

Discussion of the 1st and 2nd Quarterly Report for Sonoma County Office of Education October 2019

Overview of this Report

This agenda item provides information on the first and second quarterly report submitted by Sonoma County Office of Education (SCOE) addressing stipulations resulting from their March 2019 site visit. Following its decision, the Committee on Accreditation (COA) directed SCOE to provide updates to staff at quarterly intervals culminating in a seventh year report documenting the progress made toward meeting the goals set forth in the stipulations in the [May 2019 Accreditation Report](#). In addition, the COA required a revisit for the following programs: Designated Subjects – Career Technical Education, Teacher Induction and the Multiple Subject and Single Subject Intern Program. Information is included in this report related to how the institution is addressing the requirements of each stipulation.

Staff Recommendation

The Committee on Accreditation (COA) requested that all quarterly report updates be presented as action items should further action be warranted by the COA. However, no action is recommended at this time. Staff will continue to work with the institution to provide technical assistance and review the remainder of the quarterly reports from the institution for the 2019-20 year. A revisit with a focused revisit for the Preliminary Multiple/Single Subject Intern Program, Designated Subjects – Career Technical Education Program and the Teacher Induction Program has been scheduled for February 2nd 5, 2020.

Background

A site visit was held at the Sonoma County Office of Education on March 25-28, 2019 and the report of that visit was presented to the COA at its May 2019 meeting (*see the [COA May SCOE Report](#)*). Following discussion and deliberation of the report and its recommendations, the COA determined that the institution be granted **Accreditation with Probationary Stipulations**. The stipulations are listed below.

1. The institution demonstrates compliance with general precondition 5b and intern preconditions 2 and 7 within 30 days of Committee on Accreditation (COA) action. (*The institution presented information at the May 2019 COA meeting that this precondition has been addressed. Continued compliance will be confirmed at the focused revisit.*)
2. That each program in the educator preparation unit is based on sound rationale, informed by theory and research and aligned with program standards that fosters coherence among, and is clearly represented in all educator preparation programs.
3. That the educator preparation unit ensures that the program offered at satellite locations receive sufficient resources for the effective operation, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.
4. That Sonoma County Office of Education may not offer the education preparation program at other satellite locations until all stipulations have been removed.

5. That the education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.
6. That 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.
7. That the unit provide evidence that each program uses candidate performance assessment data aligned to program standards for program improvement purposes.
8. That the unit ensure that candidates have clinical practice experiences in diverse settings and that candidates have an appropriate supervisor/mentor match as required by program standards.
9. That the education preparation unit provide content and pedagogy to candidates, faculty, practicum supervisors, and mentors including learning about practicing and demonstrating the teaching performance expectations.
10. That the unit will fully transition to the 2016 Teacher Induction Standards. In doing so the unit must provide evidence that the program is grounded in individualization and growth for each candidate rather than mandatory professional development and the completion of documents.
11. That the institution submits quarterly reports documenting how concerns and stipulations are being addressed to date.
12. That within one year, the institution be required to host a revisit with a focused revisit for the Preliminary Multiple/Single Subject Intern Program, Designated Subjects – Career Technical Education Program and the Teacher Induction Program.

In addition:

- Sonoma County Office of Education will notify all candidates in all credential programs in writing of its accreditation status.
- Sonoma County Office of Education not be permitted to propose new credential programs for approval by the Committee on Accreditation until all stipulations are addressed.
- Sonoma 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.

First and Second Quarterly Report Contents

The first quarterly report from the Sonoma County Office of Education was received on August 30, 2019 and the second quarterly report was received on October 1, 2019. The reports have been combined and contain a detailed outline of what has occurred to date addressing each of the stipulations. Staff will continue to monitor Sonoma COE's progress which will culminate in a revisit and a focused site revisit for three teacher preparation programs (Designated Subjects – Career Technical Education, Preliminary Multiple/Single Subject Intern, and Teacher Induction) scheduled to occur in February 2020.

Sonoma County Office of Education
Quarterly Reports 1 and 2

Preconditions

General Preconditions

Precondition 5b: Commission Assurances which states that the institution assures that all candidates participating in public school-based field activities hold a Certificate of Clearance from the Commission.

Team Finding: Not Met

Actions Taken: On the following dates the Executive Director met with satellite leads to review accreditation recommendations; 3/29 – Mendocino COE; 4/9 – Santa Cruz COE; 4/18- Humboldt COE/Del Norte COE. All candidates have been reviewed and the program has a process for ensuring that all candidates have the required certificates of clearance and meet all precondition requirements.

