



Commission on Teacher Credentialing

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Office of the Executive Director

February 5, 2024

Alyssa Castro, Superintendent
Alameda County Office of Education
313 W Winton Avenue
Alameda, CA 94544

Dear Superintendent Castro:

I am writing to inform you that on January 25, 2024, the Committee on Accreditation, on behalf of the Commission on Teacher Credentialing, assigned the status of *Accreditation with Major Stipulations* to Alameda County Office of Education (COE) and its credential programs. On the basis of this decision, the institution is authorized to offer the following programs:

Designated Subjects: Career Technical Education
Clear Administrative Services

Because this was a site visit during the provisional period of Alameda COE's initial institutional approval process, final approval for initial institutional approval will not move forward until after a revisit occurs to ensure that Alameda County Office of Education has addressed all stipulations sufficiently. Therefore, Alameda County Office of Education will remain in provisional status pending the results of its revisit.

The following stipulations have been placed on the institution:

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, and 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, and the 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.

In addition:

- The institution's response to the preconditions is accepted.

Should you or your staff have any questions relating to this action, you may address them to Cheryl Hickey, Administrator of Accreditation, at chickey@ctc.ca.gov.

Sincerely,



Mary Vixie Sandy, Ed. D.
Executive Director

cc: Derek Gorshow, Program Director, Credentials
Kristin Bijur, Chief of Educator Effectiveness

MVS/CH/mb