

**Recommendations by the Accreditation Team and Report of Findings of the
Provisional Accreditation Visit for Professional Preparation Programs at
Lake County Office of Education**

Professional Services Division

April 2025

Overview of this Report

This agenda report includes the findings of the provisional accreditation visit conducted at **Lake County Office of Education**. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation** is made for the institution.

Common Standards and Program Standard Decisions

Common Standards	Status
1) Institutional Infrastructure to Support Educator Preparation	Met
2) Candidate Recruitment and Support	Met
3) Course of Study, Fieldwork and Clinical Practice	Met
4) Continuous Improvement	Met
5) Program Impact	Met

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Multiple Subject (Intern)	7	7*	0	0

***Program Standard 7** - The Commission is currently in the process of certifying all Commission approved Multiple Subject, Education Specialist, and PK3 teacher preparation programs for alignment with SB 488.

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Documentation and Evidence
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing
Committee on Accreditation
Provisional Site Visit Team Report**

Institution: Lake County Office of Education

Dates of Visit: March 16-18, 2025

Accreditation Team Recommendation: Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the provisional accreditation site visit including interviews with administrators, faculty, candidates, completers, and local school personnel. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Preconditions

All general preconditions and credential program preconditions were **met**.

Program Standards

All Program Standards for the Preliminary Multiple Subject credential program were **met**.

Common Standards

All Common Standards were **met**.

Overall Recommendation

Given the above findings on preconditions, program standards and common standards, the review team recommends an accreditation status of **Accreditation**.

On the basis of this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements:

Preliminary Multiple Subject Intern

In addition, staff recommends that:

- The institution's response to the preconditions be accepted.
- Lake County Office of Education be permitted to propose new credential programs for approval by the Committee on Accreditation once the Commission advances the institution from provisional approval to full approval status.

- Lake County Office of Education continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Lead:

Stacey Tisor
San Mateo County Office of Education

Programs Reviewer:

Amanda Roth
University of San Diego

Common Standards:

Ursula Estrada-Reveles
Riverside County Office of Education

Staff to the Visit:

Jake Shuler
Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Course Syllabi and Course of Study
Candidate Advisement Materials
Accreditation Website
Faculty Vitae
Candidate Files

Assessment Materials
Candidate Handbooks
Survey Results
Performance Expectation Materials
Precondition Responses
Performance Assessment Results and Analysis
Examination Results
Accreditation Data Dashboard

Interviews Conducted

Constituencies	TOTAL
Candidates	26
Completers	3
Employers	10
Institutional Administration	2
Program Director	1
Instructors	13
TPA Coordinators	2
Program Supervisors	6
Mentors	12
Credential Analysts and Staff	2
Advisory Board Members	13
TOTAL	90

Note: In some cases, individuals were interviewed more than once due to multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

The Lake County Office of Education leads the Teach Lake County (TLC) Intern Program. Lake County, a rural area approximately two hours north of San Francisco, is known for its natural beauty, large natural lake, and close-knit agricultural communities. The county faces significant teacher recruitment and retention challenges due to geographic isolation and economic hardship.

Teach Lake County began in 2021 in response to the region's need for accessible teacher credentialing pathways. Prior to initial approval, the Lake County Office of Education was a satellite partner of Sonoma County Office of Education's North Coast School of Education in offering the Multiple Subject and Mild to Moderate Support Needs program.

Lake County has 10,155 students spread across six school districts surrounding Clearlake. The region has a low percentage of degree holders, with only 18.4% of residents aged 25 and older holding a bachelor's degree or higher, compared to the state average of 35%. The County also experiences economic hardship, with a median household income of \$46,913 and a poverty rate of 21.4%. Student demographics include 43.8% Hispanic or Latino, 42.1% White, 3.8% Native American, 1.3% African American, 0.6% Asian, 0.3% Filipino, 0.1% Pacific Islander, and 6.6% identifying as two or more races. Enrollment by subgroup includes 74% socio-economically disadvantaged students, 17.5% English Learners, and 14% students with disabilities.

In recent years, wildfires have severely impacted the region and exacerbated teacher shortages. The 2015 Valley Fire destroyed over 1,900 buildings, and the 2018 Mendocino Complex Fire burned approximately 459,123 acres, displacing families and reducing available housing for teacher recruits to move into the area.