Next Steps: Continue to implement the established process and review enrollment of all candidates to ensure they will have the required certificates of clearance.

Intern Preconditions

Precondition 2: Subject Matter Requirement which states that each Multiple Subject intern admitted into the program has passed the Commission-approved subject matter examinations(s) for the subject area(s) in which the Intern is authorized to teach, and each Single Subject intern admitted into the program has passed the Commission-approved subject matter examination(s) or completed the subject matter program for the subject areas(s) in which the Intern is authorized to teach.

Team Finding: Not Met

Actions Taken: Only those who have passed the subject area competency exams are enrolled in the intern program. Participants have either met requirements or been withdrawn from the program. Individual plans will be available once candidates pass.

Next Steps: The staff has implemented a two-step review system to ensure all participants meet intern requirements prior to enrollment. Candidates are required to meet subject matter prior to enrollment in the program.

Precondition 7: Participating Districts which states that Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved.

Team Finding: Not Met - Data collected at the site confirmed interns were placed in an assignment at private schools.

Actions Taken: The SCOE staff has reviewed all participants and any working in private schools have been removed from the program. Unit lead worked with candidates to find public school placements, find alternative programs, or refunded tuition when appropriate.

Next Steps: Public school employment is explicit on the website and program materials; participants cannot continue in private schools.

Program Standards – Preliminary Multiple/Single Subject Intern

Standard 1: Program Design and Curriculum

Team Finding: Not Met - Reviewers were unable to locate a clearly articulated theory of teaching and learning. Faculty were not aware of a theory that was critical when designing syllabi. There is an absence of coherence in the scope and sequence of the curriculum provided to candidates.

Actions Taken:

1. (9/11/2019) Team met to sequence Academic Language in the first year of courses: Linked here are the courses, the scope of AL in the courses and the increasing complexity and challenges of those assignments.
2. Team met on 9/23/19 to communicate the problem of practice and how to integrate the theoretical framework to all programs.
3. (10/1/2019) For the preliminary programs in SCOE the theoretical framework being integrated into all areas is that of Wiggins and McTighe. As stated in other areas of the report this framework also connects to the overall continuous improvement framework supported by the research of Demming and Langley.

Next Steps:

1. Unit leadership is meeting weekly to layout the plan to weave the theory into practice.
2. October Instructor and Practicum Collaboratives will review SCOEs framework of continuous improvement and the Plan, Do, Reflect, Act cycle as the foundation for development and revision of Syllabi.
3. Continue work with specific programs to communicate and integrate the continuous cycle of improvement to stakeholders (i.e., Be a Teacher Intern Program into syllabi and staff collaboratives; NCTIP into professional learning as a cycle specific to that program)
4. (10/1/2019) Syllabi, surveys, evaluations, staff collaboratives, etc. will be revised based on the overarching Unit framework of PDRA (Langley's continued improvement and Improvement Science) linked to Wiggins and McTighe Understanding by Design.

Standard 2: Preparing Candidates toward Mastery of TPEs

Team Finding: Not Met - There was insufficient evidence to determine that the program's organized coursework and clinical practice provide multiple opportunities for candidates to learn, apply, and reflect on each TPE. There was insufficient evidence to determine that all candidates' progress through the program, pedagogical assignments are increasingly complex and challenging. Failed to find evidence that faculty and supervisors, and candidates shared a deep understanding of TPE.

Actions Taken:

1. The SCOE staff has reviewed and implemented explicit TPE learning and communication into staff collaboratives, coursework, and field work/clinical practice.
2. In addition, faculty are reflecting upon how coursework and clinical practice work together to provide multiple opportunities for candidates to learn, apply, and reflect on each TPE.

Next Steps:

1. Continue work with TPE identification via coursework and rosters and clinical practice, ensuring that staff are confident teaching TPE and candidates are provided with multiple opportunities to demonstrate competency of the TPE. Deeper understanding of the TPE is shared through reflections on the theory behind the TPE.
2. Providing training and instruction on how to provide formative feedback regarding Mastery of TPEs. (Canvas Outcomes; Use of the debrief with Practicum Supervisors) Exploring Target Success as a means of formative feedback.

