

Discussion of the First Quarterly Report from Alameda County Office of Education May 2024

Overview of this Report

This report provides information on Alameda County Office of Education's (ACOE) actions taken to address stipulations from their January 2024 accreditation site visit report. ACOE is a local education agency that sponsors a Clear Administrative Services Credential Program (CASC) and a Designated Subjects: Career and Technical Education (CTE) credential program. The information in this report includes ACOE's progress to date and next steps. ACOE's full first quarterly report, including links to all the evidence listed below, can be found on the [Quarterly Reports webpage](#) of their accreditation website.

Staff Recommendation

Staff recommends that the Committee on Accreditation (COA) accept this report from ACOE. Staff will continue to work with the institution to provide technical assistance and review the remainder of the quarterly reports as the program continues to address the stipulations placed upon it by the COA.

Background

An accreditation site visit for Alameda County Office of Education took place on December 4-6, 2023. The link to the accreditation report can be accessed here: [Alameda County Office of Education December 2023 Accreditation Site Visit Report](#). At the January 2024 meeting, the Committee on Accreditation (COA) took action to grant **Accreditation with Major Stipulations** for ACOE. The eight stipulations that resulted from the accreditation site visit report and January 2024 COA meeting are listed below:

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, 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, the first quarterly report, must specifically include, but not be limited to, addressing the following:
 - a. An update on actions taken to address Common Standard 4
 - b. For the Designated Subjects: Career Technical Education program - 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.
 - c. For the Designated Subjects: Career Technical Education -program standard 11 related to the candidate’s ability to select and use computer based technology to facilitate teaching and learning.
- 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.

First Quarterly Report Overview

Following the January 2024 COA meeting, staff met with Alameda County Office of Education (ACOE) to discuss the stipulations. The information on the subsequent pages of this report summarizes the actions taken thus far by ACOE to address the stipulations.

Next Steps

The second quarterly report is scheduled to be presented to the COA at its August 2024 meeting.

Summary of ACOE's First Quarterly Report: Actions to Address Stipulations since January 2024

Stipulation #1a:

Provide evidence documenting that the institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs. (CS 1)

Summary of ACOE's Plans and Actions with Corresponding Evidence:

- The ACOE program sponsor unit, now called the Professional Advancement and Training Hub (PATH), which consists of nine members, participated in meetings to coordinate and make decisions for ACOE's preparation programs. At their February 23, 2024, meeting, they unveiled the PATH Continuous Improvement Tracker, which will be used as a tool for gathering and analyzing unit and program-level performance data. The unit also developed a new coach evaluation rubric that can be used to evaluate coaches for both the CTE and CASC programs.
- **Evidence provided:**
 - Agenda for ACOE February 23, 2024, Meeting on Continuous Improvement
 - PATH Continuous Improvement Tracker
 - Coach Evaluation Rubric
- **Next Steps:** See response to #1c below.

Stipulation #1b:

Provide evidence documenting that the institution ensures 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).

Summary of ACOE's Plans and Actions with Corresponding Evidence:

- ACOE collaborated with external partners on numerous occasions including a state conference on coaching principals attended by the unit head, a meeting with chief academic officers (CAOs) in Alameda County about ACOE's new model for CASC next year, which was led by the unit head, a meeting with partners at Eden Area Regional Occupational Program Center (ROP) and the program director of credentials about candidate preparedness, as well as a CTE advisory board meeting with a focus on supervisory support.
- **Evidence provided:**
 - Agenda for ACOE February 23, 2024, PATH Meeting on Continuous Improvement
 - Agenda and notes from March 17, 2024, Principal Pipeline Conference
- **Next Steps:** See response to #1c below.

Stipulation #1c:

Provide evidence documenting that the institution employs, assigns, and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. (CS 1).

Summary of ACOE's Plans and Actions with Corresponding Evidence:

- ACOE posted jobs and is hiring coaches for both the CASC program and the CTE program. These newly hired coaches will provide support to all of ACOE's CTE candidates teaching in Alameda County next year. ACOE will ensure that the individuals hired as coaches are qualified.
- **Evidence provided:**
 - Job description for CTE coach position posting
 - Job description for CASC coach position posting
- **Next Steps for #1(a-c):** The unit is in the process of calibrating rubrics for site-based supervisors (mentors) and program coaches to ensure there are deliberate and consistent practices in place to ensure that mentors and coaches are competent and effective. The unit intends to align the implementation of these rubrics with the collection of data in its PATH Continuous Improvement Tracker. Feedback from their advisory board meetings will be considered when making decisions about hiring. Additionally, they are hiring coaches for both the CTE and CASC programs now.