Teach Lake County currently supports teacher candidates in six Northern California Counties (Lake, Mendocino, Sonoma, Humboldt, Shasta, and Tehama), serving 12 school districts. School and district leaders across the region have voiced concerns about accessibility, affordability, and the need for credential programs that support teachers serving high-need populations. TLC's "grow our own" approach helps address these challenges by preparing community members to teach in their home communities, improving recruitment and retention.

The Teach Lake County Program is designed to prepare candidates to meet the needs of all students. The program embeds trauma-informed practices, incorporating the latest research on how the brain learns, and integrates Multi-Tiered System of Supports (MTSS) and Universal Design for Learning (UDL) frameworks to support differentiated instruction. TLC also prioritizes special education inclusion and English Learner support, ensuring candidates are equipped to work with diverse student populations. Additionally, the program incorporates culturally relevant pedagogy and relationship-based teaching, emphasizing the importance of building strong connections with students and families.

TLC aligns to and integrates the California Teaching Performance Expectations (TPEs), state-adopted curriculum standards and frameworks, evidence-based literacy instruction, the California Dyslexia Guidelines, and trauma-informed practices inspired by Dr. Bruce Perry’s research on how childhood adversity affects brain development and learning. The program is structured to provide student-centered support services, collaborative mentorship, fieldwork supervision focused on candidate strengths and growth, and coursework that is directly applied and practiced in fieldwork.

Education Unit

Teach Lake County is situated in the Educational Services branch of the Lake County Office of Education and is overseen by the Superintendent and Deputy Superintendent. Currently, TLC is staffed by 15 instructors (adjunct faculty), seven fieldwork supervisors, and three LCOE staff members, including a 1.0 FTE Director, 0.5 Administrative Assistant, and 0.1 Credentials Analyst. The program offers one pathway: Multiple Subject District Intern.

By providing an accessible, affordable, and high-support credentialing program, TLC helps address critical teacher shortages in rural Northern California, ensuring students receive instruction from dedicated, locally invested educators who understand their community’s needs.

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2023-24)	Number of Candidates Enrolled (2024-25)
Multiple Subject (Intern)	4*	31

*2023-24 was LCOE’s first year of program completers.

The Visit

This site visit was conducted virtually. Institutional and program constituencies were interviewed via technology. The visit proceeded in accordance with all normal accreditation protocols.

Provisional Site Visit in Stage V of Initial Institutional Approval

During Stage V of the initial institutional approval (IIA) process, a new institution hosts a Provisional Site Visit (PSV). The site visit team is composed of program leaders for that type of program as well as experienced Board of Institutional Review members. The team makes decisions on all Common and applicable Program Standards as well as an accreditation recommendation and any stipulations, if appropriate.

PRECONDITION FINDINGS

After review of all relevant preconditions for this institution, all have been determined to be **met**.

PROGRAM REPORTS

Preliminary Multiple Subject (Intern)

Program Design

The Teach Lake County Intern Program began in 2021 and is part of the Lake County Office of Education and provides credential programs in Preliminary Multiple Subjects through an internship route. Prior to 2021, the district served as a partner and satellite of North Coast School of Education in offering this program. From 2021 through 2023, the program was offered in a hybrid model with in-person and online courses offered Tuesday and Thursday evenings. In response to intern feedback and due to the rural nature of the county (some school sites are up to 2 hours away from the county office), in 2023, the program transitioned to a fully online, synchronous model to meet the needs of the candidates enrolled. This allowed the Teach Lake County program to expand beyond its own county borders and is now accessed by interns in other rural counties as well as across the six Lake County school districts.

The Teach Lake County internship program was designed to prepare and sustain a teaching workforce in the rural parts of the county especially as a grow your own model. Approximately 80% of the candidates who enroll in the Teach Lake County program began first as PIP/STP permitted teachers. The goal of the program is to help qualified candidates with bachelor's degrees obtain their teaching credential so that they can remain in their community as invested and productive members.

The program has one program director who is currently the sole full-time TLC staff member at the County. The program is supported by an administrative/program assistant, a credential analyst, and a team of part-time instructors and supervisors. Most of the instructors are also employed as full-time educators and administrators within school districts, while the mentors are district employees from various school districts where the interns are located who serve as supervisors as part of their overall job duties. Fieldwork supervisors are employees of the Lake and Mendocino County Offices of Education, and conduct supervision as embedded into their roles.

