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Information

Professional Services Committee

Discussion of the Design and Characteristics of Potential Future Induction Programs for School Administrators

Executive Summary: This agenda item focuses on the recommendation of the Administrative Services Credential Advisory Panel, adopted by the Commission, to require induction for all new administrators. Several programs currently operating an induction-like or coaching model for new administrators will discuss their programs.

Recommended Action: For information only

Policy Questions: What characteristics make for a high quality, effective coaching model for new administrators in today's schools and what are the implications of these characteristics for the future design and development of administrator induction programs?

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Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

January 2012

Discussion of the Design and Characteristics of Potential Future Induction Programs for School Administrators

Introduction

At the January 2010 Commission meeting, information was presented on the plan for a one-year study of the preparation of leaders for California schools to determine what changes would be appropriate in administrator preparation to meet the needs of today's schools (<http://www.Commission.ca.gov/commission/agendas/2010-01/2010-01-2E.pdf>). The major purpose of the panel's work was to review the content, structure and requirements for administrator preparation to ensure that these remain appropriate to the needs of administrators serving in California schools today.

At its November 2011 meeting, the Commission adopted twelve of the fourteen recommendations from the Administrative Services Credential Advisory Panel (<http://www.ctc.ca.gov/commission/agendas/2011-11/2011-11-5B.pdf>). At the December 2011 meeting, the Commission took action on the final two recommendations. Appendix A lists the adopted recommendations and indicates which of the Commission's actions involve a change from the current structure for the preparation of individuals for an Administrative Services credential.

This item focuses on one of the adopted recommendations – to require induction as the sole pathway to earn the Clear Administrative Services credential. This agenda item begins the discussion on this topic and will help guide the development of a future plan of action to implement this recommendation.

Background

One of the major concerns of the Administrative Services Advisory Panel centered around providing a more effective use of the second tier experience for new administrators. This experience was intended to build upon the knowledge base acquired in one's preliminary credential program. It was the perspective of many on the advisory panel that this aspect of administrator preparation is the weakest link within the preparation sequence and should, therefore, be the area where the greatest improvement or change should be made in the coming years. One of the major rationales that the panel included with its recommendation was the following:

The structure of having an experienced colleague coaching a novice cannot be undervalued. With defined goals and objectives for the coaching relationship, coaching should be the pivotal structure of the clear administrative services credential. Having a well-defined coaching model as part of the program standards helps to ensure that a quality coaching experience is maintained.

Extending preparation supporting new credential holders into initial employment is not a new idea. This was one of the underlying concepts that led to the two tier administrative services credential structure initiated in 1985. Prior to that date, the preparation for an administrative

credential was entirely “front-loaded” in that the credential structure consisted of a single tier that resulted in the issuance of a credential. However, the changes adopted by the Commission for implementation after 1985 required that first, a 24 semester unit program be completed for the preliminary administrative services credential that resulted in authorizing initial employment as an administrator, and then a 24 semester unit program be completed after initial employment as an administrator in order to earn the professional administrative services credential. Two major criticisms of the two tier structure resulting from a widespread perception on the part of stakeholders were that the preparation provided by the second level of the credential was not sufficiently different from that provided during the first level and that the programs were not closely aligned to the actual practice of the new administrator as they could and should be.

Prior Reviews of Administrator Preparation

In the early 1990s, the Commission sponsored a study of administrator preparation, conducted by staff and an advisory panel of stakeholders. A major outcome of that study was to change the nature of the professional administrative services credential program to incorporate concepts that were being developed at that time for experimental *new teacher induction* programs which had recently begun operation. In fact, the revised structure for the administrative services credential adopted by the Commission in 1995 was the first use of induction in the required preparation structure for a credential. The program standards for the professional level administrative services credential required an induction plan developed in consultation with the candidate, the employer and the program. Further, it required the identification of a mentor for the new administrator.

During this same time frame, however, the state was devoting extensive resources in terms of funding and staff time to the development and implementation of a robust system of induction for teachers, including both the induction program itself and an extensive infrastructure across the state to support program implementation. One of the goals of the teacher induction system was to standardize the process to assure that all teachers received a similar induction experience regardless of location within the state. Although there was an extraordinary state effort focused on providing an induction experience for teachers, the same level of focus on building and funding a parallel infrastructure for administrator induction has not yet taken place.

Thus, when the Commission reviewed the administrator preparation program standards again in the early 2000s, it was not surprising that the advisory task force observed an unevenness in how new administrators received support and assistance and the extent to which they were provided that support over time.

