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

Professional Services Division
January 2024

Overview of this Report

This agenda report includes the findings of the provisional accreditation site visit conducted at **Alameda 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 with Major Stipulations** is made for the institution.

Common Standards and Program Standard Decisions
For All Commission Approved Programs Offered by the Institution

Common Standards	Status
1) Institutional Infrastructure to Support Educator Preparation	**Met with Concerns**
2) Candidate Recruitment and Support	**Met**
3) Course of Study, Fieldwork and Clinical Practice	**Met with Concerns**
4) Continuous Improvement	**Not Met**
5) Program Impact	**Met**

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Designated Subjects: CTE	16	8	6	2
Clear Administrative Services	5	3	2	0

The provisional 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
Initial Institutional Approval Provisional Site Visit Team Report

Institution: **Alameda County Office of Education**

Dates of Visit: **December 04-06, 2023**

Accreditation Team Recommendation: Accreditation with Major Stipulations

Rationale:
The unanimous recommendation of **Accreditation with Major Stipulations** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, coaches, completers, advisory board members, and other relevant constituencies. 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 recommendation of **Accreditation with Major Stipulations** for the institution was based upon the following:

Preconditions
All preconditions have been determined to be aligned.

Program Standards
Of the Clear Administrative Services program standards, standards 1, 4, and 5 were **met,** and standards 2 and 3 were **met with concerns**.

Of the Designated Subjects: Career Technical Education program standards 1, 2, 6, 8, 10, 12, 13, and 14 were **met,** standards 3, 5, 7, 9, 15, and 16 were **met with concerns**, and standards 4 and 11 were **not met**.

Common Standards
Of the Common Standards, standards 2 and 5 were met, standards 1 and 3 were **met with concerns**, and standard 4 was **not met**.

Overall Recommendation
The overall recommendation for the Alameda County Office of Education is **Accreditation with Major Stipulations**, based upon the findings of two Common Standards as met, two Common Standards met with concerns, and one Common Standard as not met; three program standards met and two program standards met with concerns for the Clear Administrative Services program; and eight program standards met, six program standards met with concerns, and two program standards not met for the Designated Subjects: Career Technical Education program. The team recommends the following stipulations:

1. Within one year, the unit will provide evidence that:
   a. The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs. (CS 1)
   b. 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. (CS 1)
   c. The institution employs, assigns, and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. (CS 1)
2. Within one year, the unit and all programs will provide evidence that:
   a. Ensures collaboration with their partners regarding the criteria and selection of clinical personnel, site-based supervisors, and school sites, as appropriate to the program. (CS 3)
   b. Ensures 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. (CS 3)
   c. Ensures 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. (CS 3–CTE)
   d. Ensures through clinical experiences (inclusive of site-based supervisors), 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. (CS 3–CTE)
   e. Ensures site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential. (CS 3–CTE)
   f. Ensures the process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates. (CS 3–CTE)
   g. Ensures site-based supervisors are evaluated and recognized in a systematic manner. (CS 3–CASC)
   h. Ensures site-based supervisors are trained in supervision, oriented to the supervisory role, and evaluated and recognized in a systematic manner. (CS 3–CTE)
   i. Ensures the effective implementation and evaluation of fieldwork and clinical practice. (CS 3–CTE)
3. Within one year, the unit will provide evidence that:
   a. It has developed and implemented 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. (CS 4)

b. 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. (CS 4)

4. Within one year, the Clear Administrative Services program will provide evidence:
   a. Of formal collaboration with education organizations through partnership agreements to establish a professional education community structure that facilitates and supports induction activities.
   b. Demonstrating that there is a formalized process for assessment of coaches and will provide documentation of formative feedback disseminated to coaches.

5. Within one year, the Designated Subjects: Career Technical Education program will provide evidence that program updates will include the development of a candidate's:
   a. Ability to select and use computer-based technology to facilitate the teaching and learning process in the CTE classroom, or appropriate use of computer-based technology for information collection, analysis, and management in the instructional setting.
   b. Knowledge and/or opportunity to practice a variety of systematic instructional strategies to make content comprehensible to English learners.
   c. Basic knowledge, skills, and strategies for teaching special populations in CTE classrooms, including students with exceptional needs, students on behavior plans, and gifted and talented students, and the development of differentiated instructional strategies that provide all students with access to CTE curriculum.

