

Discussion of the 3rd Quarterly Report for Monterey County Office of Education

June 2024

Overview of this Report

This agenda item provides information on the third quarterly report submitted by 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 to Commission staff at quarterly intervals documenting the progress made toward addressing the stipulations in the [October 2023 Accreditation Report](#). Information is included in this third 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) review the evidence submitted in the third quarterly report for the purpose of determining sufficient progress towards meeting the stipulations as outlined in the accreditation site visit report of October 2023.

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 (CASC) 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 Submission

At the January 2024 COA meeting, the [first quarterly report](#) for the Monterey County Office of Education was presented and discussed. It is available here: [MCOE Quarter One Report](#). In addition to the narrative report, the Monterey County Office of Education provided the following table that included a list of evidence of the actions taken: [Stipulations Table](#). Both links included the institution’s responses to the stipulations with actions taken and links to evidence that supports the action.

At the COA meeting, it was suggested that the Stipulation Table be split into two columns, one for the Administrator Induction program and another for the Teacher Induction program. In addition, the COA directed the Monterey County Office of Education to return the March COA meeting with the following information included in their second quarterly report:

1. Individual Learning Plans and Individual Induction Plans that are time stamped.
2. Information about what mentors (Teacher Induction) and coaches (Administrative Services Induction) are doing.
3. Information about what teacher leaders are doing.
4. Evidence of coach training (sign-in sheets, agendas, materials, and feedback)
5. Feedback from candidates.
6. Focus group data from candidates, mentors, coaches, employers, and partners.
7. Data to show continuous improvement.
8. Continuity in documents (where descriptions were inconsistently described, ensure there is consistent information).

9. Hyperlinks evidence to the specific standard – materials, agenda, sign-in sheets and feedback all should link directly to the standard it is addressing.

Second Quarterly Report Contents

In response to the COA's request for the information that is outlined above, the Monterey County Office of Education prepared the [MCOE Quarter Two Report](#) that was provided in narrative format and a [Stipulations Table](#) to address the information as requested by the COA. Staff provided some analysis in addition to guidance to where evidence may be found for each of the requested items from the January COA meeting. A summary of that [staff analysis](#) can be found in the COA agenda item from the March 2024 meeting.

Third Quarterly Report Contents

At the March 2024 COA meeting, the COA directed the Monterey County Office of Education to provide specific pieces of evidence to share at the June COA meeting. These were as follows:

1. Evidence of the meetings that are occurring with the mentors/coaches.
2. A rubric that will be used to determine that candidates in CASC and TIP have met the current standards.
3. A plan for candidates who do not meet standards.
4. A summary of information about how the mentors' time is spent and how it aligns to the standards.
5. Show how work between candidates and mentors/coaches aligns to the standards.

In response to the COA's request for the information above, Monterey COE prepared the [MCOE Quarter Three Report](#) that is provided in narrative format, addressing each of the requested items.

Staff reviewed the report and found evidence that supported that mentors and coaches are meeting with candidates. In addition, rubrics are aligned to performance expectations for CASC and TIP. A plan for assisting candidates who are not meeting standards is also included. In addition to addressing the specific items the COA requested in March of 2024, the Monterey COE also included narrative and evidence documenting their progress towards meeting the rest of the stipulations from the October 2023 site visit.

Next Steps

A revisit will be conducted in person at the Monterey County Office of Education October 7th through the 9th of this year. Upon completion of the revisit, the accreditation site visit team will prepare a report to be presented to the COA at the December 2024 meeting.

Staff recommends that the COA accept the third quarterly report as sufficient progress and allow the Monterey COE to prepare for the revisit scheduled in October 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.