

Discussion of the Third Quarterly Report from Alameda County Office of Education October 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 (CASC) program and a Designated Subjects: Career and Technical Education (CTE) program. The information in this report includes ACOE's progress to date and next steps. ACOE's [third quarterly report](#) can be found by clicking on the hyperlink.

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 as it prepares to host an accreditation revisit and continues to address the stipulations placed upon it by the COA.

Background

An accreditation site visit for ACOE 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 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.

Third Quarterly Report Overview

Following the August 2024 COA meeting, where Alameda County Office of Education (ACOE) presented the second quarterly report, staff met with representatives of ACOE to discuss the stipulations. The information on the subsequent pages of this report highlights some changes and updates taken thus far by ACOE to address the stipulations.

Next Steps

The accreditation site revisit is scheduled to take place in January 2025 for this provisionally approved institution. The findings and accreditation recommendation made by the site visit team will be presented to the COA at the February 2025 meeting.

Summary of ACOE's Third Quarterly Report: Actions to Address Stipulations since August 2024

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

Summary

ACOE has established the Professional Advancement and Training Hub (PATH), which is a division of ACOE that houses both the Clear Administrative Services (CASC) and Designated Subject: Career Technical Education (CTE) programs, among other education-based programs. PATH aims to provide career pipelines and talent development in service of a skilled, diverse, and stable workforce that mirrors the communities of the districts and county that comprise ACOE. PATH members have been meeting regularly, including specific meetings with staff, institutions of higher education partners, and other relevant constituencies, which have yielded action steps for targeted recruitment and ongoing program support for the coming year. An additional objective of these PATH meetings is to establish both unit and program-specific outcomes and to study existing data. Such discussions have become systematized during weekly PATH leadership team meetings and monthly PATH division meetings.

PATH has hired instructional coaches for the CTE program and leadership induction coaches for the CASC program. In both programs, coaches meet weekly to plan, reflect, and engage in professional learning to deepen their craft and skill as coaches. In August, PATH invested in the instructional alignment of all program coaches through five half-days of calibration and alignment using a Tier 1 Core Rubric. In October and November, PATH will conduct three live visits to local schools to observe instruction and calibrate on the rubric. CTE instructional coaches will use the core rubric to assess their candidates' instruction while CASC leadership induction coaches will use the core rubric alongside their candidates as they observe instruction together and plan for coaching conversations with teachers. Additionally, PATH is preparing to collect data from employers at the beginning of the year during "triangle meetings" – which includes candidates, coaches, and supervisors – and at the end of the year using "supervisor feedback surveys" to drive the continuous improvement processes.

The CTE team has established the CTE Instruction Review Committee (CIRC) with the purpose of setting aside time to focus on ways to improve instruction and to ensure coursework and fieldwork are integrated throughout the program. Five instructional coaches, who also serve as faculty that work on curriculum and program design, comprise the CIRC team. This team has developed and proposed modifications to increase the integration of the following into the curriculum:

- Technology
- Technology and support for diverse learners

- English learner strategies
- Special needs strategies

As a committee, CIRC will integrate these modifications and others into fall coursework for first-time credential holders. Additionally, the fall CTE advisory committee, rescheduled to November 7th, will include district CTE coordinators, institutions of higher education partners, and industry partners.

Regarding the CASC program, the recently hired program director meets and will continue to meet with leadership induction coaches monthly. At the first coaches' meeting in September, the program director shared the expectations of all coaches and outlined the evaluation process. During these meetings, coaches may also bring coaching-related issues forward and solicit feedback. The program director will conduct the first observation of coaches in December to provide them with actionable feedback based on the coaching expectations. Additionally, the Chief of Educator Effectiveness, who oversees all aspects of PATH, has been sitting in on monthly professional development sessions and providing feedback to the coaches facilitating that professional development.

PATH has also facilitated MOUs with districts and charter schools where CASC candidates are placed. Beginning in November, CASC and CTE program staff will begin to meet with their respective advisory committees that consist of representatives from districts and charters served by ACOE to strengthen partnerships and receive feedback.

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