6. The Designated Subjects: Career Technical Education program will provide quarterly progress reports to the Committee on Accreditation showing evidence of collaboration with the employer in the implementation of the preparation program for candidates, including the selection of supervisors and/or support teachers.

7. The institution will provide quarterly progress reports to the Committee on Accreditation to ensure that appropriate action is being taken to address all stipulations noted above. In addition, for the first quarterly report, the Designated Subjects: Career Technical Education program will provide evidence of:
   a. Collaboration with employers in providing early orientation before or during the first month of teaching that includes the introductory skills, knowledge, and attitudes required for beginning CTE teaching success.

8. Within one year, the institution will host a focused revisit to verify required changes have been made in the program design and implementation aligned to the Common and Program Standards for both educator preparation programs offered.

In addition, staff recommends that:
- The institution's response to the preconditions be accepted.

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.

Designated Subjects: Career Technical Education
Clear Administrative Services

Accreditation Team

Team Lead:
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Common Standards:
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Programs Reviewers:
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Crescentia Thomas
Teachers College of San Joaquin

Staff to the Visit:
Hart Boyd
Commission on Teacher Credentialing

Tim Weekes
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Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Course Syllabi and Course of Study
Course Matrix with Activities
Course Catalog
Candidate Advisement Materials
Accreditation Website
Faculty Vitae
Candidate Files
Assessment Materials
ACOE CASC Candidate Manual
Survey Results
California Performance Expectation Materials
Precondition Responses
Examination Results

Accreditation Data Dashboard
CTE Credential Program Planning Guide
CTE Diversifying the Workforce in CTE slide deck
Professional Development Materials
CASC IIPs - Year 1 and Year 2
Two-Month-Out Pre-Visit slide show
Coach Training Material
Coach Training PD Initial PD slide deck
Ongoing PD November slide deck
CASC Advisory Board Meeting Notes
Cohort C slide show 23/24
CASC Application
CASC Edjoin Coach Posting
CASC Recruitment Flyer
CASC Program Application Tracking Sheet
New Coach Application Tracking Sheet
Summative Review Presentation Template

Interviews Conducted

Stakeholders	TOTAL
Candidates	25
Completers	12
Employers	8
Institutional Administration	4
Program Coordinators	3
Faculty	2
Field Supervisors – Program (Mentors/Coaches)	9
Credential Analysts and Staff	3
Advisory Board Members	8
TOTAL	74

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 Alameda County Office of Education (ACOE) serves 18 public school districts that educate more than 215,000 students and employs 12,000 teachers. Located in Alameda County, which is east of San Francisco and includes Oakland, ACOE provides oversight of district budgets and Local Control and Accountability Plans (LCAPs). ACOE also directly operates schools that serve the county's most vulnerable student populations, including court schools at the Juvenile Justice Center, ACOE Opportunity Academy schools serving students 16+ seeking a high school diploma, and community schools that serve foster youth, students in substance use treatment, parenting teens, probation-referred youth, and students expelled from their resident school districts. ACOE also operates an Infant and Family Support program, which provides individualized services for children from birth to three years and their families.

The students served by the schools operated by ACOE reflect the diversity of Alameda County: 8.3% Black, 4.1% Filipino/a/x, 26.8% Asian, 26.8% Hispanic/Latino/a/x, and 0.9% Native Hawaiian or other Pacific Islander, 6.7% two or more races, and 15.3% White.

Education Unit

The professional education unit at ACOE is led by the College of Education (CoE). The CoE aims to develop strong educational leaders so that their students and school communities succeed. The CoE's programs are designed to prepare educators who are capable of ensuring that all students are prepared for college and career. The unit does so by leveraging Tescheannen-Moran's *Evocating Greatness* coaching model, the research of Boyking and Noguera on teaching strategies that support students of color, and Universal Design for Learning (UDL) principles.

The unit's goals include:

- Increase student achievement of "at-promise" youth across the county.
- Equip educators with the tools they need to serve those students.
- Diversify the education workforce at all levels: classified staff, teachers, and administrators.
- End racist practices that keep certain groups on the margins.
- Support the whole child.

ACOE offers two Commission-approved programs in the CoE: Clear Administrative Services and Designated Subjects: Career Technical Education. ACOE is also a partner in a teacher residency program for candidates enrolled in the Alder Graduate School of Education.

