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Action

Educator Preparation Committee

Initial Institutional Approval – Stage III: Consideration of Provisional Approval for Alameda County Office of Education

Executive Summary: This agenda item presents, as a part of the Initial Institutional Approval process, Alameda County Office of Education’s responses to the Common Standards and applicable preconditions for consideration and possible Provisional Approval.

Recommended Action: That the Commission grant Provisional Approval to Alameda County Office of Education and set the Provisional Approval period to be three years.

Presenter: Hart Boyd, Consultant, Professional Services Division

Strategic Plan Goal

II. Program Quality and Accountability

- b) Effectively and efficiently monitor program implementation and outcomes and hold all approved educator preparation programs to high standards and continuous improvement through the accreditation process.

Initial Institutional Approval – Stage III: Consideration of Provisional Approval for Alameda County Office of Education

Introduction

This agenda item presents, as a part of the Initial Institutional Approval (IIA) process, Alameda County Office of Education's (ACOE) responses to Stage III: Review to Determine Alignment with the Common Standards and applicable preconditions for consideration and potential action by the Commission on Teacher Credentialing (Commission).

Preconditions have been reviewed by staff and deemed to be aligned. Common Standards responses have been reviewed by members of the Board of Institutional Review (BIR) and have been deemed to be aligned. If approved for provisional approval, the next step in the process would be for BIR members to review the institution's response to the program standards, and when deemed aligned, would be considered for approval by the Committee on Accreditation (COA). If the program is approved by the COA, the institution may offer the program(s) for the two to three year provisional period of time as specified by the Commission.

Background

California Education Code section 44372(c), provides the Commission with the authority to accredit institutions to offer programs that lead to a credential to serve as an educator in California's public schools. The Commission has established the IIA process whereby an institution seeking to offer educator preparation program(s) in California must first be approved as a new program sponsor.

At the [December 2015](#) Commission meeting, the Commission approved a new IIA process as part of the Strengthening and Streamlining Accreditation project. This process was updated at the [February 2017](#) Commission meeting. The process requires the satisfactory completion of five approval stages. The chart that follows indicates the various steps involved in the IIA process. The submission of standards and preconditions is Stage III of a five stage process. Completion of this stage of the process results in a determination by the Commission of whether to grant the institution Provisional Approval. Provisional Approval permits the institution to progress to Stage IV, review and approval of program standards by the COA which would then allow the institution to offer the program for the time period designated by the Commission.

Initial Institutional Approval

IIA Process	Stage I	Stage II	Stage III	IV	V
Action	Prerequisites	Eligibility Requirements	Preconditions & Common Standards	Program Standards	Site Visit
Purpose	Ensures legal eligibility of institution in California Ensures institution understands requirements of Commission's accreditation system	Ensures that institution has capacity to sponsor effective programs	Ensures institution meets all relevant preconditions Ensures institution meets all Common Standards	Ensures all proposed programs meet all relevant program standards	Program operates for 2-3 years and hosts a focused accreditation site visit
Requirements	Institution must: 1. Have legal eligibility 2. Attend Accreditation 101 with institutional team	Submit responses to: • 12 Eligibility Criteria	Submit responses to: • Preconditions • Common Standards	Submit responses to: • Program Standards	Institution must: • Collect data • Host focused site visit
Reviewed By	Staff	Staff	Preconditions: Staff Common Standards: BIR	BIR	Site Visit Team
Authority	Staff	Commission	Commission	COA	Commission
Decision	Determine Eligibility for Stage II	Eligibility: 1. Grant 2. Deny	Provisional Approval: 1. Grant 2. Deny	Program(s): 1. Approve 2. Deny	1. Grant Full approval 2. Retain Provisional Approval with Additional Requirements 3. Deny Approval
IIA Status*	Not Approved	Not Approved	Provisional Approval**	Provisional Approval***	Full Approval

*At conclusion of stage

**Institutionally-approved but cannot offer programs

***May begin offering approved programs

Alameda County Office of Education

ACOE seeks Provisional Approval from the Commission at this time. ACOE’s application states that the institution intends to seek COA approval to offer a Designated Subjects: Career Technical Education (CTE) program and an Administrative Services Clear Induction program (which ACOE has named the Clear Administrative Credential Program – CACP). ACOE has completed Stages I and II and was approved as an eligible institution by the Commission at its [April 2019](#) meeting. This action allowed ACOE to move forward to Stage III: Review to Determine Alignment with Applicable Preconditions and the Common Standards.

