is additional program staff on the PASC leadership team including a cohort advisor, a CalAPA/fieldwork support advisor, and a

credentials analyst. The credentials analyst handles the program's advertisement on the RCOE website, admissions, and enrollment advisement, as well as issuing the certificate of eligibility or the PASC to candidates upon completion of the program. The California Administrator Performance Assessment (CalAPA) and candidate fieldwork support advisors, as well as cohort advisors, monitor and support program candidates, and instructors. PASC leadership team meetings are held twice monthly as a new program director is gaining an understanding of the program staff and operations. Interviews with instructors showed they are hired from local districts and include both site and district administrators, most of whom are still active in the field.

Candidates and program personnel confirm the PASC program offers two candidate cohorts each school year. One cohort begins in September and a second in January. Review of the course of study showed the program curriculum is delivered in seven consecutive courses. Under normal circumstances, instruction and coursework are offered in a hybrid format, with candidates meeting face-to-face on one Saturday a month for 16 months, with at least two hours of online coursework between classes. However, due to COVID 19, the program uses virtual class meetings for course instruction and discussions.

Interviews with program leadership confirm that the program assesses services' quality by sharing data at the quarterly Administrative Services Governance Team meetings. Data are also shared at least twice a year at the SOE meetings. Interviews also reveal the program analyzes various program data from candidates and instructors that are used to make improvements in the program. Regular meetings are held with leadership and instructors to collaborate, coordinate the course instruction, and determine instructor policies and guidelines, as well as determine how best to serve the needs of current candidates. Candidates report they can provide instructor and program feedback through end-of-course evaluations, end-of-program evaluations, and other informal feedback avenues to instructors and program staff. Candidates report course instructors are readily available via phone, text, or email to provide guidance and support for the various assignments candidates complete throughout the program. Candidates and instructors also indicate the program is flexible and makes changes based on survey and feedback data from candidates and instructors to meet the ongoing improvement needs of the program.

Course of Study (Curriculum and Field Experience)
The RCOE PASC program curriculum and instruction are delivered through a hybrid model; however, under the current circumstances, due to COVID-19, the program instruction and curriculum are delivered to candidates completely online. The program is comprised of seven courses. Candidates report each course has two instructors to serve approximately 25 candidates. The seven courses are offered in sequential and developmental order, and candidates report the course sequence provides for proper growth and development of new school administrators. Candidates are required to pass each course before moving on to the next.

Candidate interviews illustrate the overall program offers excellent professional growth and development opportunity. Candidate interviews indicate the course curriculum, instruction, and assignments are applicable and relevant to their learning needs. The course discussions allow for peers to interact and learn from each other. Interviews with program candidates confirm that course instructors also assign fieldwork activities. The course assignments and fieldwork activities are aligned to the CAPEs taught in each course and offer several options for meeting assignments in fieldwork. The RCOE fieldwork advisor monitors the candidates and site supervisors during fieldwork. Candidates also report some course assignments are aligned to the CalAPA. In each course where CalAPA Cycles are assessed, candidates report they support each other with their CalAPA work through a peer review process. Candidates report they value the peer review process in supporting each other's work on the CalAPA. Candidates stated they are supported in a variety of ways by the CalAPA advisor, who provides support on the various components of the CalAPA. These are voluntary meetings for supporting candidates as needed. Candidates are assessed by the course instructors using program rubrics for CalAPA fieldwork. The fieldwork advisor also provides training for site supervisors to understand their role as PASC site supervisors. Site supervisors sign an agreement that they understand their role and comply with their responsibilities. Interviews with site supervisors acknowledge the fieldwork advisor is readily available to support them in their role as needed.

Assessment of Candidates
Candidate and instructor interviews indicate candidates self-assess and reflect on their growth in coursework, and they complete an additional self-assessment at the end of the program. Candidates also take a Critical Consciousness Self-Reflection Survey which helps them develop awareness toward demonstrating administrator behaviors that embrace diversity, justice, and equity for all, overcome institutional barriers, demonstrate ethics and integrity in decision making, and demonstrate openness to engage all stakeholders' linguistic and cultural differences. This survey is taken three times during the program: at the beginning of the program, mid-point in the program, and again at the end of the program. In program's second course, candidates write a goal in relation to the results for self-improvement. Candidates assess their progress again in a mid-program course with the results of a comprehensive assessment and receive peer feedback compared to self-assessment results. In the program's final course, candidates write a one-page reflection of progress on their goals, assessed with the program assignment rubric.

The PASC candidate manual describes how candidates will be assessed in the program both through CalAPA and through non-CalAPA coursework and fieldwork assignments. The PASC candidate manual includes information on how candidates will be informed of course assessments and the CalAPA. The manual is posted on the course website in PowerSchool Learning. All candidates sign an agreement that they have read and will comply with program requirements. In courses where CalAPA is not assessed, candidates are assigned fieldwork and additional in-course assignments. Instructor and candidate interviews indicate candidates have a final presentation designed to allow candidates to demonstrate the depth of their learning throughout the program. This presentation is scored with a final presentation feedback form.

This presentation also provides feedback to the program instructors and the overall program. Fieldwork assignments are uploaded to a PASC Google Portfolio, assessed at the end of the program using the portfolio rubric. In addition, the fieldwork site supervisors complete a confidential fieldwork supervisor evaluation form at the end of the program.