Standard 3: Clinical Practice

Team Finding: Met with Concerns - There was insufficient evidence that clinical practice experiences are designed to provide the candidate with a developmental and sequential set of activities that are integrated with the program's coursework and extended the candidate's learning through the application of theory to practice. There was insufficient evidence that candidates working in private schools and seeking a credential are required to complete a substantive clinical experience of at least 150 hours in a diverse school setting where the curriculum aligns with the California Standards and Framework.

Actions Taken:

1. The coursework has been reorganized to provide candidates with curriculum in line with the work happening in the classrooms and supporting the work done at specific times of the year.
2. There are no longer any candidates in private school settings.
3. (10/1/2019) Meetings and conversations have happened regarding how do we take coursework and apply to field work, and assess that it is extending the interns learning.

Next Steps:

1. Modeling continuous improvement. SCOE Staff will collect formative data during the course of the classes to improve both curriculum and experiences for candidates.
2. More course to fieldwork connections. SCOE Be a Teacher lead, course instructors, and practicum supervision lead are working to create more explicit connections between the coursework and fieldwork for candidates.
3. (10/1/2019) The program will continue to implement course-to-fieldwork connections. SCOE Be a Teacher lead, course instructors, and practicum supervision lead will attend the instructor collaborative in October/November where they review the cohesive 2.5-year course sequence, and conduct a deep dive on

individual courses by reviewing syllabi and canvas courses to see how the work the interns are learning in a specific course translates into their fieldwork so that there are more explicit connections between their coursework and fieldwork. This will give SCOE Be a Teacher program staff a better understanding of coursework integration. In November, Practicum Supervision Lead will be working for practicum supervisors to assess application of course learning in observations.

Preliminary Education Specialist Intern

Standard 1: Program Design, Rationale, and Curriculum

Team Finding: Not Met - There was insufficient evidence to determine that each program of professional preparation is coordinated effectively in accordance with a cohesive design and sound evidence-based practices relevant to the contemporary conditions of schools. There was insufficient evidence that the program has an organizational structure that forms a logical sequence between the instructional components and fieldwork, and that provides for coordination of the components of the program. The same concern applies to the satellite programs.

Actions Taken:

1. All program components have been reviewed and arranged to support candidate learning. Courses relating to working ELL students and IEP processes and accommodations have been placed at the beginning of coursework.
2. Program components are being implemented consistently across all programs. Increased support is being provided to satellite programs.

Next Steps:

1. Modeling continuous improvement. Staff will collect formative data during the course of the classes to improve both curriculum and experiences for candidates.
2. SCOE is working to support satellite programs and implementing accreditation requirements. The Mendocino/Lake satellite is making modifications that are not in line with accreditation requirements. SCOE is working directly to assist with program components.

Standard 16: Assessment of Candidate Performance

Team Finding: Met with Concerns - There was insufficient evidence to determine that at least one assessor shall hold authorization in the candidate's credential area. A number of candidates shared that they were being supported by a supervisor who does not hold any special education credential and who consequently could not assist meaningfully with practical challenges.

Actions Taken: SCOE is providing a system of support to make sure the intern gets the support they need, and an assessor with a like credential.

Next Steps:

1. SCOE is working with regional districts to reach out to retirees and part-time teachers to work with interns.
2. SCOE will continue to connect interns with supervisors with like credentials.

Designated Subjects – Adult Education

Standard 1: Program Design and Rationale

Team Finding: Not Met - There is a lack of evidence that the program is designed around theoretical and practical foundation anchored to the knowledge base of adult teaching and learning research. There is no convincing evidence that elements B (based on a sound theory of andragogy), D (integration of coursework and experiences for a cohesive set or learning experiences), E (content and delivery system reflects the standards and the programs theoretical basis), and G (comprehensive assessment of individual adult learning adult education teachers on all competencies addressed in the program), were addressed.

Actions Taken:

1. Program staff has collaborated with experienced Designated Subjects educators to develop two paths for Adult Education: Newly Credentialed and Experienced Credentialed. To address Standard 1.B, Newly Credentialed candidates complete Foundations and Orientations and Principles and Theories of Adult Learning classes that lead to redesigned Framework coursework grounded in adult learning theory and introduced in instructor led Orientation.
2. (10/1/2019) Newly credentialed Adult Education candidates are currently participating in Advisement and Orientations (via Zoom and led by the Program Lead).
3. (10/1/2019) Mentor selection is under review. Mentors attend Advisement and Orientation with their candidates and will participate in 10 hours of Mentor training through the North Coast School of Education's Mentor Academies.
4. Building upon concepts introduced in the Orientation, candidates will participate in TPE based content-specific monthly classes. Cohesion and related experiences (Standard 1.D) are addressed through learning focused on relevant and contemporary adult education conditions.
5. (10/1/2019) Working in collaboration with internal Adult Education certified instructors, existing coursework is being reviewed and redesigned with attention to the Standards of Category II.
6. (10/1/2019) Feedback and assistance will be provided through class instructors, mentors, and a program-based Practicum Supervisor who will provide monthly / as needed support.
7. (10/1/2019) The program collaborates with District Coordinators to provide mentors who perform observations, while Adult Education certified portfolio readers assess candidate submissions to the Canvas learning management system.
8. Under the unit theoretical basis of continuous improvement (Act, Plan, Do, Reflect), experiences are specifically aligned with the TPE and articulated through coursework design and delivery (Standard 1.E). Competency is confirmed by the program through formative and summative assessments, including a Sharecase (Standard 1.G) that reflects the candidate's growth, learning, and proficiency.
9. (10/1/2019) A summative assessment in the form of a Professional Learning Plan is in development.

10. Experienced Credentialed candidates' redesigned program builds upon their teaching experience and focuses on incorporating andragogical theory. Competency is confirmed through Practicum Supervision and a Sharecase.

Next Steps:

1. Modeling continuous improvement, staff will collect formative data during the course of the classes to improve both curriculum and experiences for candidates.
2. Participants who miss the Advisement and Orientation are being identified through a two-step internal process and contacted as follow up.
3. Work with staff curriculum coordinator to develop an Adult Education specific Mentor Academy.
4. Develop matrix to map Category II standards to coursework.
5. Continue process to hire Practicum Supervisors, Portfolio Readers, and Instructors.

Designated Subjects – Career Technical Education

Standard 1: Program Design and Rationale

Team Finding: Not Met - There is a lack of evidence that the program is aligned to the state-adopted 7-12 CTE curriculum standards and framework and bases CTE teachers' competence in California's Teacher Performance Expectations.

Actions Taken:

1. Program staff has collaborated with experienced Designated Subjects educators to develop two paths for CTE candidates: Newly Credentialed (initial & advanced) and Experienced Credentialed.
2. (10/1/2019) Newly credentialed CTE candidates are currently participating in Advisement and Orientations (via Zoom and led by the Program Lead).
3. (10/1/2019) Mentor selection is under review. Mentors attend Advisement and Orientation with their candidates and will participate in 10 hours of Mentor training through the North Coast School of Education's Mentor Academies.
4. To address the state-adopted standards 7-12, Year 2 (advanced) Newly Credentialed candidates participate in TPE based content-specific monthly classes that build upon concepts introduced in Year 1 (initial).
5. During both Year 1 and Year 2, candidates complete classes aligned with the curriculum Standards 8-12.
6. (10/1/2019) Working in collaboration with internal CTE certified instructors, existing coursework is being reviewed and redesigned with attention to the Standards of Category II: Preparation to Teach Curriculum to All Students in California Schools (Initial and Advanced Preparation Program).

Next Steps:

1. Modeling continuous improvement, staff will collect formative data during the course of the classes to improve both curriculum and experiences for candidates.
2. (10/1/2019) Participants who miss the Advisement and Orientation are being identified through a two-step internal process and contacted as follow up.
3. (10/1/2019) Work with staff curriculum coordinator to develop a Mentor Academy specifically to meet the needs of those working with CTE teachers.

4. Program staff is partnering with Educational Student Service's CTE lead to evaluate program quality and implementation.
5. (10/1/2019) Develop matrix to map Category II standards to coursework.

Standard 6: Determination of CTE Teacher Competence

Team Finding: Not Met - There is a lack of evidence that upon program completion, one or more persons who are responsible for the program determine on the basis of thorough documentation and written verification that the CTE teacher has satisfied each Standard in Category II. There is a lack of evidence the program uses formative and summative assessments to determine CTE teachers' competence based on the TPEs.

Actions Taken:

1. All CTE candidates' competency in the TPE is confirmed through formative assessment by a Practicum Supervisor and an end-of-year (summative assessment) Sharecase. The Program Lead and Credential Advisor review and verify all program components have been met with the Executive Director granting recommendation of the clear credential.
2. (10/1/2019) A summative assessment is being developed for both Initial and Advanced Program participants based on an Individual Learning Plan that is based on the TPE.

