

Report of the Revisit to Sonoma County Office of Education February 2020

Overview of this Report

This agenda item presents a report on the revisit to Sonoma County Office of Education (SCOE) that was conducted on February 3-5, 2020. The initial visit took place on [March 25-28, 2019](#). This item includes the revisit team findings, the 2019 stipulations, revisit team recommendations regarding stipulations and the standards that were found to be less than fully met during the initial visit and an accreditation status for the institution.

Revisit Team Recommendations

1. That Stipulations 1, 5, 7, 8, 9, 10, 11 and 12 from the 2019 accreditation visit be removed.
2. That Stipulation 2, 3, 4, and 6 remain.
3. That Sonoma County Office of Education submit a course matrix in March 2021 for the Designated Subjects – Career Technical Education program documenting the alignment of their preliminary coursework to the Category II program standards 8-16.
4. That Sonoma COE submit a report addressing the progress achieved towards addressing Stipulation 2, 3, and 6 in March 2021.
5. That the accreditation decision for Sonoma County Office of Education be changed from Accreditation with Probationary Stipulations to Accreditation with Stipulations.

Background

Sonoma County Office of Education offers the following educator preparation programs:

Preliminary Multiple/Single Subject Intern
Preliminary Education Specialist Intern
Preliminary Administrative Services Credential
Designated Subjects: Adult Education
Designated Subjects: Career Technical Education
Clear Teacher Induction
Preliminary Administrative Services Credential
Clear Administrative Services Credential

An accreditation site visit was held March 25-28, 2019. At the conclusion of the site visit, the team recommended that the COA grant Accreditation with Probationary Stipulations for Sonoma County Office of Education and its credential programs

The COA accepted the team’s accreditation recommendation during its May 2019 meeting, approved twelve stipulations and required the institution to prepare for a focused revisit within one year of the date of COA action. Sonoma COE was required to respond to the stipulations and address all standards that were found to be less than fully met during the initial March 2019 visit.

The first column of the table below includes the stipulations that were approved by the COA in 2019. The second column includes the 2020 Revisit Team Recommendations.

2019 Stipulations	2020 Revisit Team Recommendations
1. The institution demonstrates compliance with general precondition 5b and intern preconditions 2 and 7 within 30 days of Committee on Accreditation (COA) action. (The institution presented information at the May 2019 COA meeting that this precondition has been addressed.)	Removal of Stipulation
2. That each program in the educator preparation unit is based on sound rationale, informed by theory and research and aligned with program standards that fosters coherence among, and is clearly represented in all educator preparation programs.	Maintain the Stipulation
3. That the educator preparation unit ensures that the program offered at satellite locations receive sufficient resources for the effective operation, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.	Maintain the Stipulation
4. That Sonoma County Office of Education may not offer the education preparation program at other satellite locations until all stipulations have been removed.	Maintain the Stipulation

2019 Stipulations	2020 Revisit Team Recommendations
5. That the education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	Removal of Stipulation
6. 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.	Maintain the Stipulation
7. That the unit provide evidence that each program uses candidate performance assessment data aligned to program standards for program improvement purposes.	Removal of Stipulation
8. That the unit ensure that candidates have clinical practice experiences in diverse settings and that candidates have an appropriate supervisor/mentor match as required by program standards.	Removal of Stipulation
9. That the education preparation unit provide content and pedagogy to candidates, faculty, practicum supervisors, and mentors including learning about practicing and demonstrating the teaching performance expectations.	Removal of Stipulation
10. That the unit will fully transition to the 2016 Teacher Induction Standards. In doing so the unit must provide evidence that the program is grounded in individualization and growth for each candidate rather than mandatory professional development and the completion of documents.	Removal of Stipulation

2019 Stipulations	2020 Revisit Team Recommendations
11. That the team recommends that the institution be required to submit quarterly reports documenting how concerns and stipulations are being addressed to date.	Removal of Stipulation
12. That within one year, the institution be required to host a revisit with a focused revisit for the Preliminary Multiple/Single Subject Intern Program, Designated Subjects – Career Technical Education Program and the Teacher Induction Program.	Removal of Stipulation

Precondition Findings

In addition to the above listed stipulations, the 2019 site visit team found several preconditions less than fully met.