Findings on Standards

After reviewing all available information, including the program document, interviews with candidates, program completers, program personnel, program instructors, and other related program stakeholders, the team determined that all program standards are **met** for the Riverside County Office of Education Preliminary Administrative Services Credential program.

Clear Administrative Services Induction

Program Design

The Riverside County Office of Education sponsors the Clear Administrative Services Induction Credential (CASC) program. RCOE SOE is responsible for oversight of all educator preparation programs (Unit Head). As the Unit Head the Superintendent has oversight of all credential programs and authority to designate institutional resources for all programs. The program is housed within the SOE division along with Teacher Induction and Intern Programs. Interviews with program leadership indicate meetings are held monthly to collaborate on credential program concerns to ensure that Common Standard requirements are implemented consistently across all programs. Data is also shared at least twice a year at SOE meetings.

Documentation and stakeholder interviews reveal the program is valuable training for new administrators, and the program values and uses candidate feedback to ensure ongoing program improvement. Interviews and the program evidence confirm the Administrative Services Credential Governance Team and the Academic Review Committee meet four times a year to provide feedback and guidance on academic decisions related to the overall CASC program and program candidates. Members of these groups include county office and agency assistant superintendents and district and school representatives. The program assesses the quality of services through a variety of program data at governance team meetings throughout the year to evaluate and guide the program.

Documentation reviewed and program leadership interviews confirm that the program is designed for candidates working as new school administrators seeking the CASC. There is a clear vision within the program about the type of administrator they aim to prepare. The RCOE CASC program is administered by the program administrator and CASC Director in the SOE. The credentials analyst handles candidate admissions and advising.

Interviews confirm that coaches and master coaches are hired from local school districts and include both site and district office administrators, most of whom are still active in the field. Documentation and interviews with coaches and master coaches reveal the RCOE CASC program requires coaches to hold a master's degree from an accredited institution and a

minimum of five years of administrative experience as a principal and/or district or county level administrator. Coaches must also possess a current California Clear Administrative Services credential, participate in coaching training provided by the program, and be available to provide weekly support with at least one face-to-face contact monthly. During the COVID-19 pandemic, face-to-face meetings have been suspended, and virtual meetings are held. Evidence reviewed and interviews with program coaches show that prospective coaches need to complete an application process. Coaches are selected upon a review of documents, checking of references, and an interview with the director. Once a coach is hired, they receive training on the "Inside-Out Coaching Model," SMARTE goals, and the program assignments. Professional development on coaching for ethics occurs through a one-day training focused on the Model Code of Ethics. Coaches are also trained in the use of online Flipgrid collaboration. Additionally, coaches must be willing to complete the RCOE CASC certified coach requirements.

Program coaches report they attend four program coaches' meetings a year to be trained in coaching for ethics, equity, and on-demand coaching. Under normal circumstances, there is a face-to-face coaching meeting six months after the start of the year. Additional support through the year is offered through face-to-face meetings as needed by the master coaches through technology. However, with the onset of school closures due to COVID 19, virtual meetings have taken the place of face-to-face meetings for ongoing program communication with coaches.

Interviews with program leadership confirm program surveys include end-of-year coaching evaluation of candidates, an annual program survey completed by all candidates and coaches, an end-of-year reflection of work by the coaches, and a coaching effectiveness survey filled out by candidates. The data from the completer survey by the Commission on Teacher Credentialing is also used as input for program improvement. Program leadership indicates analysis of the various data collected is used to make improvements in the program. In addition, interviews with CASC coaches reveal regular CASC coach meetings are held for collaboration opportunities, coordination of courses and coursework, to determine instructor policies and guidelines, as well as to determine the best ways to serve the needs of the program candidates. Candidate interviews confirm there are opportunities to provide feedback through the CASC candidate end-of-year surveys and informal conversational feedback to coaches, instructors, and program staff.

Candidates report that in some cases school districts assign coaches to candidates. In other cases, candidates can select their coach. Program candidates interviewed indicate they arrange for regularly scheduled meetings with coaches, depending on schedules. Since the program is a 2-year program, candidates work with the same coach over the course of the program. Master coaches report they are responsible for training and supporting program coaches as they mentor program candidates. Candidates report there is support from coaches, and they are pleased with the support they receive. Candidates appreciate the immediate attention to their needs and often reach coaches by phone or text for support.

Program documents and coach/master coach interviews indicate that in the last two years, the program has moved from offering professional development to candidates and coaches via technology to a more personal face-to-face approach. Based on feedback, the program decided to focus efforts on more collaborative personal training for coaches. The program received a Cal Ed Grant that will provide coaches with additional opportunities to network and share best practices with other coaches. This "coach the coaches" model helps to ensure higher quality coaches, which provides for high-quality coaching experiences for program candidates. However, due to the onset of school closures resulting from COVID-19, the program has had to revert to using virtual technology avenues for offering professional development opportunities to program coaches. Coach and master coach interviews provided evidence of increased program requirements and support for coaches that have led to a more rigorous program. Certified coaches are trained in coaching, goal setting, coaching instruments, and the summative and formative assessments in the program. Interviews indicated that during the second year of coaching, coaches may apply to become master coaches. Master coaches support coaches throughout the year, provide training at coaches' meetings, and help candidates develop Individual Induction Plans (IIP) and an electronic portfolio.

