Discussion of the First Quarterly Report from
Santa Clara County Office of Education
June 2024

Overview of this Report

Santa Clara County Office of Education submitted their first quarterly report on May 16, 2024, as required by the COA, documenting progress they have made toward addressing all stipulations resulting from their accreditation site visit in February 2024. The contents of that report, including progress to date and next steps, are outlined in this report.

Staff Recommendation

It is the staff's recommendation that the Committee on Accreditation accept this report from Santa Clara County Office of Education but take no further action at this time as the program continues to address the stipulations placed upon it by the COA.

Background

A site visit was held for Santa Clara County Office of Education on February 4-7, 2024, and the report of that visit was presented to the COA at its March 2024. Following discussion and deliberation of the report and its recommendations, the COA determined that the institution be granted Accreditation with Stipulations. The stipulations are listed below.

1. That the institution provide quarterly reports and host a seventh year focused revisit.

For the Common Standards

2. Provide evidence 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. (Common Standard 3c)
3. Provide evidence that site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner. (Common Standard 3g)
4. Provide evidence that the education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings. (Common Standard 4a)
5. Provide evidence that 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. (Common Standard 4c)

For the Preliminary Education Specialist: Mild to Moderate Support Needs, Extensive Support Needs, and Early Childhood Special Education programs:

6. Provide evidence that the program's organizational structure supports a logical and integrated progression for candidates including preparing candidates in case management practices (IEP preparation). (Program Standard 1)
7. Provide evidence that the minimum amount of district-employed supervisors' support and guidance is 5 hours per week. (Program Standard 3)
8. Provide evidence that appropriate information is accessible to guide candidates' meeting all program requirements. (Program Standard 4)
9. Provide evidence that before exiting the preliminary program, candidates, district-employed supervisors, and program supervisors collaborate on an individual development plan (IDP) consisting of recommendations for professional development and growth in the candidate's clear credential program. (Program Standard 6)

For the Preliminary Education Specialist: Mild to Moderate Support Needs and Extensive Support Needs program:
10. Provide evidence that each candidate receives clear and accurate information about the nature of the pedagogical tasks within the Commission-approved teaching performance assessment model selected by the program. The program provides multiple formative opportunities for candidates to prepare for the TPA tasks/activities. (Program Standard 5)

For the Teacher Induction program:
11. Provide evidence that prior to recommending a candidate for a Clear Credential, the induction program sponsor verifies that the candidate has satisfactorily completed all program activities and requirements, and that the program has documented the basis on which the recommendation for the clear credential is made. The program sponsor's verification must be based on a review of observed and documented evidence, collaboratively assembled by the candidate, the mentor and/or other colleagues, according to the program's design. The Induction program's recommendation verification process must include a defensible process of reviewing documentation. (Program Standard 5)
12. Provide evidence that induction program leaders provide formative feedback to mentors on their work. (Program Standard 6)

Contents of the Report
Following the February 2024 site visit, Santa Clara County Office of Education (SCCOE) began taking actions to address stipulations. For each stipulation, SCCOE has identified practices in place at the time of the visit, new practices put in place to address the feedback, and lists steps prioritizing communication, collaboration, and continuous improvement. Progress to date is noted in the first quarterly report which can be accessed on the SCCOE accreditation website: First Quarterly Report.

Steps Taken by Santa Clara County Office of Education to Address Stipulations
Plans for Addressing Stipulations and Evidence

Stipulation #1: *That the institution provide quarterly reports and host a seventh year focused revisit.*

Quarter 1 Plans to Address Stipulation –
SCCOE submitted the first quarterly report on May 16, 2024, and a revisit is planned for March 2025.

Stipulation #2: *Provide evidence 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. (Common Standard 3c)*

Quarter 1 Plans to Address Stipulation –
SCCOE identified the need to collaborate with district human resources and site administrators for the selection criteria of district support providers. Site visits are planned to collaborate with site administrators for identification of district support providers. These planned practices are intended to foster collaboration between districts and SCCOE.

Stipulation #3: *Provide evidence that site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner. (Common Standard 3g)*

Quarter 1 Plans to Address Stipulation –
SCCOE's report provides a plan to implement new practices for the selection and training of district support providers. A communication plan will be put into place to ensure district support providers are providing ongoing support to candidates, provide TPA training and orientation. District support providers will receive an orientation to ensure they understand the support to be provided to candidates. A mid-year survey is planned to evaluate support from district support providers. The district support provider MOU was updated to include their contractual obligations.

Stipulation #4: *Provide evidence that the education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings. (Common Standard 4a)*

Quarter 1 Plans to Address Stipulation –
SCCOE's adopted continuous improvement process includes a six-step process. This new process will include data collection, including mid-year surveys to evaluate the support provided by district support providers in the teacher preparation programs and coaches in the teacher in duction program.

Stipulation #5: *Provide evidence that 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. (Common Standard 4c)*

Quarter 1 Plans to Address Stipulation –
Part of SCCOE's continuous improvement process includes the creation of School Year Cycle intended to capture how the unit and each program collects, analyzes, disseminates, and utilizes data for improvement.