Table 1: Program Review Status

Program Name	Program Completers (2022-23)	Candidates Enrolled (2023-24)
Designated Subjects: Career Technical Education	43	140
Clear Administrative Services	21	25

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 (BIR) members. The team makes decisions on all Common Standards and applicable program standards as well as an accreditation recommendation and any stipulations, if appropriate. The institution and its Commission-approved programs, **Designated Subjects: Career Technical Education** and **Clear Administrative Services**, have operated for three years and two years respectively at the **Alameda County Office of Education**.

PRECONDITION FINDINGS

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

PROGRAM REPORTS
Designated Subjects Career Technical Education Program

Program Design

The Designated Subjects: Career Technical Education (CTE) program for Alameda County Office of Education (ACOE) is part of the College of Education (CoE) unit and is managed by the program director who reports to the recently hired Chief of Educator Effectiveness (CEE). While the program cites weekly leadership meetings with members across the CoE, evidence shows a newly formed collaboration between the program director and CEE takes place weekly for directing the program. These weekly meetings provide opportunities for the program director and CEE to share information and plan implementation of revisions for the 2024-25 program year. During document review, a list of unit meetings was shared showing dates for the remainder of the school year with a predetermined list of agenda items to be covered. Shared during interviews was the intent that the CoE staff will be meeting regularly with the new CEE to update and strengthen programs based on the findings from the Program Review and site visit.

Annual Data Submission (ADS) reporting for the 2022-23 school year shows that there were a total of 108 candidates in the CTE program with 33 new and 75 continuing candidates – the program cleared 26 candidates in that same year. During interviews, the program director shared that the program has 140 currently enrolled candidates. There are two pathways available as part of the CTE program for either first-time credential holders or those with existing credentials – the pathway for first-time credential holds is for those who are entering from industry and do not possess a California teaching credential, and the other pathway is for those who currently hold a Clear Multiple Subject, Single Subject, and/or Education Specialist teaching credential.

Although the program cites advisory board meetings being held twice yearly, documented evidence and interviews show that these meetings are largely informal. Further, participating candidates are inconsistently surveyed to determine how the program can better serve their needs. During interviews, candidates expressed a perceived disconnect between the program and their site and asked for there to be a stronger relationship between the two so that they are better supported.

Efforts have been made to prepare candidates with strategies that support TK-12 students of color and promote equitable outcomes by infusing relevant readings into coursework and assessing understanding through evidence found in unit plans and lesson plans. These specific changes were mentioned during interviews by candidates who just completed coursework as being very helpful and relevant for application in CTE classrooms. Additionally, the program

plans to make changes in the 2024-25 academic year which will facilitate further alignment with program standards.

Course of Study (Curriculum and Field Experience)
The CTE program contains four online, asynchronous courses that are delivered through the Canvas learning management system:

- CTE 101: Preparing to Teach All Students
- CTE 102: Learning and Instructions for All Students
- CTE 103: Foundation of CTE for All Students
- CTE 104: Advanced CTE Curriculum Integration

The activities in these courses consist of online discussions, readings, quizzes, and written assignments. Early orientation for beginning candidates without existing credentials is embedded throughout CTE 101 but is not offered as stand-alone content prior to engaging in coursework. Evidence of early orientation program requirements are not consistently being provided to candidates during the first 30 days of teaching. Further, evidence indicates that the program sponsor is not collaborating "with the employer in providing an early orientation before or during the first month of teaching that includes the introductory skills, knowledge, and attitudes required for beginning CTE teaching success" and "teaching methods, learning styles, lesson planning, CTE concepts, equity and diversity in the classroom, mandated reporting, and legal and ethical issues." Although recent program improvements include enhancing curriculum with strategies for equitable classroom practices, evidence could not be found that curriculum includes critical pedagogy to meet the needs of special populations or English learners. During review of the Category II Standards: Preparation to Teach Curriculum to All Students in California Schools, it was evident that the CTE course matrix is missing critical elements that show how the course content for all four courses will be introduced, practiced, and assessed. Program leaders discussed during interviews how these missing elements will be addressed in the 2024-25 program revision.

First-time credential candidates must take two courses (CTE 101 and 102) and either complete two years of teaching experience or take CTE 104 in lieu of teaching. Existing credential candidates must complete one course (CTE 103) and either complete one year of teaching experience or take CTE 104 in lieu of teaching. During interviews candidates expressed that their local employment agencies (e.g., districts) are independently connecting them to site supervisors (mentors/coaches) to provide them with just-in-time support. Field placements are neither coordinated, nor monitored. Program leaders shared during interviews that they have requested, with county leadership funding, to hire two new full-time coaches. The intent is to have these coaches report directly to the program director and provide both new candidate coaching and curriculum development.