Course of Study

The RCOE credentials analyst makes sure candidates are enrolled within one year of obtaining their first administrator position. Coach and candidate interviews acknowledged the IIP begins with a needs assessment that candidates conduct with a self-assessment of the California Professional Standards for Education Leaders (CPSEL) along with the needs relevant to their administrator location and duties and responsibilities. In collaboration with their coach and supervisor, candidates choose two growth areas and write two SMARTE goals related to these areas. As the year unfolds, candidates collect evidence on their achievement of these SMARTE goals and write a summary of the progress towards their goals. All candidates have mandatory professional development training on equity and ethics. For the additional professional development hours, candidates choose from a menu of other job-related training to develop other relevant topics for their administrative position. Candidates write a summary of insights gained from their professional learning. The coach is assigned to candidates prior to starting the program. In addition, a program consultant is available to provide one-on-one support when necessary for assignments or the IIP.

Candidates and coaches emphasize the learning is aligned with the CPSEL or program standards. At the end of the two-year program, candidates make an IIP reflection presentation where their SMARTE goals are presented along with a summary of the progress toward meeting those goals.

As candidates work on the IIP, coaches meet with the candidate and the candidate's fieldwork supervisor to complete the IIP. SMARTE goals are developed from the results of the RCOE Self-Assessment of Leadership Skills as well as a needs assessment considering their own local context.

Coaches report that candidates' electronic portfolios are monitored regularly to ensure that requirements are being met. Support is based on candidate needs that are expressed at regularly scheduled meetings. Typical coaching may include observing candidates as they conduct teacher observations, facilitating meetings, overseeing collaborative team meetings, engaging in classroom walk-throughs, and school culture analysis. It may also include problem-solving and jointly planning sessions. Interviews with candidates and completers emphasize the value of their coach and the promptness of responses to them. Coaches report they keep a coaching log of all coaching contacts with their program candidates.

Assessment of Candidates
Candidates indicated they submit a final portfolio representing two years of leadership growth based on the CPSELs and their IIP work. Candidates report completing a self-assessment at the beginning of the first year, at the beginning of the second year, and at the end of the program, which are valuable reflective tools on their growth and development as administrators.

Coaches and the credential analyst report that to ensure only qualified CASC candidates are recommended for their credentials, candidate portfolios are checked against the CASC program exit final portfolio checklist. This ensures all requirements have been met. The candidate is then provided with the CASC Clear Transmittal Document to provide the necessary personal information needed to process their CASC credential. This process also requires verification from the candidate's employer of a minimum of two years of successful full-time experience. Using a CASC Progress Monitoring Chart, the program director and credentials analyst monitor the completion of all requirements throughout the year. Coaches and master coaches, feedback and data, candidates, and site administrators all indicate that the program has grown to become more rigorous in preparing new administrators for success in the field.

Findings on Standards
After review of all available information, including interviews with candidates, program completers, program personnel, mentors, coaches and master coaches, and other program stakeholders, the team determined that all program standards are **met** for the RCOE Clear Administrative Services Induction program

Teacher Induction

Program Design
The Riverside County Office of Education's Center for Teacher Innovation (CTI) induction program is overseen by a program director with strong support from institutional leadership, as indicated during stakeholder interviews. The program director is responsible for establishing relationships and partnerships with employment agencies that want to be part of the program consortium. The program director communicates program components, agency, and candidate responsibilities to participating agencies.

Operating under the program director are program administrators and program managers (also known as coordinators). As described by the program director, these staff are the "face" of the program to the participating agencies. The duties of these administrators and managers include

regularly communicating with partnering agencies, developing and facilitating reflective coach professional learning, monitoring candidate performance throughout the year, and verifying completion of the induction program requirements. Stakeholders at all levels report that program administrators and managers are responsible for making the program dynamic, reflective, and useful in current teaching contexts.

The induction team is supported by a credential team responsible for monitoring the enrollment of candidates, providing continuous support and consultation on credential issues, and recommending candidates through the online Commission process. Additionally, the credential team supports and monitors candidates who have remaining requirements after completing the induction program requirements.

The program has a governance team that includes participants from local institutions of higher education and program leadership that meets quarterly to review data collected from various sources. The findings of this team are used to drive change and fuel continuous improvement for the RCOE CTI induction program.

The induction program utilizes an agency representative from each agency participating in the program. These agency representatives are responsible for identifying all eligible induction candidates at their agency and communicating with the program about their need for a clear credential. The induction program manager and/or program administrator work with the agency representatives to communicate program eligibility requirements, the enrollment process, and placement with a mentor/reflective coach to all incoming candidates. Program managers regularly connect with agency representatives to review program components, establish orientation and reflective coach training dates, and resolve issues and concerns as they arise. Communication is ensured by requiring agency representatives to attend quarterly agency representative meetings.