1. General Precondition 5b – Commission Assurances. To be granted continuing accreditation by the Committee on Accreditation, the program sponsor must:
 - b. Assure that all candidates participating in public school-based field activities hold a Certificate of Clearance from the Commission.
2. Intern Precondition 2 –Subject Matter Requirement. Each Multiple Subject intern admitted into the program has passed the Commission-approved subject matter examination(s) for the subject area(s) in which the intern is authorized to teach, and each Single Subject intern admitted into the program has passed the Commission-approved subject matter examination(s) or completed the subject matter program for the subject area(s) in which the Intern is authorized to teach.
3. Intern Precondition 7 – Participating Districts. Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved.

Sonoma County Office of Education (SCOE) staff presented information at the May 2019 COA meeting that this precondition had been addressed. Continued compliance was confirmed through the required submitted quarterly reports and at the focused revisit.

In February 2020, Sonoma COE prepared an interview schedule that included the constituencies identified by the 2019 team and hosted an accreditation revisit from February 3-5, 2020. The revisit was conducted by the 2019 team lead, and three team members who served on the original site visit team.

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

Institution: Sonoma County Office of Education

Dates of Revisit: February 3-5, 2020

Revisit Team Recommendation: Accreditation with Stipulations

An accreditation visit was conducted on March 25-28, 2019. At the May 2019 Committee on Accreditation(COA) meeting, the COA granted the status of [Accreditation with Probationary Stipulations](#) to the Sonoma COE which can be found in the [Sonoma COE Accreditation Report](#). In February 2020, Sonoma COE prepared an interview schedule that included the constituencies identified by the 2019 team and hosted an accreditation revisit from February 3-5, 2020. The revisit was conducted by the 2019 team lead, and three team members who served on the original site visit team. This agenda item presets the findings and recommendations of the revisit team.

Revisit Team Recommendations

The 2020 revisit team recommends that the accreditation decision for Sonoma County Office of Education be changed from be changed from **Accreditation with Probationary Stipulations** to **Accreditation with Stipulations**. The recommendation from the team with respect to the 2019 stipulations are as follows:

1. That Stipulations 1, 5, 7, 8, 9, 10, 11, and 12 from the 2019 accreditation visit be removed.
2. That Stipulation 2, 3, 4, and 6 remain.
3. That by no later than March 2021, Sonoma COE submit a course matrix for the Designated Subjects – Career Technical Education program documenting the alignment of their preliminary coursework to the Category II program standards 8-16.
4. That by no later than March 2021, Sonoma COE submit a report addressing the progress achieved towards addressing Stipulation 2, 3, and 6.

Rationale:

The unanimous recommendation of the 2020 revisit team of **Accreditation with Stipulations** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the revisit including interviews with administrators, faculty, candidates, completers, and local school personnel. The revisit team recommends that eight stipulations approved by the COA be removed, four stipulations remain and found that Common Standards 2 and 3 are now met, Common Standard 4 is met with concerns, and Common Standard 1 is not met.

Accreditation Revisit Team

Team Lead:

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Barbara Howard
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Programs Reviewers:

Mary Dolan
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Bridget Mondt
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Staff to the Visit:

Dr. Sarah Solari Colombini
Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Course Syllabi and Course of Study
Candidate Advisement Materials
Accreditation Website
Faculty Vitae
Candidate File
Assessment Materials
Candidate Handbooks
Revisit Addendum
Survey Results
Performance Expectation Materials
Precondition Responses

Interviews Conducted

Stakeholders	TOTAL
Candidates	85
Completers	4
Employers	8
Institutional Administration	3
Program Coordinators	8
Faculty	8
Program Leadership	10
Mentors	39
Practicum Supervisors	6
Induction Facilitators	5
Credential Analysts and Staff	3
Advisory Board Members	6
Satellite Leadership	3
TOTAL	188

Note: In some cases, individuals were interviewed by more than one cluster because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Stipulations

The following section of this report includes the 2019 stipulations. The stipulations are followed by excerpts from the Sonoma County Office of Education response to the stipulations, 2020 revisit team findings and 2020 revisit team recommendations.

