

Fresno County Superintendent of Schools

GENERAL PRECONDITIONS

EVIDENCE GUIDANCE

PRECONDITION LANGUAGE	EVIDENCE GUIDANCE
<p>Precondition 1 for School Districts or Other Non-Regionally Accredited Entities</p> <p>School districts or other non-regionally accredited entities: The Superintendent or CEO of the district or entity shall submit verification of the governing board’s approval of sponsorship of the program.</p>	<p>Letter from Fresno County Superintendent of Schools</p>
<p>Precondition 2. Enrollment and Completion.</p> <p>Once a candidate is accepted and enrolls in an educator preparation program, the approved program sponsor must offer the approved program, meeting the adopted standards, until the candidate:</p> <ol style="list-style-type: none"> i. completes the program; ii. withdraws from the program; iii. is dropped from the program based on established criteria; or iv. is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization. <p>v. In the event the program closes, a teach out plan, which includes individual transition plans for each candidate as well as a plan for candidates and graduates to access their student records would need to be developed.</p>	<p>Letter from Fresno County Superintendent of Schools</p> <p>Please find a description of the unit’s Teach Out Plan regarding how the unit will provide for candidate’s needs and ability to complete their program. (Teach Out Plan)</p>

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<p>Precondition 3. Responsibility and Authority. To be granted continuing accreditation by the Committee on Accreditation, the entity shall provide the following information:</p> <p>(a) Identify the position within the organizational structure that is responsible for ongoing oversight of all educator preparation programs offered by the entity (including educator preparation programs offered by an extension division, if any).</p> <p>(b) Provide a description of the reporting relationship between the position described in (a) and the individual(s) who coordinate each educator preparation program offered by the entity. If a reporting relationship is indirect, describe the levels of authority and responsibility for each educator preparation program. Include an organizational chart for the institution as well as the division(s) within the institution responsible for the oversight of educator preparation programs; include any parent organization, outside organization(s), or partner(s) who will be involved in the oversight of the educator preparation unit and/or responsible for any aspect of program delivery.</p> <p>(c) Provide policies to ensure that duties regarding credential recommendations are provided solely by persons who are current employees of the Commission approved institution.</p>	<p>The FCSS assures that there is an identified position within the organization that is responsible for ongoing oversight for all educator preparation programs offered by this institution. As a result of department structures within the Office of the Fresno County Superintendent of Schools, the Teacher Induction programs are designated under the Human Resources division led by Laurie Gabriel, Assistant Superintendent of Human Resources, the Clear Administrative Services Credential (CASC) and Designated Subjects CTE Credential are designated under Curriculum and Instruction led by Dr. Michele Cantwell-Copher, Superintendent of the Fresno County Superintendent of Schools. The identified individuals responsible for daily operations are Manjit Singh, Director of Teacher Development, Lori Willson, Director of the CASC program, and Director of Designated Subjects CTE Credential, Margo Perkins. Collaboration between programs is ensured through continuous coordination between program leadership and joint planning efforts throughout the year. In addition, a unit meeting is held one time each year to ensure the ongoing needs of all programs are communicated to the unit heads who will then share any pertinent information with the FCSS. Also, as a result of department structures, the Credentials department is housed under the Human Resources Division and facilitates all credential recommendations in cooperation with the Induction programs. The lead for the Credentials Department, Leslie Martin, Credentials Analyst, is responsible for ensuring all recommendations are made for clearing credentials regarding completed requirements of each program. (Organization Chart)</p> <p>Credential Recommendation Assurance Statement</p>

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<p>Precondition 4 Lawful Practices. To be granted continuing accreditation by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an entity that makes all personnel decisions without unlawful discrimination. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.</p>	<p>FCSS Clear Administrative Services Credential FCSS Career Technical Education Credential FCSS Teacher Induction</p> <p>Upon hire EdJoin and each year thereafter, all employees review and sign Annual Employee Notifications. The policies are reviewed with the employee by the HR Department at time of hire. These policies are reviewed and signed on an annual basis by every employee. Within the Annual Employee Notifications, <i>Prohibition of Employee Harassment: Discrimination, Physical, Gender, Psychological and/or Sexual Harassment</i> (SOP 1316) and <i>Prohibition of Student Harassment: Discrimination, Physical, Gender, Psychological and/or Sexual Harassment</i> (SOP 1317) policies are included.</p>
<p>Precondition 5. Commission Assurances. To be granted continuing accreditation by the Committee on Accreditation, the program sponsor must: (a) assure that the sponsor will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission, (b) assure that all candidates participating in public school-based field activities hold a Certificate of Clearance from the Commission, (c) assure that the approved program sponsor will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member, and (d) assure that the approved program sponsor will participate fully in the Commission’s accreditation system, including the timely submission of documents required for accreditation.</p>	<p>Letter from Unit Heads</p>

