

**Commission on Teacher Credentialing
Preliminary Report of Findings and Addendum**

Institution	Hanford Elementary School District	Program	CLEAR ADMINISTRATIVE SERVICES
Date of Review	November 15, 2019		

Please complete the table below for all programs that were deemed to require “more information needed” by reviewers during Program Review (PR). 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 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	Standard 5
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Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 1: Program Design and Rationale	<ul style="list-style-type: none"> No research found to support program rationale More explicit information regarding formal and informal partnerships 	<p>The HESD CASC program is informed by theory and research about data informed decision-making, adult learning theory, coaching, effective leadership practices, and student achievement and instruction. This research includes, but is not limited to:</p> <ul style="list-style-type: none"> Data informed decision making (Cusman, Wayman, Means, et.al) Cognitive coaching (Costa & Garmston) Adult learning theories (Garmston & Wellman, Killion, Beaversk, Knowles, Malcolm) Student achievement, instruction and feedback (Hattie)

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		<p>The program is designed to embody a data-informed decision-making process that guides continuous improvement. This is based on a theory of action that if administrators are provided with clear standards for professional behaviors, coaching and opportunities for job embedded learning, they will attain competency as administrators. This process is based on ongoing data collection from administrators, coaches, school sites; and analysis of results that informs future actions.</p> <p>Cognitive Coaching is built around a planning conference, observation, and a reflecting conference. It is organized around three major goals:</p> <ul style="list-style-type: none"> • Establishing and maintaining trust, • Facilitating mutual learning • Enhancing growth <p>Coaching takes place in in the following format: individual 1:1 (face to face). Coaching occurs between all administrators and coaches four hours per month for a minimum of 40 hours per year.</p> <p>The format of the Inquiry Research Collaboration sessions is designed to facilitate coaching based on individual or group needs about current educational issues and topics, using the collective expertise of the coaches in the room. This interactive session provides content and opportunities for administrators to work on current on-site situations together, with feedback from the coaches who are present.</p> <p>The program is based on research indicating personalized learning is essential to the learning of adults. The program includes ways for administrators to contextualize content into</p>

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		<p>their own experience, structures and time for them to have dialogue geared towards problem solving, and options and flexibility about goals and actions to support their different interest and learning styles as they move towards demonstration of competency.</p> <p>The final design component of the program focuses on visible learning, both for the administrator as he/she demonstrates growth as an administrator, and how his/her work reflects improvement in the areas of school culture, delivery of instruction, and ultimately increases in student achievement.</p> <p>The formal partnership with Kings County Office of Education CASC Program allows cross-county administrators to attend other CASC professional learning, especially if individuals need to learn about an area that is not offered in one's own district or that has already taken place in one's own CASC program. The Inquiry Research (IRC) sessions delivered by both HESD and KCOE offers a source of professional learning to all administrators, in addition to providing an adult learning and coaching component. They are topically organized to present an interactive opportunity focused on adult learning in such topics as effective leadership practices, educational issues and promoting equity. This allows for the administrators to learn and discuss how to apply information in job settings.</p> <p>Through formal and informal partnerships, the CASC Mid-Valley Regional meetings (which include CASC directors/coordinators from Region VII) is an opportunity for program leadership to collaborate to share information gathered from state-wide meetings, directors/coordinators share promising practices and , multiple types of professional learning opportunities offered</p>

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		<p>within the counties to maximize resources by drawing experts from within the region.</p> <p>CASC Calendar of Events 2020-2021</p> <p>Memorandum of Understanding (MOU) with Kings County Office of Education (KCOE)</p> <p>CASC Professional Development 2020-2021</p> <p>CASC Mid-Valley Regional meeting agenda</p>
<p>Standard 2: Program Collaboration, Communication, and Coordination</p>	<ul style="list-style-type: none"> Partnerships should be more clearly defined Is there an MOU with the KCOE that outlines mutual contributions to the design and implementation of candidate preparation? (Needs to be more explicit.) 	<p>The formal partnership with HESD CASC Induction and Kings County Office of Education CASC Program was designed to give the opportunity for the smaller number of HESD CASC coaches (5) and candidates (5) to network with a larger community of KCOE CASC coaches (15) and candidates(15) within the surrounding county. The program directors from HESD and KCOE collaborated to plan and deliver the professional development topics for the 4 prescheduled Inquiry Research Collaboration sessions offered to both CASC coaches and candidates. These sessions were topically organized to present an interactive opportunity focused on adult learning in such topics as site leadership and educational issues and/or promoting equity.</p> <p>The CASC director meets three times per year with the HESD Induction Advisory Committee to monitor and review the effectiveness of the HESD Induction Program and to advise the program in ways to improve and strengthen delivery of services.</p> <p>In addition, the program director attends and participates in the CASC Mid-Valley Regional meetings to network with other</p>