Program managers also maintain at least weekly email contact with agency representatives and/or mentors/reflective coaches. These contacts include check-ins, information about optional professional development, and program information. Agency representatives, site administrators, mentors/reflective coaches, and candidates all report very swift response time when communicating with CTI induction program staff. These stakeholders report that program staff is not only prompt in responding to communications but also flexible, understanding, knowledgeable, and helpful. During stakeholder interviews, a veteran coach summarized by stating, "My program manager has been there for me like I've been there for my candidate."

The relationship between the candidate and reflective coach is the heart of CTI's induction program. First-year, second-year, and Early Completion Option (ECO) candidates all report overwhelmingly positive relationships and benefits from working with the CTI-trained mentors/reflective coaches. Program data indicate that 98% of candidates participating in the CTI program feel well-matched with their mentor/reflective coach.

Mentors/reflective coaches receive a variety of training from CTI. These individuals attend a Coach Preview Session, Orientation, and complete modules to develop coaching skills. Mentors/reflective coaches report that the training is vital to their success in their coaching role. Mentors/reflective coaches also widely report that the peer feedback received after recording themselves in a coaching situation is highly valuable and further develops their skills. It was also reported that mentors seeking further feedback can request that program managers review submitted recordings of coaching situations.

Candidates meet with a reflective coach an average of one hour per week for support through focused cycles of inquiry, as well as receive "just-in-time" support as needs arise. In stakeholder interviews, both candidates and mentors confirmed this time commitment is being met. Candidates receive targeted feedback in these weekly meetings, as well as through classroom observations. These techniques are instrumental in further developing effective teaching practices as measured by the California Standards for the Teaching Profession (CSTP). A year-two candidate reported that the mentoring he receives through the program allows him "accountability for (his) growth as a teacher, where the exploration allows for growth."

As a consortium program, partnering agencies are required to carefully select and hire highly qualified and exemplary experienced teachers as mentors/reflective coaches to perform as exceptional professional role models for their assigned candidates. Agency representatives and CTI program staff work together to ensure that selected, and appointed mentors have the following qualifications, per MOU between the agency and program:

- A California Clear and/or Level II Teaching Credential.
- A minimum of 3 years of exemplary teaching experience within an accredited (K-12) California school for students.
- Relevant knowledge of the context and culture of their assigned candidate(s).
- Experience with teacher development and adult learning theory.
- Expert instructional practice as verified through administrative evaluation.
- Resourcefulness in meeting beginning teacher needs.
- A commitment to professional learning.
- A student-centered approach to professional practice.
- Instructional strategies for differentiation and equity relative to diversity and student achievement.

CTI staff use their highly individualized learning management system to verify the matches are appropriate and meet candidates' needs. Beyond assurance from participating agencies that the mentors meet the criteria above, mentor demographics and information is entered directly into the learning management system so that it can be reviewed by program administrators, managers, or credential staff. Agency representatives also have access to this information to verify authenticity.

Mentors participate in ongoing training throughout the year to network with coaching peers, receive support for individual mentoring challenges, and reflect on their mentoring practice. Mentors and program staff report that reflective coaches set goals with a mentoring/coaching context to monitor growth. Mentors attend a Coach Program Preview meeting at the beginning of each program year, complete online Reflective Coach Professional Learning Training Modules within two years (year one completes modules 1-4, returning coaches complete modules 5-6, and veteran coaches have access to all modules), and attend two Coach Connections Sessions (fall and spring). Through stakeholder interviews, mentors/reflective coaches report that the time spent with other coaches, as well as the content provided, at these training sessions was highly effective. Opportunities for elective professional development have also been well received and utilized by program participants. One mentor described the optional training as "the best professional development I've received in a long time."

Additionally, mentors/reflective coaches submit a video recording of a coaching conversation with their candidate twice each year for peer feedback. Mentors report the program uses a platform that allows them to provide feedback directly on the recording of their peers. In stakeholder interviews, this process was repeatedly described as a valuable tool for growth in coaching skills.

RCOE's CTI induction program routinely provides opportunities for stakeholder input. Candidates and mentors are required to complete surveys after each inquiry is completed, as well as after each training session attended. Site administrators and agency representatives complete surveys annually to provide feedback to the program. Site administrators reported that in addition to the formal requests for feedback, they have opportunities to informally provide feedback via discussions with program administrators and program managers. During stakeholder interviews, agency representatives, site administrators, mentors, and second-year candidates reported seeing program changes aligned with their provided feedback.

Program staff continually review data to ensure the quality of services provided to candidates, mentors, and participating agencies. As reported by several staff members, a process exists to ensure that concerns are met in a timely manner. A program specialist, who also has extensive experience with credentialing, reviews all new data coming into the program via survey and the learning management system. The program specialist aggregates data according to which program administrator or program manager needs to address the results. This information is shared with the appropriate staff and acted upon in a timely manner. Program administrators and program managers maintain logs that document responses and resolutions to this data. Furthermore, impact data is shared and discussed with the Governance and Leadership Teams. This data is assembled by a local institution of higher education (IHE) partner. This IHE has representatives that participate in the Governance Team. The reviews of this data drive program decisions and fuel continuous improvement. As cited by several stakeholders, a specific example unearthed by this data review was a need to solicit more site administrators' information. In response to this discovered need, program staff was able to proceed with developing a system of securing more of the desired data. In budding endeavors, the team is

seeking to include student's voices; this undertaking has begun and has been well-received by stakeholders outside of the Governance Team.