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<p>Precondition 6. Requests for Data. To be granted continuing accreditation by the Committee on Accreditation, the entity must identify a qualified officer responsible for reporting and responding to all requests from the Commission for data including, but not limited to, program enrollments, program completers, examination results, including performance assessments, and state and federal reporting within the time limits specified by the Commission. Institutional contact information must be updated annually.</p>	<p><u>Letter from Induction Directors</u></p>
<p>Precondition 7. Veracity in all Claims and Documentation Submitted. To be granted continuing accreditation by the Committee on Accreditation, the entity must positively affirm the veracity of all statements and documentation submitted to the Commission.</p>	<p><u>Letter from Unit Heads</u></p>

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<p>Precondition 8. Grievance Process. To be granted continuing accreditation by the Committee on Accreditation, the approved program sponsor must have a clearly delineated grievance process for candidates and applicants. The grievance process information must be accessible to all candidates and applicants and the institution must be prepared to provide documentation that candidates have been informed of the grievance process and that the process has been followed.</p> <p><i>Note: While the Commission does not dictate a specific process for candidates to grieve actions and decisions related to the admission, progress, and completion of their program, the Commission may find it necessary to comment on an institution’s grievance process if it appears to unfairly disadvantage the candidate. Examples include requiring the candidate to grieve to the very same individuals for whom the grievance is directed.</i></p>	<p>Grievance Process</p> <ul style="list-style-type: none"> • CASC <ul style="list-style-type: none"> • Complaint Procedure Form • CTE <ul style="list-style-type: none"> • Complaint Procedure Form • Teacher Induction <ul style="list-style-type: none"> • Advice and Assistance <p>Evidence that demonstrates how candidates are informed of the existence of the grievance process.</p> <ul style="list-style-type: none"> • CASC <ul style="list-style-type: none"> • Orientation Agenda • Candidate/Coach Handbook p.43 • CTE <ul style="list-style-type: none"> • Orientation Agenda • CTE Designated Credential Handbook, p.47 • Teacher Induction <ul style="list-style-type: none"> • Orientation Agenda
<p>Precondition 9. Faculty and Instructional Personnel Participation All faculty and instructional personnel employed by colleges and universities who regularly teach one or more courses in an educator preparation program leading to a credential, shall actively participate in the public school system at least once every three academic years, appropriate to their credential area. Faculty who are not in the Department, School or College of Education are exempt from this requirement. Reference: Education Code Section 44227.5 (a) and (b).</p> <p><i>This precondition applies only to colleges and universities. Local Education Agencies do not need to address this precondition.</i></p>	<p>NA</p>

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<p>Precondition 10. Communication and Information. To be granted continuing accreditation by the Committee on Accreditation, the approved program sponsor must provide easily accessible and accurate information to the public, prospective educators, and enrolled candidates about the requirements for admission and successful completion for all its educator preparation programs.</p>	<p>Requirements for Admission & Successful Completion</p> <ul style="list-style-type: none"> • CASC <ul style="list-style-type: none"> • Admission • Completion requirements • CTE <ul style="list-style-type: none"> • Admission • Completion requirements • Teacher Induction <ul style="list-style-type: none"> • Admission • Completion requirements
<p>Precondition 11. Student Records Management, Access, and Security. To be granted continuing accreditation by the Committee on Accreditation, the sponsor must demonstrate that it will maintain and retain student records in accordance with the institution’s record retention policy. Institutions will provide verification that: (a) Candidates and graduates will have access to and be provided with transcripts and/or other documents for the purpose of verifying academic units and program completion. (b) All candidate records will be maintained at the main institutional site or central location (paper or digital copies). (c) Records will be kept securely in locked cabinets or on a secure server located in a room not accessible by the public.</p>	<p>Letter from Unit Heads</p>
<p>Precondition 12: Disclosure. Institutions must disclose information regarding any outside organizations that will be providing any direct educational services as all or part of the educator preparation programs sponsored by the institution and identify the type of services the outside organization will provide.</p> <p><i>Please note: This precondition relates to direct educational services to candidates. It is not necessary to include entities that may provide other important services but are not directly related to the program offerings such as coursework, curriculum or fieldwork. Examples of these other services that do not need to be identified under the disclosure precondition include portfolio or student data systems such as Task Stream or Live Text or other similar technology, assessment companies, and others.</i></p>	<p>No FCSS approved programs use any outside entity to provide direct educational services to candidates. All portfolio systems are developed and housed internally.</p>