The program lacks an articulated system of support for candidates who are struggling with coursework. However, candidates disclosed during interviews that they could receive support as needed from the program director. During interviews, candidates expressed the desire for

optional synchronous time to collaborate with peers in the program, as well as a plan-of-study to show their progress toward program completion.

The program administers an end-of-course survey and needs assessment for new candidates. However, it was unclear during interviews how or if this data is utilized. Interviews indicated that data is not collected for planning continuous improvement.

Assessment of Candidates
The program director plays a critical role in the candidate approval process for admission including collecting payment on behalf of the unit and reviewing and approving preliminary credential submissions. The program director reviews and approves clear credential submissions for candidates, serves as the instructor for all courses, and serves in the role of the recruitment liaison. ADS report survey data for the 2022-23 school year shows that over 60% of candidates strongly agree or agree that ACOE has a "clear admissions process with explicit application instructions and procedures." This result is higher than the state average of 31%. Survey results and candidate interviews show that candidates choose ACOE's CTE program because of its online platform, flexibility of course schedule, and tuition. In the first week of each course, candidates are asked to read an online syllabus posted on Canvas which contains an explanation of the grading for discussions, quizzes, and writing assessments.

After reviewing program documents and evidence and conducting interviews with relevant constituencies, findings indicate that the CTE program does not have a comprehensive system of support for candidates including assessment support, beginning teacher support, and advisement. Additionally, candidates expressed during interviews that both the program and their local employment agency provided inconsistent fieldwork support from supervisory teachers. Candidates shared during interviews that although the program lacks an articulated system of support, they know to reach out to the program director for assistance.

The program utilizes a combination of formative and summative assessments throughout the courses to assess candidates for program competencies. Examples include the development of lesson plans, unit plans, weekly discussions, quizzes, and writing assignments. However, the CTE course matrix is missing critical elements that fully show how the course content for all four courses will be assessed – this element needs to be distinct. First-time credential candidates capture their assessment results in a culminating portfolio which is submitted by the end of CTE 102. Existing credential candidates submit a portfolio that shows their competencies in the advanced preparation program standards. There was no evidence that candidate assessment data is utilized for making programmatic improvements, or that the data is shared with constituent groups.

Findings on Standards
After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with constituents, the team determined that program standards 1, 2, 6, 8, 10, 12, 13, and 14 are met for the ACOE

Designated Subjects: Career Technical Education program, and the following findings are made for the remaining eight program standards:

Standard 3: Early Orientation – Met with Concerns
After a review of program documents and evidence and conducting interviews with relevant constituencies, the team determined that there is no collaboration with employers in providing early orientation, and there is little evidence that the program consistently provides an early orientation before or during the first month of teaching that includes the introductory skills, knowledge, and attitudes required for beginning teaching success.

Standard 4: Collaboration with Local Educators – Not Met
Based upon interviews and reviewed documents from the site visit, the team saw no evidence of collaboration with the employer in the implementation of the preparation program for candidates, including the selection of supervisors and/or support teachers.

Standard 5: Beginning Teacher Support and Advisement – Met with Concerns
After a review of program documents and evidence and conducting interviews with relevant constituencies, the team saw no evidence of the program ensuring candidates have access to supervisors and support providers that are (a) certificated and experienced in teaching; (b) trained in supervision and support of beginning teachers; and (c) evaluated for their service to new teachers.

Standard 7: Advanced Programs of Preparation – Met with Concerns
It is not evident in documents or interviews that individualized support is integrated with formal professional development.

Standard 9: Learning and Instruction – Met with Concerns
During interviews and document review from the site visit, the team determined that there are inconsistent opportunities for candidates to implement a variety of standards-based pedagogical strategies and select materials appropriate for students with diverse needs and learning styles.

Standard 11: Using Education Technology in the Classroom – Not Met
It is not evident in documents or interviews that there was development of candidate's ability to select and use computer-based technology to facilitate the teaching and learning process in the CTE classroom, or appropriate use of computer-based technology for information collection, analysis, and management in the instructional setting.

Standard 15: Teaching English Learners – Met with Concerns
After a review of program documents and evidence and conducting interviews with relevant constituencies, the team determined that there was inconsistent development of candidate's knowledge and/or opportunity to practice a variety of systematic instructional strategies to make content comprehensible to English learners.