The program leadership is in regular communication and coordination with the credential program faculty, supervisors, mentors, staff, and students. For example, as documented in program summary and corroborated in an interview with program faculty, semester kick-off meetings provide an opportunity for program leadership to consistently provide updates. Additionally, the advisory team meets at least once per semester to stay aware of the internship program's needs.

The program director seeks input and feedback from various internal constituencies at regular intervals. For example, candidates discussed completing an end of semester survey twice per year, and candidates in their second year of the program also mentioned that they would have exit interviews one-on-one with the program director in the months ahead. Program instructors noted that they have "check ins and check outs" with the program director at the beginning and end of each semester, whereby they review the student survey data related to their class and have opportunities to provide feedback to program leadership as well.

A consistent theme across interviews with program faculty, support personnel, and teacher candidates is how responsive program leadership is to feedback and, as one supervisor noted, embodies "a dedication to continuous improvement." A number of these program modifications include:

- Moving from an in-person/hybrid to a synchronous online course model
- Rewriting the supervisor's job description and having all supervisors re-interview for the role to better meet the needs of the intern candidates
- Realigning the course sequence to better support candidates while they complete each CalTPA cycle
- Incorporating a TPE Tracking document to better align supervision and mentorship requirements

Course of Study (Curriculum and Field Experience)

The required coursework for the Multiple Subject Intern Pathway includes 8.5 credits of pre-service coursework followed by a 4-semester course plan. Pre-service courses include introductory explorations of teaching, classroom management, curriculum and instruction, assessment, strategies for English Learners, and teaching special education, among other topics. During the early courses, candidates are introduced to the Teaching Performance Expectations and reflective teaching practices. The Pre-Service term runs from approximately November through April and allows candidates mainly on teaching permits to complete any credentialing requirements ahead of applying for an internship credential.

Once candidates complete the pre-service requirements, obtain their internship credentials and positions, they are able to begin their 2-year coursework. Throughout their coursework experience, candidates are mainly taught by veteran, in-service teachers and administrators who work in area schools.

Because this is an internship pathway only, candidates' fieldwork experience extend over the course of two academic years and overlaps with their synchronous online coursework each semester.

Fieldwork in this program is internship-based in the Multiple Subject Internship Credential over the span of two consecutive academic years, and in some cases a third-year extension is requested if candidates need additional time to complete their program and/or meet credentialing requirements. Candidates and program faculty consistently described in interviews that the coursework is designed to immediately be applicable to the daily teaching and learning experienced by the interns.

Candidates complete courses such as Teaching Beginning Reading and Teaching English Learners throughout their first year. In Teaching English Learners, interns learn to "differentiate instruction based upon their students' primary language and proficiency levels in English and consider the students' culture and levels of language acquisition" as well explore the interpretation and use of ELPAC and other data points related to English language development.

Candidates in the Teach Lake County program are typically in one field placement over the course of their two-year program, due to their internship positions and the rural nature of the county setting.

As evidenced by program documentation, 23 of 31 candidates are mentored by teachers at their same site and are in the same credential area (referred to as "district mentors"). Some off-site teachers serve as mentors to interns in the program, in such instances as when an on-site mentor in the appropriate credential area is not available at the site. Some mentor teachers support multiple teacher candidates. Training is provided by the Teach Lake County staff for mentor teachers. District mentors are assigned at the discretion of the school district partner. Candidates are also assigned supervisors, and the district holds kick-off meetings and professional development for supervisors each semester. Supervisors are assigned by credential area and typically remain assigned to their candidates across both years of the internship, although due to attrition or better match opportunities, sometimes they are changed mid-program. One supervisor provided such an example when after a semester she felt like she was not able to fully support an intern at the middle school level, she brought her concern to the program director and the intern was reassigned supervision under someone else with more middle school experience.

Candidates, in collaboration with their field supervisors, complete an Individualized Learning Plan (ILP) document each semester where they write and track their development in one goal per semester. The goal is required to be related to the TPEs and tracked by self-reflection throughout the semester after each observation debrief. Candidate progress in the demonstration of the TPEs is monitored by a TPE tracking sheet.