FCSS Clear Administrative Services Credential Program Preconditions Evidence 2023

The five program-specific preconditions below require specific evidence to demonstrate compliance. This document includes the required evidence to demonstrate compliance with these Preconditions. Please note that the Commission accepts authentic program documentation that demonstrates the equivalent to the evidence required.

PRECONDITION	EVIDENCE REQUIRED
<p>(1) Prerequisite Credential Possess a valid California Preliminary Administrative Services Credential as noted in Title 5 of the California Code of Regulations section 80054(d)(1) and (2).</p>	<ol style="list-style-type: none"> 1. Link to the FCSS CASC admissions criteria on the program website describing the requirements for program admission. 2. Link to FCSS CASC tracking sheet. 3. CASC Program Coordinator reviews potential candidates Preliminary Services Credential through CTC website. If the candidate currently holds a Certificate of Eligibility, the candidate is required to file for their Preliminary credentials through their Human Resources department who then connects with the Fresno County Superintendent of Schools credentials department. The candidate is given their Temporary Preliminary Credential. <p>The dates of the candidates Preliminary and Base credentials are discussed. The preliminary credential is now tied together with their base credentials. Candidates are counseled on those dates and if they will need to “re-apply” for their Preliminary Admin Credential during the two years of the CASC program.</p>

(2) Verification of Employment

Verification of an offer of employment in a full or part-time administrative position in an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1).

1. [Link](#) to FCSS CASC admissions criteria on the program website.
2. [Link](#) to FCSS CASC tracking sheet.
3. CASC Program Coordinator reviews potential candidates
Verification of Administrative position.

PRECONDITION	EVIDENCE REQUIRED
<p>(3) Individual Induction Plan (IIP) An entity that operates a program for the Clear Administrative Services Credential shall provide for the development of a written individualized program of professional development activities (clear credential induction plan) for the advanced preparation program based upon individual needs. The plan shall be developed in consultations among the candidate, employer, and university/program representative.</p>	<ol style="list-style-type: none"> 1. Link to FCSS CASC Individual Induction Plan (IIP) template used by the program. 2. Individual Leadership Plans (ILPs) are developed by the candidate and coach to address the specific needs of the candidate during the program. ILP content is determined based on greatest need at the time. Needs are determined by a) Reflection Assessment taken by the candidate at the beginning, middle, and end of the program, and b) ongoing conversations with the coach throughout the program. These plans are dynamic and are updated as the candidate achieves goals and circumstances change. The information in the ILP's drive the focus of collaboration and candidate activities, including Professional learning. ILP's are maintained on the CASC digital portfolio website and can be reviewed by the candidates at any time. It is recommended that candidates complete 2-3 ILP's a year, with all 6 CPSEL's being identified. ILP's include how candidate has grown as a leader in these areas with supporting evidence. <p>The CASC Program Coordinator and Coach continually review the ILP's with the candidate.</p>

<p>(4) Verification of Experience A Commission-approved program sponsor that operates a Clear Administrative Services Credential program shall verify, prior to recommendation of a candidate for a Clear Administrative Services Credential, that the candidate completed two years of successful experience in a full-time administrative position as defined in Title 5 of the California Code of Regulations section 80054(g)(2)(B) with an employing agency as defined in section 80054(g)(1).</p>	<ol style="list-style-type: none"> 1. Link to FCSS CASC program completion requirements. 2. CASC Coordinator collects and reviews candidate original letter on district letterhead from employer verifying the two years of successful experience in a full-time administrative position.
<p>(5) Completion of Requirements A Commission-approved program sponsor that operates a Clear Administrative Services Credential program shall determine, prior to recommendation of a candidate for a Clear Administrative Services Credential, that the candidate has completed a Commission-approved Clear Administrative Services Credential (CASC) Induction Program based on Administrative Services Credential Program Standards.</p>	<ol style="list-style-type: none"> 1. Link to FCSS CASC program completion requirements. 2. CASC Coordinator, District Representative and coach review all candidates' requirements for completion (ILP's, Reflections, PL, Coaching hours, Cohort meetings, Job Shadow/Distinguished school visit, and supporting documents). When all requirements have been met, CASC Coordinator then submits documentation to the Fresno County Superintendent of Schools Credentials department the names and documents needed for the candidate to be recommended for their Clear Administrative Services Credential.

