

Commission on Teacher Credentialing
Preliminary Report of Findings and Addendum

Institution	Fresno County Office of Education	Program	CLEAR ADMINISTRATIVE SERVICES
Date of Review	11/30/23		

Please complete the table below for all programs that were deemed to require “more information needed” by reviewers during Program Review (PR). Brief narrative (150 words or less) 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 program review 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.

Standards Found to be Preliminarily Aligned	5
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Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 1: Program Design and Rationale	Please confirm the theory and research used for program design.	The program design is grounded in key coaching frameworks and research, including Blended Coaching by Bloom et al. (publication date 2023), Cognitive Coaching by Costa and Garmston (publication date March 2025), and Dr. Jim Knight’s works: Unmistakable Impact (publication November 2012), Instructional Coaching (publication August 2012), and Better Conversations (publication October 2025). <i>Blended Coaching</i> , developed by the New Teacher Center, informs the foundational training for coaches, emphasizing both facilitative and instructional models. <i>Cognitive Coaching</i> provides strategies for effective communication through purposeful questioning and paraphrasing. Dr. Knight’s research supports the design of impactful instructional coaching conversations.

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	<p>Please provide evidence of how professional learning complements and integrates school and/or district goals, and employs competency indicators that support a recommendation for the clear credential.</p>	<p>The FCOE CASC program's general administrator performance expectations are based on the California Professional Standard for Educational Leaders (CPSEL) and Descriptions of Practice (DOP) contained in the document Moving Leadership Standards Into Everyday Work: Descriptions of Practice.</p> <ul style="list-style-type: none"> • Original Approved Program Application link • Statement in handbook link • Handbook on webpage • New Candidate/Coach Resources (handbook) <p>Professional Learning (PL) is intentionally designed to align with school and district goals, ensuring that candidate growth directly supports student achievement, equity initiatives, and organizational improvement. Through individualized coaching, structured reflection, and alignment with the CPSELs, the PL process demonstrates ongoing competency development and readiness for the Clear Administrative Services Credential.</p> <p>Professional Learning complements and integrates school and/or district goals with competency indicators supporting recommendation for clear credential:</p> <ul style="list-style-type: none"> • Goal setting with coach – COACHING LOGS • Considerations for coaching conversations • ILP directions (showing support with PL) link • Professional Learning <ul style="list-style-type: none"> ◦ External PL: Validated through a written PL Reflection. ◦ Internal PL: Validated through the submission of the internal PL Survey. • Credential Recommendation Protocol: A comprehensive verification checklist requiring multi-level endorsement

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		from the Coach, District Lead, and CASC Coordinator to ensure all certification requirements are met. Checklist
Standard 2: Program Collaboration, Communication, and Coordination	<p>Please provide evidence of how the program's partners contribute to the design and implementation of candidate preparation and certification as outlined through mutual contract/agreement.</p>	<p>The program's partners play an integral role in shaping and implementing the design, delivery, and continuous improvement of candidate preparation and certification. Their engagement is formalized through mutual agreements and ongoing collaborative structures that ensure alignment between program goals and district/partner needs. Evidence of these contributions includes:</p> <ul style="list-style-type: none"> • Annual one-on-one meeting with districts leads – Agenda Each year, program leadership meets individually with partner district leads to review candidate progress, discuss program effectiveness, and identify district-specific priorities and needs. These meetings directly inform program adjustments, candidate placement decisions, and district partnership goals. • Advisory Board Meeting agenda / PPT The Advisory Board—composed of district leaders, mentors/coaches, and other regional partners—meets regularly to review program outcomes, curriculum updates, and proposed design changes. • Coach meeting 4x a year (Example agenda and survey feedback) Example meetings: 9/17/24 PPT/Agenda 9/16/25 PPT Workbook/Agenda Coaches, who serve as key liaisons between candidates and the program, meet four times per year to align coaching practices, share data on candidate progress, and provide structured feedback on program implementation. Feedback collected during these

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	<p>Please provide evidence of how the program maintains communication on a regular basis with their partners to ensure that each candidate builds a coherent ILP.</p>	<p>meetings is used to refine mentor training and strengthen candidate support systems.</p> <ul style="list-style-type: none"> • Regional CASC program Meeting agenda with other CASC programs Agenda and list The program actively collaborates with other regional CASC programs to ensure consistency with statewide standards and best practices in administrator preparation. These collaborative sessions contribute to the shared design of key program components and certification alignment processes. • Monthly Systems and Leadership Meetings agenda This ongoing communication allows for timely adjustments to program delivery and ensures that certification recommendations are based on collaboratively reviewed candidate performance data. • FCSS Unit meetings Running Agenda 24-25 and 25-26 for Quarterly Collaboration Meetings for Credential programs <p>To support ILP (Individualized Learning Plan) work, we provide targeted coaching and structured opportunities for collaboration.:</p> <ul style="list-style-type: none"> • New coaching training:This session provides a comprehensive overview of ILP frameworks, techniques for leveraging data to enhance candidate outcomes, and a roadmap of available support systems PPT and Workbook • A joint Orientation session for coaches and candidates designed to define the Individualized Learning Plan (ILP) framework, establish best practices for data-driven decision-making, and outline protocols for content