Standard 16: Teaching Students with Special Needs – Met with Concerns
After a review of program documents and evidence and conducting interviews with relevant constituencies, the team determined that the program did not provide sufficient opportunities for the development of a candidate's basic knowledge, skills, and strategies for teaching special populations in CTE classrooms, including students with exceptional needs, students on behavior plans, and gifted and talented students, nor development of differentiated instructional strategies that provide all students with access to CTE curriculum.

Clear Administrative Services

Program Design
ACOE's Clear Administrative Services Credential (CASC) program is housed within the CoE, under the guidance and direction of the Chief of Educator Effectiveness (CEE). The CEE is a member of the superintendent's cabinet and shares information with the superintendent on a regular basis. The program director for the CASC program provides much of the administrative and technical guidance to the leadership coaches and candidates.

During the fall 2023 semester, weekly meetings within the leadership team were established and agendas were set to obtain the following outcomes including:

- Building relational trust and sense of team
- Narrowing down and/or defining a set of team agreements
- Internalizing updates
- Setting up district visits
- Identifying next steps

Communication from the program to the coaches and candidates is primarily conducted via email and guidance posted in the Canvas. During interviews, multiple constituencies noted that email communication from the program is consistent and clear regarding "deadlines and due dates."

The mentoring design of the CASC program is based on a coaching model. Coaches meet individually with candidates for a minimum of 25 hours, and group coaches meet for a minimum of 15 hours. Coaching requirements are stated on ACOE's website, and these criteria are also listed in online job postings. Coaches are selected from a pool of candidates who completed the Association of California School Administrators (ACSA) leadership coach training program and who applied to ACOE through the online job posting. Coaches are provided with a day-long, in-person training session at the beginning of the academic year and are followed with virtual professional development sessions throughout the year. Interviewees described the initial training as getting an overview of "what the work looks like for the year" – the training consists of "full day professional development that covers what's expected and program requirements."

Minimal evidence was provided and reviewed regarding how the program seeks input from its constituencies and partners. Participants in interview groups shared that they were unaware if the program seeks input from district partners regarding program standards, clinical practice, and professional learning opportunities. However, multiple constituencies noted that when input was provided to the program recommending changes to processes for the benefit of the candidates that these recommenders "felt heard" and that the requested changes were made. Examples of identified issues included: the inability to get into Canvas due to being locked out; and the redundancy in submitting assignments. Interviewees noted that once the issue was brought to the attention of the program, solutions were identified and shared with the necessary groups.

Course of Study (Mentor/Coaching System)
The process of pairing coaches starts with the candidate's application. New administrators complete an application form attaching verification of employment in an administrative role and credential copies, and answer questions regarding their strengths and areas for growth. This data is reviewed and then pairings are made accordingly using multiple tracking spreadsheets.

Once the pairing is made, candidates in the CASC program attend a full-day, in-person orientation session at the beginning of the academic year where the program director advises candidates of the program requirement – requirements of coaching, professional learning, and assessment. At this time, candidates are made aware of the minimum number of coaching hours, the components of the Individual Induction Plan (IIP), and the schedule of assessment. The IIP is an interactive and "live" document in the form of a Google Sheet. This spreadsheet includes tabs for candidates to document and record their assessment and goals, coaching activities, and professional development. With the assistance of coaches, candidates develop IIP goals by November in the first year of enrollment. Interviewees reported that goals were individualized and developed to meet the requirements of their new administrative position. Program participants noted that over the course of the last three years, the process of submitting documents through the IIP has improved with one candidate noting, "There has been a lot of improvement with regards to the IIP and the support we get with it."

At the initial orientation, ACOE also provides guidance for review and assessment of the IIP goals on the Google Sheet as well as the timeline of assessments. The first formative assessment is required in January of the first year of coaching, and a benchmark is completed in May of the same year. Candidates continue to work on the same IIP goals throughout the next year and follow-up formative assessments are completed in November and March of the second year of enrollment. A summative assessment is conducted in May of the second year and demonstrated as a presentation.

Supervision of candidates is conducted by coaches on a weekly or bi-weekly basis. Constituencies reported that approximately half of the visits are conducted virtually as a result of time and work constraints. During interviews, administrators described the value of coaching to the development and growth of the candidates with one stating, "This approach and model

really supports candidates in being more successful, and having someone that is non - judgmental to help them grow and push them to reflect on their thinking is beneficial."