After each observation and debrief, the field supervisor is required to upload their notes to Canvas. For in-person observations video observations are completed via GoReact. Candidates are observed a minimum of six times per semester by their field supervisor. During an interview with field supervisors, they discussed that they meet approximately 8 times per semester with their candidates: The first time is an orientation and Individual Learning Plan goal setting opportunity, the next six visits include a mix of in-person and video recorded “formal and informal” observations, and the last visit of the semester is meant for reflection and feedback across their Individual Learning Plan goals.

Candidates discussed a robust system of support across their field experience support personnel, including district-assigned mentors as well as supervisors. Interns noted that they are expected to meet with their district mentor weekly (as per candidate handbook), but reported in an interview that often it is much more frequent, since their mentors are often job-alike colleagues at their school sites. Field supervisors have a clear process for observations (at least 6 per semester which are conducted with a mix of in-person and through GoReact video recorded lessons) as well as goal setting for individual interns each semester, which is accomplished with the program’s Individual Learning Plan document. Interns reported that supervisors are “super supportive... I always feel like I can ask them what I need, even personally when I’m struggling, they’re there to help us be successful.”

Through interviews, candidates reported feeling supported by program supervisors, district mentors, instructors, and the program leadership. Instructors reported that if a candidate was struggling, they would get in touch with program leadership right away, who would set up a one-on-one meeting with the candidate to discuss. Candidates stated that they have the program leader’s cell phone number and that they were free to be in touch when needed. One particular candidate noted that he has struggled with some mental health concerns and was able to reach out to program staff for support and also received support to extend his internship and coursework into a third year, which he is about to finish. He stated that through these systems of support, he was able to continue in the program and find success.

Data is collected in a variety of ways across coursework and fieldwork experiences. For example, candidates are surveyed at the end of each course/semester and that data is reviewed by the program instructor in a one-on-one meeting with each course instructor (referred to as a course “check-out” meeting). Then, the following semester, a “check-in” meeting is held where instructors report they can bring “ideas and issues” for the course ahead.

Additionally, clinical practice data is gathered through documentation by the supervisors in the form of candidates’ ILPs, lesson observation documentations (e.g., video recording and annotation in GoReact, or notes uploaded to Canvas for in-person observations), and the TPE tracker document.

Assessment of Candidates

Candidates are assessed for competencies through a number of formative and summative measures and instances across their program. The TPE Tracker document helps ensure that

candidates demonstrate all of their TPE requirements across their 2 years of internship in the field as observed by supervisors and district mentors. Further, their final assignments in each course, called the Coursework-Fieldwork-Connection assignments (CFCs), are assessed across a common rubric and are designed to measure program competencies.

Candidates' assessment expectations are documented in the candidate handbook. As reported in a candidate interview and confirmed through program documentation, during the pre-service semester candidates are informed about the internship credential assessment requirements (such as the Basic Skills and Subject Matter Requirements) and are provided coursework evaluation and support with preparing for the needed assessments. Candidates also reported that they complete the RICA assessment immediately following their literacy course, and they are informed regarding the CalTPA as part of their CalTPA course sequence in their second year. As confirmed in a document review, the Candidate Handbook as well as course syllabi document the required CalTPA policies, acceptable and unacceptable support, and passing standards.

When candidates struggle with coursework assignments/assessments, there is a robust support network confirmed through candidate and instructor interviews where course instructors notify the program director, who then meets one-on-one with the candidate to set up a support plan regarding any academic, personal, or other needs. Candidates who do not pass the TPA receive one-on-one support and are able to re-enroll in the TPA course if needed to provide further assistance. These additional supports have led to candidate passing scores on resubmissions.

As confirmed in candidate interviews, candidates have frequent opportunities to provide feedback about their experience in the program. Candidates report feeling well supported and prepared for assessments, noting that their coursework and fieldwork aligned with their assessment expectations each semester. An example is the alignment of the CalTPA Cycle 1 course occurring in conjunction with the second part of the Teaching Conceptual Math course which has been effective in helping candidates pass the Math CalTPA Cycle.

The CalTPA Coordinator is responsible for oversight and coordination of this assessment and oversees the CalTPA course instructor who teaches the candidates about the required assessment components. The program reviews assessment data at the course level and in the aggregate each semester. Program leadership relies on student self-reporting for assessment scores.