2019 Stipulation #1

The institution demonstrates compliance with general precondition 5b and intern preconditions 2 and 7 within 30 days of Committee on Accreditation (COA) action.

2019-20 Institutional Response (Excerpt)

Since March 2019, Sonoma COE has addressed all deficiencies related to the preconditions that were found to be less than fully met. At the May 2019 COA meeting at which the team report was presented, Sonoma COE submitted evidence verifying that it had instituted changes since the site visit and was in full compliance with this stipulation. A summary is included below.

- With respect to stipulation 5b which requires that all candidates participating in public school based field experience hold Certificates of Clearance, Sonoma COE provided evidence that it had come into compliance with this precondition.
- In response to Intern precondition 2 which requires that all interns have demonstrated subject matter competence, Sonoma COA submitted a list of enrolled candidates with verification of CSET scores to demonstrate that they had met the requirement of subject matter competence.
- In response to Intern precondition 7 that allows interns to only serve in public schools and districts, Sonoma COE contacted all intern candidates who were inappropriately placed at a private school reassigned them to a public school.

While this information was presented at the May 2019 COA meeting, no action was taken with respect to these submissions. Instead, it was decided that staff would continue to monitor precondition compliance through the quarterly report process and would conduct a final evaluation at the revisit. In February 2020, the revisit team verified that all candidates met the enrollment requirements that aligned with precondition requirements and well as all placement requirements.

2020 Revisit Team Findings

In addition to the evidence submitted to the COA in May of 2019 and the quarterly report submissions, an onsite review of the database used to track enrolled candidates confirmed that all enrolled candidates who participate in public school-based field activities hold a Certificate of Clearance from the Commission. A review of the database further confirmed that Sonoma COE has admitted only candidates into their Multiple Subject or Single Subject Intern program who have passed the Commission-approved subject matted examinations for the subject area in which the intern is authorized to teach. Furthermore, all enrolled intern candidates are placed in public school districts or county offices of education. In addition to a review of the

database, all of the information about the “Be a Teacher” program displayed on the website and in candidate handbooks prominently display the information that candidates in the program may not serve as an intern in a private school.

2020 Revisit Team Recommendation

The team recommends that the stipulation be removed.

2019 Stipulation #2

That each program in the educator preparation unit is based on sound rationale, informed by theory and research and aligned with program standards that fosters coherence among and is clearly represented in all educator preparation programs.

2019-20 Institutional Response (Excerpt)

The Sonoma County Office of Education, North Coast School of Education (NCSOE) staff met weekly throughout the 2019-20 year to weave theory into practice. A framework of continuous improvement has been adopted that is based upon the Plan, Do, Reflect and Act cycle as the foundation for development and revision of the program. Across the entire unit program leads have identified mentoring as a common thread and have developed a unit wide research-based mentor framework. Also, each individual program lead has worked to explicitly embed and/or articulate a theory of teaching and learning into their programs. All syllabi and professional learning have been revised based upon this theory of action.

2020 Revisit Team Findings

Based on a review of a presentation to the Sonoma COE -North Coast School Of Education (NCSOE) advisory board, titled “NCSOE Mentor Framework Development-Improvement Sciences,” and interviews with leadership across the programs, the site visit team acknowledges a vision for teaching and learning evolving that has grounding in research (Adult Learning Theory: Knowles, 1968; *Art of Coaching*: Aguilar, 2013; *Dare to Lead*: Brown, 2018, etc.), that puts personalized professional learning at its core, and reflects the continuous improvement culture that the education unit is trying to grow. A number of interviewees noted, however, that this vision is still at the “brainstorming” stage and has not been finalized. The review team acknowledges the coherence that this framework could add to program development, monitoring, and improvement at the unit level and encourages NCSOE to continue the collaborative development process across the unit. A representation that clarifies the framework, with accompanying text describing how the research base was tied together to build and justify the components of the framework, would both provide clear evidence of the “sound rationale” for the design of programs, as well as clarification for the broader community of the guiding principles of the preparation programs offered.