Preconditions for Designated Subjects Career Technical Education Credential

The following Preconditions apply to all institutions applying to the Commission for approval to offer DS CTE Credentials. Institutions must respond to the 10 General preconditions as well as the additional preconditions.

<p>1. To be granted preliminary approval or continued approval by the Commission as a program of personalized preparation, the program must be developed, submitted and implemented by an LEA. An LEA, as it applies to Designated Subjects Vocational Education Teaching Credentials means any of the following categories of agencies: (a) A California public school or consortium of school districts; (b) A California county superintendent of schools office; (c) A California regional occupational program or center; (d) A California State Agency; (e) A Commission-approved teacher preparation institution.</p>	<p>Precondition 1 Statements of Assurance 0.pdf (fcoe.org)</p>
<p>2. A LEA desiring to develop a program of personalized preparation for the designated subjects teaching credential or for the designated subjects supervision and coordination credential shall file with the Commission on Teacher Credentialing an application for approval, signed by the Chief Administrative Officer of the agency or agencies constituting the LEA. This application shall include a complete description of how the program will meet each standard of program quality and effectiveness with a particular focus upon how the LEA proposes to assure that candidates will acquire the competencies, skills and knowledge required. The Commission will approve programs after the review of the application, when such application reflects that the program submitted by the LEA meets the requirements. Programs will be monitored by the Commission to determine if the requirements are being met. Source: California Administrative Code, Title 5, Education, Section 80040</p>	<p><i>Fresno County Superintendent of Schools application was approved May of 2020</i></p> <p>Fresno County Superintendent of Schools new program letter (fcoe.org)</p> <p>Precondition 2 Statements of Assurance.pdf (fcoe.org)</p>

<p>3. To be granted preliminary approval by the Commission as a program of personalized preparation, the program proposal must: (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission, and (b) include assurances that 1 the LEA will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program, and 2 that the LEA will respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission. Source: Commission adopted policy</p>	<p>Preconditions 3 4 Statements of Assurance.pdf (fcoe.org)</p>
<p>4. To be granted continued approval by the Commission as a program of personalized preparation, the LEA must respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission. Source: Commission adopted policy</p>	<p>Preconditions 3 4 Statements of Assurance.pdf (fcoe.org)</p>



FCSS Teacher Induction Preconditions Evidence Guidance

Precondition	Evidence for Precondition
<p>1. Each Induction Program must be designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher’s first year of teaching.</p>	<p>The FCSS Teacher Induction Program is designed as a two-year, individualized, job embedded, system of mentoring support and professional learning that begins in the teacher’s first year of teaching.</p> <p>This information is made available on the Teacher Induction website (http://induction.fcoe.org) and during program orientation. (Agenda & Induction Basics) The 2-year design is also communicated to all district superintendents and district administrators during annual district visits. (District Visit Notes/Agenda)</p>
<p>2. The Induction Program must identify and assign a mentor to each participating teacher within the first 30 days of the participant’s enrollment in the program, matching the mentor and participating teacher according to credentials held, grade level and/or subject area, as appropriate to the participant’s employment.</p>	<p>1. Mentors in the FCSS Teacher Induction Program are assigned within the first 30 days of the participant’s enrollment in the program. <i>Participating Teachers are officially enrolled and matched in the program when teachers attend their orientation meeting with their Induction Coach and sign their Roles & Responsibilities.</i></p> <p>In collaboration with site administrators and or district personnel, the mentors are matched according to the participating teacher’s grade level and/or subject area, as appropriate to the participant’s employment. Induction Coach Nomination requirements are discussed annually with district Superintendents and all Site Administrators during district visits (District Visit Notes/Agenda). The Induction Coach Nomination form is provided and reviewed. This form is also housed on the Induction website, and is emailed to administrators multiple times throughout to nominate coaches. Administrators nominate potential Induction coaches for Induction Staff to review and approve. As noted on the Nomination form, Site Administrators, who know their staff and the context of each teaching assignment, select Induction Coaches according to the specific criteria established by the program. FCSS Teacher Induction reserves the right to select and retain only those Induction Coaches who are effective, as measured by multiple sources of evidence, including feedback from the site administrator and each Participating Teacher. (Site Administrator Roles and Responsibilities)</p> <p>2. Participating Teacher/Mentor match spreadsheet</p>



