

**California
Commission on Teacher Credentialing**

**Meeting of
August 13-14, 2003**

AGENDA ITEM NUMBER: PREP - 5
COMMITTEE: Preparation Standards
TITLE: Proposed Standards and Guidelines for Professional
Clear Administrative Services Credential Programs

Action

Information

Report

Strategic Plan Goal(s):

Goal 1: Promote educational excellence through the preparation and certification of professional educators

Goal 6: Provide leadership in exploring multiple, high quality routes to prepare professional educators in California's schools.

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**Proposed Standards and Guidelines for
Professional Clear Administrative Services Credential Programs**

Professional Services Division

August 14, 2003

Executive Summary

The Commission's ongoing administrative credential reform efforts include establishing five options for completing requirements for the Professional Clear Administrative Services Credential. This item provides an overview of these options, and describes additional steps that must be completed prior to their full implementation, including proposed revised standards and new guidelines that would govern three of these options.

Fiscal Impact Summary

The Commission budget supports the costs of these activities and no budget augmentation is needed.

Policy Issues to be Considered

Should the Commission direct staff to distribute these proposed standards and guidelines for professional administrative services credential programs for field review and comment?

Proposed Standards and Guidelines for Professional Clear Administrative Services Credential Programs

Professional Services Division

August 13-14, 2003

Section I: Background Information

The Commission's administrative services credential reform efforts included establishing five separate options for holders of a Preliminary Administrative Services Credential to meet requirements for the Professional Clear Administrative Services Credential. Prerequisites for this credential include possession of a valid Preliminary Administrative Services Credential and verification of two years of successful administrative service on the preliminary credential. New administrators may select any one of the five options, once available, to obtain the Professional Clear Administrative Services Credential. Each option is described below:

- **Completion of a Commission-accredited program based on the Commission's Standards of Quality and Effectiveness for Administrative Services Credentials (E.C. § 44270.1)** New legislation established a number of new options for obtaining the professional clear credential, but it did not repeal the section in law that authorizes conventional Tier II programs. These programs remain an option for administrative candidates seeking the professional clear credential. Candidates complete coursework and fieldwork requirements and are recommended for the professional clear credential by the CCTC-approved entity providing the program. While staff expects that these programs will generally be offered by colleges and universities, applicable statutes and regulations do not preclude other entities, such as local education agencies and professional organizations, from offering these programs.
- **Mastery of fieldwork performance standards through a Commission-accredited program (E.C. §44270.5(b)(2))** Entities with accredited Tier II programs may offer a streamlined assessment option to candidates. Under this option programs may assess a candidate through the process normally used for Tier II candidates. If the assessment determines that the candidate has the requisite knowledge, skills and abilities to qualify for the professional clear credential, the program may recommend the candidate for that credential based on the assessment. This recommendation may be made regardless of the number of other program activities the candidate has completed.
- **Completion of a State Board of Education-approved AB 75 Principal Training Program (E.C. §44513(c))** This training must be provided through a program approved by the State Board of Education, and the administrator must obtain verification of completion from the training provider. Candidates complete learning activities and receive mentoring through a program offering the training prescribed in Education Code §44511. This training includes modules in 1) Leadership and Support in Student Instructional Programs; 2) Leadership and

Management for Instructional Improvement; and 3) Instructional Technology to Improve Pupil Performance. Candidates obtaining verification of completion of this training may apply directly to the Commission for the professional clear credential.

- **Completion of a Commission-approved program sponsored by a local education agency, university, or other entity meeting the Commission's requirements for alternative professional clear administrative services credential programs. (E.C. §44270.5(b)(1))** Local education agencies and other entities may offer alternative Tier II programs meeting program guidelines to be established by the Commission. These programs will focus on mentoring, support and assistance to the beginning administrator based on the context of the administrator's current position, the administrator's developmental needs, and the needs of the administrator's current employer. Program requirements allow for flexibility in program design to ensure that the individual needs of each administrator are appropriately addressed.
- **Passage of a national administrator performance assessment adopted by the Commission. (E.C. §44270.5(b)(3))** The Commission hopes to establish this new option in the future by identifying an appropriate assessment for this purpose. An assessment previously being constructed by a national testing company and identified as suitable for this purpose will not be available as anticipated. Staff will explore alternative assessments and will propose an appropriate assessment for Commission adoption when one is identified. Until that time, this option will not be activated.