There was evidence that the Induction program had created and articulated a research-based vision of teaching and learning. The other educator preparation programs that the North Coast

School of Education offers are in the process of developing their vision of teaching that will be clearly represented in all of the educator preparation programs.

2020 Revisit Team Recommendation

The team recommends that the stipulation be maintained, with a request that a detailed description of the completed framework and its research underpinning be included as part of the report to be submitted in March 2021.

2019 Stipulation #3

That the educator preparation unit ensures that the program offered at satellite locations receive sufficient resources for the effective operation, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field-based supervision and clinical experiences.

2019-20 Institutional Response

Sonoma County Office of Education leadership designated program leads for each of the its programs. The leads are the first point of contact for both regional coordinators and satellite program staff. Internal staff scheduled face-to-face support meetings for both faculty and practicum supervisors of the satellite program. Staff conducts monthly zoom meetings with satellite staff to insure they are receiving necessary support and guidance.

2020 Revisit Team Findings

The team interviewed satellite leadership, practicum supervisors, site mentors, instructors and intern candidates. There were a number of themes that recurred in conversations with those associated with both the Santa Cruz and Lake-Mendocino satellites.

There was a consistent level of frustration related to timely communication regarding changes in protocol related to practicum supervisor qualifications. Both satellite partners indicated that the requirement for credential-alike practicum supervisors was shared by the Sonoma County Office of Education in August 2019. This resulted in a late search for appropriate practicum supervisors and tardy matching of interns with the practicum supervisor.

It was evident that practicum supervisors at both satellites were able to access the newly developed practicum supervisor training. Program staff from Sonoma traveled to Lake-Mendocino and delivered the training. Santa Cruz practicum supervisors attended training in Sonoma and via Zoom.

Satellite leadership and instructors reported a need for more instructor support. They indicated that the CANVAS shell for the class is shared with them, but they need additional support to more clearly understand course objectives, best practices for delivery and an opportunity to have conversations with other instructors. Instructors indicated a need to better understand how the content of their class connects to material presented by other instructors.

The team continues to perceive an inconsistency related to the quality of program services delivered at the Sonoma County Office of Education and the Lake-Mendocino and Santa Cruz satellites.

2020 Revisit Team Recommendation

The team recommends that the stipulation be maintained and that Sonoma COE provide information in its March 2021 report documenting the progress made towards addressing the stipulation.

2019 Stipulation #4

That Sonoma County Office of Education may not offer the education preparation program at other satellite locations until all stipulations have been removed.

2019-20 Institutional Response

The Sonoma COE, North Coast School of Education (NCSOE), acknowledges this stipulation and has not offered any educator preparation program at other satellite locations. Further, Sonoma COE will not seek approval for additional educator preparation programs until all stipulations have been removed and all standards have been met.

2020 Revisit Team Findings

Interviews with leadership confirm that educator preparation program leadership understand the importance of meeting all standards with the existing preparation programs prior to offering new educator preparation programs at new satellite locations.

2020 Revisit Team Recommendation

The team recommends that the stipulation be maintained until all stipulations have been removed.

2019 Stipulation #5

That the education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

2019-20 Institutional Response

Sonoma County Office staff has instituted a multi-step review process for credential recommendations. The first step is the review by the registrar to make sure all of the necessary documents are in place and requirements have been met. Next, the program lead reviews each recommendation to again insure all requirements are in place. The next two checks come from the program's administrative specialists and the executive director. The credential application then goes to a credential analyst for the final review and submission to the Commission.

2020 Revisit Team Findings

The revisit team met with staff to verify the process for appropriate credential recommendations. It was clear that a protocol has been established and followed consistently. The credential application is assembled by the registrar who verifies candidate eligibility for the credential. The credential application is then reviewed for accuracy by the program manager and finally by the executive director. If approved by all parties, the application is then submitted to the Commission by a Sonoma County Office of Education credential analyst.

