

**Report of the Revisit to  
Alameda County Office of Education  
January 2025**

**Overview**

This agenda item presents the accreditation report on the revisit to **Alameda County Office of Education (ACOE)** that was conducted on January 27-29, 2025. This item includes the [January 2024](#) site visit report and the January 2025 revisit team findings as well as the current recommendation.

**Background**

ACOE hosted a provisional site visit (PSV) on December 4-6, 2023. The report of that visit was presented to the Committee on Accreditation (COA) at its [January 2024](#) meeting. The COA granted ACOE an accreditation status of Accreditation with Major Stipulations for the institution and its credential programs. The stipulations issued by the COA were as follows:

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, for the first quarterly report, the Designated Subjects: Career Technical Education program will provide evidence of:

- a. 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.
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.

### **Quarterly Reports**

As part of the [January 2024](#) COA accreditation decision, ACOE was required to submit quarterly reports documenting the action taken and/or progress made to address each stipulation. Quarterly reports were presented at the [May 2024](#), [August 2024](#), and [October 2024](#) COA meetings.

### **The Accreditation Revisit Team Recommendation**

The January 2025 accreditation revisit focused on the stipulations from the December 4-6, 2024, provisional site visit. Based on the evidence provided through the document reviewed and interviews conducted during the January 2025 revisit, the team recommends that the COA remove all stipulations and that ACOE's accreditation status be changed from **Accreditation with Major Stipulations to Accreditation**.

**California Commission on Teacher Credentialing  
Committee on Accreditation  
Accreditation Revisit Report**

**Institution:** Alameda County Office of Education

**Dates of Revisit:** January 27-29, 2025

**Accreditation Revisit Recommendation:** Accreditation

**Rationale:**

The unanimous recommendation of **Accreditation** was based on a thorough review of relevant institutional and programmatic information and materials available prior to and during the accreditation site revisit as well as interviews with relevant constituent groups. Reviewers obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation.

**Overall Recommendation**

After reviewing the documentation and interviews with all relevant constituencies the team recommends removal of all stipulations and an accreditation status of **Accreditation**.

The team recommendation is based on the evidence of the following stipulations:

**1. Common Standards Stipulation:**

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)

**2025 Revisit  
Recommendations**

**Remove**

**Remove**

**Remove**

<b>2. Common Standards Stipulations:</b> Within one year, the unit and all programs will provide evidence that:	<b>2025 Revisit Recommendations</b>
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>Remove</b>
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)	<b>Remove</b>
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)	<b>Remove</b>
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)	<b>Remove</b>
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)	<b>Remove</b>
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)	<b>Remove</b>
g) Ensures site-based supervisors are evaluated and recognized in a systematic manner. (CS 3–CASC)	<b>Remove</b>
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)	<b>Remove</b>
i) Ensures the effective implementation and evaluation of fieldwork and clinical practice. (CS 3–CTE)	<b>Remove</b>

<b>3. Common Standards Stipulations:</b> Within one year, the unit and all programs will provide evidence that:	<b>2025 Revisit Recommendations</b>
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>Remove</b>
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)	<b>Remove</b>

<b>4. Clear Administrative Services Program Stipulations:</b> Within one year, the Clear Administrative Services program will provide evidence:	<b>2025 Revisit Recommendations</b>
a) Of formal collaboration with education organizations through partnership agreements to establish a professional education community structure that facilitates and supports induction activities.	<b>Remove</b>
b) Demonstrating that there is a formalized process for assessment of coaches and will provide documentation of formative feedback disseminated to coaches.	<b>Remove</b>

<b>5. Designated Subjects: Career Technical Education Program Stipulations:</b> Within one year, the Designated Subjects: Career Technical Education program will provide evidence that program updates will include the development of a candidate's:	<b>2025 Revisit Recommendations</b>
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>Remove</b>
b) Knowledge and/or opportunity to practice a variety of systematic instructional strategies to make content comprehensible to English learners.	<b>Remove</b>

<p><b>5. Designated Subjects: Career Technical Education Program Stipulations:</b>          Within one year, the Designated Subjects: Career Technical Education program will provide evidence that program updates will include the development of a candidate's:</p>	<p><b>2025 Revisit Recommendations</b></p>
<p>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.</p>	<p><b>Remove</b></p>

<p><b>6. Designated Subjects: Career Technical Education program stipulation:</b></p>	<p><b>2025 Revisit Recommendations</b></p>
<p>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.</p>	<p><b>Remove</b></p>

<p><b>7. Designated Subjects: Career Technical Education program stipulation:</b></p>	<p><b>2025 Revisit Recommendations</b></p>
<p>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, for the first quarterly report, the Designated Subjects: Career Technical Education program will provide evidence of:</p> <p>a) 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.</p>	<p><b>Remove</b></p>