Current Commission Activities

The Commission must complete a number of activities in order for some of these options to become fully operative. Those activities are described below, organized by option:

- **Completion of a Commission-accredited program based on the Commission's Standards of Quality and Effectiveness for Administrative Services Credentials.** Conventional Tier II programs are reviewed and accredited according to *Standards of Program Quality and Effectiveness for Professional Clear Administrative Services Credential Programs* established by the Commission. With the shift of focus of California administrator preparation to instructional leadership as defined in the California Professional Standards for Educational Leaders (CPSEL's), some revision of the Tier II program standards to reflect this shift seems appropriate. While most of the existing standards and preconditions do not require revision, staff is proposing changes to selected standards and preconditions to focus on the CPSEL's and achieve better alignment between this and other Tier II options. Specific proposed revisions are discussed in the following section.
- **Mastery of fieldwork performance standards through a Commission-accredited program.** In that this option is governed by the *Standards of Program Quality and Effectiveness for Professional Clear Administrative Services Credential Programs* noted above, no additional staff activities are anticipated regarding this option other than technical assistance for programs electing to establish this option. Programs offering this option will be subject to a review of the practices they use through the Commission's normal

accreditation procedures. The program's practices in implementing this option must conform with the Commission's standards for professional programs related to assessment, specifically standards 10 and 11. Any changes made to the assessment standards in the revision process would affect programs offering this option. Staff is recommending a change to Standard 10 to reflect the shift in program focus to the CPSEL's.

- **Completion of a State Board of Education-approved AB 75 Principal Training Program.** This program is administered by the California Department of Education (CDE), so no substantial Commission activities are anticipated in maintaining this option. Staff has been in contact with AB 75 staff at CDE for the exchange of technical information about the program and its applicability to professional clear credential requirements. CDE staff also worked with staff of the Commission's Certification Division to develop appropriate documentation to verify completion of the training as needed to apply for the Professional Clear Administrative Services Credential.
- **Completion of a Commission-approved program sponsored by a local education agency, university, or other entity meeting the Commission's requirements for alternative professional clear administrative services credential programs.** This option requires the Commission to develop program requirements for alternative program providers to use in developing their program structures and for the Commission to use in its program approval and review processes. At its June meeting the Commission positively received a conceptual structure that staff proposed for these alternative programs. Staff has since developed a set of program guidelines based on the conceptual structure proposed in June and the Commission may wish to consider directing staff to draft program guidelines for the Commission's approval to distribute them for field review and input. Those draft program guidelines are provided in the following section.
- **Passage of a national administrator performance assessment adopted by the Commission.** As noted above, staff is exploring alternatives for establishing this option. The assessment previously being considered for recommendation for Commission adoption has not been developed as anticipated, and may not be developed in the near future, requiring the need to identify a suitable alternative. In addition to the statutory requirement that the examination is offered nationally, staff's criteria for the selection of this assessment are, 1) it is designed for use with newly credentialed administrators; and, 2) it is based on or closely aligned to the California Professional Standards for Educational Leaders, or the antecedent Interstate School Leaders Licensure Consortium (ISLLC) standards. The specific purpose and focus of the assessment sought may create the need for an extended search for a suitable instrument.

Next Steps

Staff has identified two activities that currently need to be undertaken in order to allow institutions and other entities to develop professional clear administrator programs aligned with the Commission's administrative services credential reform efforts. One activity is to revise current standards for traditional standards-based Tier II programs to reflect the Commission's

adoption of the CPSEL standards as the focus for California school administrator preparation. These revised program standards will address the implementation of both the standards-based Tier II Program option and the Mastery of Fieldwork Performance Standards option. The other activity is to establish program requirements for alternative professional clear administrative services credential programs that may be offered by local education agencies or other entities. Universities may also propose an alternative program of this type if they elect to offer such a program. Staff is using the conceptual structure presented to the Commission at its June meeting as the basis for the program guidelines proposed in this item.

The next section of this item discusses proposed revisions of current Tier II program standards for standards-based programs. The Commission may wish to consider directing staff to distribute these revised standards (included in the appendix of this item) for review and input by the field.

Section II: Proposed Revision of Current Preconditions and Standards of Quality and Effectiveness for Professional Clear Administrative Services Credential Programs

Preconditions

The Commission established seven specific preconditions for professional clear administrative services credential programs in addition to the general preconditions established for all administrative services credential programs. The Commission addressed revisions to the general preconditions in its adoption of preliminary administrative services credential program standards, so only the specific preconditions for professional clear credential programs still require revision. These seven specific preconditions address:

- Program length requirements;
- Initial employment requirement;
- Prerequisite credential requirement;
- Individualized induction plan requirement;
- Non-university activities option;
- Requirement for credit for induction plan and assessment; and,
- Administrative experience requirement.

