

**Commission on Teacher Credentialing
Common Standards Preliminary Report of Findings**

Institution	Fresno County Superintendent of Schools
Date of Review	3/14/24

Please prepare an addendum that addresses those areas below that were deemed to require more information by reviewers during the Common Standards review and where specific evidence is requested for the site visit. Brief narrative (less than 75 words) is allowable but response must include links to evidence that address the issue identified by the reviewers.

Posting the Addendum

Information from the addendum must be posted on the institution's accreditation website at least 60 days before the site visit, along with the original Common Standards document and feedback from the program reviewers. Please do not resubmit your response the items below, responses need only be added to your institution's accreditation website in preparation for the 2024-25 Site Visit.

Standards Found to be Preliminarily Aligned	3, 5
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General Comments: (Delete if none):

Standards Requiring More Information	More Information Needed: Part(s) of the standards for which more information is needed	Additional Specific Evidence Needed for the Site Visit	Response from Program (Addendum)
Standard 1: Institutional Infrastructure to Support Educator Preparation	1.3 The review team would like to see evidence on how the institution regularly and systematically collaborates. (i.e. a calendar of collaboration meetings.) 1.6 The review team would like to see evidence on recruiting efforts to hire faculty.	1.8 The review team would like the direct links to progress monitoring for each program Below are the progress monitoring tools for each program:	1.3 The institution regularly and systematically collaborates throughout the school year in a variety of ways. These collaboration meetings lead to enhanced outcomes for all 3 programs. - Running Agenda 24-25 and 25-26 for Quarterly Collaboration Meetings for Credential programs

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		<p>CASC - This new monitoring tool is fully embedded within our updated platform, replacing the previous standalone processes. Although the tool is built from an Excel framework, it now functions seamlessly within the system, allowing for live/consistent and centralized documentation. In addition to coach feedback, we have also integrated progress monitoring features that support individualized feedback for both candidates and coaches. These tools ensure that performance data, goals, and action steps are visible, trackable, and aligned across the system. The result is a cohesive feedback loop that strengthens communication, promotes continuous growth, and supports the overall effectiveness of professional</p>	<p>1.6 Evidence on recruiting efforts to hire faculty.</p> <ul style="list-style-type: none"> - Job Descriptions for Faculty: <ul style="list-style-type: none"> CASC CTE Teacher Induction

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		development and coaching practices. CTE Progress Monitoring Teacher Induction Progress Monitoring	
Standard 2: Candidate Recruitment and Support	2.2 The review team would like to see additional evidence of how the unit recruits candidates to diversify the educator pool.		FCSS is a county office consortium which works directly with districts that hire their own employees. Although we do not have authority hiring decisions of the districts we serve, we do support their efforts in recruitment and hiring however we can. Via survey we ask our districts how they recruit to diversify and discussion on this topic is held in the annual Advisory Meeting. FCSS also has a Rural Teacher Residency Program where we intentionally recruit educators from within the community to diversify the workforce. This program is housed within Teacher Development and collaborates daily with Teacher Induction.
Standard 3: Course of Study, Fieldwork, and Clinical Practice.			

