

Discussion of the Second Quarterly Report from Alameda County Office of Education August 2024

Overview of this Report

This report provides information on the actions taken by the Alameda County Office of Education (ACOE) to address stipulations from the December 2023 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 second quarterly report 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](#). Upon hearing the 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, nor 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.

Second Quarterly Report Overview

Following the May 2024 COA meeting, where ACOE presented the first quarterly report, 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 third quarterly report is scheduled to be presented to the COA at its final meeting of the 2024 calendar year.

Summary of ACOE's Second Quarterly Report: Actions to Address Stipulations since May 2024

Since presenting its last quarterly report to the COA in May 2024, Alameda County Office of Education (ACOE) has taken measures to begin to address many of the stipulations noted above, the summary below highlights some structural changes that have been made since the first quarterly report. Please see the full report for the actions taken on all the stipulations.

Hiring

The CASC program recently hired a Director of Leadership Development. This is a new position, and this person will take over all responsibility for the CASC program administration from the program director who was previously overseeing both the CTE and CASC programs. Additionally, the Program Director of Induction and Coaching, another newly created position, will help support CTE coaches by providing professional development. Finally, the returning part-time coaches, who supported first-year CASC candidates last year, will be supplemented by two recently hired full-time coaches.

Reorganization

The program director, who was previously overseeing both the CASC and CTE programs, is now the Director of CTE and will administer only the CTE program. Two full-time instructional coaches are now part of the CTE team. The existing ROP Program Director at ACOE will be dedicating half of his time as both a coach and program developer for the CTE Program.

The new Director of Leadership Development reports directly to the Chief of Educator Effectiveness. The Director of the CTE program reports to the Executive Director of Teacher Credentialing programs, a new position that also reports directly to the Chief of Educator Effectiveness. The impact of this restructuring is that more resources are now devoted to addressing the stipulation for the two programs and the unit.

For a comprehensive breakdown of the measures taken by ACOE to address the stipulations, please refer to their [2nd quarterly report](#).