Over the course of the last year, the CTI induction program has sought to respond to the pandemic in ways that meet the needs of their participants while not compromising the quality of their program. Over the last 12 months, the program has made the following changes in response to circumstances created by the pandemic:

- Number of focused cycles of inquiry
- Types of observations
- Number of coaching hours
- Coach training delivery and content
- Candidate inquiry content
- Optional PD support sessions
- TPA and RICA Staff (3)
- Individualized contact
- Introductory meetings
- Office hours
- Inquiry content and resources

In stakeholder interviews, participants felt the responses to unforeseen circumstances of the pandemic were intentional and helpful. Candidates reported that office hours have been helpful on several occasions, as well as the modifications to the number of inquiry cycles required to complete the program. Candidates with TPA and RICA requirements listed on their credentials have found the support given by CTI to be advantageous, according to stakeholder interviews. Mentors reported that the support received from the program during the last 12 months has been timely and beneficial.

Another significant modification made by the program recently has been a change in their learning management system called CTI Navigate. This change was driven by the feedback received from program participants and participating agencies, as reported by all stakeholder groups during interviews. The shift to a highly customized learning management system that comprehensively manages candidate needs and program needs has been welcomed positively by second-year candidates, mentors, agency representatives, and program staff alike.

Course of Study (Curriculum and Field Experience)
Within their first 60 days of enrollment in the program, candidates work with their reflective coach, consider their initial self-assessment results (using the CSTP), Teacher Performance Assessment strengths and needs, and include input from site administrators to identify their individual growth goals. To ensure that goals are created soon after enrollment within the CTI Navigate system (information and learning management systems), prompts are established through the system to engage in an introduction to the Individualized Learning Plan (ILP) with asynchronous interactive tutorials in which candidates submit their goals.

The ILP includes an overarching professional growth goal and a plan of how this goal will be achieved. Candidates have opportunities to develop defined, measurable, shorter-term goals within each cycle of inquiry, and all goals are able to be modified as needed. The individualized growth goals are recorded in the CTI Navigate system as the beginning of the ILP and guide the candidate through five cycles of inquiry which focus on areas for the professional development of the candidate. Through stakeholder interviews, numerous candidates expressed their appreciation for how "flexible" and "customizable" the ILP and the cycles of inquiry were to meet their individual professional needs for their areas of growth and professional goals. One stakeholder stated, "The new system on Navigate and the way that it's organized allows for the reflective cycle to just happen organically; it's just so much easier now, when candidates finish, they say how beneficial the ILP was to their professional growth."

For each inquiry, over the two-year program, candidates self-select a job-embedded need or interest, align that need to a CSTP, consider their current levels of performance, determine where they want to progress as an educator and create a plan to meet that goal. Candidates meet with a reflective coach for feedback on their plans and inquiries, apply a change in their practice according to their plan of action, and then reflect on impacts and outcomes as a result. Found within the CTI Navigate system and ILP, candidates and coaches have access to professional learning support resources, asynchronous interactive tutorials, CTI Navigate curated resources of web-based tools and strategies. Program leadership reports their intention to continue to expand the available resources to support candidate and student success for each inquiry. During stakeholder interviews, one candidate clearing her Preliminary Education Specialist credential stated, "So it's nice that when I go into my focus cycles, and I pick what I'm doing for my ILP, there's a lot of resources given to me that I can do with my special ed students. I can relate whatever I've learned through the CTI website to then go into other things I have to do as a first-year for my district, so it all kind of aligns nicely, and I appreciate that as a new teacher."

To further ensure that ILP goals are progressing, various program staff, such as program managers, credential specialists, and coaches/mentors, monitor the ILP requirements set within the CTI Navigate system as well as any subsequent revisions made by candidates. Throughout each program year, the credential staff prepares ILP completion reports for CTI program managers and agency representatives. Through stakeholder interviews, program managers report how they use CTI Navigator reports and various other online reports from surveys to monitor ILP progress and address any important alerts or issues candidates and coaches may encounter in a timely manner. Because the ILP is built into the CTI Navigate system, candidates, coaches, and program staff can access and monitor candidate progress, including completing their goals within the self-selected cycles of inquiry. Candidates strengthen their teaching practice by developing a habit-of-mind of continuous improvement through intentional reflection on their ILP cycles of inquiry guided by their coach during weekly meetings and observations three (3) times each program year. Several candidates echoed the report of one candidate who stated, "After finishing the two years of the program and I think about now how it really did create that habit of mind for me to stop and reflect on how it went after I teach. I always consider what the student outcomes are and if there's something I want to change. The

question I always ask myself is, 'How is that going to be good for my students?' I think that going through the CTI cycles of inquiry process, at the moment, it seems like such a small little thing, but it helped me to build that habit of thinking, as a teacher, how do I grow through constant reflection."