Preconditions concerning initial employment, possession of the preliminary credential, individualized induction plan, non-university activities, and administrative experience are all required by statute, so staff is not recommending their revision. However, preconditions concerning program length or requiring credit for specified activities are not standards-based and may unnecessarily inhibit flexibility in program design. Also, because these programs are not required to be based at a college or university, references to unit requirements or the awarding of credits are not applicable to all programs. For these reasons, staff is recommending the elimination of preconditions 1 and 6, and the elimination of the cap on non-university activities provided in precondition 5. In order to address another statutory requirement not previously addressed in the preconditions, staff is recommending the addition of a precondition establishing that the induction plan must include university coursework (E.C. §44270.1(3)).

Program Standards

The Commission has established eleven standards for standards-based Professional Clear Administrative Services Credential programs, arranged in four categories as follows:

Category I – Program Design and Curriculum

Standard 1 – Program Design, Rationale and Coordination

Standard 2 – Design of the Professional Credential Induction Plan

Standard 3 – Curriculum Content

Standard 4 – Scope and Delivery of the Professional Clear Curriculum

Standard 5 – Curricular Individualization

Category II – Support and Mentoring Plan
Standard 6 – Provision of Mentoring Experiences
Standard 7 – Mentor Qualifications

Category III – Non-University Activities
Standard 8 – Inclusion of Non-University Activities
Standard 9 – Nature of Non-University Activities

Category IV – Candidate Competence and Performance
Standard 10 – Expectations for Candidate Performance
Standard 11 – Assessment of Candidate Competence

As these standards generally reflect the Commission’s interest in focusing Tier II administrator preparation on support, mentoring and assistance through an individualized plan, staff is only recommending selected revisions. Specifically, the standard for program curriculum is being suggested for revision to focus on instructional leadership as defined in the California Professional Standards for Educational Leaders (CPSEL’s). Standard 3 of the current standards addresses the curriculum content and requires these programs to focus on administrative practice in the following five thematic areas:

- Organizational and Cultural Environment
- Dynamics of Strategic Issues Management
- Ethical and Reflective Leadership
- Analysis and Development of Public Policy
- Management of Information Systems and Human and Fiscal Resources

Staff proposes the revision of Standard 3 to reflect the Commission’s desire to make instructional leadership the focus of California administrator preparation. This may be accomplished by replacing the five thematic areas defined in Standard 3 and listed above with the CPSEL’s. If revised in this way, Standard 3 would then require these programs to focus advanced administrator preparation in the following six areas:

- Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community
- Advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth
- Ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment
- Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources
- Modeling a personal code of ethics and developing professional leadership capacity
- Understanding, responding to, and influencing the larger political, social, economic, legal and cultural context

While Standards 4 and 5 address curriculum, neither addresses specific curriculum content. Standard 4 concerns program scope, and establishes that these programs will build on and extend

administrator preparation begun at the preliminary level rather than rehashing preliminary program experiences. Standard 5 establishes the requirement for curricular individualization as necessary for these programs given their individualized plan approach. Staff is not recommending any revisions to these standards.

Staff is recommending some other revisions to the standards due to the fact that programs based on these standards may now be either university-based or offered by other entities such as school districts and professional organizations. Specifically, staff proposes eliminating Category 3, which currently includes two standards on non-university activities, and instead addressing non-university activities in Standard 1 related to program design. Staff also proposes addressing the requirement for university coursework through an addition to Standard 1.

Standards 10 and 11 address expectations for candidate performance and the process programs use to assess candidate competence. In defining expectations for candidates, Standard 10 references the five thematic areas established in Standard 3 for curriculum content that staff is recommending replacing with the CPSEL's. For that reason, staff is recommending revision of Standard 10 to align with changes to Standard 3.

The complete set of proposed revised standards and preconditions are included in the appendix to this item.

The standards referenced above apply only to those standards-based programs authorized by E.C. §44270.1. Alternative programs authorized by E.C. §44270.5 would be reviewed and approved according to Commission guidelines yet to be adopted. The following are the proposed guidelines for these alternative programs. The Commission may wish to consider directing staff to distribute these alternative program guidelines for review and input by the field.

Section III: Proposed Program Provider Guidelines for Alternative Professional Clear Administrative Services Credential Programs

Guideline 1: Program Design and Coordination

The program sponsor identifies the basis upon which decisions will be made in determining developmental objectives for each candidate in the program and for assessing the advancement of each candidate toward those objectives during the course of the program. The program is coordinated effectively, and key program personnel are identified and their responsibilities are clearly defined.

