

Discussion of the Second Quarterly Report from Santa Clara County Office of Education October 2024

Overview of this Report

Santa Clara County Office of Education submitted their second quarterly report on September 1, 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 completion 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 second quarterly report which can be accessed on the [SCCOE accreditation website: Second 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 2 Plans to Address Stipulation –

SCCOE submitted the second quarterly report on September 1, 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 2 Plans to Address Stipulation –

SCCOE continues to develop their district support provider (DSP) evaluation process by surveying candidates twice a year to obtain feedback on the support and guidance they are receiving. Candidates will also attend monthly Student Engagement and Support Sessions (SEAS) where they can debrief and share feedback.

SCCOE plans to enhance clear communication and to build a more collaborative relationship with site administrators related to requirements and the selection of clinical personnel. The steps taken include development of explanatory documents, a form where site supervisors can identify/recommend DSPs), an updated MOU, office hours and convenings (two) for DSPs.

Commission staff recommends that SCCOE continue to build a functionally collaborative process between the program and the site administrator for selection and support of DSPs and consider updating MOUs to illustrate this process. Staff also recommends that SCCOE consider how to provide timely training of DSPs on how to effectively provide the required weekly support along with the 45 hours of English learner support. These trainings are planned for December and March.

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 2 Plans to Address Stipulation –

With the goal of improving collaboration and clarification of roles, SCCOE has consolidated and updated their MOU, developed a letter of explanation for site administrators and has developed a letter of understanding for DSPs. With the intention of ensuring DSPs are aware of their roles and responsibilities, SCCOE has scheduled a mandatory synchronous online orientation for DSPs along with an email that will be sent out at least two weeks prior to the orientation. They have laid out a plan for follow-up with DSPs who are unable to attend the Orientation. In the next quarterly report, staff recommend that SCCOE indicate how they plan to ensure that DSPs clearly understand their roles and responsibilities.

In order to provide the professional development required for DSPs, SCCOE indicates that they will be using the training from the California Council on Teacher Education (CCTE) and will also facilitate two convenings during the school year.

Commission staff recommends that SCCOE continues to work on addressing this stipulation in a number of ways:

1. Provide additional information on how the program is collaborating and communicating with the site administrator related to DSPs and training.
2. Clarify the professional development for DSPs, in particular the additional 2 hours not included in the CCTE Intersegmental training modules. Provide more info on timeframe within which DSPs are expected to complete orientation.
3. Provide a document or handbook with resources for DSPs (i.e., links to training sessions, convenings, and office hours, list and contact information for program faculty/staff).

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 2 Plans to Address Stipulation –

To better prepare faculty in navigating the TPA, SCCOE has created a presentation regarding the TPA that includes a slide deck and surveys. They plan to update the school year cycle of the continuous improvement process by analyzing multiple data sets related to SCCOE candidate performance on the EdTPA. SCCOE has developed surveys to help them assess effectiveness and candidate experience to contribute to the continuous improvement cycle.

Commission staff recommend that SCCOE clarify information included in the Faculty Education Specialist TPA presentation to clarify what the data represents (SCCOE or Statewide). Staff also recommend that SCCOE indicate how the continuous improvement system will include feedback on TPA preparation from all constituent groups. Finally, Staff recommend SCCOE include topics beyond the TPA in the continuous improvement process.

Stipulation #5: Provide evidence that both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data as well as data reflecting the effectiveness of unit operations to improve programs and their services. (Common Standard 4c)

Quarter 2 Plans to Address Stipulation –

SCCOE continues to implement the School Year Cycle Data Collection Plan which was developed following a leadership transition. They will continue to implement this plan and to use the data to inform training and resource needs.

Commission staff recommends that SCCOE continue to gather and analyze this data along with other sources of information to ensure all constituents are informed and supported.

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). (Education Specialist (MMSN, ESN, ECSE) Program Standard 1)

Quarter 2 Plans to Address Stipulation –

SCCOE has developed a number of documents to distribute information to interns. These include a listing of dates, a Padlet, and a folder of “Quickbytes” made available to candidates. They have also redesigned the IEP Symposium delivered in a hybrid form of two asynchronous and two synchronous trainings. They requested participants complete a survey, but the low number of respondents limits its useability. SCCOE has also added emphasis on IEP writing and implementation to three courses.