FCSS Teacher Induction Preconditions Evidence Guidance

Precondition	Evidence for Precondition
<p>3. Each Induction Program must assure that each participating teacher receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor.</p>	<p>1. The following program documents highlight the requirement that each participating teacher receives at least one hour per week of individualized support: Site Administrator Roles and Responsibilities, Induction Coach Roles & Responsibilities, Participating Teacher Roles & Responsibilities, Monthly Collaboration Log, Induction Basics</p> <p>2. At the end of every month, Induction Coaches electronically submit their Monthly Collaboration Log which provides evidence of the hours (per week) coaches met with their participating teacher as well as captures specific evidence of growth teachers made in their practice that month along with plans for future growth. The program has trained Induction Reviewers who verify these monthly collaboration logs on a monthly basis. They first look at the log to ensure that teachers and coaches are in fact meeting every week for an hour (outside of holidays or special circumstances) and then they look at the log to see if the coach has provided specific evidence of the teacher’s growth and plans for future growth. If the Induction Reviewers have any concerns about a meeting as noted in the log, the Induction Reviewers reach out to the Induction Staff. Induction Staff will then reach out to the coaches (and teachers) for more information. If a log is missing and/or has not been submitted by the end of the month, the Reviewers will notify the Induction Staff who will follow-up with the teacher, coach, and administrator as necessary.</p>
<p>4. Goals for each participating teacher must be developed within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher’s enrollment in the program.</p>	<p>1. The Site Administrator Roles and Responsibilities (Statement #13) and Teacher Induction website (Professional Learning Resources webpage – Year 1 Induction Collaboration) state that goals for each PT must be developed within the context of the ILP within the first 60 days of the teacher’s enrollment in the program.</p> <p>2. Participating Teachers (PTs) develop their ILP goals alongside their Induction Coach during the initial orientation of the year. Orientations occur within the first 6 weeks of the school year and attendance is mandatory by the PT and the Coach. PTs are officially enrolled in the program when teachers attend this first orientation meeting with their Induction Coach and sign their Roles & Responsibilities. Agenda At this meeting, Induction Coaches have a facilitation guide to skillfully guide their teacher in crafting the goal that is most relevant to them. Guide The Induction Staff is also available to assist teachers with their ILP goal development. After participating in their orientation, teachers will meet with their administrator to finalize their ILP</p>



FCSS Teacher Induction Preconditions Evidence Guidance

	<p>and then submit their plan. Induction Reviewers provide feedback to the teachers within a week of submission, and if needed, teachers make applicable adjustments to their ILP. Teachers begin their research and will submit their Final ILP again for feedback in December.</p>
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Precondition	Evidence for Precondition
<p>5. The ILP must be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes.</p>	<ol style="list-style-type: none"> 1. Signed Assurance by Unit Head 2. Teacher Induction Website: PL Resources 3. The Site Administrator Roles and Responsibilities (Statement #10) set in place with districts, states that no part of Induction (and thus the ILP requirement) may be used for evaluative purposes. This is also discussed with administrators at their annual district visits. (District Visit Notes/Agenda)
<p>6. An Induction Program sponsor must make available and must advise participants of an Early Completion Option for “experienced and exceptional” candidates who meet the program’s established criteria.</p>	<p>The FCSS Teacher Induction program will make available and advise participants of an Early Completion Option for “experienced and exceptional” candidates who meet the established criteria. Criteria information is shared on our Teacher Induction website (Eligibility webpage) prior to our first meeting of the year. At the initial meeting of the year, further details and eligibility information are discussed with all participants, and resources to apply are posted in participants’ digital account resources. (ECO Application) (Agenda)</p>