In order to bring back a stronger focus on the induction requirement within the standards, the current (2011) advisory panel re-emphasized the importance of providing all new administrators support and assistance during their initial employment in an administrative position which would be geared to the specific needs of the new administrator. The panel envisioned an induction experience that provides relevant, job embedded, and timely preparation to promote the success of new administrators on the job. Further, the panel strongly felt that this support needed to begin as early as possible in the administrator’s career. The Administrative Services Credential Advisory Panel did not specifically address the requirements of a new induction program for new administrators, understanding that this work, if the recommendation was adopted by the

Commission, would be that of a future panel or study group whose work would also benefit from the experiences of institutions who have been operating coaching/induction programs for new administrators.

However, since much has been learned about the effectiveness of teacher induction, the panel engaged in a number of conceptual discussions about how induction specifically has been beneficial for the teaching profession and which aspects of current induction programs for teachers would be applicable to the development of an induction program for administrators and which aspects would need to be substantially different to meet the needs of beginning administrators. The panel also discussed the challenge of funding induction programs for administrators and the need to explore how current induction models are funded.

In developing the Learning to Lead Continuum (Figure 1), the Administrative Services Credential Advisory Panel outlined some basic principles of an administrator induction program:

- Site-based, job-embedded experience supported by individualized mentoring/coaching as the prominent structure to build leadership capacity
- Structured around Commission adopted standards
- A focus on candidate “Evidence of Competency” documentation that assures preliminary candidates have addressed all competencies outlined in the program standards while outlining strengths and areas for future investigation
- Induction experience incorporating candidate initial assessment that helps inform the candidate’s Individual Induction Plan
- Candidate Individual Induction Plan which is updated regularly through review of the Evidence of Competency documentation along with ongoing candidate formative assessment activities
- Formative Assessment system for candidates includes areas such as student achievement, meeting the needs of the full range of learners, and teacher evaluation and discipline

There are still no state resources available to promote this effort in a manner similar to what was accomplished for teacher induction. It is important, therefore, to take a closer look at those administrator preparation programs which have been offering a coaching and/or induction-like experience for candidates and to understand how they have been organized, supported, and funded.

A significant number of variables need to be considered in terms of developing a fully operational induction system for school administrators. To assist the Commission in understanding some of these variables and how programs might choose to address them, several programs preparing school administrators that include an induction-like experience under existing standards and guidelines will present information on their programs to the Commission as part of this agenda item.

Some of the key topic areas intended to help focus the Commission’s thinking include:

- A. Issues of length and focus of the program (e.g., number of units, length of time to complete the program)
- B. Issues of Mentoring and Coaching (e.g., identification and selection of mentors/coaches, training and support for mentors/coaches, number of mentees)

- per coach, length and duration of mentoring experiences)
- C. Best practices for providing support and incorporating on-the-job challenges into the induction process
 - D. Candidate assessment processes and instruments
 - E. Criteria for successful completion of the Induction program
 - F. Appropriate level of funding to support a successful program

Joining the Commission for this discussion on current administrator coaching and/or induction programs are the following institutions: Pt. Loma Nazarene University; California State University, Fullerton; the Association of California School Administrators; and the University of California, Berkeley.