The initial orientation also addresses the third component of induction regarding professional learning. Many of the requirements for ACOE's Clear Administrative Services program follows the criteria set in the program standards – candidates are required to complete a minimum of 20 hours and document these hours on a tab of the IIP. Candidates document their professional development hours, and within each strand, the California Professional Standard for Education Leaders (CPSEL) addressed is identified and candidates are required to add a reflection of the learning opportunity. Coaches review candidate reflections and contribute comments about these activities. During interviews, candidates noted that there are options to select professional development that is aligned with their job requirements and goals of their local education agencies. A comment that supports this connection included "the types of professional learning opportunities were individualized" to meet the candidates' needs.

ACOE CASC program does not have formalized processes for obtaining feedback from its various constituency groups. Documentation and interviews clarified that feedback is primarily obtained through surveys and informally through emails. Coaches are able to share feedback to the program at the end of each professional development session via a Google Form, and various groups mentioned that they felt comfortable sending emails to the program director.

Assessment of Candidates
Coaches guide candidates through a self-assessment of their level of understanding and practice of the CPSELs using WestEd's *Moving Leadership Standards into Everyday Work: Descriptions of Practice*. Thereafter, goals are created for the IIP, and these goals are captured on the IIP spreadsheet which also collects requirements for coaching and professional learning hours. The IIP is a shared document between the candidate, coach, and program, so the candidate can review the feedback provided instantly.

ACOE CASC program does not have formalized processes stating how the program helps support candidates who are not making successful progress. However, constituent interviews and documentation indicated that the program prepares coaches to be in the mentorship role, sharing research around coaching models, theories, and strategies to support the development of the new candidates. During interviews, various constituencies mentioned how supportive coaches are to candidates.

Assessment information is given to candidates regarding the evaluation of program competencies through the initial orientation presentation given at the beginning of year one and through coaching in which candidates are assessed using CPSEL rubrics. Follow-up emails and assignments posted on Canvas serve as reminders of due dates for the formative, benchmark, and summative assessments indicated on the "Assessment and Goals" tab of the Individual Induction Plan. After a review of sample IIPs, it is evident that coaches review these goals with candidates, and the program checks in and provides additional feedback throughout

the year. One candidate noted, "It's really helpful that someone went through the document and provided responses besides the coach."

Evidence was lacking as to how or if the program reviews candidate competence data for programmatic improvement.

The process for recommending candidates includes a review of documents such as the verification of employment, copy of the credential, and the IIP. The program director checks this evidence to ensure the requirements for coaching, professional learning, and assessment are met and then sends paperwork to the credential analyst for processing.

Findings on Standards
After review of the institutional report, supporting documentation, the completion of interviews with program and unit leadership, candidates, completers, advisory board members, employers, and coaches, the team determined that program standards are fully met for the Clear Administrative Services program except for the following:

Standard 2: Program Collaboration, Communication, and Coordination – Met with Concerns
After the review of documentation and completion of interviews, the team determined that the Clear Administrative Services program does not formally collaborate with education organizations through partnership agreements to establish a professional education community structure that facilitates and supports induction activities. Additionally, it is not clear how each partner's contributions to the design and implementation of candidate preparation and certification are outlined through mutual contract/agreement.

Standard 3: Selection and Training of Coaches – Met with Concerns
After the review of documentation and completion of interviews, the team determined that the program does not have clear procedures in place for reassignment of coaches if the candidate/coach pairing is not effective. Additionally, the program does not regularly assess the quality of services provided by coaches to candidates, using criteria including participant feedback, direct observation of coaching, growth of candidates on established criteria, and compliance with program requirements. Furthermore, no formative feedback is provided to coaches on their work.

INSTITUTION SUMMARY

The Alameda County Office of Education (ACOE) supports students through their mission to provide, promote, and support leadership and service for the success of every child, in every school, every day.

The office has oversight responsibilities for district budgets and educational plans and serves as a district providing school programs for the county's most vulnerable students. As an education leadership agency, ACOE also provides training and support services for educators and works to advocate for great public schools for successful students in thriving communities.

ACOE received Provisional Approval from the Commission on Teacher Credentialing (Commission) in 2020. As a program sponsor, ACOE currently provides two educator preparation programs: Clear Administrative Services and Career Technical Education. Some of the school districts served by ACOE's programs include Hayward USD, Oakland USD, Vallejo City, San Leandro USD, and Berkeley USD. ACOE's programs also support charter schools in the region, such as KIPP Northern California in San Lorenzo USD.