Stage III: Review to Determine Alignment with the Common Standards and Applicable Preconditions

In keeping with the Commission’s process for IIA, ACOE submitted its responses to the Initial Program Preconditions, program preconditions, and Common Standards. The preconditions have been reviewed by Commission staff and have been found to be met. In addition, two BIR members reviewed the Common Standards and have found them to be aligned.

[Table 1](#) provides a summary of ACOE’s responses to the Initial Program Preconditions, [Table 2](#) provides a summary of the Designated Subjects: Career Technical Education Preconditions, and [Table 3](#) provides a summary of the Administrative Services Clear Induction Preconditions. The full submission of [ACOE’s preconditions](#) can be found at the hyperlink. It should be noted that all applicable General Preconditions were met during IIA prerequisites and in Stage II: Eligibility Requirements.

[Table 4](#) is a summary of ACOE’s responses to the Common Standards. Please refer to the hyperlink for [ACOE’s full responses to the Common Standards](#).

Table 1-Initial Program Preconditions

Initial Precondition	Meets Precondition	How ACOE Meets the Precondition
<p>(1) Demonstration of Need. To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will operate. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign</p>	<p>Yes</p>	<p>ACOE has worked with the Association for California School Administrators (ACSA) since 2013 to provide its administrators the clear credential program. Currently the program has 42 CACP candidates. ACOE anticipates 60 or more candidates who will participate in the proposed program in the first year of operation.</p> <p>ACOE has identified a need for a CTE credential program that is affordable, diverse, and accessible in the Bay Area. Districts such as Hayward Unified School District and Berkeley Unified School District have provided letters of support citing a significant student</p>

Initial Precondition	Meets Precondition	How ACOE Meets the Precondition
additional personnel to serve in the credential category.		demand for CTE classes and a current lack of credentialed CTE teachers.
<p>(2) Practitioners’ Participation in Program Design. To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program’s philosophical orientation, educational goals, and content emphases.</p>	<p>Yes</p>	<p>ACOE has also verified that practitioners familiar with CTE have participated in the design and development of the program. Not only do the program manager and the program director have past and current experience overseeing CTE programs and working with CTE at local K-12 school districts, ACOE has also hired a consultant who has taught courses on CTE standards, curriculum design and instruction, assessment, and instructional strategies to assist in the development of the standards and curriculum.</p> <p>The Clear Administrative Services program application has been reviewed and edited by the leadership staff at ACOE, its institution of higher education partners, other local credential program administrators, leadership coaches, and the former director of leadership development. As program standards were written and developed in draft form, the institution of higher education partners reviewed and advised ACOE staff on changes and suggestions.</p>

Table 2 – Program Preconditions (Designated Subjects/Career Technical Education)

Precondition	Meets Precondition	How ACOE Meets the Precondition
<p>(1) To be granted preliminary approval or continued approval by the Commission as a program of personalized preparation, the program must be developed, submitted and implemented by an LEA. An LEA, as it applies to Designated Subjects Vocational Education Teaching Credentials means any of the following categories of agencies:</p>	<p>Yes</p>	<p>As a California county superintendent of schools office, ACOE is an LEA. As the LEA, ACOE will be developing, submitting, and implementing the CTE program.</p>