Teach Lake County incorporates the two CalTPA cycles into two distinct courses whereby candidates complete one cycle for each course. The course plan has candidates taking a Cycle 1 course in the Fall of their second internship year and a Cycle 2 course in the Spring. The syllabus for the course links to the assessment requirements and the CTC's official CalTPA webpage regarding the appropriate use of materials and the policies on appeals and remediation.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, supervising practitioners, employers, institutional administrators and staff, and educational partners, the team determined that all program standards are **met** for the Preliminary Multiple Subject Credential Intern program.

Note on Literacy Certification to Align with SB 488:

Program Standard 7 - The Commission is currently in the process of certifying all Commission approved Multiple Subject, Education Specialist, and PK3 teacher preparation programs for alignment with SB 488.

INSTITUTION SUMMARY

Although Lake County borders Napa and Sonoma counties, it is a rural and isolated area accessible only by a two-lane road. The nearest university is two hours away. During interviews, many mentioned that living and working in Lake County is not for everyone. This is why the Teach Lake County program focuses on recruiting from the communities served by the Lake County Office of Education.

Teach Lake County, offered by the Lake County Office of Education, provides accessible and affordable certification pathways to help permit teachers and new teacher candidates earn a Preliminary Teaching Credential. Partner districts confirmed during interviews that they are able to recruit and retain more teachers because the program offers personalized support as candidates work toward earning their Intern and Preliminary Credentials.

The program is designed to address the specific needs of a rural, low-socioeconomic student population. The TLC Multiple Subject Intern program is intentionally structured to prepare teacher candidates to support low-socioeconomic students while also fostering camaraderie among new educators. Candidates often live in the community and work alongside their mentors, instructors, and fieldwork supervisors, sometimes just across the hall from them.

Relational support lies at the heart of the Teach Lake County program. Candidates develop trust with staff and faculty, knowing that help is always just a phone call, text, or email away. District leaders, school site administrators, and the advisory committee all expressed appreciation for the responsiveness of program leadership. Candidates who completed the program as well as those currently enrolled shared how supportive leadership was, particularly when challenges arose, ensuring they had the assistance they needed to finish successfully.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<i>No response needed</i>
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California's adopted standards and curricular frameworks.	Consistently
The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs.	Consistently

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	Consistently
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.	Consistently
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	Consistently
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	Consistently
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	Consistently
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	Consistently

Finding on Common Standard 1: Met

Summary of information applicable to the standard

The Lake County Office of Education fully supports the Teach Lake County program. A Lake County Office of Education administrator shared that it is the job of the county office to ensure that the community has well-prepared teachers who understand the needs of students in a rural and remote community. This is why Teach Lake County is supported through the general fund. To continue supporting the growth of Teach Lake County, the program plans to hire an additional coordinator before the 2025-26 school year.

Teach Lake County's mission is to prepare rural teachers. The goal of the program is to address the shortage of teachers in rural schools and to ensure that each student has a caring and

effective credentialed teacher. Program personnel shared their success criteria as school stability, staff retention, no open positions, and the community's awareness that the community loves the region and understand its students. During interviews with Lake County Office of Education administration, district administrators, and the advisory group, it was confirmed that teacher retention has increased because there is support for moving teachers from STSP/PIPs Credentials to Intern Credentials and eventually to Preliminary Credentials.

The Teach Lake County program uses a homegrown model, meaning they hire faculty from within the districts and county offices that the program serves. Document reviews and interviews confirm that the faculty hired are experienced teachers who are current educators or administrators in rural, high-poverty communities. They understand trauma-informed practice and focus on the integration of content and community and engaging families. The program faculty are also experienced in problem-solving with limited resources.

During interviews it was confirmed that the program retains only qualified faculty. The program uses faculty self-reflection, goal setting, course check-ins and check-outs, and candidate feedback to support continuous improvement. Candidates who completed the program discussed how the instructors were rigorous and supportive, and they continue to use the strategies and theories learned during their coursework in their classrooms. During interviews, it was confirmed that candidates and other groups had the opportunity to provide feedback throughout the program.