Commission staff recommends that in addition to distributing predetermined resources, SCCOE continues to consider ways to determine how to best support candidates actual in building skills to write and implement IEPs.

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

Quarter 2 Plans to Address Stipulation –

A letter of understanding was provided that is shared with DSPs, which outlines their roles and responsibilities. DSPs will also be invited to attend newly established office hours to offer support and ensure supervisors have resources to support candidates. Additionally, intern candidates will be asked to complete a survey regarding the support they are receiving from their DSP.

Commission staff recommends that SCCOE provide evidence of current support and supervision logs to demonstrate that candidates are receiving the weekly five hours of support from their DSP. Staff also recommend that SCCOE include the process and documentation for monitoring and ensuring candidates receive weekly support.

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

Quarter 2 Plans to Address Stipulation –

Evidence was provided to show that candidates receive Weekly TPA Tips to support their preparation for completing the TPA. The weekly tips are intended to offer support and confidence and designed to complement coaching and support provided by the coach (program supervisor). SCCOE efforts include a new ongoing Advisory Course to support candidates meeting program requirements. Candidates are enrolled by an advisor or coordinator based on candidate need. The course is focused on coaching and does not include formal assignments. Additionally, to support candidates with the TPA, coaches are required to attend mandatory TPA coach trainings.

Staff recommend that SCCOE continue with the activities outlined in the report and identify ways to support candidates in meeting program requirements beyond the TPA.

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 2 Plans to Address Stipulation –

At the time of the site visit, interviews revealed that DSPs did not consistently participate in the collaboration on the development of the IDP. To address this stipulation, SCCOE has a plan to strengthen collaboration and expectations. This expectation is further communicated in the DSP MOU. Both the coach and DSP orientation includes information on the candidate IDP and the collaboration between coaches and district support providers.

Staff recommend that SCCOE continue to refine this process by indicating how the program will track that IDPs are completed in a collaborative manner.

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 2 Plans to Address Stipulation –

SCCOE has implemented a weekly TPA tip. These tips highlight key practices, connections to coursework and essential components from the assessment guide. This practice is intended to enhance communication, strengthen ties to coursework, and improve candidates' success on the TPA. As part of continuous improvement, SCCOE will collect information from faculty about training needs.

Staff recommends that SCCOE identifies a process of how and by whom the faculty survey data collected will be analyzed and used for continuous improvement.

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 2 Plans to Address Stipulation –

At the time of the site visit, the team found no evidence that prior to recommending a candidate for a clear credential, the induction program verifies that the candidate has

satisfactorily completed all program activities and requirements. At the time of the visit, induction coaches (mentors) reviewed candidate portfolios to ensure program completion. As a result of site visit feedback, SCCOE implemented a process where coaches will conduct an initial review of portfolios. After the coach's review, the induction coordinator will complete a final review using a single point rubric and providing feedback to the candidate and coach.

Staff recommends that SCCOE provide examples of completed rubrics to show how the portfolio is scored.

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

Quarter 2 Plans to Address Stipulation –

At the time of the visit, the team found no evidence that coaches receive formative feedback on their work and that the program is regularly assessing the quality of services provided by mentors to candidates. SCCOE's process includes a Canvas Course for Coach Development, this course is monitored by the induction program coaching consultant and the induction program coordinator. The course is used by the coaching consultant to provide ongoing formative feedback to induction coaches. The coaching consultant conducted one-on-one meetings with all coaches to set goals.

Staff recommends that SCCOE further detail how and by whom the goals will be reviewed and feedback provided to coaches. Staff recommends that SCCOE provide examples of one-on-one coaching sessions and evidence from the Canvas Course for Coach Development (with identifying information redacted).

Next Steps

SCCOE will host a revisit on March 3-5, 2025. Prior to the visit, SCCOE will provide a third report that will be used to inform the site visit team in preparation of the revisit.