

# Discussion of the 1st Quarterly Report for Monterey County Office of Education

January 2024

## Overview of this Report

This agenda item provides information on the first quarterly report submitted by the Monterey County Office of Education addressing stipulations resulting from their October 2023 site visit. Following its decision, the Committee on Accreditation directed the Monterey County Office of Education to provide updates at quarterly intervals documenting the progress made toward addressing the stipulations in the [October 2023 Accreditation report](#). Information is included in this first quarterly report related to how the institution continues to work at addressing the requirements of each stipulation.

## Staff Recommendation

Commission staff recommends that the Committee on Accreditation (COA) accept the Monterey County Office of Education's first quarterly report. Staff will continue to work with the institution to provide technical assistance and review the remainder of the quarterly reports from the institution.

## Background

A site visit was held virtually for the Monterey County Office of Education on October 10 – 12, 2023, and the accreditation report of that visit was presented to the COA at its [October 2023 meeting](#). Following discussion and deliberation of the report, the recommendations of the site visit team, the COA determined that the institution be granted **Accreditation with Probationary Stipulations**. The stipulations are listed below.

- 1) By November 6, 2023, the program provides systemic evidence of compliance with the Induction Program precondition 5 that the Individual Learning Plan (ILP) developed and implemented by the candidate in collaboration with their mentor is not used for evaluative purposes.
- 2) Within one year, the program provides evidence that they have fully transitioned to the 2016 Induction Program Standards for Teacher Induction and the 2016 Clear Administrative Services Credential (CASC).
- 3) Within one year, the institution provide evidence that it:
  - a. has developed and articulated a research-based vision of teaching and learning that is clearly represented in all educator preparation programs. (CS 1)
  - b. actively involves faculty, instructional personnel, and relevant constituents in the organization, coordination, and decision making for all educator preparation programs. (CS 1)
  - c. ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P12 settings, college and university units and members of the broader educational community. (CS 1)
  - d. employs, assigns and retains only qualified persons to provide professional development and supervise field-based and clinical experiences. (CS 1)

- e. establishes a credential recommendation process that ensures candidates recommended for the credential have met all requirements. (CS 1)
- 4) Within one year, the institution provide evidence that it
    - a. applies clearly defined criteria for acceptance into programs prior to candidates' participation in the program. (CS 2 – CASC)
    - b. uses evidence aligned to competency and performance expectations to guide candidate advisement and support efforts. (CS 2)
    - c. has and uses a clearly defined process to identify and support candidates who need additional assistance to meet competencies. (CS 2)
  - 5) Within one year, the institution provide evidence that
    - a. site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner. (CS 3)
    - b. demonstrates that programs are effectively evaluating field work and clinical practice. (CS 3)
  - 6) Within one year, the institution provide evidence
    - a. of a comprehensive continuous improvement process that includes multiple sources of data at both the unit level and within each of the programs that identifies program and unit effectiveness and makes appropriate modifications based on findings. (CS 4)
    - b. that it assesses the effectiveness of the programs related to fieldwork and clinical practice and support services for candidates based upon regular and systematic data collection and analysis. (CS 4)
    - c. that it ensures that feedback from key constituencies such as employers and community partners about the quality of preparation is included. (CS 4)
  - 7) Within one year, the institution provide evidence that
    - a. it ensures that candidates demonstrate the knowledge and skills necessary to educate and support students with assessments that indicate whether they meet Commission adopted competency requirements. (CS 5, CASC, Teacher Induction)
    - b. The unit and its programs are having a positive impact on candidate learning and competence and on teaching and learning in schools. (CS 5)
  - 8) Within one year, for the Clear Administrative Services Credential program, the institution provide evidence that
    - a. it ensures that professional learning employs competency indicators that support a recommendation for the clear credential.
    - b. it ensures that assessment of candidate competence is grounded in the California Professional Standards for Education Leaders (CPSEL) proficiencies.
    - c. it collaborates formally with education organizations through partnership agreements to establish a professional education community structure that facilitates and supports induction activities.
    - d. each partner's contributions to the design and implementation of candidate preparation and certification are outlined through mutual contract or agreements.
    - e. it establishes regular communication with partners to ensure that each candidate builds a coherent individualized learning program.