Stipulations #2(a-f):

The institution will provide evidence that the unit and all programs:

- 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)*

Summary of ACOE’s Plans and Actions with Corresponding Evidence:

- In February 2024, ACOE implemented several strategies to support collaboration between employers, program supervisors (coaches), support teachers (site-based supervisors), and future candidates. In February 2024, existing candidates were surveyed to determine which candidates were teaching and which were not and of those who were, which were receiving supervisory support. ACOE collaborated with the employers of those who were receiving support to confirm. They let the employers of those candidates who were not receiving support know that ACOE would be supporting those candidates.
- **Evidence provided:**
 - Candidate support survey as of February 1, 2024
 - Email communication sent to the employers of candidates not receiving support
 - Email communication sent to the employers confirming the name of the district-employed supervisor for candidates receiving support
 - Prompts for CTE candidate coaching sessions
- **Next Steps:** See response to #2(h-i) below.

Stipulation #2g:

The institution will provide evidence that the unit and all programs ensures site-based supervisors are evaluated and recognized in a systematic manner. (CS 3–CASC).

Summary of ACOE’s Plans and Actions with Corresponding Evidence:

- The ACOE program sponsor unit, PATH, held a coach professional development meeting in February 2024 in which the PATH continuous improvement tracker and the new coach evaluation rubric were presented. During that meeting, coaches were given the opportunity to provide feedback on the rubric.
- **Evidence provided:**
 - February 28, 2024, CASC Coach Professional Development meeting presentation
 - PATH Continuous Improvement Tracker
 - Coach Evaluation Rubric
- **Next Steps:** See response to #2(h-i) below.

Stipulations #2(h-i):

The institution will provide evidence that the unit and all programs:

- 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)*

Summary of ACOE’s Plans and Actions with Corresponding Evidence:

- ACOE implemented several strategies to support collaboration between employers, supervisors, site-based supervisors, and future candidates. Existing candidates were surveyed to determine which candidates were teaching and which were not and of those who are, are receiving supervisory support. ACOE collaborated with the employers of those

who were receiving support to confirm. They let the employers of those who were not providing support know that ACOE would be supporting those candidates.

- **Evidence provided:**
 - Candidate support survey as of February 1, 2024
 - Email communication sent to the employers of candidates not receiving support
 - Email communication sent to the employers confirming the name of the district-employed supervisor for candidates receiving support
 - Prompts for CTE candidate coaching sessions
- **Next Steps for #2(a-i):** The unit is hiring coaches for the CTE program, and the interviews will take place in May 2024. They will be hiring these coaches based on their experience and qualifications that must be appropriate to the program. ACOE will provide coaches training to ensure that they support candidates in demonstrating skills and meeting standards. ACOE will also integrate fieldwork and coursework and give candidates opportunities to experience diversity. The unit, which includes the CTE director and the unit head, has already met to discuss a revised rubric to guide and evaluate coaches. The rubric will be an important part of the training they will have with all of the coaches as part of the onboarding. The unit is in conversations now about the timing and frequency with which feedback and evaluation will be provided and professional development will be delivered.

Stipulation #3a:

The institution will provide evidence that the unit 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)

Summary of ACOE's Plans and Actions with Corresponding Evidence:

- The ACOE program sponsor unit, PATH, participated in meetings to coordinate and make decisions about improvements in ACOE's preparation programs. The agenda from that meeting addressing continuous improvement is listed in the evidence provided below. A tracking tool was created to map out the continuous improvement process. The plan for gathering and analyzing performance data for the CTE and CASC programs and the unit is in the tracking tool.
- **Evidence provided:**
 - Agenda for ACOE February 23, 2024, PATH Meeting on Continuous Improvement
 - PATH Continuous Improvement Tracker
- **Next Steps:** See response to #3b below.

Stipulation #3b:

The institution will provide evidence that 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)

Summary of ACOE's Plans and Actions with Corresponding Evidence:

- The types of data to be collected for each program and the unit as part of the continuous improvement process can be found in the "Metrics" column on the CTE, CPAL, and PATH tabs of the continuous improvement tracking tool listed in the evidence below. ACOE collaborated with external partners on numerous occasions to obtain data about candidate preparedness and held a CTE advisory board meeting with a focus on supervisory support.
- **Evidence provided:**
 - Meeting notes from the February 26, 2024, meeting with Eden Area ROP on continuous improvement
 - Agenda for ACOE February 23, 2024, PATH Meeting on Continuous Improvement
 - PATH Continuous Improvement Tracker
- **Next Steps #3(a-b):** ACOE is in the process of hiring new staff and adopting mechanisms to ensure that programs are effective on an ongoing basis. Across all programs, they are mapping out what data to collect, when, and from whom to collect it. Their goal is to calibrate systems for the 2024-2025 school year in May and June of 2024. This will incorporate the integration of various elements described above as well as the ongoing feedback they will gather from their external partners.

Stipulation #4a:

The Clear Administrative Services program will provide evidence of formal collaboration with education organizations through partnership agreements to establish a professional education community structure that facilitates and supports induction activities.