Personnel from partnering districts routinely interact with program leadership and indicated that the program director for both programs is highly accessible. Candidates, coaches, and site and district administrators (employers) all commented on the positive relationship they experience with the program leader. Other constituency groups identified the program director as also having excellent communication skills and program expertise, which was seen as crucial to program operations. Because of these skills and practices, the program director was clearly seen as central to the success of the programs. Recent changes to the organization include the addition of personnel to the College of Education (CoE) including the Chief of Educator Effectiveness (CEE), and future support for the Clear Administrative Services program. A new director in the CoE has been slated but had not started as of the provisional site visit date. These recent additions have contributed to the expansion of advisory board meetings which will be held twice yearly. At the time of the visit, documented evidence and interviews show that these meetings had been conducted but not all identified members have been in attendance, and meetings have been largely informal to date.

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:	**No response needed**
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 stakeholders in the organization, coordination, and decision making for all educator preparation programs.	**Inconsistently**
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.	**Not Evidenced**
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.	**Inconsistently**
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.	**Inconsistently**
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 with Concerns

Summary of information applicable to the standard

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. During document review and interviews with multiple levels of organizational leadership, there were numerous occurrences where the focus on how to best serve districts and students was brought forward. The unit believes and acts upon the understanding that they are called to be responsive to the needs of diverse students. From the superintendent to candidates, interviewees referenced the themes and research connections to, and the importance of, providing programs which are responsive and relevant to the students served.

In contrast to the confirmation of an articulated research-base as stated above, reviewers could not confirm that the institution consistently involves faculty and instructional personnel in the collaboration and decision making for the educator preparation program. Through document review and interviews conducted during the site visit, reviewers found some evidence that the faculty and instructional personnel, such as program mentors or advisory board members, informally collaborate with colleagues in P-12 settings toward improving educator preparation. While qualified persons are hired based on employment criteria, a lack of systematic evaluation processes creates an inconsistent application of retainment processes or data for those who provide field-based clinical experiences.

Rationale for the Finding

As the program sponsor of two Commission-approved educator preparation programs, unit leadership is responsible for the unit-level infrastructure in support of Common Standards and program-level operations. Document review and interviews with unit leadership confirmed that the unit has sufficient resources, authority, and support for the operation of the CTE program. However, there is a lack of evidence that the required unit-level support is equally inclusive of the Clear Administrative Services Credential program. Involvement of relevant constituency groups was inconsistent across both programs – there was no evidence that collaboration with the broader educational community was expected or that the unit ensured these expectations were being met.

The site visit team reviewed written evidence of the requisite qualifications for faculty and other instructional personnel and found inconsistent evidence that the program regularly assesses the quality of service provided by the coaches – there was a lack of evidence that coaches received formative feedback on their work. Evidence for these areas was also not evident during interviews. Therefore, the site visit team determined that while hiring qualifications are outlined for faculty and other instructional personnel, there was no evidence as to how retention decisions are made.

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

Finding on Common Standard 2: Met

Summary of information applicable to the standard
Reviewed documents listed clear admission requirements for each program. A link to the ACOE website and documents provided by the institution demonstrates that the unit accepts applicants for its educator preparation programs based on clear criteria that includes multiple measures of candidate qualifications, which was confirmed through interviews with constituents. During interviews with CTE candidates, CASC candidates, and coaches, it was unanimously agreed that the program director was always accessible to provide guidance and support. The interview with credential analysts revealed that a consistent criteria and process is used for the assessment of candidates' clear credential issuance across the unit. Both the CTE and CASC programs are housed at ACOE in the CoE. One of their identified goals is to diversify the education workforce at all levels: classified staff, teachers, and administrators. Through document review of recruitment materials and interviews, the unit was able to consistently demonstrate that it 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.