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		<p>development and support acquisition. PPT, Agenda and Workbook</p> <ul style="list-style-type: none"> Coach Collaboration Meetings: Facilitates quarterly meetings to evaluate candidate progress, explore growth opportunities, and ensure ILP alignment with program benchmarks Example meetings: 9/17/24 PPT/Agenda 9/16/25 PPT Workbook/Agenda ILP Review and Feedback: CASC Coordinator reviews ILP's and provides feedback using a Monitoring form for both coach and candidate – coach (pre Fall 2025) and candidate (pre Fall 2025) We have a new dashboard for our program and these are now embedded in the portfolio. <ul style="list-style-type: none"> System Update: Automated Submission Alerts. To streamline internal workflows, real-time email notifications are now active. This feature provides immediate visibility into candidate submissions for both coaches and the program coordinator. <ul style="list-style-type: none"> Upon a candidate's submission of the Problem Statement and SMART Goal (example)—as well as the finalization of the ILP (example) —the system triggers an immediate notification to the assigned Coach and CASC Coordinator to facilitate a timely review. CASC Office Hours: zoom link <ul style="list-style-type: none"> Open to coaches and candidates for ILP or general program discussions

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	<p>Please provide evidence of how the program regularly assesses the quality of their professional learning approved by the provider in support of Standard 5 outcomes.</p> <p>Additionally, please provide evidence of how the program regularly assesses the quality of their professional learning offerings using criteria that includes direct observation of offerings.</p>	<ul style="list-style-type: none"> Ongoing Access and Support: CASC Coordinator and other Executive Leadership coaches (from Systems and Leadership Team) remind all participants that one-on-one ILP discussions are available anytime throughout the program. <p>CASC Coordinator regularly meets with CASC staff (Systems and Leadership Team) to review effectiveness and quality of all Professional Learning sessions.</p> <ul style="list-style-type: none"> Feedback from Professional Learning is taken after each session and reviewed by CASC staff (Systems and Leadership Team) PL Survey & results These meetings focus on evaluating: <ul style="list-style-type: none"> The relevance and impact of PL sessions on educator practice and student outcomes. The quality of presenters, including content delivery, engagement, and alignment with program standards. Systems and Leadership (includes regular agenda items for reviewing PL quality, feedback trends, and action steps) Rolling agenda 2024-25 <p>CASC Coordinator and designated FCSS leaders conduct direct observations of PL offerings. These observations include commendations and recommendations based on both observation data and candidate feedback, ensuring speakers receive actionable input to refine their delivery and content.</p>

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	<p>Q: What are the ways the program leaders provide formative feedback to the professional learning providers on their work?</p>	<ul style="list-style-type: none"> • FCSS Observation Feedback Form is used during and after direct observation of PL sessions to document strengths, areas for growth, participant engagement, relevance to candidate needs, and alignment with program goals. Speaker feedback (results) • Participant Evaluation and Triangulation of Data - Professional Learning Feedback (results) surveys from participants are compared with the direct observation data to provide a holistic assessment of session quality and impact. <p>Due to the nature of our relationships with the Professional Learning (PL) providers—who may be FCSS employees, district leaders, or long-standing community outreach partners—formative feedback naturally occurs during the PL sessions. If a specific area emerges that was not originally included in the presentation, adjustments can be made in real time as the providers present. In some cases, providers have been invited to return for subsequent PL sessions to continue exploring a topic when participants express a need for deeper learning.</p> <p>We also Provide individualized professional learning opportunities align with candidates goals, including more access to PL through SMORES, 2 annual Saturday sessions, School Sims, additional PL offerings)</p>
Standard 3: Selection and Training of Coaches	Please provide evidence of how the program regularly assesses the quality of services provided by coaches to candidates—feedback and direct observation.	The CASC program regularly assesses the quality of services provided by coaches through ongoing monitoring, portfolio review, feedback collection, informal observations and collaboration with district partners.

