

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

Professional Services Division

November 5-6, 2003

Executive Summary

The Commission's administrative services credential reform efforts have included the revision of current *Standards of Quality and Effectiveness for Professional Clear Administrative Services Credential Programs* to reflect the Commissioners' policy directive to focus administrator preparation on instructional leadership. At the August 2003 Commission meeting, staff introduced proposed revised program standards reflecting this directive and requested the Commissioners' approval to conduct an online field review of the proposed revised standards. Staff conducted the field review and the results are provided here. Based on those results, staff is recommending no additional changes to those proposed revised *Standards of Quality and Effectiveness for Professional Clear Administrative Services Credential Programs* introduced at the August Commission meeting.

Commission-sponsored legislation also established an option for local education agencies, universities, and other educational entities to develop and offer alternative professional clear administrator preparation programs. This necessitated development of *Guidelines for Alternative Professional Clear Administrative Services Credential Programs*. At the August 2003 Commission meeting, staff introduced proposed alternative program guidelines and requested the Commission approval to conduct an online field review of the proposed guidelines. Staff conducted the field review, and has provided the results here. Based on those results, staff is recommending minor changes to the proposed *Guidelines for Alternative Professional Clear Administrative Services Credential Programs*. Those changes are described in this item and the newly revised guidelines are included.

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 adopt the proposed revised *Standards of Quality and Effectiveness for Professional Clear Administrative Services Credential Programs*?

Should the Commission adopt the proposed *Guidelines for Alternative Professional Clear Administrative Services Credential Programs*?

Recommendation(s)

That the Commission adopt the proposed revised *Standards of Quality and Effectiveness for Professional Clear Administrative Services Credential Programs* and related preconditions, and that the Commission adopt the proposed new *Guidelines for Alternative Professional Clear Administrative Services Credential Programs*, and related program review process.

Proposed Standards and Guidelines for Professional Clear Administrative Services Credential Programs

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Background Information

At the August 2003 meeting of the California Commission on Teacher Credentialing (CCTC), staff proposed a set of revised *Standards of Quality and Effectiveness for Professional Clear Administrative Services Credential Programs* and related preconditions, as well as new *Guidelines for Alternative Professional Clear Administrative Services Credential Programs*. The standards govern traditional administrator preparation programs pursuant to EC § 44270.1(a)(3). The guidelines govern alternative programs pursuant to EC § 44270.5(b)(1), resulting from legislation sponsored by the Commission. The Commission authorized staff to conduct a field review of the draft standards and guidelines to allow for input. Commission staff conducted the field review from August 22, 2003 through October 6, 2003. This item provides an overview of the input from that field review and staff's response to recommended changes to the guidelines proposed in August. The revised standards and guidelines are recommended for approval.

Overview of Input Obtained through the Field Review

Staff utilized the CCTC's electronic newsletter and contacts with the Association of California School Administrators (ACSA) and California Association of Professors of Educational Administration (CAPEA) to inform the field that the Commission was seeking input on the proposed standards and guidelines through this field review. Staff received a total of eight responses. Seven of the responses were general in nature, and did not suggest any specific revisions to either the standards or the guidelines. Five of those seven responses addressed only the *Guidelines for Alternative Professional Clear Administrative Services Credential Programs*. Those five expressed support for the guidelines as proposed, citing the flexibility to create individualized plans to meet the administrator's developmental needs, as well as the focus on support and mentoring, as appropriate for Tier II candidates.

The other two general responses noted concern about the variety of alternatives now available to Tier II candidates. One of these respondents expressed concern that the variety of alternatives may be of inconsistent rigor or quality, leading to inadequate professional development and/or support during some administrators' Tier II experience. The other respondent noted that, due to the demands of their administrative positions, some administrators may select the most convenient option available. Both respondents were concerned that a lack of rigor and quality of an administrator's Tier II experience could result in an inadequate level of professional knowledge to provide instructional leadership of high quality.

The enclosed proposed standards and guidelines are intended to address these concerns by establishing a program review process that ensures proposed programs are of appropriate quality. At the same time, the new proposed guidelines meet their intended purpose of creating flexibility for administrators to have a more individualized Tier II experience focusing on support, mentoring and assistance to ensure that their current professional development needs are met. The variety of alternatives now available to administrators to meet requirements for the professional clear credential reflects the objectives the Commission established for its administrative services credential reform efforts at the February 2002 meeting. Those objectives included authorizing alternative routes to the professional clear credential, and restructuring professional clear credential requirements to focus on mentoring, support and assistance. The enclosed proposed guidelines would accomplish those objectives.