Guideline 1 Expectations:

- The program sponsor identifies general administrator performance expectations for use in identifying each candidate's strengths and weaknesses, setting developmental objectives, and measuring progress. These general expectations may be the California Professional Standards for Educational Leaders or a similar set of administrator performance expectations that focus on instructional leadership.
- The program sponsor provides its general administrator performance expectations to each candidate at the outset of the candidate's participation in the program and explains the performance expectations.
- The program identifies the individual responsible for coordination of the program, key personnel involved in program implementation, and the reporting relationships between the identified personnel. The program identifies the person or entity to whom the authority to certify program completion is designated.

Guideline 2: Evaluation of Program Quality

The program sponsor conducts ongoing evaluation of the quality and effectiveness of the program for the purpose of identifying needs for program improvement and to ensure that the program is providing mentoring, support and assistance of high quality that is targeted to meet individual candidates' needs. The program sponsor maintains records of services provided to candidates, candidate assessments and other documentation of program and candidate activities for use in external program assessment activities to be conducted by the Commission.

Guideline 2 Expectations:

- The program evaluation process includes an opportunity for candidates to provide the program sponsor with their perceptions of the quality of the various aspects of the program, including those areas in which the program successfully provided appropriate mentoring, support and assistance, and those areas in which candidates perceived program deficiencies.
- The program evaluation process includes an opportunity for mentors to provide information on their perceptions of the quality of various aspects of the program, including the appropriateness and sufficiency of mentor training requirements, the effectiveness of criteria for mentor assignment, and the quality of the mentor evaluation process.
- The program sponsor uses information obtained through the program evaluation process to identify areas in need of improvement and takes appropriate actions to improve and ensure program quality.
- The program sponsor maintains records of program policies and procedures, services provided to candidates, candidate assessment data, number of mentors, number of participants, and other data related to the program's value, scope and content.
- The program sponsor consents to providing program information to the Commission upon request and to cooperate with program audit and reporting activities conducted by the Commission.

Guideline 3: Initial Assessment of Candidate Competence

The program sponsor initially assesses candidates based on the program's general administrator performance expectations. This initial assessment includes a candidate self-assessment component in which the candidate describes current job responsibilities and challenges, and perceived personal strengths and weaknesses. The results of this initial assessment inform decisions concerning the administrator's needs and developmental objectives to be met during the course of the program. Mentoring, support and assistance activities initially focus on those areas in which the initial assessment indicates additional support is needed for the candidate to be successful in his/her current assignment.

Guideline 3 Expectations:

- The program's initial assessment is designed to measure a candidate's initial level of competence in each of the program's general administrator performance expectations in a way that can be compared to future assessments of candidate competence so that the program sponsor can determine the candidate's progress and increased administrative effectiveness over time.
- The results of the initial assessment are shared with the candidate and individual(s) assigned to provide the candidate with mentoring, support and assistance to ensure that all parties have a clear understanding of the candidate's initial strengths, weaknesses, and areas of focus for the mentoring, support and assistance to be provided to the candidate.
- The program sponsor maintains a record of each candidate's initial assessment results for comparison with subsequent assessments to determine candidate progress over the course of the program.
- The assessment examines candidate competence authentically, systematically and fairly, and takes into account the highly variable nature of administrative responsibilities.

Guideline 4: Individualized Mentoring Plan

The program sponsor establishes a process through which a mentoring plan is created for each administrator served by the program. The plan addresses the mentoring, support and assistance needs of each administrator, and may identify additional learning activities needed for the administrator's professional development. The plan includes developmental objectives that the individual administrator is expected to meet over the course of the program.

Guideline 4 Expectations:

- The program sponsor initially assesses each candidate's strengths and weaknesses based on the program's general administrator performance expectations, and uses the results of this assessment to create an appropriate individualized mentoring plan.
- The candidate's developmental needs and current work context are considered and addressed in the development of the plan.
- The candidate, employer, and a program representative participate in the development of the plan and provide written approval of the initial plan.
- The program sponsor provides an opportunity to review and amend the plan as necessary to meet the administrator's needs or address changes in the administrator's assignment or other aspects of the administrator's work context. The candidate, employer, and a program representative review and approve any changes to the individualized mentoring plan.

Guideline 5: Provision of Mentoring, Support and Assistance

The program sponsor provides mentoring, support and assistance that is designed to meet the individual administrator's needs, and is conducted on a regular, ongoing basis throughout the course of the administrator's first two years of administrative service while possessing the Preliminary Administrative Services Credential.

