

# Discussion of the Third Quarterly Report from Santa Clara County Office of Education February 27, 2025

## Overview of this Report

Santa Clara County Office of Education submitted their third quarterly report on January 15, 2025 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 review and accept this report from Santa Clara County Office of Education. 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 meeting. 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 third quarterly report which can be accessed on the [SCCOE accreditation website: Stipulations 3rd Quarterly Report](#).

## Steps Taken by Santa Clara County Office of Education to Address Stipulations

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

### **Quarter 3 Plans to Address Stipulation –**

SCCOE submitted the third quarterly report on January 15, 2025, 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 3 Plans to Address Stipulation –**

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 district employed supervisors (DSPs), an updated MOU, office hours and convenings (two) for DSPs.

SCCOE provided evidence of [communication](#) between the coordinator and area site administrators. Some concerns that were raised in these communications that the institution may want to resolve or address with the revisit team are those that suggested that some site administrators remained unclear on the process of identifying and supporting DSPs or a lack of clarity about which individuals were interns were at their site. Further, it appears to be the responsibility of the intern to initiate a conversation with the site administrators. No updated MOU was provided.

Commission staff recommend that the institution provide the revisit team with evidence that site administrators understand the selection of DSPs is a collaborative process between the program and site administrators. Additionally, staff recommend that the institution provide the revisit team with information on how SCCOE ensures that site administrators understand the role of the program in supporting interns with the supervision and support they need from the DSPs.

***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 3 Plans to Address Stipulation –**

In this report, SCCOE has provided evidence of training materials instructing DSPs in how to effectively support their interns, including the required minimum of five hours of weekly support and how DSPs are evaluated.

The evidence provided in the Q3 response to this stipulation includes the same MOU as presented in the Q2 report. Staff suggests that the institution provide more clarity with respect to the responsibilities of SCCOE in regards to the selection and timely training (including the two hours of professional development not included in the CTE Intersegmental training modules) of the DSPs and collaboration and communication with site administrators. Evidence on how DSPs are evaluated and recognized in a systematic manner would be necessary for the revisit team to make a determination on this stipulation.

***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 3 Plans to Address Stipulation –**

This report includes an updated Continuous Improvement Work Plan and data obtained from a variety of sources including surveys targeted to multiple constituencies served by SCCOE's educator preparation programs. While the number of respondents is small, the data demonstrates that there has been improvement in communication. Evidence was provided that the program shared TPA data with faculty at their faculty meeting. Additionally, a training needs survey was conducted for faculty to assist in better navigating the TPA and evidence of that training was provided in the response to Stipulation 8.

***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 3 Plans to Address Stipulation –**

In this report, SCCOE provides graphic organizers for the feedback loops in place to collect, analyze, and act on data from completers, candidates, and site supervisors. This is part of the continuation of 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.

***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 3 Plans to Address Stipulation –**

In the third quarter report, SCCOE includes data collected from candidates regarding their confidence developing the various elements of an IEP. The report shows that the institution has found that most respondents indicated that the courses supported their learning and the skills necessary to navigate the requirements of education specialists. SCCOE continues to update their Quickbytes based on feedback from candidates and faculty.

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

**Quarter 3 Plans to Address Stipulation –**

SCCOE provided data from candidate surveys that measured support received from DSPs. Candidates indicated they are connecting with their DSP, their DSP is responsive, and their DSP is knowledgeable and able to answer their questions. Few candidates responded that they are not receiving five hours of weekly support and guidance.

The program maintains support and supervision logs for candidates. With these logs, the program found that it does not fully capture the support candidates are receiving. SCCOE is rethinking how they can update the form to better reflect the support candidates are receiving.

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

**Quarter 3 Plans to Address Stipulation –**

Evidence provided included information from: faculty meetings, the TPA training overview session, a training on Higher Order Thinking Skills, as well as numerous TPA specific trainings for coaches. Coach training was provided in the fall and will continue through winter and spring.

SCCOE provided data from candidate course surveys that indicate candidates have an understanding of what course elements are connected to the CalTPA. The program has worked to connect coursework to the CalTPA and support candidates throughout the process.

The report also indicated the various ways in which they provide RICA support. The institution should ensure that the revisit team has access to this information.

Note: As the RICA sunsets after June 30, 2025, it will be important that SCCOE continue to provide appropriate and accessible information to candidates regarding the literacy performance assessment that will replace the RICA. (This may be addressed by the institution in literacy certification process)

***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 3 Plans to Address Stipulation –**

SCCOE provided completed IDPs in the third quarter report. Program expectations for the IDP are reviewed with program coaches and DSPs during their orientations to the role. Additionally, the program has established DSP office hours where the IDP will be reviewed.

***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 3 Plans to Address Stipulation –**

SCCOE has now been integrating TPA training for faculty. Training occurs at every faculty meeting with breakout sessions that allow faculty to identify and strengthen the connection between their course and formative feedback necessary for candidate success on the TPA. Additionally, the TPA course was updated and organized so that candidates can effectively navigate the course and access the resources available online. Additional evidence provided in the quarterly report included an email to faculty to support coaches with the connection between coursework and the TPA, results of a survey on this topic and a slide deck used in a staff meeting.

***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 3 Plans to Address Stipulation –**

The Teacher Induction materials include the process the program uses to verify satisfactory candidate completion of the program. This process was noted in the second quarter report and is now evidenced in the candidate handbook. A single-point rubric is used to determine candidates' strengths and areas of growth based on the CSTP. The handbook states that qualified candidates are recommended for the clear credential; however, the program may consider clarifying how it determines that a candidate is qualified for the clear credential as well as the process for determining when a candidate is found to be "Working Toward Proficiency" on the single-point rubric.

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

**Quarter 3 Plans to Address Stipulation –**

The second quarter report noted that coaches will set goals for the year. Additionally, the third quarter report includes a self-assessment that induction coaches complete on their coaching relationship and skills. Staff notes that the program may want to clarify for the revisit team how or when this is reviewed with the coach, and how formative feedback is provided.

The third quarter report also includes surveys that are available for candidates, coaches, and principals. These surveys will be used to gather feedback on coach performance and assess the quality of services.

**Next Steps**

SCCOE will host a revisit on March 3-5, 2025. The review team is using this third quarter report in preparation for the revisit. A final report from the accreditation revisit will be presented to the COA following the site revisit.