The Association of California School Administrators (ACSA) provided specific suggestions for revision to the proposed standards and guidelines. ACSA suggested that the Commission discontinue its use of the term “standards” when referring to expectations of program quality, as this term is often also used to describe performance expectations of administrators. Staff agrees with the need for clear communication when addressing these issues. However, staff believes that more consistent use of the term “program standards” when discussing expectations of program quality, and “performance standards” when discussing expectations of administrator performance, would provide clarification and maintain the Commission’s policy of referring to program requirements for accreditation as “Standards of Program Quality and Effectiveness.”

Regarding the *Guidelines for Alternative Professional Clear Administrative Services Credential Programs*, ACSA suggested the development of an assessment tool to be used consistently around the state in the initial and subsequent assessments of candidates. The guidelines require initial, ongoing and culminating assessment of candidates both in developing an individualized mentoring plan and in gauging a candidate’s progress and success in meeting the developmental objectives defined in their plan. While the guidelines would require all prospective program providers to describe the assessment process to be used with candidates, they do not define or describe the specific assessment form or process to be used. This approach is intended to ensure that appropriate candidate assessment occurs while allowing programs flexibility in developing viable and effective assessment processes.

The Association of California School Administrators requested the addition of a clearer definition of the term “lead mentor” referenced in guidelines 5 through 7. Staff has included a footnote in standards 5 and 6 to clarify the lead mentor’s role and to clarify that the guidelines allow for other qualified individuals to assist the lead mentor in the mentoring process.

ACSA concluded with a suggestion for more clarity in language in the guidelines related to the timeline for administrators to begin and complete an alternative Tier II program. The guidelines as proposed in August did not specify a time period within which a candidate should receive an initial assessment and begin to develop an individualized mentoring plan. The Association of California School Administrators suggested requiring the initial assessment and initiation of the development of an individualized mentoring plan to occur within the administrator’s first 90 days of employment. Guideline 3 of the proposed guidelines has been revised to include this requirement. Guideline 5 of the guidelines proposed in August would require programs to

provide support, mentoring and assistance “throughout the course of the administrator’s first two years of administrative service....” ACSA noted that in some cases, an administrator’s circumstances may preclude completion of the program within a two-year period. Guideline 5 has been revised to address this concern by requiring support, mentoring assistance for a minimum of two years.

Summary

Based on the input received through the field survey and the Commission’s policies and previous actions, staff is recommending no additional changes to the proposed revised *Standards of Quality and Effectiveness for Professional Clear Administrative Services Credential Programs* and related preconditions introduced at the August 2003 Commission meeting. These standards and preconditions are included in Appendix A of this item.

Based on input received during the field review, staff has made the revisions to guidelines 3, 5 and 6 described above. The *Guidelines for Alternative Professional Clear Administrative Services Credential Programs* are included in Appendix B of this item. (Language added to guidelines 3, 5 and 6 since the August 2003 meeting has been underlined for identification.)

Recommendation

Staff recommends that the Commission adopt:

- 1- The proposed revised *Standards of Quality and Effectiveness for Professional Clear Administrative Services Credential Programs* and related preconditions; and
- 2- The proposed new *Guidelines for Alternative Professional Clear Administrative Services Credential Programs*, and related program review process.

Appendix A

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 may 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.

Appendix B

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

Within the candidate's first 90 days of employment in a position requiring possession of an administrative services credential, 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, at minimum, 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.

* “Lead mentor” refers to the individual who will serve in the primary mentoring role for the candidate. These guidelines encourage the use of other qualified individuals to assist in the mentoring role, but require that the program assign a lead mentor to serve as the administrator’s primary contact and to lead in the coordination of all mentoring activities.

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.

* “Lead mentor” refers to the individual who will serve in the primary mentoring role for the candidate. These guidelines encourage the use of other qualified individuals to assist in the mentoring role, but require that the program assign a lead mentor to serve as the administrator’s primary contact and to lead in the coordination of all mentoring activities.

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.

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.