2020 Revisit Team Recommendation

The team recommends that the stipulation be removed.

2019 Stipulation #6

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.

2019-20 Institutional Response

Sonoma County Office of Education, North Coast School of Education (NCSOE), integrated existing continuous improvement processes within programs into a more comprehensive unit process via the continuous improvement cycle of Plan-Do- Reflect-Act (PDRA) (Edward Deming and Gerald Langley), attended multiple Improvement Science in Practice workshops in the Fall

of 2019, and met regularly to develop a unit wide research-based mentor framework and to support participant understanding how continuous improvement supports their professional growth as educators. Each program will continue to engage in the continuous improvement work at the program level. The NCSOE will continue regular program staff meetings locally and regionally to engage in the PDRA improvement cycle to assess programs across the unit.

2020 Revisit Team Findings

Based on a review of a presentation to the Sonoma COE NCSOE advisory board, titled “NCSOE Mentor Framework Development-Improvement Sciences,” and interviews with leadership across the programs, the review team saw widespread commitment to continuous improvement. While interviews with instructors and program leads indicate that data are being used for program improvement, there was not evidence of a preparation program having completed a “PDRA improvement cycle” other than as a training exercise.

2020 Revisit Team Recommendation

The team recommends that the stipulation remain, with a request that a detailed description of the unit-wide continuous improvement process and individual program level continuous improvement processes, including what data, when, and who is reviewing it, be included as part of the report due in March 2021.

2019 Stipulation #7

That the unit provide evidence that each program uses candidate performance assessment data aligned to program standards for program improvement purposes.

2019-20 Institutional Response

Sonoma COE’s NCSOE staff regularly collects candidate performance data across programs for both candidate and program evaluation. Staff uses RICA and EdTPA scores, candidate-coursework, field observation, teaching performance expectations (TPE) data, and CalAPA scores to determine areas of focus for program growth and continuous improvement. Faculty have incorporated signature assignments directly linked to the TPEs that are performance based and have allowed them to make program modifications based upon the quality of candidates’ completion. Program specific data is shared with instructors and mentors/coaches in programs to inform practice and make adjustments to curriculum, coursework, and field-work when appropriate. Staff also uses candidate self-reflection in areas of strength and growth in the TPEs and a Target Success self-evaluation which are used by candidate and staff to set goals for growth.

2020 Revisit Team Findings

As noted in the previous stipulation, the review team identified a spirit of improvement through interviews with program directors and instructors. Some instructors in intern programs reported using TPE data for both identifying topics to re-teach, as well to make curricular changes to improve candidate performance. The leadership has plans to use EdTPA and

Administrator Performance Assessment (APA) data as part of continuous improvement processes.

2020 Revisit Team Recommendation

The team recommends that the stipulation be removed.

2019 Stipulation #8

That the unit ensure that candidates have clinical practice experience in diverse settings and that candidates have an appropriate supervisor/mentor match as required by program standards.

2019-20 Institutional Response

Program staff has worked to ensure candidates are only placed in public school settings to insure they experience clinical practice in diverse settings. Staff has worked diligently to match candidates with supervisors with like-credentials. Sonoma County Office of Education, North Coast School of Education (NCSOE) has actively worked with districts to identify retirees who could work to support candidates with like-credentials. The reassignment policy and process has been explained to all district coordinators, faculty and staff to insure changes are quickly to support candidate success.

2020 Revisit Team Findings

Interviews with program staff and a review of program enrollment documentation verify that candidates are placed in public school settings. In addition, interviews with candidates and a review of program documentation indicate that there is an appropriate mentor match for candidates. A process for requesting a new mentor has been clearly articulated and candidates, district personnel, and faculty were aware of the process.

2020 Revisit Team Recommendations

The team recommends that the stipulation be removed.

2019 Stipulation #9

That the education preparation unit provide content and pedagogy to candidates, faculty, practicum supervisors, and mentors including learning about practicing and demonstrating the teaching performance expectations.