Guideline 5 Expectations:

- The program sponsor, an employer representative, and the administrator collaborate to identify the mentoring, support and assistance needs of the administrator and appropriate means for providing these services.
- The administrator's individual mentoring plan identifies an administrator meeting the qualifications described in Guideline 6 who will serve as the lead mentor for the administrator.
- The administrator's individual mentoring plan identifies the frequency of regularly scheduled meetings between the administrator and lead mentor. Communication formats for these meetings may be varied (e.g. phone, e-mail, teleconference) but must allow reasonable access for the administrator to the individual(s) assigned to provide support.
- The program sponsor ensures that the administrator has access to mentoring and support in crises or other sensitive situations that occur at times other than the regularly scheduled meetings between the administrator and lead mentor.
- The program sponsor identifies other individuals, in addition to the lead mentor, who have expertise in specific areas applicable to the administrator's current assignment and who will be available to the administrator as needed to provide additional information and guidance.
- The program sponsor provides a list of additional resources that may assist the administrator in succeeding in the current administrative assignment.
- The program sponsor provides opportunities for communication between administrators served by the program to allow for peer engagement and support.

Guideline 6: Mentor Qualifications and Assignment

The program sponsor establishes specific qualifications for the selection of lead mentors and criteria to be used in determining the appropriate assignment of lead mentors to individual administrators served by the program. Qualifications for lead mentors include appropriate mentor training and experience. The program sponsor establishes an evaluation process for lead mentors and uses the evaluation results to amend mentor selection qualifications and/or training requirements, and to reassign or replace mentors as needed.

Guideline 6 Expectations:

- The program sponsor creates a list of prospective lead mentors of sufficient number to serve all administrators served by the program. All mentors listed meet the qualifications for lead mentors established by the program sponsor.
- Lead mentor qualifications address the number of years of administrative experience and other teaching and services experience; the level and quality of training in support and mentoring; special skills and/or experiences applicable to administrative responsibilities; and other characteristics conducive to successful mentoring, support and assistance.
- The program sponsor's criteria of assignment of lead mentors to individual administrators consider similarities in their current responsibilities and work contexts; geographic proximity; ease of interaction; and other characteristics likely to result in a positive mentoring relationship.
- The program sponsor creates a mechanism for each administrator in the program to evaluate his/her lead mentor. The evaluation provides information on each lead mentor's strengths and weaknesses, identifies areas in which additional training may be required, and rates the overall performance of the mentor from the perspective of the administrator being mentored.
- The program sponsor uses the results of the lead mentor evaluations to make any necessary changes to lead mentor selection qualifications, amend training requirements, and reassign or replace mentors who receive unsatisfactory evaluations.

Guideline 7: Assessment of Candidate Competence

The program sponsor conducts ongoing assessment of the candidate's competence based on the program's general administrator performance expectations, and provides the results to the candidate and the candidate's lead mentor to be used as an indicator of candidate progress, and to redirect the focus of mentoring, support and assistance, if needed. Prior to certifying that each candidate has completed program requirements, the program sponsor conducts a culminating assessment of the candidate's competence based on the program's general administrator performance expectations and the developmental objectives identified in the candidate's individualized mentoring plan. Through this assessment the program sponsor and the lead mentor verify that the candidate has met the developmental objectives established in the individualized mentoring plan and has reached a level of administrative competence appropriate to merit recommendation for the Professional Clear Administrative Services Credential.

Guideline 7 Expectations:

- Candidates are provided feedback on their progress at multiple points in the program.
- Each candidate's individualized mentoring plan is reviewed periodically on the basis of the assessment results and amended as necessary to respond to changes in the candidate's needs for mentoring, support and assistance.
- The assessment examines candidate competence authentically, systematically and fairly, and takes into account the highly variable nature of administrative responsibilities.
- A culminating assessment forms the basis for certifying that the candidate has successfully completed the program and has reached a level of competence meriting possession of a Professional Clear Administrative Services Credential.

Section IV: Proposed Process for Review and Approval of Alternative Professional Clear Administrative Services Credential Programs

The review of alternative administrative services credential programs using guidelines departs from the Commission's conventional program accreditation process, and thus requires adoption of alternative program approval and review procedures. This section presents a proposed process for the review and approval of these alternative programs.

Staff expects that the majority of Alternative Professional Clear Administrative Services Credential Programs will be sponsored by local education agencies, including school districts and county offices of education. However, the statute authorizing these programs does not preclude institutions of higher education, professional organizations, and other entities from offering them, as long as the program is found to meet Commission guidelines and is approved by the Commission.

Staff proposes the following process for review and approval of Alternative Professional Clear Administrative Services Credential Programs.