A review of documentation and interviews with credential analysts and program leaders confirmed that the program ensures only those who meet the requirements are recommended for an intern credential and, later, a preliminary credential. First, during the pre-service term, candidates undergo a transcript evaluation and are informed about subject matter competence requirements and other internship credential prerequisites. Then, throughout their two-year internship, candidates upload credential requirements to a Canvas system. A credential analyst reviews the status of candidates meeting each requirement, which allows candidates to know what they still need to complete. The requirements are then downloaded to a Google Sheet, which is reviewed by the program assistant. The program assistant verifies that all requirements have been met and prints out any necessary transcripts. The credential analysts will then apply for the appropriate credential. Throughout this process, the credential analyst, program assistant, and program lead meet to ensure that candidates are on track to apply for their credential.

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<i>No response needed</i>
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	Consistently

Common Standard 2: Candidate Recruitment and Support	Team Finding
The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.	Consistently
Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.	Consistently
Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.	Consistently

Finding on Common Standard 2: Met

Summary of information applicable to the standard

Candidate Recruitment and Support: A review of the Teach Lake County (TLC) accreditation website before the site visit confirmed strong candidate recruitment and support systems. The website outlined clear admission criteria and included a detailed handbook. Interviews validated this information but also highlighted recruitment challenges due to a limited number of local citizens with bachelor's degrees and housing shortages. TLC has addressed these barriers by focusing on recruiting candidates on Provisional Internship Permits (PIP) or Short-Term Staff Permits (STSP) into the multiple-subject program, successfully attracting and retaining a diverse candidate pool.

Candidate Support Plan and Identification of Struggling Candidates: Struggling candidates are typically directed to the program director who acts as a key support figure. Interviews confirmed that candidates meet with the program director and follow an intern support plan, with progress tracked via a master spreadsheet. Candidates described receiving support from their fieldwork supervisor for lesson planning as well as for the TPEs. Classroom management strategies, such as using a bell for control, were provided to candidates that struggled in this area. One candidate who lost their home in a wildfire received deadline extensions and additional accommodations.

Program Coordinator and Clinical Faculty Input: Interviews confirmed that supervisors monitor candidates for potential challenges, such as missing multiple classes. If a candidate falls more than two weeks behind, the program follows up to assess their situation and explore if any accommodations are needed. If a candidate continues to struggle it may result in an intern support plan with outlined accommodations, with bi-monthly or bi-weekly monitoring. One candidate facing mental health challenges had coursework redistributed over three years,

leading to improved performance. Two candidates have disengaged completely, resulting in dismissal.

In conclusion, TLC demonstrates strong recruitment and support systems aligned with Common Standard 2. TLC's proactive approach and multi-tiered support system effectively foster candidate success.

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	Consistently
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	Consistently
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	Consistently
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	Consistently
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	Consistently
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	Consistently
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	Consistently
All programs effectively implement and evaluate fieldwork and clinical practice.	Consistently
For each <i>program</i> the <i>unit</i> offers, candidates have significant experience in <i>California public schools</i> with diverse <i>student</i> populations and the opportunity to work with the range of <i>students</i> identified in the <i>program</i> standards.	Consistently

Finding on Common Standard 3: Met

Summary of information applicable to the standard

The interviews confirmed that the program ensures that mentors assigned to teacher candidates hold the appropriate matching credential. This requirement is outlined in the Memorandum of Understanding (MOU) with partner districts. The program collects resumes and integrates mentors into the Canvas platform for ongoing support. In cases where no credentialed mentor is available, the program coordinator collaborates with district human resources departments to confirm mentor qualifications and ensure alignment with program standards. While some schools lack credentialed mentors, alternative qualified personnel, such as administrators, are identified to provide the necessary support, and an alternate evaluator is assigned to the candidate.

Comprehensive Mentor Training and Support: During the interviews it was confirmed that all new mentors participate in a mandatory three-hour training session, in addition to the professional development required of all mentors, cumulatively meeting the 10 hours training requirement for new mentors. Returning and new mentors attend ongoing professional development (PD) seminars, covering program updates, instructional best practices, and opportunities for feedback. The most recent mentor meeting included a review of feedback from previous sessions, allowing for reflection and establishing next steps for program improvement.

Candidate Support and Development: The interviews revealed that during their first semester, teacher candidates receive critical research-based support services, focusing on classroom management, relationship-based teaching, cognitive development, and early literacy instruction. Content-specific courses are grounded in relevant standards and frameworks, ensuring alignment with state expectations. The language course, for example, is directly tied to these educational guidelines.