<b>8. Institutional stipulation:</b>	<b>2025 Revisit Recommendations</b>
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.	<b>Remove</b>

**Accreditation Revisit Team**

**Team Lead:**

Dr. Melissa Meetze-Hall  
University of Redlands

**Staff to the Visit:**

Hart Boyd  
Commission on Teacher Credentialing

**Team Reviewer:**

Keri Morgan  
San Diego County Office Education

Tim Weekes  
Commission on Teacher Credentialing

Dr. Dina Pacis  
National University

**Documents Reviewed**

- Advisory Team documents: agendas, sign-in sheets, minutes
- Coach training materials
- Mid-year feedback forms for coaches
- Program Review Addendum
- Course Syllabi and Course of Study
- Course matrix with activities
- Accreditation Website
- Accreditation Data Dashboard
- Coach Training Material (Program Review)
- Coach Training PD Initial PD Slide Deck
- Ongoing PD November Slide Deck
- Welcome to the CTE Credentialing Program (Slide Deck)
- Employer Collaboration Meeting (Slide Deck)
- ACOE QUARTERLY PROGRESS (Sheet)
- Fieldwork Coursework and Focus Area Integration (Sheet)
- CTE 103 Modifications Bernie Derek (Sheet)
- ACOE Public Facing Website - CTE page
- COLLABORATION RE CTE SUPPORT (Google folder)
- CTE Instructional Review Committee (CIRC) Ongoing Notes



### Interviews Conducted

Constituents	TOTAL
Candidates	51
Completers	12
Employers	10
Institutional Administration	9
Program Coordinators	4
Faculty	3
Field Supervisors – Program (Mentors/Coaches)	6
Credential Analysts and Staff	3
Advisory Board Members	11
<b>TOTAL</b>	<b>109</b>

*Note: In some cases, individuals were interviewed more than once due to multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.*

### **Findings of the Revisit Team**

The revisit team analyzed actions taken by ACOE to address the stipulations. Below is a summary of the findings of the revisit team.

### **Stipulations Related to the Common Standards**

#### **December 2023 Stipulation 1 Institutional Infrastructure:**

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)

#### ***December 2023 Rationale for Stipulation:***

Document review and interviews with unit leadership confirmed that the unit has sufficient resources, authority, and support for the operation of the CTE program. However, there is a lack of evidence that the required unit-level support is equally inclusive of the Clear Administrative Services Credential program. Involvement of relevant constituency groups was inconsistent across both programs – there was no evidence that collaboration with the broader educational community was expected or that the unit ensured these expectations were being met.

The site visit team reviewed written evidence of the requisite qualifications for faculty and other instructional personnel and found inconsistent evidence that the program regularly assesses the quality of service provided by the coaches – there was a lack of evidence that coaches received formative feedback on their work. Evidence for these areas was also not evident during interviews. Therefore, the site visit team determined that while hiring qualifications are outlined for faculty and other instructional personnel, there was no evidence as to how retention decisions are made.

**January 2025 Revisit Findings on Stipulation:**

Quarterly report and site visit documents reviewed and revisit interviews provided repeated confirmation that:

- The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs. Interviews provided evidence of increased frequency and participation in program and unit-level advisory boards. Advisory board members represent varied entities in the county, and the unit-level members also represent partnering agencies and universities.
- The institution 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. Examples of this collaboration include “listening tours” which resulted in understanding the collective need to focus on recruitment and retention of educators in the area. This includes the request from P-12 partners to provide “pathways which remove barriers and are cost-effective without reducing services.” The unit ensures these regular collaborations with a structure of advisory, unit-level leadership, and division leadership groups and meeting frequency.
- The Clear Administrative Services Credential (referred to by the program as Clear Path for the Advancement in Leadership or CPAL) program has full unit-level support. This support includes expanded hiring for the CPAL program, including a program director, administrative assistant, and full-time coaches, as well as an additional credential analyst in the credential team to support the work. Program staff and candidate interviews confirmed that the program regularly assesses the quality of service provided by the coaches. There is evidence and confirmation that coaches receive formative feedback on their work – this process is included in the broader annual evaluation and feedback system. Candidates in the program give feedback on the “responsiveness” and “meaningfulness” of their work with their coaches (and the program). Coaches, candidates, and program staff were able to articulate the tool (360 degree), processes, and outcomes.

**January 2025 Revisit Team Recommendation: Remove Stipulation**

**December 2023 Stipulation 2: Clinical Practice:**

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)

***December 2023 Rationale for Stipulation:***

During the review, there was no evidence to demonstrate that, in the CTE program, site-based supervisors were assigned to candidates by the program. Document review and interviews yielded insufficient evidence to confirm 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. In addition, through interviews with various constituent groups, it was confirmed that site-based supervisors (coaches) are not evaluated and recognized in a systematic manner. Conversely, while interviews with administrative candidates also revealed high-quality relations between candidates and coaches, there was no evidence of collaboration with educational partners regarding criteria for and selection of CASC site-based supervisors (coaches). The CTE program has made recent improvements; however, evidence could not be found that the curriculum was inclusive of critical pedagogy to meet the needs of special populations or English learners as evidenced in the CTE course matrix which was missing critical elements.