1. An entity interested in sponsoring a program prepares a program proposal that addresses each of the Guidelines for Alternative Professional Clear Administrative Services Credential Programs, and the related expectations.
2. Before the proposed program is submitted to the Commission, it receives written approval by the individual or group responsible for governance of the entity sponsoring the program. The written approval accompanies the program proposal when the proposal is submitted to the Commission for review and approval.
3. Commission staff reviews the proposed program to determine whether the proposal complies with the Commission's adopted guidelines and expectations for such programs, and may request additional information or clarification from the program sponsor to be satisfied that all guidelines and expectations are met.
4. Upon a finding that the proposed program meets all program guidelines and expectations, staff recommends program approval to the Commission and places the proposed program on the appropriate agenda for formal approval.
5. Once formally approved, the program may be implemented by the program sponsor, and an individual identified as having completed the approved program will be recognized as having completed Tier II requirements for the Professional Clear Administrative Services Credential. The program sponsor will complete a program completion verification document produced by the Commission, and provide this document to the administrator completing the program for use in applying for the Professional Clear Administrative Services Credential.

Appendix

Proposed Revised Specific Preconditions and Standards of Quality and Effectiveness for Standards-based Professional Clear Administrative Services Credential Programs

Specific Preconditions Established by the Commission for the Professional Clear Administrative Services Credential

- (1) **Initial Employment Requirement.** An entity that operates a program for the Professional Clear Administrative Services Credential shall determine, prior to admission to the credential program, that the candidate is employed in a position requiring an administrative credential. Statutory basis: Education Code Section 44270 (b) and 44270.1 (a)(2).
- (2) **Prerequisite Credential.** An entity that operates a program for the Professional Clear Administrative Services Credential shall determine, prior to admission to the credential program, that the candidate possesses a valid Preliminary Administrative Services Credential. Statutory basis: Education Code Section 44270.1 (a)(1).
- (3) **Individualized Induction Plan.** An entity that operates a program for the Professional Clear Administrative Services Credential shall provide for the development of a written individualized program of professional development activities (professional credential induction plan) for the advanced preparation program based upon individual needs. The plan shall be developed in consultations among the candidate, employer and university representative. Statutory basis: Education Code Section 44270.1 (a)(3).
- (4) **Non-university Activities Option.** A college or university that operates a program for the Professional Clear Administrative Services Credential shall allow approved non-university activities to be included in the professional credential induction plan in consultations among the candidate, employer's representative and university representative. Statutory basis: Education Code Section 44270.1 (a)(3).
- (5) **Administrative Experience Requirement.** An entity that operates a program for the Professional Clear Administrative Services Credential shall determine, prior to recommending a candidate for the credential, that the candidate has verified completion of a minimum of two years of successful experience in a full-time administrative position in a public school or private school of equivalent status while holding the Preliminary Administrative Services Credential. Statutory basis: Education Code Section 44270.1 (a)(2).
- (6) **Inclusion of University Coursework.** An entity that operates a program for the Professional Clear Administrative Services Credential shall ensure that the professional credential induction plan developed for each candidate includes university coursework among the required professional development activities. Statutory basis: Education Code Section 44270.1(a)(3).

Standards of Quality and Effectiveness for Standards-based Professional Clear Administrative Services Credential Programs

Category I

Program Design and Curriculum

Standard 1

Program Design, Rationale and Coordination

The professional credential program is supported by a cogent rationale, draws on a defined knowledge base, is responsive to the individual candidate's needs, and is coordinated effectively.

Rationale

New administrators need to experience programs that are designed cohesively on the basis of a sound rationale that makes sense, and that are coordinated effectively in keeping with their intended designs. The program should be designed to give options to individual candidates to pursue coursework and other professional development opportunities that meet their own particular needs.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- The program has an organizational structure that forms a logical sequence among the instructional components and that provides for coordination of the administrative components of the program, such as admission, advisement, retention, candidate support and assessment, and program evaluation.
- There is effective coordination between the program's faculty and staff, between the education unit and the program sponsor's other departments, and between the program sponsor, schools, districts, county offices, and other agencies where candidates are beginning their administrative responsibilities.
- The overall design of the program is consistent with a stated rationale that has a sound theoretical and scholarly basis, and is relevant to the contemporary conditions of schooling (such as recent demographic changes).
- Any non-university activities included a university-based program are deemed appropriate by the candidate, the employer's representative and the university advisor. The professional

credential induction plan specifies which non-university activities will be included and the expected learning that will occur from the activities.

- All programs include university coursework in the professional credential induction plan for each candidate. Required coursework is responsive to the candidate's needs and addresses content identified in Standard 3.
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the program sponsor.

Standard 2

Design of the Professional Credential Induction Plan

The candidate, the university advisor, and the employer's representative(s) work together to develop a professional credential induction plan for the support and professional development of each beginning administrator. The design of the plan is coherent, is based on a stated rationale, and includes a mentoring component, advanced academic coursework, and may include non-university based professional development activities.