Assessment of Candidates
Formative assessment occurs as candidates meet weekly with their coaches, complete a minimum of three observations and receive feedback on the progress of their ILP and their professional learning goal(s) for each year of induction. Candidates self-assess at the beginning and end of each year to document professional growth. Additionally, candidates demonstrate competency through the creation of a Digital Reflection website which includes the following topics/areas: CSTP Growth and Development, Impact on Student Success, Developing as a Professional Educator, and Contributing to the Profession. At the end of each year, candidates attend and participate in a culminating event called a colloquium hosted by their local educational agencies. During the colloquium, candidates come together to share their learning and present their digital reflections with a group of peers, reflective coaches, site administrators, agency representatives, and CTI program managers. Upon completing cycles of inquiries and participation in the colloquium, year two and ECO candidates report receiving instructions on the clear recommendation process. Another significant modification made by the program recently is the candidate's ability to request to clear through the same CTI Navigate system, which then alerts the credentialing staff to begin the process for clearing.

To ensure only qualified candidates are recommended for their clear credentials, candidate ILPs and the completion records within the CTI Navigate system are checked following the clear recommendation process. The director and the credential administrator monitor the completion of all requirements throughout the year. The credential team verifies induction completion and submits the clear credential recommendation to the Commission on Teacher Credentialing. Through stakeholder interviews, it was made clear that the credential team are "...involved from the moment of enrollment to ensure that the candidate is appropriately placed in induction, they make the candidate aware of any statutory requirements that may be pending that would limit their ability to clear their credential at the conclusion of their induction time. They are constantly in contact with the candidate, the coach, and the agency representative also. So there's a lot of reminders along the way... and they do it as a team. We all have that role of making sure that candidates are set up for success."

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data, including assessment and survey results, the completion of interviews, the team determined that all program standards are **met** for the Teacher Induction program.

INSTITUTION SUMMARY

The RCOE is among the largest credentialing institutions in the state. Located in Southern California, serving approximately 3,000 candidates. RCOE's School of Education (SOE) comprises five credentialing programs: the newly approved Education Specialist Mild/Moderate and Moderate/Severe Intern programs, the newly approved Preliminary and Clear Administrative Services Credentialing programs, and the Teacher Induction program. The institution is led by the RCOE Superintendent of Schools. The Chief Academic Officer and the Executive Director of the SOE are responsible for the day-to-day operation of the institution. RCOE has a strong presence throughout the region for its long-standing work in teacher induction. The induction program alone served over 2,700 candidates this year. The RCOE also holds ongoing regional partnerships with universities, school districts, and other county offices of education. Based on the review of the program and interviews with stakeholders, RCOE is well respected for its culture and belief in collaboration and its support of program candidates as well as surrounding preschool through college organizations. The institution maintains partnerships with 250 outside organizations. This was evident in the institution's collaboration with the California State University San Bernardino staff to coordinate and host a regional meeting of preliminary and induction teacher education program leaders to discuss, among other topics, the support of teacher candidates who will need to complete their CalTPA in their induction program as a result of the COVID pandemic. Eighty-one institutions were represented at this collaborative regional meeting.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	*No response needed*
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.	**Consistently**
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision-making for all educator preparation programs.	**Consistently**
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.	**Consistently**
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.	**Consistently**
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.	**Consistently**
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	**Consistently**
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 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.	**Consistently**
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	**Consistently**

Finding on Common Standard 1: Met

Summary of information applicable to the standard

"They wouldn't have these participant numbers if they were not a great program", stated a long-time member of the RCOE's School of Education Governance Team. Review of the program, examination of documents, and interviews with stakeholders led to the findings of Standard 1 Met. Interviews with both internal and external stakeholders confirm that the program has an extensive data collection system in place that is responsive to candidate and stakeholder needs. Candidates in the program recounted experiences with staff, indicating that they were always accessible and responsive. One candidate reported that they had heard there was a policy that staff should return communication within 48 hours; however, many candidates attested that they receive responses to communication almost immediately. Reflective coaches from the institution and partnering districts lauded the program's continuous improvement model, which includes a well-defined feedback loop for all stakeholders within each program. In addition, the governance team members spoke of their participation on program improvement advisory groups to review data and make recommendations for areas of improvement. One advisory group member expressed the significance of their work and the responsiveness of the program, "Our work is important. We can see the program changes based on our recommendations, and we hear how it impacts candidates through their feedback."

The internal structure of the institution is well designed and supported. The Director of the Credentialing Department spoke of the organization's extensive training of their credential analysts who support each of the institution's programs. Each program's credential analyst reports to either a credentialing coordinator or directly to the director. The analysts facilitate and support all candidates in procedures and processes for enrollment, program eligibility, recommendations, and ongoing support with program requirements before recommendation for a credential upon completion.

Faculty and staff stakeholder interviews reflected the institution's focus on equity and diversity. Faculty, staff, and the governance team all reported participating in equity-focused training, including an equity-focused book study. The governance team described reviewing the overall framework of the institution to identify systems within the organization that could be reimagined with equity-driven policies and procedures. Each program within the institution has developed equity-driven goals and has submitted those goals to institutional leadership and the governance team.