***January 2025 Revisit Findings on Stipulation 2:***

ACOE provided evidence that the CTE program has addressed all stipulations pertaining to Common Standard 3, including the following:

- CTE candidates must verify employment to enroll in the program. This employment is their field experience as defined by program requirements.
- Coursework has been developed and implemented for candidates to learn, practice, and demonstrate competencies in diverse school (employment) settings with all types of student learners, as evidenced in a review of current syllabi and course modifications. This was confirmed in candidate interviews.
- Two program supervisors (coaches) have been vetted and hired by ACOE to support

candidates as course instructors and in-person or virtual coaches. If a district is able to provide the candidate with a coach, ACOE verifies the coach meets program requirements and supports them with their involvement in the program. Employment collaboration meetings, the position of director of coaching, CTE Instructional Review Committee (CIRC), two-by-two meetings, data dives, weekly touchpoints, co-observations, etc. all provided evidence of the steps ACOE has taken to provide training, ongoing support, evaluation, and feedback needed to support and build capacity in coaches.

January 2025 Revisit Team Recommendation: Remove Stipulation

**December 2023 Stipulation 3 Continuous Improvement:**

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)

***December 2023 Rationale for Stipulation:***

The site visit team was unable to identify evidence of a comprehensive continuous improvement process at either the unit or program level. Interview participants were able to identify some sources of data, including candidate surveys, but could not confirm the processes for analysis, reporting, or decision making based on the data. In general, there was a lack of evidence available to the team about the forms of data and processes for data analysis and decision making related to the CTE program.

***January 2025 Revisit Findings on Stipulation:***

Quarterly reports and site visit documents reviewed and revisit interviews provided repeated confirmation that:

- The unit 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. The comprehensive continuous improvement process at both the unit and program level has identified program changes such as the change in the coaching model for the CPAL program, and revisions to the coaching model and course content for the CTE program. Other improvements include the expanded use of surveys for the unit and programs.
- 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. Examples of instrumentation range from professional development feedback (at the end of PD sessions) to 360 degrees surveys, candidate experience survey,

employer experience (impact) surveys, and the analysis of enrollment and retention data. Several of these solicit data points that are congruent (match) data points included in Candidate Completer Surveys, housed with the Data Dashboard.

## **January 2025 Revisit Team Recommendation: Remove Stipulation**

### **Stipulations Related to the Clear Administrative Services Program Standards**

#### **December 2023 Stipulation 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.

#### ***December 2023 Rationale for Stipulation:***

After the review of documentation and completion of interviews, the team determined that the Clear Administrative Services program does not formally collaborate with education organizations through partnership agreements to establish a professional education community structure that facilitates and supports induction activities. Additionally, it is not clear how each partner's contributions to the design and implementation of candidate preparation and certification are outlined through mutual contract/agreement.

Additionally, the program does not regularly assess the quality of services provided by coaches to candidates, using criteria including participant feedback, direct observation of coaching, growth of candidates on established criteria, and compliance with program requirements. Furthermore, no formative feedback is provided to coaches on their work.

#### ***January 2025 Revisit Findings on Stipulation:***

Document review and revisit interviews with multiple constituent groups provided confirmation of collaboration with education organizations through partnership agreements:

- Formal collaboration with ACOE and educational organizations through partnership agreements has resulted in the establishment of a professional education community structure that facilitates and supports induction activities.
- Establishment of the ACOE CPAL Advisory Committee comprised of educational consultants and district partners. This professional education community met to support and inform the redesign of ACOE's induction program. The educational consultants and district partners spoke highly about the collaboration initiated by ACOE during the redesign phase. They state that ACOE actively sought and incorporated feedback provided into the redesign of the induction program.
- The CPAL Advisory Committee meets quarterly to discuss the implementation of CPAL to "...see what's working and looking ahead at what could be coming." District

representatives on the committee complemented ACOE's efforts to listen to the diverse needs of the various districts as well as ACOE's willingness to make ongoing adjustments to the CPAL model enhancing the experiences for induction candidates and addressing district and community needs in the process.