Next Steps:

1. CTE Lead from SCOE will also participate in candidate supervision and support.

Clear Administrative Services

Standard 1: Program Design and Rationale

Team Finding: Not Met - There is a lack of evidence that the design of the program is based on a sound rationale informed by theory and research. The NCSOE Administrator Induction program is clearly aligned to the CPSEL, and although research was referenced in the seminar presentations, no evidence in documentation or interviews could be found that the design of the program is based on sound rationale informed by theory and research.

Actions Taken: Unit staff is in the process of examining the work of Michael Fullan's Coherence model, Learning to Improve. Based on the above, NCSOE is integrating continuous improvement science into all programs to support participant understanding how the continuous improvement cycle support their professional growth and the continuous improvement work based on the research and work of Edward Deming and Gerald Langley.

Next Steps: Staff will continue to integrate the continuous improvement into both the program and candidates' work through the CPSEL.

Teacher Induction

Standard 1: Program Purpose

Team Finding: Not Met - The program requires prescribed professional development attendance eight times a year for 3 hours between 4 pm and 7 pm. These sessions are uniform

for all candidates and no choice is offered. Many candidates and mentors report that the content of the sessions is redundant to their preliminary programs rather than building on them.

Actions Taken: There is no longer any prescribed or require professional learning. The program has redesigned its professional learning model and options and completely reinforces a personalized program for candidates and a mentoring-based program for mentors. Candidates are only required to attend an Orientation and end-of-year Sharecase with their mentor, then complete professional learning of their choice that is tailored to their Individual Learning Plan. NCSOE provides mentor training to support mentors as they help candidates find professional learning opportunities to meet their individual needs and to ensure candidates' success and personal growth to demonstrate candidate competency.

Next Steps:

1. Modeling continuous improvement, staff will continue to collect formative data during the year to improve both programs and experiences for candidates and mentors.
2. September 2019: Now that top choices for professional learning have been identified, staff will narrow the list to create a proposal of learning to be scheduled for the year. September Orientations have been well attended and 2 Mentor Academies and 1 CSTP-based Professional Learning are being offered for October.

Standard 6: Program Responsibilities for Assuring Quality of Program Services

Team Finding: Met with Concerns – Interviews and Completer Survey evidence indicate that requests for change of mentor have not been honored and candidates persist with an unsatisfactory match for the duration of their experience in the program.

Actions Taken:

1. SCOE addresses this concern with both the school district liaison. We make clear the importance of the mentor matches the District Coordinator (DC), in opening school year. The importance is also included in communications and Fall DC meetings, and with participants (candidates and mentors) at the Orientation. The process is outlined on the website via the Mentor Reassignment Policy, which has been updated and posted for the current school year.
2. Sept 2019: This information was covered in all NCTIP Orientations and Fall District Coordinator Meetings with a link to the website for the form. NCTIP Program Coordinators reached out to candidates in their counties to follow up on mentor assignments with a link to the policy.

Next Steps:

1. NCTIP Program Coordinators will communicate with candidates to follow up on mentor assignments with a link to the policy.
2. (10/1/2019) NCSOE will review this policy in upcoming Orientations and Spring District Coordinator Meetings.

Common Standards

Standard 1: Institutional Infrastructure to Support Educator Preparation

Team Finding: Not Met - Need for an articulated research-based vision of teaching and learning across all programs. Lack of consistent coordination across satellite programs, inconsistent application of prerequisites to program participants, candidate support around mentor relationships, candidates' learning of the TPEs, private school placements, and supervisors with like credentials to support candidates. Lastly, the monitoring of credential recommendations and program participants without intern program requirements met.

Actions Taken:

1. (10/1/2019) As part of our continuous improvement in the regional collaborative, SCOE program leads have been using the continuous improvement cycle of Act-Plan-Do-Reflect. This framework is based on the work of Edward Demming and Gerald Langley. This will be the connecting theoretical framework for the unit as a whole. This work started in August as part of a 6 session Improvement Science workshop in our region that started in late August.
2. (10/1/2019) Each program has its own theoretical framework focus that supports its work but has connections with continuous improvement.
3. (10/1/2019) Preliminary Programs - Understanding by Design, Wiggins & McTighe
4. (10/1/2019) Induction - Greatness by Design Designated Subjects & Admin - Fullen's Coherence.
5. SCOE reorganized to have one lead and point of contact for each program. This document is posted on the website and has been added to other communication avenues such as staff collaboratives. All of the concerns under Common Standard 1 have been addressed above in program-specific areas. Both applications and credential recommendations are part of weekly internal leadership meetings.