Summary of ACOE's Plans and Actions with Corresponding Evidence:

- From 1b: ACOE and its unit head collaborated with external partners on numerous occasions including: at a state conference on coaching principals, a meeting with CAOs in Alameda County about ACOE's new model for CASC next year, and at an ACOE Diverse Education Leaders Pipeline Initiative Grant (DELPI) collaboration meeting with REACH, CSUEB and UC Berkeley.
- **Evidence provided:**
 - Agenda for ACOE February 23, 2024, PATH Meeting on Continuous Improvement
 - Agenda and notes from March 17, 2024, Principal Pipeline Conference
- **Next Steps:** See response to #4b below.

Stipulation #4b:

The Clear Administrative Services program will provide evidence demonstrating that there is a formalized process for assessment of coaches and will provide documentation of formative feedback disseminated to coaches.

Summary of ACOE's Plans and Actions with Corresponding Evidence:

- The program director and team coach designed an evaluation rubric to be used during CASC observations aligned to the Professional Development (PD) provided this year. After receiving coach feedback, ACOE shifted to a model based on peer observation protocols and conducted these observations using a needs documentation tool.

- **Evidence provided:**
 - February 28, 2024, CASC Coach Professional Development meeting presentation
 - March 28, 2024, CASC Peer Observations meeting presentation
 - Coach Evaluation Rubric
- **Next Steps #4(a-b):** ACOE will collaborate with local external partners by holding a job fair and has invited representatives from the school districts in Alameda County. The fair is a one-stop shop such that attendees can pursue jobs and also get information about credentialing programs.
- They will also receive consulting support and training from the New Teacher Pipeline (TNTP) as part of the unit's calibration. As mentioned above, they are refining their coaching rubric and intend to train coaches for the 2024-2025 school year on the rubric and explain how the coaches will be evaluated. This training is scheduled for early July 2024.

Stipulation #5a:

The Designated Subjects: Career Technical Education program will provide evidence that program updates will include the development of a 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.

Summary of ACOE's Plans and Actions with Corresponding Evidence:

- In the new CTE 102 assignments of weeks 6 and 7, which were assigned in February 2024, candidates first read four modules from the CTE TEACH course "Instructional Technology" which deals specifically with computer-based technology selection and use. Then, candidates engaged in a discussion about supporting students with those strategies including the use of technology. Finally, candidates wrote about how they would use technology to support various student groups.
- **Evidence provided:**
 - CTE 102 week 6 and 7 class modules
- **Next Steps:** See response to #5c below.

Stipulation #5b:

The Designated Subjects: Career Technical Education program will provide evidence that program updates will include the development of a candidate's knowledge and/or opportunity to practice a variety of systematic instructional strategies to make content comprehensible to English learners.

Summary of ACOE's Plans and Actions with Corresponding Evidence:

- The new assignments in week 7 of CTE 102 addressed practicing instructional strategies to make content comprehensible to English language learners (ELL). Candidates read about strategies to support English learners, selected a pathway standard, chose a specific EL strategy, and explained how they would implement it in conjunction with a computer-based technology tool.
- **Evidence provided:**
 - CTE 102 week 7 class module

- Document: Resources for Teaching Multilingual Learners in CTE
- **Next Steps:** See response to #5c below.

Stipulation #5c:

The Designated Subjects: Career Technical Education program will provide evidence that program updates will include 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, and the development of differentiated instructional strategies that provide all students with access to CTE curriculum.

Summary of ACOE’s Plans and Actions with Corresponding Evidence:

- The new assignments in week 7 of CTE 102 addressed practicing instructional strategies to make content comprehensible to gifted and talented students and students with learning disabilities. Candidates read about strategies to support those populations of students, selected a pathway standard, chose a specific strategy in service of teaching that standard, and explained how they would implement it in conjunction with a computer-based technology tool.
- **Evidence provided:**
 - CTE 102 week 7 class module
 - Document: Teaching strategies for students with disabilities
 - Document: Teaching strategies for students with giftedness and talents
- **Next Steps 5(a-c):** Starting in the spring term of 2025, a new course entitled CTE 102B: Differentiated Instruction and Technology Integration will replace the existing CTE 102 course. CTE 102B will be based on CTE 102 but modified to offer more opportunities for candidates to learn about differentiation and technology use. The course could not be offered any sooner because current students were already registered for CTE 102. The CTE 102B course will be developed during the 2024-25 school year.

Stipulation #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.