Precondition	Meets Precondition	How ACOE Meets the Precondition
<p>(a) A California public school or consortium of school districts;</p> <p>(b) A California county superintendent of schools office;</p> <p>(c) A California regional occupational program or center;</p> <p>(d) A California State Agency; and</p> <p>(e) A Commission-approved teacher preparation institution.</p> <p><i>Source: California Administrative Code, Title 5, Education, section 80034(c)</i></p>		
<p>(2) A LEA desiring to develop a program of personalized preparation for the designated subjects teaching credential or for the designated subjects supervision and coordination credential shall file with the Commission on Teacher Credentialing an application for approval, signed by the Chief Administrative Officer of the agency or agencies constituting the LEA. This application shall include a complete description of how the program will meet each standard of program quality and effectiveness with a particular focus upon how the LEA proposes to assure that candidates will acquire the competencies, skills and knowledge required. The Commission will approve programs after the review of the application, when such application</p>	<p>Yes</p>	<p>ACOE has filed an application signed by the Chief Administrative Officer, Karen Monroe, Superintendent of Schools. ACOE has completed Stages I and II of the IIA process and now submits Stage III for consideration. ACOE assures that it will develop a program that will meet each standard of program quality and effectiveness and will focus on candidates acquiring the competencies, skills, and knowledge required.</p>

Precondition	Meets Precondition	How ACOE Meets the Precondition
<p>reflects that the program submitted by the LEA meets the requirements. Programs will be monitored by the Commission to determine if the requirements are being met.</p> <p><i>Source: California Administrative Code, Title 5, Education, section 80040</i></p>		
<p>(3) To be granted preliminary approval by the Commission as a program of personalized preparation, the program proposal must:</p> <p>(a) Demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission, and</p> <p>(b) Include assurances that the LEA will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program; and that the LEA will respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.</p>	<p>Yes</p>	<p>ACOE has provided an assurance signed by the ACOE Superintendent of Schools stating:</p> <ul style="list-style-type: none"> • ACOE is developing a program of personalized preparation. • ACOE will cooperate in the evaluation of the program by an external team or the monitoring of the program by Commission staff. • ACOE will respond to all requests of the Commission for data within the specified time limits.
<p>(4) To be granted continued approval by the Commission as a program of personalized preparation, the LEA must</p>	<p>Yes</p>	<p>ACOE understands that to be granted continued approval, it must respond to all requests for data regarding program enrollments and completions within the time</p>

Precondition	Meets Precondition	How ACOE Meets the Precondition
respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.		limits specified by the Commission. Data will be collected, analyzed and strategies for improvement will be determined. These strategies will be shared with the superintendent each half-year. He/she will approve the strategies and suggest modifications.

Table 3 – Program Preconditions (Clear Administrative Services)

Precondition	Meets Precondition	How ACOE Meets the Precondition
(1) Possess a valid California preliminary Administrative Services Credential. <i>Education Code section 44270.1(a)(1) and Title 5 of the California Code of Regulations section 80054(d)(1)</i>	Yes	ACOE will ensure that every candidate has a preliminary Administrative Services Credential. The first step of enrollment will require candidates to provide their preliminary credential number or certificate of eligibility number along with a screenshot of the document from the Commission’s website. ACOE will also verify the preliminary credential on the Commission website. ACOE has provided links to the draft candidate manual and the website which includes admission requirements.
(2) Verification of an offer of employment in a full or part-time administrative position in an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1). <i>Education Code section 44270(a)(4) and Title 5 of the California Code of Regulations section 80054(a)(6)</i>	Yes	ACOE will ensure that every candidate has an offer of employment in a full or part-time position that requires an Administrative Services credential. Candidates will be required to submit a Verification of Two-Years of Administrative Employment form that is printed on district letterhead or submit a letter signed by the assistant superintendent of human resources or designee. Hyperlinks to the candidate manual, the website and the verification of employment form that must be signed by a human resources assistant superintendent have been provided as evidence.
(3) An entity that operates a program for the Clear Administrative Services Credential shall provide for the development of a written individualized	Yes	ACOE agrees to provide for the development of a written professional learning plan which will take into consideration input from the employer, the coach, and the candidate. A Supervisor Input form will be used to