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		<ul style="list-style-type: none"> ● Portfolio monitoring: The CASC Coordinator regularly reviews candidate portfolios to ensure that coaching support aligns with program standards and that the Individualized Learning Plans (ILPs) reflect meaningful progress. Feedback is provided through the Monitoring Form, which is completed for both the coach and the candidate. – coach (pre Fall 2025) and candidate (pre Fall 2025) <ul style="list-style-type: none"> ○ We have transitioned to an embedded portfolio system. This integration automates the review process and removes the requirement for external email attachments coach and candidate ● Coaching log review: Coaches maintain detailed coaching logs documenting session frequency, focus areas, and standards addressed. The CASC Coordinator reviews these logs to verify consistency and depth of coaching interactions. Blank Coaching log example (Example logs) <ul style="list-style-type: none"> ○ A new feature in the portfolio shows the standards being addressed each meeting time. This will allow for data around addressing standards and alignment with ILP work. Data from New Platform: now allows the CASC team to pull data identifying which standards are being addressed in coaching sessions. This feature enables data-informed conversations between the Coordinator and coaches regarding areas of strength and opportunities for further development. ● Master List tracking: A “live” Master List is maintained on our platform to document the completion of monitoring forms, feedback cycles, and coaching

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	<p>Please provide evidence of how existing on-going training for coaches includes refining coaching skills based on feedback data from candidates.</p>	<p>observations, ensuring that all candidates and coaches receive consistent program oversight.</p> <ul style="list-style-type: none"> ● Candidate Feedback: Candidate surveys/feedback are administered to gather input on the quality and impact of coaching. Survey results are analyzed to identify themes and trends, inform program adjustments. Additional questions have been added to cohort meeting feedback (results) and End of Year and Mid Year feedback (results) to capture ongoing feedback about the coaching experience. ● Collaboration with District Leads: CASC Coordinator meets with District Leads to discuss coaching quality, alignment with district priorities, and candidate progress. Agenda <p>The CASC Coordinator routinely collects feedback from candidates through Cohort Surveys, End-of-Year Evaluations, and Professional Learning (PL) reflections. This feedback is systematically reviewed to identify trends, strengths, and areas for improvement in coaching practice. The insights from this data directly inform the design and focus of ongoing coach meetings and training sessions, ensuring continuous refinement of coaching strategies to better meet candidate needs. (Cohort, End of Year, PL) Candidate results, End of Year results, PL results</p> <p>Feedback-Driven Training adjustments: Coordinator reviews and analyzes feedback to identify areas where coaches can enhance support (e.g., communication strategies, feedback quality, alignment with standards). Based on analysis, targeted topics are integrated into upcoming coach meetings. Coach Meeting Examples 9/17/24 PPT, Agenda, WB</p>

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		<p>4/15/25 PPT, Agenda, WB 11/18/25 PPT, WB with Agenda</p> <p>Candidates are asked to provide feedback 5 times a year regarding coaching; Candidate feedback cohort meetings Candidate feedback End of Year meeting</p>
Standard 4: Professional Learning	<p>Please provide evidence that the coach and candidate collaboration includes observation and data gathering regarding learning.</p> <p>Please provide evidence about how the program provides feedback to candidates at regular intervals about their progress. Reviewers are looking for evidence of how initial, formative, and summative assessments</p>	<p>Evidence of collaboration and data-driven support is maintained through a multi-faceted induction process. Coaches and candidates engage in a joint self-assessment and reflection cycle (protocol), which serves as the foundation for the Individual Learning Plan (ILP)(instructions). Throughout this process, coaches conduct systematic observations and gather performance data to ensure candidates meet specific program outcomes.</p> <p>Accountability is formalized via a comprehensive coaching log(example coaching log), documenting a minimum of 40 hours per year. This log serves as a record of evidence-gathering sessions, competency mapping, and candidate-initiated observations, ensuring that all coaching interventions are targeted, documented, and aligned with professional growth goals. Examples</p> <p>Throughout the two-year induction journey, candidates use the WestEd CPSEL Description of Practice (reflections) to complete an initial, mid program, and final self-assessment on all CPSEL elements. Their coach and CASC coordinator provide feedback through conversations and emails after completion of each assessment.</p>

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	are collaborative, based on data gathered by the candidate, coach, and program.	<p>ILP Review and Feedback: CASC Coordinator (and coach) review ILP's and provides feedback using a Monitoring form for both coach and candidate – coach and candidate We have a new dashboard for our program and these are now embedded in the portfolio. Candidate new Coach new</p> <ul style="list-style-type: none"> ○ NEW FEATURE: Automated Email Notifications for Submissions (To ensure coaches and coordinator are immediately informed of candidate submissions, improving communication and workflow efficiency. <ul style="list-style-type: none"> ■ When a candidate submits their Problem Statement and SMART Goal, the system automatically sends an email notification to the Coach and CASC coordinator. This notification also occurs when a candidate Finalizes his/her ILP. ■ Program coordinator provides feedback within 24-48 hours of the candidate uploading of ILP and Reflections. <p>CASC coordinator and coach provide real time feedback during coaching sessions and zoom calls when needed (office hours OR when available so the candidate doesn't have to wait until office hours.</p>
Standard 5: California Professional Standards for Educational Leaders	Preliminarily Aligned	