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.	**Inconsistently**
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.	**Inconsistently**
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.	**Not Evidenced**
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.	**Inconsistently**
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	**Inconsistently**
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	**Inconsistently**
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	**Inconsistently**
All programs effectively implement and evaluate fieldwork and clinical practice.	**Inconsistently**
For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California's adopted content standards and frameworks, and the school reflects the diversity of California's student and the opportunity to work with the range of students identified in the program standards.	**Consistently**

Finding on Common Standard 3: Met with Concerns

Summary of information applicable to the standard
The CASC program 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. Through the review of CASC coach training materials, it was evident that coaches are trained and oriented to their

role. However, there was insufficient evidence from documents or interviews that site-based supervisors are evaluated and recognized in a systematic manner. Evidence demonstrated that CASC coaches were certified and experienced in teaching the specified content or performing the services authorized by the credential. The process and criteria for ACOE's coach hiring process results in the selection of site-based supervisors who provide knowledgeable support for CASC candidates. Additionally, many candidates shared how impactful and supportive the support of their coach is. Conversely, while interviews with administrative candidates revealed high-quality relations between candidates and coaches, there was no evidence of collaboration with educational partners regarding criteria for and selection of CASC coaches. Interviews with constituents confirmed that the CASC program effectively implements and evaluates fieldwork. In interviews with candidates, many shared about the support and feedback they received from the program. One candidate stated, "The feedback I received was helpful as I fine-tuned my goal."

Across the unit, candidates are provided with opportunities to experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning. One example for the CASC program was the professional learning on developing and leading towards vision. Performance data of Alameda County students are shared and broken down by sub-groups and ethnic groups for the purpose of developing an equity vision. In the CTE program, one course required reading the textbook, *Creating the Opportunity to Learn: Moving from Research to Practice to Close the Achievement Gap*. Candidates then engage in discussions with one example being, how might CTE be used to address the achievement gap as described in *Creating the Opportunity to Learn*?

Rationale for the Finding
During the review, there was no evidence to demonstrate that, in the CTE program, site-based supervisors were assigned to candidates by the program. Document review and interviews yielded insufficient evidence to confirm that 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. In addition, through interviews with various constituent groups, it was confirmed that site-based supervisors (coaches) are not evaluated and recognized in a systematic manner. Conversely, while interviews with administrative candidates also revealed high-quality relations between candidates and coaches, there was no evidence of collaboration with educational partners regarding criteria for and selection of CASC site-based supervisors (coaches). The CTE program has made recent improvements; however, evidence could not be found that the curriculum was inclusive of critical pedagogy to meet the needs of special populations or English learners as evidenced in the CTE course matrix which was missing critical elements.

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.	**Inconsistently**
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.	**Not Evidenced**
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	**Inconsistently**
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 stakeholders such as employers and community partners about the quality of the preparation.	**Inconsistently**

Finding on Common Standard 4: Not Met

Summary of information applicable to the standard
Reviewers found no comprehensive continuous improvement cycle at either unit or program levels. Some data collection efforts were evident, such as surveys from professional development sessions and program candidates and completers. However, the unit did not provide evidence of a system to regularly analyze the data to identify program effectiveness and make modifications. During interviews, constituent groups could not articulate a system to analyze data, who participates in data analysis, or how analysis of data is used to modify the program or improve unit effectiveness. Furthermore, the role of the advisory board in participating in unit-level data analysis is unclear. The site visit team did not find evidence that supported the use of candidate feedback to make continuous programmatic improvements. Multiple interviews with constituents indicated a recollection of completing surveys but these constituents were unclear as to how the results were used. They could not identify a formalized way to provide feedback to the program except to speak informally to the program leader.

Candidates stated in interviews that they were confident that their survey results were used to improve the program. Site administrator interviews indicated that they thought a new survey for them was being developed, but they currently have no formalized way to provide feedback to the program. Because candidates and administrators often speak with the CTE program director informally, they feel he is aware of and responsive to their needs.

Rationale for the Finding
The site visit team was unable to identify evidence of a comprehensive continuous improvement process at either the unit or program level. Interview participants were able to identify some sources of data, including candidate surveys, but could not confirm the processes

for analysis, reporting, or decision making based on the data. In general, there was a lack of evidence available to the team about the forms of data and processes for data analysis and decision making related to the CTE program.

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.
Interviews with program candidates (year 1 and year 2) and program completers across the two programs highlighted their perspective of the positive impact the program has had on their learning and professional competence as well as the positive impact on their students' learning. Both programs' internal candidate survey data confirmed that candidates feel prepared to serve as professional school personnel and that they demonstrate knowledge and skills necessary to educate and support all students in meeting state-adopted academic standards. Candidate self-assessments (as measured by the CPSELs) indicate that CASC candidates meet the Commission-adopted competency requirements as specified in the program standards. In addition, during interviews with current candidates, participant groups from both programs positively referenced their professional growth as measured by these professional standards. CTE candidates reinforced that the delivery and content of their instruction was "responsive and relevant."