Precondition	Meets Precondition	How ACOE Meets the Precondition
<p>program of professional development activities (clear credential induction plan) for the advanced preparation program based upon individual needs. The plan shall be developed in consultation among the candidate, employer and university representative. <i>Education Code section 44270.1 (a)(3) and Title 5 of the California Code of Regulations section 80054(d)(1)</i></p> <p>In addition to the Commission’s General Preconditions as well as Precondition 1, 2, and 3 above, a Commission-approved program shall determine prior to recommendation of a candidate for a clear Administrative Services Credential that the candidate has met the following requirements established in California State laws, regulations, and/or Commission policy.</p>		<p>document the meeting with the employer. The candidate manual is provided as evidence that ACOE’s CACP program will be job embedded and will be based on individual needs and will give the candidates choices. ACOE has provided drafts of two forms that will be used to help determine candidate goals - The Supervisor’s Input Meeting form and the Leadership Learning Goal form.</p>
<p>(4) Verification of two years of successful experience in a full-time administrative position as defined in Title 5 of the California Code of Regulations section 80054(g)(2)(B) with an employing agency as defined in section 80054(g)(1). <i>Education Code section 44270.1 (a)(2) and Title 5 of the California Code of Regulations section 80054(g)(1) and (g)(2)(B)</i></p>	<p>Yes</p>	<p>ACOE will verify that each candidate will have completed two years of successful, full-time administrative experience by requesting that a candidate’s employer write a letter confirming his/her position and length of time in that position. The letter will be on district letterhead and signed by the assistant superintendent of human resources or designee.</p>
<p>(5) Has completed a Commission-approved Clear Administrative Services Credential Induction Program based on Administrative</p>	<p>Yes</p>	<p>Candidates will be required to produce documentation of CPSEL attainment through an electronic portfolio. Using a rubric, leadership coaches and the director of</p>

Precondition	Meets Precondition	How ACOE Meets the Precondition
Services Credential Program Standards (rev. 7/2013). Education Code section 44270.1 (a)(3) and Title 5 of the California Code of Regulations section 80054(d)(3)(A)		leadership development will verify that candidates have demonstrated CPSEL attainment in all six standards and have completed all components of the program. These requirements for completion are included on the draft website which includes a copy of the candidate manual.

Common Standards Responses

All [ACOE's responses](#) to the Common Standards have been deemed to be aligned by a team of BIR-trained reviewers. Beneath each Common Standard is a summary of the information submitted by the institution. The link in each Common Standard takes the reader to the actual submission from the prospective sponsor. The [2015 Common Standards](#) can be found on the Commission website.

Table 4 – Summary of Common Standards Responses

Summary of Common Standards Responses
<p>Common Standard 1 – Institutional Infrastructure to Support Educator Preparation</p> <p>ACOE's philosophical approach embodies a belief in the power of learning by doing. Its programs will take a cross-curricular, collaborative approach and will use the following design principles to guide its pedagogy:</p> <ol style="list-style-type: none"> 1. Real life relevance 2. Project-based learning that addresses a real problem 3. Multiple sources and perspectives 4. Collaboration 5. Reflection 6. Integrated assessment 7. Performance-based products that mirror the real world <p>The vision of ACOE 's educator preparation programs is to diversify the teacher and school leader workforce while providing them with the support and training to address the needs of the whole child – both academic and social-emotional – with an emphasis on serving the underserved populations in both traditional and alternative settings. The mission and vision of ACOE reflects a commitment to state standards and frameworks. ACOE will prepare educators to differentiate teaching for the individual needs of all students by leveraging Universal Design for Learning principles within a Multi-Tiered System of Support (MTSS) framework. ACOE's vision is also anchored in the science of learning, including Project-Based Learning (PBL) and assessment practices.</p> <p>Various stakeholders are involved in the organization, coordination, and decision-making process for both programs. CTE program stakeholders from Chabot College, the Contra Costa</p>

Summary of Common Standards Responses

Economic Partnership, the Oakland and Contra Costa Workforce Development Boards, Alameda County Health Pathway Partnership, the Alameda County Probation Department, Sailsdrone (a company focusing on ocean science), PilotCity (focusing on high-tech industry), as well as currently-enrolled candidates, have participated in monthly and quarterly planning meetings. For the Clear Administrative Services program, ACOE collaborates with partners from Benicia USD, Oakland USD and New Haven USD. These stakeholders attend a variety of meetings including instructional design, diversity/equity, curriculum development and technology integration meetings. ACOE collaborates with the members of this broader education community and requires that its instructors, as a part of its collaboration policy, visit an employer in their field of expertise to discuss ways to increase student achievement and improve educator preparation.