- f. it identifies the reporting relationships between personnel in educator preparation programs.
  - g. it assesses the quality of professional learning offerings using criteria that includes participant feedback and direct observation.
  - h. its program evaluation includes multiple measures.
  - i. formative feedback that program leaders provide to professional learning providers.
  - j. the use of a well-defined criteria that is used to select, prepare, assign, support and supervise coaches.
  - k. implements effective training for coaches at all sites.
  - l. provides ongoing support for individual coaching challenges and reflection on coaching practice.
  - m. has clear procedures that are in place for the reassignment of coaches.
  - n. the program is regularly assessing the quality of services provided by coaches to candidates using criteria identified in the standard.
  - o. induction program leaders provide formative feedback to coaches.
  - p. an initial assessment, on-going formative assessment, benchmark and summative assessments are components of the induction program.
  - q. the candidate's performance goals consider both employer priorities and individual job responsibilities.
  - r. the program provides a minimum of forty hours of job-embedded coaching activities to support the development of leadership competencies.
  - s. candidates are able to select (not require) professional development offerings or opportunities that align with their goals as outlined in their IIP.
  - t. the professional development provided aligns to the CPSELs.
  - u. assessments are developed to measure candidate competence and performance.
  - v. multiple measures are used to inform the initial assessment.
  - w. the formative assessment that is used measures the candidate's progress towards mastery of the CPSELs.
  - x. use of a benchmark assessment conducted by the program midway through the program that evaluates the candidate's progress towards demonstration of competencies.
  - y. the program determines a candidate's level of competence that merits possession of a Clear Administrative Credential.
  - z. the program has a procedure for candidates to repeat portions of the program, as needed.
- 9) Within one year, for the Teacher Induction program, the institution provide evidence that
- a. a robust mentoring system that supports candidate work to meet the California Standards for the Teaching Profession (CSTP) is in effect.
  - b. the program articulates the Plan, Teach, Reflect and Apply cycle that is used as the basis for the mentor work for effective implementation that allows the candidate to demonstrate growth in the CSTP.

- c. the development of the Individualized Learning Plan is driven by candidate needs.
  - d. ongoing training and support for mentors is provided that includes coaching and mentoring, goal setting, use of appropriate mentoring instruments, reflection on mentoring practice and program processes designed to support candidate growth and effectiveness in the CSTP.
  - e. the program is assessing candidate progress towards mastery of the CSTP.
  - f. the program is providing formative feedback to mentors on their work as individuals.
  - g. the program is providing a coherent overall system of support through the collaboration, communication and coordination between candidates, mentors, school and district administrators, and all members of the Induction system.
- 10) Provide quarterly written documentation to the Commission consultant documenting all actions to address the stipulations above.
- 11) 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.
- 12) Until all stipulations have been removed, Monterey County Office of Education is not permitted to propose new credential programs for approval by the Committee on Accreditation.

### **First Quarterly Report Contents**

Following the October 2023 site visit, the Monterey County Office of Education leadership, faculty, and staff met to discuss the stipulations and continues to do so. Weekly meetings with the Commission consultants were established in November and were held on November 7<sup>th</sup>, 14<sup>th</sup>, 21<sup>st</sup>, 29<sup>th</sup>, December 6<sup>th</sup>, 13<sup>th</sup>, 20<sup>th</sup>, 27<sup>th</sup>, January 3<sup>rd</sup>, 10<sup>th</sup> and 17<sup>th</sup>. Their first quarterly report provides evidence and narrative around actions taken to address stipulations from the site visit. It is available here: [MCOE Quarter One Report](#). In addition to the narrative report, the Monterey County Office of Education has provided a table that shows the stipulations and a list of evidence of the actions taken in the following table: [Stipulations Table](#). Both links include the institution’s responses to the stipulations with actions taken and links to evidence that supports the action.

Response to Stipulation 1 (Induction Precondition 5):

1. **Stipulation 1** By November 6, 2023, the program provides systemic evidence of compliance with the Induction Program precondition 5 that the Individual Learning Plan (ILP) developed and implemented by the candidate in collaboration with their mentor is not used for evaluative purposes.

At the October 2023 site visit, the team found insufficient evidence that information from candidates’ participation in the Teacher Induction Program was shared with the Board of Education. Since the site visit, the institution has provided notification to all program advisors and human resource staff in partnering districts reinforcing the understanding that the work of induction should not be used for evaluative purposes.

## **2. Stipulations 2 through 10**

In response to Stipulations 2 through 10, the Monterey County Office of Education staff have prepared a short presentation that highlights the evidence of actions taken to date to address the stipulations and plans for future action.

### **Next Steps**

The second quarterly report is scheduled to be presented to the COA at its March 2024 meeting. The institution's accreditation revisit is scheduled for October 7-9, 2024. Commission staff will continue to work with the Monterey County Office of Education as it makes progress in addressing stipulations in preparation for its revisit.