



Mid-Visit Report

Fresno County Superintendent of Schools

March 24, 2026

This Mid-Visit Report identifies the questions and concerns that the team has at this time. Additional questions or concerns may be identified during the third day of interviews and evidence gathering.

Common Standards	Questions/Concerns/Evidence Still Needed Related to Common Standards
1: Institutional Infrastructure to Support Educator Preparation	
2: Candidate Recruitment and Support	Please provide evidence of a clearly defined process used to identify and support candidates who need additional assistance in meeting competencies.
3: Course of Study, Fieldwork and Clinical Practice	<p>Please provide evidence of the systems and structures in place to ensure that coursework and fieldwork are closely integrated across participating districts, resulting in a cohesive and comprehensive program that enables candidates to learn, practice, and demonstrate the competencies required for their credential.</p> <p>Please provide evidence of how site-based mentors and coaches are evaluated and recognized in a systematic manner to ensure they effectively support candidates in developing and demonstrating the competencies required by the credential programs.</p>
4: Continuous Improvement	Please provide evidence of how the unit and its programs use candidate and program completion data, as well as data reflecting the effectiveness of unit operations, to make modifications to coursework, fieldwork, and candidate support. How are these modifications tracked, implemented, and evaluated to ensure ongoing program improvement?
5: Program Impact	

What systems or structures are in place to ensure coherence across districts, for example alignment in protocols, coaching practices, and program expectations?

Programs	Questions/Concerns/Evidence Still Needed Related to Program Standards
Teacher Induction	Please provide evidence that The ILP must include candidate professional growth goals, a description of how the candidate will work to meet those goals, defined and measurable outcomes for the candidate, and planned opportunities to reflect on progress and modify the ILP as needed . - The ILP document itself does not indicate the process for modifying the ILP. Candidates did not know what the process was, but indicated that they could contact program leadership.
Teacher Induction	Precondition 5: The Individual Learning Plan must be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes . - In interviews, four candidates stated that the site administrator used formal evaluation feedback to guide the candidate's ILP. One of these candidates reported being observed for formal evaluation on their induction goal.
CTE	<p>Please provide evidence on how you are supporting candidates with use of technology in the classroom during Year 1 (i.e. educational technology such as google suite).</p> <p>Provide evidence of the rationale for the mentor/supervisor meeting system and support for experienced teachers (SS & MS & EdSp) that are earning a CTE credential.</p> <p>Provide evidence of the guidance that candidates receive at the beginning of the program regarding the Portfolio requirement due at the end of Year two of the program.</p>
CASC	Please provide evidence showing evaluation of CASC coaches by leadership and how candidate feedback is used to grow the coach's skills.