ACOE will provide the unit with sufficient resources for the operation of the programs it wishes to offer. ACOE has provided a copy of an audited budget as well as a copy of a proposed operational budget for the unit. The proposed operational budget identifies the resources to be used in support of the programs such as staffing, supervisors, induction coaches, training and materials. Resources will include the support of the Division of Learning and Accountability which is comprised of the Core Learning Department, the Integrated Learning Department, and the College and Career Pathways program.

ACOE will recruit faculty once provisionally approved. ACOE has provided information about faculty qualifications and has included job descriptions for both the prospective CTE and Administrative Services Clear programs. ACOE has ensured that it will select individuals who have demonstrated success as practitioners and exhibit the qualities that align with its vision, including being a team player and a problem solver, being an innovator, serving as a model of social justice, and showing a commitment to erasing the predetermination of failure for students in ACOE's community. ACOE will focus on faculty development. Faculty will collaborate monthly to engage in an ongoing cycle of inquiry, study data and candidate performance, review research, and reflect on their own professional development. Faculty will be provided seminars, workshops, presentations, and resources. They will meet each semester where they will set goals and receive constructive feedback from their peers and the program director.

ACOE will maintain a record-keeping system that will monitor candidate progress in the credentialing process. ACOE has provided in their submission a detailed list of the documents it will require before recommending a candidate for a credential.

Common Standard 2 – Candidate Recruitment and Support Preparation

ACOE has provided documents identifying the admittance requirements for both programs. ACOE will include recruitment information on its programs in brochures, flyers, and on its website. Admission advisement will begin during a prospective candidate's initial inquiry and

Summary of Common Standards Responses

will continue throughout the program. Advisors will be available by phone, email, and by individual appointment.

Support for candidates will be ongoing and will occur in a variety of ways. Faculty will be ready to provide just-in-time support. Program advisors will check in with candidates to ensure they are receiving appropriate support for their needs. CTE candidates will be assigned a support supervisor who will conduct observations and participate in ongoing reflection with the candidate. CACP candidates will also be supported by leadership. Should a candidate require extra help, guidance and support over and above the support provided to all candidates, an individual plan will be created and an instructor or coach will develop a written agreement with the candidate outlining the plan to be followed. The program director will be advised of the plan.

Common Standard 3 – Course of Study, Fieldwork and Clinical Practice

ACOE has included an outline of the planned sequence of research-based coursework and clinical practice for both the CTE program and the CACP program.

For the CTE program, the CSTPs will be embedded throughout the program and coursework will be integrated with fieldwork.

For the CACP program, ACOE has provided a copy of a candidate manual that outlines four program steps candidates must complete:

- 1) Agreement, background and work context
- 2) Self-assessments
- 3) Leadership learning goals
- 4) Professional learning

ACOE ensures that it will collaborate with its partners regarding the criteria and selection of clinical personnel, site-based supervisors, and school sites. For the CTE program, ACOE's Pathways to College and Career Department will collaborate with 10 unified school districts in Alameda County with underserved populations as well as schools in parts of Contra Costa County with underserved populations. For the CACP program, ACOE will strategically place Leadership Coaches (site-based supervisors) with candidates. The job-embedded component will require a partnership and collaboration with the candidate.

ACOE candidates will work in settings with highly diverse student populations. The school districts that ACOE candidates will work with have a high minority population. The ACOE programs will be designed to 1) focus on the state adopted content standards and frameworks, and 2) systematically study and integrate effective strategies to close the achievement gap and address issues obstructing the well-being of all students. The strategies will be based on researchers such as Boykin, Noguera, Mezirow, Davis, and Darling-Hammond.