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<p>Standard 4: Continuous Improvement</p>	<p>The review team would like information on how the unit identifies program and unit effectiveness and makes appropriate modifications based on findings.</p>		<p>The unit identifies program and unit effectiveness and makes appropriate modifications based on findings through a variety of ways. See below:</p> <p>Quarterly Collaboration Meetings for Credential programs allows for continuous collaboration, program improvements, data sharing and resource sharing which leads to appropriate modifications. 2024-25 FCSS Credentials Collaboration Agenda 2025-26 FCSS Credentials Collaboration Agenda</p> <p>From these collaborative meetings, a modification was made that all 3 programs going forward will give Mid Year and End of Year surveys to candidates/teachers and coaches.</p> <p>Mid Year survey: CASC - Coach & Candidate CTE - Mentor/Coach & Candidate Teacher Induction - (Teacher & Coach)</p> <p>End of Year survey: CASC - Coach & Candidate CTE - Mentor/Coach CTE Candidate - Yr 1 Yr 2 Exit Teacher Induction - (Yr1 Teacher, Yr2/ECO Teacher & Coach)</p>
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			<p>Advisory Meetings: The FCSS Advisory Committee serves as the Advisory for CASC, CTE, and Induction.</p> <ul style="list-style-type: none"> - FCSS Advisory Meeting Survey Data - Agenda for Advisory meeting - PPT for Advisory meeting <p>The Advisory Committee is made up of district representatives (Assistant Superintendents, Site Admin, TOSAs, and district office personnel) and IHE representatives across all 3 programs. The Advisory meeting data, conversations and collaboration allow for appropriate modifications based on findings.</p> <p>One example of a program modification based on findings through Advisory discussion and survey feedback was to continue adding relevant/current PD topics that would be applicable throughout all 3 programs. See below for examples of these changes regarding PD in each program:</p> <p><u>CASC</u></p> <p>Initially, professional development focused on foundational competencies and standardized training modules. However, as we gathered more consistent and structured feedback, patterns in candidate needs</p>

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			<p>became clearer. Stakeholders emphasized the importance of differentiated learning, increased application to real classroom, site or district challenges, and opportunities for candidates to practice and refine their skills with targeted coaching support. In response, we expanded PD offerings to include more specialized sessions, embedded practice, and additional coaching touchpoints aligned to the varied stages of candidate development. FCSS -PD for previous 2 years -agendas with feedback from PL.</p> <p>CASC was also able to offer these Professional Learning opportunities for free. Other resources SMORES</p> <p>Additionally, feedback revealed that coaches needed more consistent and actionable feedback on their own support practices. Initially, we relied on a monitoring feedback form to provide this information, but stakeholders noted the need for a more efficient and transparent method. In response, we transitioned to a new dashboard system that allows the CASC Coordinator to deliver targeted feedback directly through the platform. This shift has streamlined communication, ensured that feedback is timely and specific, and created a central space where coaching data, trends,</p>

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			<p>and areas for growth can be monitored over time. As a result, coaches now receive clearer guidance that strengthens their ability to support candidates effectively.</p> <p>CTE Through ongoing feedback collected in multiple formats including district administrator meetings, teacher surveys, mentor input, and direct conversations, we identified a consistent need for additional targeted learning opportunities for new teachers. Specifically, feedback indicated that candidates benefit from face-to-face and/or virtual training focused on high need topics that arise at different points throughout the year. In response, we developed a series of timely, focused trainings aligned with credential coursework, program standards, and the Teaching Performance Expectations (TPEs) candidates are working to strengthen. These trainings were intentionally designed to extend and reinforce program learning while addressing the realtime instructional, classroom, and professional needs new teachers encounter throughout the school year.</p> <p>PD 24-25 PD 25-26</p>

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			<p><u>Teacher Induction</u> Based on feedback from our Advisory, we knew we needed to collect more data from our site administrators across the 56 districts/charters we serve. Below you will find our 24-25 Administrator Agenda, the feedback they provided, and the program modifications we made.</p> <p>Site Administrator Agenda: Teacher Induction Admin Meeting Agenda 24-25</p> <p>Site Administrator Feedback: 24-25 Admin Survey Feedback - This feedback showed that 64% of the site administrators shared that Classroom Management PL would be beneficial for their teachers. 34% of the surveyed responders also requested additional PL offerings. 23-24 Admin Survey Feedback - Previous year's feedback also confirmed these findings. 67% of the site administrators in the districts we serve, shared that Classroom Management PL would be beneficial for their teachers. 39% of the surveyed responders also requested additional PL offerings.</p>

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			Program Modifications: To make appropriate modifications based on findings, Induction offered 3 sessions of Classroom Management . We also added additional offerings of topics on the Induction PL Schedule .
Standard 5: Program Impact			