Rationale

The professional credential induction plan outlines the plan to build professional competence for each beginning administrator. This plan builds on each beginning administrator's assessed needs and outlines specific activities for facilitating each beginning administrator's professional development.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- The professional credential induction plan is designed to meet the individual assessed needs of the beginning administrator.
- Assessments of individual professional development needs, interests, job responsibilities, and career goals inform the plan for professional induction.
- The professional credential induction plan includes individual performance goals, outlines specific strategies for achieving those goals, establishes timelines, and documents the beginning administrator's progress in meeting the established goals.
- The professional credential induction plan outlines the coursework, the individual assistance, and the professional development opportunities that will be made available to the beginning administrator to address the established performance goals.
- An experienced colleague or mentor, a university advisor, and the candidate work together to design an appropriate plan and reflect periodically on progress in meeting the professional development goals established in the professional credential induction plan.
- The program meets other factors related to this standard of quality brought to the attention of the team by the program sponsor.

Standard 3

Curriculum Content

The content of the curriculum has a strong conceptual base and is organized to address principles of administrative practice in the thematic areas defined below:

- Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community
- Advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth
- Ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment
- Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources
- Modeling a personal code of ethics and developing professional leadership capacity
- Understanding, responding to, and influencing the larger political, social, economic, legal and cultural context

Rationale

The principles outlined in these broad thematic areas are intended to suggest a holistic, integrated approach to instructional leadership and to the design of a curriculum intended to produce such leaders. Each set of principles interrelate in important ways and are expected to be woven throughout the curriculum.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- The curriculum themes are incorporated into the program in ways that include systematic study, application of key concepts in job settings and opportunities for personal reflection and integration of thematic study into a personal vision of administrative responsibility.
- These themes are reflected throughout all courses and induction support activities, rather than only in one or two specific courses or activities.
- The program emphasizes the importance of inquiry into these thematic areas as a part of all experiences in the program.
- Activities in the professional credential induction plan include and reflect an integration of these thematic areas.
- The program meets other factors related to this standard of quality brought to the attention of the team by the program sponsor.

Standard 4

Scope and Delivery of the Professional-Level Curriculum

The curriculum for the university and non-university components of the Professional Administrative Services Credential program builds upon the foundation of the Preliminary Administrative Services Credential program, and applies conceptual knowledge to administrative practice in ways that engage candidates in important issues of theory and practice.

Rationale

The candidate's preliminary level program was designed to acquaint candidates with the broad range of administrative and leadership responsibilities in schools. The prior coursework and field experiences have prepared persons to begin administrative service. The curriculum at the professional level should extend those learnings, and allow for in-depth study of defined areas of interest for the new administrator.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Curriculum content is characterized by a depth of experience that challenges candidates, fosters critical reflection, extends understanding, and allows for meaningful integration of theory and practice.
- Coursework systematically extends the depth of content offered at the preliminary level, and is geared to the needs of beginning administrators.
- Candidates have opportunities to select and pursue specific areas of interest within university and non-university curricular offerings.
- Coursework and other professional development activities are designed to thoughtfully engage candidates in challenging learning activities and reflect on their own practice as beginning administrators.
- The program meets other factors related to this standard of quality brought to the attention of the team by the program sponsor.

Standard 5

Curricular Individualization

The curriculum of the program provides for specialization and individual development based on an assessment of each candidate's needs, interests, and career goals.

Rationale

A range of curricular offerings within the university and non-university component of the program to effectively meet the needs of beginning administrators in a variety of contexts. Specialization and individualization may occur by providing a variety of coursework, specialized strands, or by individualized learning opportunities within a specific course or professional development experience.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Areas of curricular specialization and a range of options within these specializations are available and clearly defined for candidates in the program.
- Candidates have opportunities to select and pursue specific areas of interest within the curricular offerings.
- Assessments of student needs and interests result in careful planning and selection of appropriate coursework and other professional development opportunities.
- Consideration is given to the new administrator's work responsibilities in planning the timing of coursework and professional development experiences.
- The curricular plan is outlined in the candidate's professional credential induction plan.
- The program meets other factors related to this standard of quality brought to the attention of the team by the program sponsor.

Category II

Support and Mentoring Plan

Standard 6

Provision of Mentoring Experiences

The beginning administrator's professional credential induction plan specifies provisions for mentoring and support activities to be provided by one or more experienced colleagues throughout the candidate's enrollment in the credential program.