It is clear that the institution has well-informed and qualified personnel working throughout. The leadership, staff, and faculty of the organization are sought out for their expertise in the areas of teacher and administrative education and credentialing. Leadership of the institution's programs sit on and contribute to statewide committees and boards such as the California Association of Professors of Education Administration, the California Department of Education's Curriculum and Instruction Teacher Development subcommittee, the Commission's Board of

Institutional Reviewers, the California Department of Education's Career and Technical Education Committee, and serve as faculty and board members with Brandman University, University of the Redlands, University of California Riverside, and California Baptist University. Candidates and stakeholders echoed the outstanding aspects of the program, and as one stakeholder suggested, "RCOE's School of Education has evolved into a well-run, well-organized institution." In addition, a teacher induction candidate attributed her growth to the institution; "I have seen myself, over the past year and a half, become a better teacher for my students as a result of attending this program." And yet another candidate commented, "I never want to leave. The support with my teaching practice has helped me grow tremendously."

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	*No response needed*
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	**Consistently**
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.	**Consistently**
Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.	**Consistently**
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.	**Consistently**

Finding on Common Standard 2: Met

Summary of information applicable to the standard
A review of program documents, interviews with program leaders, faculty, and stakeholders confirmed that the unit recruits and supports candidates to assure their success in all Commission-approved programs. A review of RCOE's program admissions documents and practices reveals clear criteria for admission to commission-approved programs. Criteria for admission to specific programs within the unit are clearly defined and available online, in print, and through advisement during orientations and through ongoing support meetings by the program director, staff, and faculty.

Stakeholders consistently stated that RCOE fostered collaboration by asking critical questions like, "What is working for you?" or "What areas require improvement?" Consistency, collaborative, and equity-minded were terms used frequently by stakeholders. When one group was asked, "What areas might you recommend improvement?" no suggestions could be made. One site administrator stated, "Whoever is hiring the staff is doing it right!" Administrators stated that the program was proactive, seeking to "put out fires before they began."

Program directors, in conjunction with stakeholder groups (i.e., district induction coordinators and site administrators), are involved in the recruitment of diverse candidates within the program's community. Several layers of support for candidates are offered by RCOE. Candidates in all programs may receive support from fieldwork mentors, school site mentors, course instructors, and program directors and staff. Candidates who have not met subject matter assessments (i.e., CSET or RICA) receive 1:1 coaching to help them pass the exams. Additionally, RCOE has a contract with an online test preparation agency that is also available to candidates. The processes are well defined and are monitored for improvement to address candidate needs.

Interviews with administrators, faculty, and district partners reveal that RCOE supports entry into the profession through internships and strong partnerships with local school districts' human resource departments. RCOE partners with stakeholders to support intern teachers with a goal of teacher retention with stakeholder meetings that review survey data. Data is collected multiple times during the program from teacher candidates, instructors, practicum supervisors, mentors, and site administrators. Completer surveys are also collected by RCOE to improve the programs.

Several key areas were addressed by stakeholder groups that highlight the vision of the RCOE programs. An Equity Team was developed to create professional development for coaches in reflective practices. Coaches can then support candidates in all programs to reflect on their teaching and administrative practices through an equity mindset.

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
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.	**Consistently**
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.	**Consistently**

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
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.	**Consistently**
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.	**Consistently**
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	**Consistently**
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	**Consistently**
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated, and recognized in a systematic manner.	**Consistently**
All programs effectively implement and evaluate fieldwork and clinical practice.	**Consistently**
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 students and the opportunity to work with the range of students identified in the program standards.	**Consistently**

Finding on Common Standard 3: Met

Summary of information applicable to the standard
District employers, site administrators, program directors, coaches, and faculty verify that RCOE has a structured, well-designed program that includes coursework and fieldwork across programs that enable candidates to meet the state-adopted content standards social-emotional needs of their learners. Interviews with stakeholders stressed a strong, positive relationship between RCOE and stakeholders. Further, stakeholders emphasized andragogy that focuses on equity and culturally responsive pedagogy that is transferred from the classroom to impact K-12 learners.

Site administrators and district partners spoke favorably about the quality of the coursework, especially in transferring coursework to practice in the field. Interviews confirmed that candidates were prepared to meet the needs of K-12, and they were knowledgeable in the skills and competencies of their programs. Stakeholders (site administrators, induction coordinators, coaches) provided numerous examples of candidates' expertise in supporting students and collaborating with colleagues.

District stakeholders (administrators, induction personnel) describe RCOE as collaborative with school districts/sites in the selection and preparation of site-based coaches. Clear criteria for the selection of site coaches are based on appropriate certification and content area expertise. Established criteria include initial and ongoing training, communication, and feedback opportunities by both coaches, site administrators, and candidates to ensure each candidate is fully supported.

Interviews with district partners, faculty, and program directors indicate the coaches and mentors are provided training by RCOE in multiple areas, including reflective coaching, equity-mindedness, social-emotional learning, and culturally responsive pedagogy. Program staff and faculty describe initiatives that promote intentional training that will transfer to implementation by coaches and mentors.

Program completers (Induction, PASC, CASC) express satisfaction with the program overall (>85% of the respondents). In addition, completers indicated they were well prepared in the skills needed to support K-12 students, had mentors who were able to model appropriate teaching methods, and who helped them develop as a professional. Induction completers overwhelmingly had a very positive experience in their programs and with their mentors, and over 96% of them expressed a strong desire to remain in the field of teaching.