Trauma-Informed Instruction and Classroom Management: Interviews confirmed that the program integrates research-based trauma-informed practices based on Bruce Perry's model, recognizing the importance of equipping educators to work with high-risk student populations. Additionally, the program incorporates Conscious Classroom Management by Grace Dearborn to reinforce effective behavior management strategies.

Ongoing Program Improvement: Regular meetings and feedback collection inform continuous improvement efforts. The program director stated that they facilitate discussions where mentors review input, identify key insights, and determine actionable steps for refining mentor training and candidate support systems. This structured approach ensures that teacher candidates receive robust mentorship, grounded in evidence-based practices and aligned with credentialing requirements, ultimately fostering their success in diverse educational settings.

Common Standard 4: Continuous Improvement	Team Finding
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	Consistently
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	Consistently
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	Consistently
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key constituencies such as employers and community partners about the quality of the preparation.	Consistently

Finding on Common Standard 4: Met

Summary of information applicable to the standard

Interviews and documentation reveal that Teach Lake County has developed a clear and consistent continuous improvement process, which drives program changes. Throughout the year, the program collects extensive data, including feedback from key stakeholders such as supervisors, instructors, and district mentors. Advisory Committee members expressed appreciation for the time dedicated to reviewing data and offering feedback and recommendations at each advisory meeting. This practice not only strengthens the program but also empowers advisory committee members to better support their candidates.

Both formal and informal feedback from all constituents is actively gathered, as confirmed in interviews. District administrators highlighted their ability to directly communicate their needs and feedback with the program leader, who is receptive to their input. One notable change that resulted from this feedback was the shift from a hybrid to a synchronous program format, eliminating the need for teachers to travel.

Candidates who have completed the program also shared their experiences with the feedback process. They were able to provide input through end-of-course surveys, exit tickets, and one-on-one meetings. Several candidates noted that the program had adjusted deadlines and workflows based on their feedback, making the rigorous coursework more manageable. In addition to surveys, the program conducts exit interviews to assess its impact on candidates' learning. One candidate stated, "The classes gave us the 'why' we teach what we teach, then the 'what' we teach, and finally, the 'how' to teach it." Another teacher shared, "Compared to

some colleagues in other programs, I feel better prepared because I have a deeper understanding of students from diverse socio-economic backgrounds.”

Common Standard 5: Program Impact	Team Finding
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	Consistently
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students.	Consistently

Finding on Common Standard 5: Met

Summary of information applicable to the standard.

An interview with the Deputy Superintendent revealed that in the Spring of 2023, the Lake County Office of Education (LCOE) secured a 21st Century California School Leadership (21CSLA) grant, strategically investing in transformative teacher development through a partnership with the Liber Institute. This collaboration prioritized fostering identity awareness, empathy, and equity, equipping educators with the tools to create inclusive and supportive learning environments. Central to this initiative were student focus groups, launched in May 2023, which provided invaluable "street data" - authentic student perspectives that directly inform Lake COE's Educational Services team which included the TLC program staff. This data has been instrumental in shaping teacher professional development, ensuring it resonates with the lived experiences of Lake County students.

The impact of this culturally responsive work was particularly evident in the Fall of 2023 when the Learning Support Specialists (LSS) became Teach Lake County (TLC) intern teacher supervisors. The principles developed in partnership with the Liber Institute were integrated into the TLC program. By transitioning the LSS into TLC supervisors, LCOE embedded equity-centered practices directly into teacher preparation. The "street data" gained from student focus groups empowered LSS to guide teachers in building stronger, more culturally responsive teacher-student relationships. The data has been collected annually since the Spring of 2023 and this data demonstrates the marked difference that candidates in the TLC Program have daily upon the students they serve.

During the first data collection period in the spring of 2023 the data empathy interviews were conducted among groups of Native American students across each district served by the TLC program. This revealed four themes. The first is for teachers to understand that it is important

to develop self-awareness and that how they show up has an impact on students. The second is to develop a learning environment where students feel welcome and supported. The third is to create space for relationships and learning. Finally, the fourth is to make learning meaningful and relevant for students. During this first data collection period, there were gaps in each of these four areas. However, a year later, when they collected the data again, there were noted improvements in each of the four areas mentioned.