Next Steps

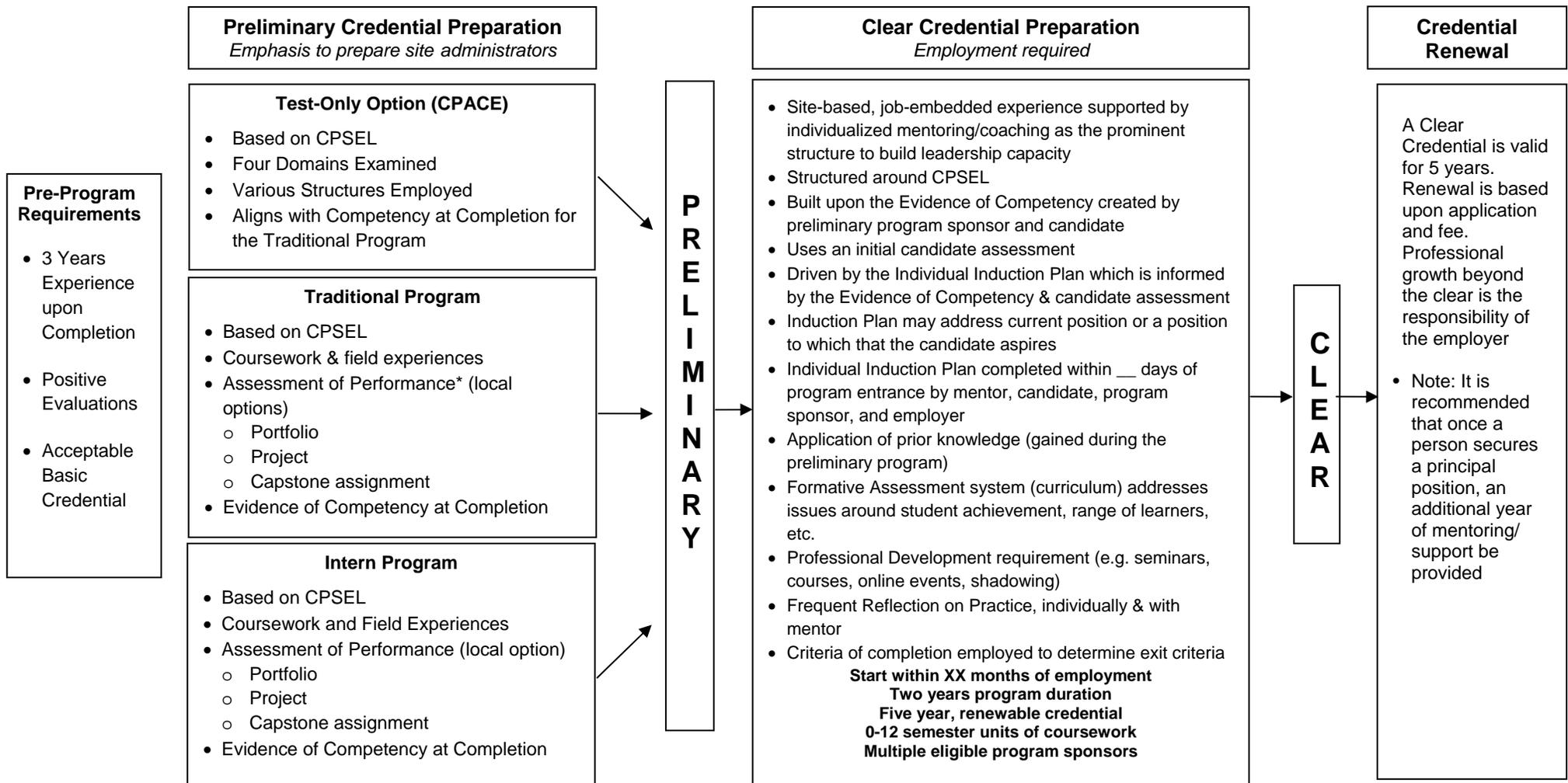
The Commission's discussion about and with these programs will help inform the next steps along with future work in determining the requirements and characteristics of new induction programs for new administrators.

Appendix A

Table 1: Comparison of the Commission’s Actions and the Current Structure

| Category | Recommendation | Change from Current Structure | Addressed in Updated Program Standards |
|----------------------------------|--|-------------------------------|--|
| System Structure | 1. The CPSELs serve as the system’s foundation | | X |
| | 2. A single generalized credential for all administrative roles | | X |
| | 3. A two-level credential structure | | X |
| | 4. Previous experience in schools | X | |
| Preliminary Credential Structure | 5. Multiple program pathways to earn the preliminary credential | | X |
| | 6. The examination route to earning the preliminary credential | X | |
| | 7. Continuance of the internship pathway to the preliminary administrative services credential | | X |
| | 8. Strengthen fieldwork as a component of the preliminary credential | | X |
| Clear Credential Structure | 9. Induction as the sole pathway for the clear credential programs | X | X |
| | 10. Timeframe for beginning the clear credential (Induction) program | X | X |
| Preparation Beyond the Clear | 11. Local professional growth expectations for credential renewal | | |
| Stakeholder Responsibility | 12. Ensuring the fidelity of the program standards in regards to implementation | | X |
| | 13. Preparation for the ever-changing role of site administrators and needs of today’s schools | | X |
| | 14. Enhancing partnerships between PreK-12, employers, and administrative services credential preparation programs | | X |

Figure 1. Learning To Lead



SYSTEM QUALITIES

| MULTIPLE PATHWAYS | | ALIGNMENT | ACCOUNTABILITY | INDUCTION | COLLABORATION |
|---|--|--|---|--|---|
| Preliminary <ul style="list-style-type: none"> • Traditional Program • Intern Program • Competency Test | Clear <ul style="list-style-type: none"> • Coaching/Mentoring • Competency Assessed • Standards-aligned AB 430 • Experimental standards | <ul style="list-style-type: none"> • CPSEL • Administrative Services Program Standards | <ul style="list-style-type: none"> • COMMISSION Accreditation System <ul style="list-style-type: none"> ○ Biennial Report ○ Program Assessment ○ Site visits • Authentic performance-based assessment | <ul style="list-style-type: none"> • Coaching and mentoring • Individualized program • Performance-based • Evidence-driven | <ul style="list-style-type: none"> • Program Sponsor and Employers are Co-Providers • Preliminary and Clear Provider Input on IIP |