Next Steps:

1. Based on the mentioned research staff will be modeling continuous improvement, staff will continue to collect formative data during the year to improve processes with the application process to ensure only those who meet all requirements are admitted to our program and recommended for credentials.
2. (10/1/2019) Program leads met 9/25 and 9/30 to outline connections between each program framework and the overall unit framework of continuous improvement. After a successful regional meeting, the team then shifted its attention to finding a common thread throughout all programs to apply the Unit framework and continuous improvement cycle to: mentors. Next meeting to continue the work is 10/15.

Standard 2: Candidate Recruitment and Support

Team Finding: Met with Concerns

Actions Taken:

1. Both applications and credential recommendations are part of weekly internal leadership meetings.

Next Steps:

1. Staff will be implementing a quarterly review of both program participants and credential recommendation to ensure consistency of process and effectiveness.

Standard 3: Course of Study, Fieldwork and Clinical Practice

Team Finding: Met with Concerns - Interviews with candidates, faculty, and practicum supervisors indicated that courses and field experiences are not closely integrated to allow candidates to adequately learn, practice, and demonstrate competency on the TPEs. Some candidates indicated in interviews that site-based supervisors were selected for those who were not credentialed or working in the subject area of the credential the candidate was seeking or were unable to meet requirements for serving as a site-based mentor. When these situations were reported to district and program staff changes were not made due to competing program policies or apparent reluctance of program staff thereby resulting in less than effective support for candidates.

Actions Taken:

1. Program staff has reviewed and implemented explicit TPE learning and communication into staff collaboratives, coursework, and field work/clinical practice. Staff has worked diligently to match candidates with supervisors with like credentials. NCSOE has actively worked with districts to identify retirees who could work to support candidates.
2. As mentioned above SCOE covers the Mentor Reassignment Policy at District Coordinator meetings and Orientation, and has updated the policy already posted on the SCOE website.
3. September 2019: This information was covered in all NCTIP Orientations and Fall District Coordinator Meetings with a link to the website for the form. NCTIP Program Coordinators reached out to candidates in their counties to follow up on mentor assignments with a link to the policy.

Next Steps:

1. SCOE has an opening posting for practicum supervisors and continues to support districts in active recruitment.
2. SCOE will reach out to candidates to check in on their mentor support, as mentioned above.
3. (10/1/2019) SCOE will review this policy in upcoming Orientations and Spring District Coordinator Meetings.

Standard 4: Continuous Improvement

Team Finding: Not Met - The education unit has not yet developed a comprehensive continuous improvement process at both the unit level and within each of its programs.

Specifically, there was no evidence that candidate assessment data were analyzed to determine the extent to which candidates demonstrate competencies required of the credential they seek; data included in the current continuous improvement process is limited to surveys with no direct candidate assessment data. This limits the education unit and its programs' ability to assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and the extent to which candidates are prepared to enter professional practice.

Actions Taken:

1. SCOE is integrating continuous improvement science into all programs to support participant understanding how continuous improvement supports their professional growth as educators.
2. As of September 2019: Staff has attended 4 days of training and Leads have integrated into their specific programs.
3. SCOE will also seek feedback more frequently from districts on candidate success. This will be done through face-to-face interviews, advisory board meetings, and surveys.
4. SCOE will also seek feedback more frequently from districts on candidate success. This will be done through face-to-face interviews, advisory board meetings, and surveys.
5. Staff will be collecting the following data across all programs, assessment pass rates, candidate hire rates, and candidate retention rates.
6. A data team of stakeholders and staff has met to create an alignment across all SCOE programs so survey questions match and are relevant.
7. Program staff will use CTC summative data annually.

Next Steps:

1. SCOE will continue its work with departments within SCOE to build internal capacity around continuous improvement across all programs.
2. (10/1/2019) Unit staff will be evaluating and reviewing the role of mentor/coach. This work will be done across all programs. Using the continuous improvement framework staff will be looking at how to improve the mentor/coaches provided to candidates. It will include professional learning for mentors/coaches.
3. SCOE will establish a timeline for regular and ongoing assessment collection around both candidate competency and program effectiveness.
4. SCOE will continue to be proactive in increasing advisory board participation and data collection.
5. Data across the unit will be evaluated to see unit-wide feedback from participants and districts.

Finally, the Sonoma County Office of Education was required to notify all candidates in all credential programs in writing that of its accreditation status. A copy of the letter that went out to all candidates has been provided in Appendix A of this item.