Summary of ACOE’s Plans and Actions with Corresponding Evidence:

- Several strategies were implemented to support collaboration with the employer and with the selection of supervisors and/or support teachers (site-based supervisors) with existing and future candidates. Existing candidates were surveyed to determine which candidates were teaching and which were not and of those that are which are receiving supervisory support. ACOE communicated with the employers of those candidates who were receiving support to confirm the names of their supervisors. They informed the employers of those who were not supporting candidates that ACOE would be providing support.
- **Evidence provided:**
 - Candidate support survey as of February 1, 2024

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- Email communication sent to the employers of candidates not receiving support
- Email communication sent to the employers confirming the name of the district-employed supervisor for candidates receiving support
- Prompts for CTE candidate coaching sessions
- Job description for CTE coach position posting
- **Next Steps:** The unit will collaborate with every employer that has an employed CTE candidate in their program. They will familiarize employers with the ACOE program including the coaching services they will provide for CTE candidates in Alameda County. They will communicate with employers who are not in the county to confirm that support is being provided by them on-site. And they will collaborate with them in providing the early orientation modules for all new candidates.

Stipulation #7a:

The first quarterly report must specifically include an update on actions taken to address: Common Standard 4

Summary of ACOE’s Plans and Actions with Corresponding Evidence:

- From 3a: The ACOE program sponsor unit, PATH, participated in meetings to coordinate and make decisions about improvements in ACOE’s preparation programs. The agenda from that meeting addressing continuous improvement is listed in the evidence below. A tracking tool was created to map out the continuous improvement process. The plan for CTE and CASC and the unit can be found on the CTE, CPAL, and PATH tabs of that tracking tool. ACOE collaborated with external partners on numerous occasions including meetings with partners at Eden Area ROP and the program director of credentials about candidate preparedness, as well as a CTE advisory board meeting with a focus on supervisory support.
- From 3b: The types of data to be collected for each program and the unit as part of the continuous improvement process can be found on the CTE, CPAL, and PATH tabs of the continuous improvement tracking tool listed below. ACOE collaborated with external partners on numerous occasions to obtain data about candidate preparedness, as well as a CTE advisory board meeting with a focus on supervisory support.
- **Evidence provided:**
 - Agenda for ACOE February 23, 2024 PATH Meeting on Continuous Improvement
 - PATH Continuous Improvement Tracker
 - Note from February 26, 2024, with Eden Area ROP on continuous improvement
 - Agenda and notes from March 17, 2024, Principle Pipeline Conference
- **Next Steps:** ACOE is in the process of expanding its staff and adopting mechanisms to ensure that its programs are effective on an ongoing basis. Across all programs, they are mapping out what data to collect, when, and from which sources. Their goal is to calibrate their assessment systems for the 2024-2025 school year in May and June 2024. This will incorporate the integration of various elements described above as well as the ongoing feedback they will gather from their external partners.

Stipulation #7b:

The first quarterly report must specifically include an update on actions taken to address: For the Designated Subjects: Career Technical Education program - 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.

Summary of ACOE's Plans and Actions with Corresponding Evidence:

- All newly admitted candidates who have started teaching have been directed via email to take the CTE TEACH "Early Orientation" course. Instructions on how to register for the course were attached to the email. In that same email, ACOE reminded candidates that they must provide their job offer for the 2024-2025 school year. There was a link in the email to a Google form for them to upload their job offer documents and provide their supervisors' contact information. This will allow CTE program staff to collaborate with their employer as soon as possible.
- **Evidence provided:**
 - Email with instructions for registering for CTE Online Early Orientation module
 - Email asking candidates to confirm their employer and enrollment
 - ACOE CTE Program Candidate Employer Confirmation Form
- **Next Steps:** The unit will collaborate with every employer that has an employed CTE candidate in their program for 2024-2025. They will familiarize employers with the ACOE program and will collaborate with them in providing the early orientation modules for all new candidates.

Stipulation #7c:

The first quarterly report must specifically include an update on actions taken to address: For the Designated Subjects: Career Technical Education -program standard 11 related to the candidate's ability to select and use computer based technology to facilitate teaching and learning.

Summary of ACOE's Plans and Actions with Corresponding Evidence:

- From 5a: The program revised the existing CTE 102 course assignments of weeks 6 and 7 which occurred in February, candidates first read four modules from the CTE TEACH course "Instructional Technology" which deals specifically with computer-based technology selection and use. Next, candidates read about strategies that support English language learners, students with disabilities, and gifted and talented students. Then, candidates engaged in a discussion supporting those students with those strategies including the use of technology. Finally, candidates wrote about how they would select and use technology to support each of those groups.
- **Evidence provided:**
 - CTE 102 weeks 6 and 7 class modules
 - Folder containing assignment for CT 102, week 7
- **Next Steps:** A new course in the CTE program is currently under development and will be taught in the spring term of 2025. It is entitled CTE 102B: Differentiated Instruction and Technology Integration. The tentative outline of the course was shared in the CTE Program Review Addenda Materials. This course will be more fully developed during the 2024-25

school year. Other existing courses will be reviewed to see where they can be improved to offer more opportunities to support differentiation and technology use and will be modified accordingly.