Stipulation #6: *Provide evidence that the program's organizational structure supports a logical and integrated progression for candidates including preparing candidates in case management practices (IEP preparation). (Program Standard 1)*

Quarter 1 Plans to Address Stipulation –
SCCOE will continue offering the IEP Symposium. The unit will collaborate with faculty to address IEP integration in coursework. As part of the continuous improvement process, feedback surveys will be included to measure the efficacy of these efforts, a focus group of program completers will be established to identify gaps in the IEP preparation, and candidates will self-assess in the course.

Stipulation #7: *Provide evidence that the minimum amount of district-employed supervisors' support and guidance is 5 hours per week. (Program Standard 3)*

Quarter 1 Plans to Address Stipulation –
SCCOE plans to design a document for interns outlining all required meetings and activities with their district support providers (DSPs). There is a new support hour log. The updated DSP MOU includes explicit language noting the minimum five hours of weekly support. SCCOE created a Canvas course for DSPs to provide them with access to professional development related to adult learning theory and other resources. Surveys for interns, districts, and DSPs will be developed to assess the impact of the (planned) actions.

Stipulation #8: *Provide evidence that appropriate information is accessible to guide candidates' meeting all program requirements. (Program Standard 4)*

Quarter 1 Plans to Address Stipulation –
The continuous improvement plan SCCOE has developed for the 2024-25 school year applies to all programs. They have created an Action Item list to be distributed to candidates at orientation, which includes direction to read the handbook, how to enroll, important test dates and credential requirements. During the Orientation, candidates will be provided with access to a Google folder with orientation information. Staff recommends that SCCOE provide evidence that candidates are provided guidance for the organization and content of this folder and that they have the opportunity to obtain clarification and/or support. Candidates will complete a survey (not yet developed) to provide SCCOE with data regarding the intern experience.

Stipulation #9: *Provide evidence that before exiting the preliminary program, candidates, district-employed supervisors, and program supervisors collaborate on an individual development plan (IDP) consisting of recommendations for professional development and growth in the candidate's clear credential program. (Program Standard 6)*

Quarter 1 Plans to Address Stipulation –
SCCOE is establishing new procedures for the completion of the IDP. The updated DSP Information Sheet includes information on this topic and a Triad meeting log has been designed. According to the information sheet, triad meetings with the DSP, Principal, and candidate will be tracked in logs to ensure collaboration. Ongoing work to address this stipulation is noted in the DSP Continuous Improvement Process document and includes ensuring it is emphasized in the handbook, Canvas, and syllabi, and in an updated MOU with DSPs. SCCOE will call on faculty to provide evidence of where in coursework candidates are instructed to collaborate with their DSPs in the creation of the IDP.

Stipulation #10: *Provide evidence that each candidate receives clear and accurate information about the nature of the pedagogical tasks within the Commission-approved teaching performance assessment model selected by the program. The program provides multiple formative opportunities for candidates to prepare for the TPA tasks/activities. (Program Standard 5)*

Quarter 1 Plans to Address Stipulation –
SCCOE will continue with practices already in place, including working with a consultant specific to the TPA, while adding additional elements to ensure candidates are provided with clear and accurate information about the TPA and its tasks. Faculty have received resources and training specifically related to TPA including an orientation, along with matrices to show how they can incorporate TPA alignment within syllabi for ESN and MMSN coursework. SCCOE has created an information sheet providing DSPs and districts with clear information on the requirements and expectations surrounding candidate preparation for the TPA. They are also using a Canvas course for coaches meant to support coaches in providing formative feedback to candidates as they prepare for the TPA.

Stipulation #11: *Provide evidence that prior to recommending a candidate for a Clear Credential, the induction program sponsor verifies that the candidate has satisfactorily completed all program activities and requirements, and that the program has documented the basis on which the recommendation for the clear credential is made. The program sponsor's verification must be based on a review of observed and documented evidence, collaboratively assembled by the candidate, the mentor and/or other colleagues, according to the program's design. The Induction program's recommendation verification process must include a defensible process of reviewing documentation. (Program Standard 5)*

Quarter 1 Plans to Address Stipulation –
SCCOE is building on their established process, using the coaches' review of candidate portfolios as the first step, with the Induction Coordinator completing a final review of all Teacher Induction candidates' portfolios. They have updated the portfolio checklists candidates are required to submit and have notified coaches of this new process.

Stipulation #12: *Provide evidence that induction program leaders provide formative feedback to mentors on their work. (Program Standard 6)*

Quarter 1 Plans to Address Stipulation –
SCCOE is designing and will implement a coaching course for coaches, beginning August 31, 2024. Coaches will identify goals for their own professional development, submitting video evidence to the coaching consultant and program coordinator who will provide feedback on their progress. The coaching consultant and coordinator will establish and hold weekly meetings through June 15, 2024 – moving to monthly after this date. Finally, SCCOE will reach out to other COEs to understand best practices.

Next Steps
Staff will continue to work with SCCOE as they continue to address stipulations from the Accreditation site visit. The next quarterly report will be presented to the Committee on Accreditation at the September 2024 meeting.