RCOE evaluates fieldwork through mid- and end-of-year interviews, coach and instructor evaluations, and completer exit interviews. Candidate's progress is assessed throughout the program with support from mentors and coaches. Each program requires candidates to transfer classroom learning to site-based experiences documented by site coaches and mentors. Coursework and fieldwork are evaluated and updated by each program collaboratively with stakeholders. Interviews with faculty, coaches, and district partners confirmed that procedures had been developed related to advisement and candidate support.

Common Standard 4: Continuous Improvement	Team Finding
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.	**Consistently**
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.	**Consistently**
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	**Consistently**

Common Standard 4: Continuous Improvement	Team Finding
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.	**Consistently**

Finding on Common Standard 4: Met

Summary of information applicable to the standard

Based on review of documents and interviews, it is clear that the RCOE regularly and systematically collects data about the effectiveness of their program and uses this data for continuous improvement. Across all interview groups, it was shared that a strength of the program is its responsiveness to the feedback provided by candidates and stakeholders. In each interview group, it was shared that the program looks very different than it did five years ago because the program takes all feedback seriously, and if there is a need, it is addressed. An employer in a partner district stated, "The program always leads with the stakeholder in mind."

All SOE programs collect data from multiple sources, including assignments, portfolio assignments, end of course surveys, candidate and coach surveys, administrative surveys, and candidate self-assessments. During interviews, program managers confirmed that data is analyzed not only at mid-year and end of year but on an ongoing basis. All programs also collect data such as at the end of an inquiry cycle, end of course surveys, and professional development feedback, and are monitored on an on-going basis. A program director stated that if a need is identified in this data, it is flagged and immediately addressed.

During interviews with coaches and instructors from the CASC program, it was shared that the candidate's coaching is adjusted based on the needs identified in the candidate's self-assessment on the CPSELs.

Program managers, stakeholders, district employers, site administrators, coaches, and instructors all agreed that RCOE SOE regularly collects, analyzes, and uses data to improve all programs. Program directors, as well as the Executive Director, stated that data revealed a lack of diversity in coaches, which was shared during stakeholder meetings. In response, the problem was addressed by advertising positions on Edjoin in order to build a more diverse group of coaches.

During interviews with the program leaders, instructors, and coaches from both the PASC and CASC, it was shared that they meet once a month to discuss the feedback that is gathered. This includes statements from the candidates and information that they have gathered from the field. This information is used to adjust the amount of support that candidates receive.

The Executive Director of Personnel at the RCOE, as well as a site administrator, stated that social-emotional learning and techniques to deal with the stress of being a new teacher had been added to the CTI program as a direct result of feedback they have given to the program.

Due to the nature of the programs, it can be difficult to receive feedback from site administrators about the effectiveness of the program. The executive director of the program and the intern director explained that they are addressing this issue in several ways. They have added a piece to the induction individual learning plan where the candidate, coach, and administrator meet together to discuss goals. Additionally, the program directors reach out to the site administrators on a regular basis to make sure that the program is meeting the needs of candidates. A director of a charter school confirmed that the induction program is reaching out at least every other month.

Common Standard 5: Program Impact	Team Finding
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.	**Consistently**
The unit and its programs evaluate and demonstrate that they have a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students.	**Consistently**

Finding on Common Standard 5: Met

Summary of information applicable to the standard.
Interviews verify that the program ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and effectively support all students in meeting state-adopted academic standards. Across all interviews, it was expressed that all programs in the RCOE School of Education are held in high regard, not just because of the program's responsiveness, but because the candidates come out of the program prepared and able to apply the information learned to their work assignment.

During interviews, the CASC Consultant shared, "There is a commitment to a high level of competency and to the candidates being successful because that is what our students in the county need and deserve."

Documentation reviewed and interviews made clear that the RCOE impacted the candidates across all programs. Impact data is collected through candidate surveys, candidate self-assessments, culminating projects such as exit interviews and presentations, and an induction impact study. One stakeholder responsible for gathering data for the impact student stated,

"Through impact study, it was shown that the higher quality of coaching corresponded to better quality teachers."

Video testimonials from candidates in both the intern programs and the induction program confirm that the program has had a positive impact on their teaching. An intern shared, "The program has helped me fill in the knowledge gaps that I have in my new profession." Many of the interns also shared how excited they were to get their credentials and to continue in the teaching profession. A first-year induction teacher indicated, "By no means do I believe I am perfect, but my classroom time actually became more instructional time versus disciplinary."

During the stakeholder group, when asked about the program's impact, one principal shared that candidates who participated in the intern program had stronger lesson design, especially during distance learning. When discussing candidates who participated in the administrator credential program, it was shared that candidates were able to analyze data gathered at the school site to study a problem and implement equity-based solutions to address the issue.

Documents reviewed from the clear administrative program show that candidates can apply 85% to 90% of the information learned in the program and is "relevant and applicable to their current situation." During interviews, instructors and coaches also indicated that candidates are able to apply the information from their courses, CalAPA, and professional learning sessions to their site.

Stakeholders, district employers, site administrators, and the executive director of personnel indicated that the CTI induction program had increased the retention rate of teachers. One stakeholder stated that their district has a ninety-nine percent retention rate. The executive director of personnel shared that the program's commitment to equity, making ethical decisions, and the focus on managing a classroom helps with the retention of teachers.