Summary of Common Standards Responses

ACOE will post all positions on Edjoin, the ACOE website, Twitter, and at county consortiums. For CACP leadership coaches, applicants will be required to meet qualifications that demonstrate they can be instructional leaders, supervisors, and team builders. They must hold a current Clear Administrative Services Credential and have four full years of administrative experience. CTE applicants will be required to have three or more years teaching as a CTE teacher or working in a CTE industry sector, have a CTE credential and have been employed as a support supervisor, CTE teacher, CTE course instructor or have worked in a CTE industry sector within the last two years. ACOE has provided as evidence the list of qualifications for the CTE program support supervisors and for the CACP leadership coaches.

The implementation of fieldwork for both the CTE and CACP programs will be evaluated as described below:

CTE: Support Supervisors will be responsible for all phases of supervision and for covering all student-learning outcomes identified within the program. The supervisor will work one-on-one with the candidate to support growth as she/he learns to manage all responsibilities required of a teacher of record including online and in person instruction. Instructors are required to attend program trainings and meetings to stay apprised of policies and procedures.

CACP: Throughout the two-year program, the leadership coach and local program coordinator will work with candidates to monitor attainment of the required number of professional learning and coaching hours as well as progress toward mastery of CPSEL elements. Formative assessments will include the planning, implementation, and assessment of Leadership Learning Goal(s), Collaborative Summary reflections, and feedback on candidates' CPSEL Self-Assessment and Reflections. Candidates will engage in an assessment process that involves self-assessments and reflections, formative assessments, digital portfolios, and a digital portfolio review process.

Common Standard 4 – Continuous Improvement

As illustrated on a graph submitted by ACOE, data will be collected each semester. Both program data and candidate data will be collected, analyzed, and used to inform the improvement of the programs and services provided. CTE data will include candidate surveys, supervisor and principal surveys, community college and industry sector surveys, portfolios and teacher observations. CACP program data will include candidate surveys, supervisor and principal surveys, community surveys and portfolios. Data, analysis and strategies for improvement will be shared with the superintendent each half-year. He/she will approve the strategies and suggest modifications.

Common Standard 5 – Program Impact

Both programs that ACOE wishes to offer will require a portfolio designed to: 1) demonstrate a candidate's readiness to effectively support all students, 2) determine a candidate's requisite knowledge and skills and 3) assess candidate competency. For the CTE program, the portfolio

Common Standard 5 – Program Impact

will be a tool for candidates to demonstrate knowledge and will assess candidate competency. For the CACP program, the portfolios will be individualized in that candidates will select examples from their own experiences that will reflect their individual growth and demonstrate how they have mastered the CPSEs.

In addition to the portfolios, each of the programs (CTE and CACP) will do the following:

CTE: ACOE’s CTE program will continue to work with and use the methods of its Division of Learning and Accountability, which includes the College and Career Pathways and Integrated Learning departments, to determine its impact in the classroom. For example, these departments have been monitoring data collected around the success of a “Project Pathways” initiative which connects students in court, community, and continuation schools with community colleges, workforce development boards, and community based organizations.

CACP: To date, ACOE has partnered with ACSA to provide the administrative services clear induction program. ACSA requires all candidates to complete an exit survey (the results of the 2017-18 exit survey have been provided as evidence). ACOE will continue with the collection of the exit survey and will monitor the success of its candidates and their impact in the classroom.

Staff Recommendation:

The Board of Institutional Review has found the Common Standards responses to be aligned to the standards and staff has found all applicable preconditions to be met. Therefore, staff recommends that the Commission grant Provisional Approval to ACOE. Provisional Approval would allow the institutions a proposed Designated Subjects: Career Technical Education program and a Administrative Services Clear Induction program to be considered by the Committee on Accreditation for potential approval.

Because these programs are designed to be two years in length, staff recommends that if Provisional Approval is granted to ACOE by the Commission, the period of Provisional Approval be three years. After three years, an institution will have had an opportunity to have a cohort complete the program(s) and will have had an opportunity to collect three years’ worth of data that includes completers of the program. The report from the site visit will be brought to the Commission for consideration of full approval for ACOE.

Next Steps

Based on the Commission’s action, staff will take appropriate next steps related to the option chosen.