Document review and revisit interviews with multiple constituent groups demonstrated that there is a formalized process for the assessment of coaches and documentation of formative feedback disseminated to coaches:

The 360-degree evaluation is ACOE's formalized process for the assessment of leadership coaches. Leadership coaches are trained in the 360-degree process and complete the following assessment cycle:

- Annually, the leadership coaches reflect on their practice and set development goals for the year.
- Leadership coaches engage with the Director of Leadership Development in quarterly "two-by-two" meetings to receive feedback about their performance and to provide feedback on the quality and quantity of support they are receiving.
- Twice annually, the Director of Leadership Development observes each leadership coach and provides feedback.
- Annually, the Director of Leadership Development will reflect with each leadership coach on the results of their 360-degree review.

Throughout the year, leadership coaches also engage in informal self-reflection and meet weekly with the Director of Leadership Development. Topics that emerge from these informal meetings help to identify topics for monthly professional development which leadership coaches engage in. These informal meetings were described by one coach as "Dilemma Work," where coaching successes and challenges are discussed with both the Director of Leadership Development and other coaching peers. These informal conversations driven by self-reflection inform the formal 360-degree assessment process with a goal of strengthening practice among the leadership coaches. Leadership coaches stated they found this reflective assessment process invaluable to their continuing growth as coaches.

### **January 2025 Revisit Team Recommendation: Remove Stipulation**

### **Stipulations Related to the Designated Subjects: Career Technical Education Program Standards**

#### **December 2023 Stipulation 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.

***December 2023 Rationale for Stipulation:***

It is not evident in documents or interviews that there was development of candidate's 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.

After a review of program documents and evidence and conducting interviews with relevant constituencies, the team determined that there was inconsistent development of candidate's knowledge and/or opportunity to practice a variety of systematic instructional strategies to make content comprehensible to English learners.

After a review of program documents and evidence and conducting interviews with relevant constituencies, the team determined that the program did not provide sufficient opportunities for the development of a candidate's 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.

***January 2025 Revisit Findings on Stipulation:***

Interviews and a review of program documentation confirm that candidates are required to integrate computer-based technology into their teaching repertoire for their specific industry pathway. Additionally, candidates are required to understand the technology or online, web-based resources offered by their employers or resourced on their own and how they would incorporate it into lesson planning.

Through a review of program documents (e.g., course modifications, fieldwork coursework and focus area integrations), the team found evidence that there are now consistent opportunities for candidates to develop and practice the knowledge and skills needed to facilitate learning for English language learners (multilingual learners) and the range of students with exceptional needs, providing access to all CTE curriculum. These opportunities are integrated into coursework and fieldwork. This was verified through interviews with candidates. One stated, "The readings and assignments are very relevant, and easy to pull strategies immediately" and "They add to my creativity and make me more aware of things that hadn't come to mind when it comes to multi-lingual/ELL students and students with special needs."



**January 2025 Revisit Team Recommendation: Remove Stipulation**

**December 2023 Stipulation 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.

***December 2023 Rationale for Stipulation:***

Based upon interviews and reviewed documents from the site visit, the team saw no evidence of collaboration with the employer in the implementation of the preparation program for candidates, including the selection of supervisors and/or support teachers.

***January 2025 Revisit Findings on Stipulation:***

A review of the ACOE Quarterly Progress Sheet and interviews with program leadership, CTE employers and candidates confirm that appropriate action has been taken to address all the CTE stipulations, specifically collaboration with employers in the implementation of the preparation program for candidates, including the selection of supervisors and/or support teachers through email communication, employer collaboration, advisory meetings, TRIAD meetings, access to the CTE program director, and the option to supply and grow their own coaches to build district capacity. Employers were excited to share about how their TRIAD experiences contributed to promoting communication between the candidate, employer, and the program. One employer mentioned that “TRIADS are thought-provoking, creative, learning opportunities, planning time, and allow for discussion of goals and conversations to overlap candidate goals with site or district goals.”

**January 2025 Revisit Team Recommendation: Remove Stipulation**

**Additional Stipulations:**

**December 2023 Stipulation 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, for the first quarterly report, the Designated Subjects: Career Technical Education program will provide evidence of:

- a) 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.

***December 2023 Rationale for Stipulation:***

After a review of program documents and evidence and conducting interviews with relevant constituencies, the team determined that there is no collaboration with employers in providing early orientation, and there is little evidence that the program consistently provides an early

orientation before or during the first month of teaching that includes the introductory skills, knowledge, and attitudes required for beginning teaching success.

***January 2025 Revisit Findings on Stipulation:***

A review of the ACOE Quarterly Progress Sheet and interviews with program leadership, constituents, and candidates confirm that appropriate action has been taken to address all stipulations, specifically collaboration with employers and participation in early program orientation during the first month of teaching through email communication, the employer collaboration, and clarification on CTE 101 coursework. During interviews, a candidate mentioned and others in the interview agreed that “The coursework in CTE 101 and 102A has been a great resource for me as a first year teacher. I have learned teaching strategies that I have immediately implemented in my classroom.”

**January 2025 Revisit Team Recommendation: Remove Stipulation**