Rationale

The guidance, advice, feedback, and support provided by a more experienced colleague assists the new administrator in the performance of his/her role and helps to facilitate the development of professional norms. Sharing of the knowledge of practice needs to be a planned part of the design for administrative induction. Candidates may experience more than one mentor, and the primary mentor may change. The professional credential induction plan should outline the ways in which mentor(s) will work with beginning administrators to help them achieve their defined goals.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- The mentoring component of the professional credential induction plan is developed collaboratively by the candidate, the university advisor, and the mentor administrator.
- Mentoring occurs on a regular, ongoing basis and reflects the candidate's changing needs and stage of professional development.
- Support and mentoring activities are appropriate to the individual needs of beginning administrators and are provided in ways that encourage reflection, build trust, and facilitate professional growth and development.
- Mentoring experiences may be individual or group activities, and may include, but need not be limited to, orientation of new administrators, job-alike meetings, function/division orientation, and mentoring.

- Activities are balanced to provide an awareness of a full range of administrative responsibilities, address both site level and district level functions, and provide experiences with diverse populations.
- The program meets other factors related to this standard of quality brought to the attention of the team by the program sponsor.

Standard 7

Mentor Qualifications

Experienced administrators selected as mentors are qualified for this professional role, prepared for their responsibilities, assigned appropriately, evaluated for their effectiveness, and recognized for their contributions.

Rationale

Mentors play a key role in the induction experience of the beginning administrator. They need to understand the needs of beginning administrators and be prepared to help and assist in the development of administrative expertise. They will be most effective if they are paired with candidates who share similar job responsibilities and are committed to assume responsibility with the employer, the university, and the candidate, for the mentoring component of the professional credential induction plan.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Appropriate criteria for mentor selection and assignment are established by each school district or employing agency. These criteria give attention to the person's professional expertise, coaching skills, and knowledge of the profession.
- Training/orientation is provided by the university, district, county office, or professional organizations to prepare mentors for their roles and responsibilities.
- Mentors maintain regular and ongoing contact with candidates.
- Mentoring relationships are evaluated on a regular basis, and changed or supplemented as necessary.
- Mentors value and embrace their professional responsibility to nurture and support new administrators.
- Mentors are recognized in appropriate ways by employers and by the university.
- The program meets other factors related to this standard of quality brought to the attention of the team by the program sponsor.

Category III

Candidate Competence and Performance

Standard 8

Expectations for Candidate Performance

Expectations for excellence in candidate performance are developed for each candidate, aligned with the principles of administrative practice outlined in Standard 3, and included in the individual induction plan.

Rationale

Six areas related to principles of administrative practice were identified in Standard 3 as the conceptual themes to be woven through the advanced level of preparation for school administrators. Candidate expectations will fall within the broadly defined thematic areas, but will be different for each candidate, depending on past experiences, current job assignments, and future career development goals and plans. The defined expectations, and ways in which performance in meeting those expectations will be measured, and the plan for assessing the achievement of the performance goals will be a part of the candidate's professional credential induction plan.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- The individualized program of studies, including the university and non-university components, is designed to foster development that is congruent with the six themes related to administrative practice (Standard 3).
- Areas of special emphasis are recognized and defined in appropriate ways in each candidate's professional credential induction plan includes clearly stated expectations and indicates how progress in each thematic area will be developed and assessed.
- The candidate, the university supervisor, and the mentor all have input into the design of the expectations, and the ways in which competence will be measured.
- Curriculum offerings, individual mentoring experiences, and other professional development experiences are offered to prepare candidates to meet the defined expectations.
- The program meets other factors related to this standard of quality brought to the attention of the team by the program sponsor.

Standard 9

Assessment of Candidate Competence

Prior to recommending each candidate for a Professional Clear Administrative Services Credential, the program advisor and the mentor verify that the candidate has met the expectations for excellence in candidate performance that are outlined in the professional credential induction plan.

Rationale

If the completion of a professional preparation program is to constitute a mark of professional competence, as the law suggests, responsible members of the program staff must carefully and systematically document and determine that the candidate has fulfilled the standards of professional competence established for the professional credential induction program.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- The methods used assess performance authentically and recognize the complexity and highly variable nature of administrative responsibilities.
- The assessment system (both during the program and at the conclusion) is systematic, fair, uses multiple measures and multiple sources, and is tied to the curriculum, field experiences and themes of competence.
- The candidate is assessed by program faculty and school personnel who have demonstrated expertise, have been oriented to the assessor role and trained in the specified criteria, and are periodically evaluated in the assessment role.
- Candidates are provided feedback on their progress at multiple points in the program.
- A culminating assessment brings closure to the induction period and establishes directions for continuing growth and professional development.
- The program meets other factors related to this standard of quality brought to the attention of the team by the program sponsor.