2019-20 Institutional Response

Program staff has reviewed and implemented explicit TPE learning and communication into staff collaboratives, coursework, field work/clinical practice, and alignment work such as with the Target Success and TPE assessments.

2020 Revisit Team Findings

Practicum supervisors indicated that program staff had provided trainings related to the teaching performance expectations (TPEs). They reported that the training was valuable and provided them with a much deeper knowledge of the TPEs and positively impacted their ability to support intern teacher candidates. Prior to this, work related to assisting candidates with self-assessment related to TPEs had been more cursory in nature, with an emphasis on document check offs. Now the practicum supervisors believe that they are able to facilitate rich conversations related to candidate TPE competency and provide much richer experience for both parties.

The preliminary teacher preparation programs have engaged in work related to the redesign of course syllabi. A new syllabus template design has been developed with specific sections related to the TPEs. Instructors indicated that they had received training to guide the work related to improved quality of syllabi. A new addition, the *Signature Assignment*, has been added to the syllabus to help build a more practical bridge between new theory and classroom application.

During conversations with candidates, faculty, practicum supervisors, and mentors it was determined that the preliminary programs content and pedagogy are centered around the Teaching Performance Expectations (TPEs). After reviewing various resources, it was evident that the TPEs were being introduced, practiced and assessed through curriculum, field work, mentor meetings, ILP's and assessments.

The Designated Subjects CTE Program has made great strides in redesigning the CTE program to move away from the Induction model and create a teacher preparation model similar to their Intern program with a CTE focus. As they complete their transition to fully implement the CTE program standards and TPEs they are developing the Designated Subjects CTE program matrix. Once completed, this matrix will show how they are introducing, practicing and assessing the category II CTE program standards 8-16.

2020 Revisit Team Recommendation

The team recommends that the stipulation be removed.

2019 Stipulation #10

That the unit will fully transition to the 2016 Teacher Induction Standards. In doing so the unit must provide evidence that the program is grounded in individualization and growth for each candidate rather than mandatory professional development and the completion of documents.

2019-20 Institutional Response

The program now only requires candidate attendance at the orientation and end-of-year sharecase event. Starting in August 2019, program staff reached out to candidates to survey

individual learning needs. Program staff designed and offered optional professional learning opportunities to candidates and mentors, both CSTP-based and subject-specific, i.e trauma informed care. The candidates work with their mentor to choose professional learning that meets their individual learning plans.

2020 Revisit Team Findings

Interviews were held with district leaders and site administrators who verified that candidates are engaging in job-embedded professional learning opportunities aligned to their individual goals. Leaders expressed an appreciation that teachers can choose the professional learning that is most appropriate for their individual teaching context. They indicated that they are hearing very positive comments from both mentors and candidates. A district special education leader was particularly appreciative that the special education teachers were able to identify and receive focused professional learning aligned to their unique needs.

Candidate and mentor interviews also confirmed an appreciation for the opportunity to self-select their professional learning. Several candidates and mentors mentioned a specific CSTP focused training that they had recently chosen to attend and had found it extremely valuable. Other candidates mentioned that they were reading a book with their mentor that aligned to their Individual Learning Plan (ILP) goal and were finding that dialogue rich and meaningful. Candidates understood their responsibility to engage in professional learning aligned to their ILP goals.

2020 Revisit Team Recommendation

The team recommends that the stipulation be removed.

2019 Stipulation #11

That the team recommends that the institution be required to submit quarterly reports documenting how concerns and stipulations are being addressed to date.

2019-20 Institutional Response

Sonoma COE submitted three quarterly progress reports documenting progress made to address each of the eleven stipulations and describing actions taken to meet the standards. Each report described the progress made by Sonoma COE in addressing the stipulations and meeting all standards.

2020 Revisit Team Findings

Sonoma COE submitted three quarterly progress reports documenting progress made to address each of the stipulations and describing actions taken to meet the standards. Updates were provided to the COA at the May 2019 meeting when action was taken and again at the October 2019 meeting.

2020 Revisit Team Recommendation

The team recommends that the stipulation be removed.