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		<p>directors and coordinators. Members also include partners at local Institutes of Higher Education who provide information from their respective programs. Focus of meetings include information gathered from state-wide meetings, directors/coordinators share promising practices and, multiple types of professional learning opportunities offered within the counties to maximize resources by drawing experts from within the region.</p> <p>Meetings take place at the Kings County Office of Education Lemoore Service Center.</p> <p><u>Memorandum of Understanding (MOU) with Kings County Office of Education (KCOE)</u></p> <p><u>Induction Advisory Committee 10-20-20 Minutes</u></p> <p><u>CASC Mid-Valley Regional meeting agenda</u></p>
<p>Standard 3: Selection and Training of Coaches</p>	<ul style="list-style-type: none"> • No mention of professional learning pertaining to “current educational trends, research and policy changes.” • The process for regular assessment of coaching quality is not clearly evident; this includes formative feedback from program leaders. 	<p>Professional Learning pertaining to “current educational trends, research and policy changes” is a critical component of the CASC program. At the beginning of each year, specialized training in Cognitive Coaching is given to all new coaches which equips coaches with the skills they need to support new leaders during the induction process. Coaches complete a self-assessment using the continuum of descriptive practice in working with adult learners, pedagogy, and collaboration.</p> <p>Coaches identify a professional growth goal for the year and participate in professional learning that is aligned to goal(s). The content for these is often taken from a combination of school and district offerings, as well as trainings from the partnership with Kings County Office of Education (KCOE). Professional</p>

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		<p>Learning is provided by experts but is then incorporated into the coaching process.</p> <p>Four professional development trainings are offered throughout the year for CASC coaches and are embedded within the structure of the Inquiry Research Collaboration meetings which two are held in the fall and two in the spring. Topics covered in professional learning include:</p> <p>The Program Director has a few mechanisms for providing formative feedback to coaches on their work with administrators. Formative feedback is given to coaches in the following ways:</p> <ul style="list-style-type: none"> • Follow-up after reviewing coaching logs 2x/year (Mid-year/End-of-year) and reflecting about the progress of administrators on the Program Monitoring Document. • Program director reviews IIP and gives feedback to candidate and mentor 2x/year (Mid-year/End-of-Year) • Communicate via email, phone, or if appropriate, in person to provide feedback to coaches. • Review with coaches the results from the Sinclair Research Group surveys: Candidate Year End, Candidate Assessment of Mentor Training and Effectiveness - Confidential Survey which addresses the qualifications and quality of mentoring <p><u>CASC Professional Development 2020-2021</u></p> <p><u>CASC Feedback Description of Practice rubric</u></p> <p><u>CASC Professional Growth template</u></p> <p><u>CASC Calendar of Events 2020-2021</u></p>

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		CASC Program Monitoring Document
Standard 4: Professional Learning	<ul style="list-style-type: none"> • Are there opportunities provided for direct instruction in research-based best practices and modeling? • What structure is provided to develop professional networks that share best practices? 	<p>HESD CASC Professional learning is structured to support adult learning. The PD offerings involve instruction in research-based practices, modeling and problem-based, interactive learning with colleagues, and opportunities for adapting and applying practices learned, using some of the professional time for reflection, discussion and planning. This happens in two ways, as part of the Inquiry Research Collaboration format and four prescheduled PD days for CASC candidates. Topics focused on site leadership and educational issues and content such as transformational leadership, legal aspects of Special Education, understanding and using the California Dashboard, understanding the collective bargaining agreement, and teacher supervision.</p> <p>Within these sessions, candidates share best practices and issues that have arisen within the context of the topic being shared. The format of these sessions is deliberate and designed to allow the individual attention as well as the networking and expertise needed by the candidates.</p> <p>The sessions are presented by experts in the field, but only for 1-1.5 hours. These sessions must involve interactive activities such as case studies or generation of strategies for one's own setting that engage participants in learning and conversation. Coaches attend these sessions and are asked to use the time to ask reflective questions instead of sharing their own approaches to solving problems.</p>

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	<ul style="list-style-type: none"> Reviewers did not find evidence of an appeal process. 	<p>CASC Calendar of Events 2020-2021</p> <p>CASC Professional Development 2020-2021</p> <p>Appeals Process</p> <p>Should a Candidate question prerequisites for program participation, program requirements, participation hours, discrimination policy, program extension request rationale, satisfactory progress requirements and/or denial of Professional Clear Administrative Services Credential, a meeting should be held with the Program Director and the concern put into writing. The concern should then be forwarded to the Assistant Superintendent of Curriculum and Instruction who will review and discuss concerns with involved Candidate. Following discussion and review of the concern a decision will be made regarding the grievance. The decision will be final and will be forwarded to the Candidate.</p> <p>Appeal Procedure Form</p>