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Information

Professional Services Committee

Administrative Services Credential: Possible Criteria to Implement the Five Years of Experience and an “Examination Plus” Option

Executive Summary: This agenda item presents possible criteria for the Commission to consider as it implements its policy decisions related to five years of experience in the schools prior to being eligible for a Preliminary Administrative Services Credential and an “Examination Plus” route to the Preliminary Administrative Services Credential. Also included in this agenda report is an update proposed standards development.

Policy Questions: (1) Under what conditions should two years of experience be excused for applicants for the Administrative Services Credential? (2) What criteria should be added to the examination-only route in order to increase confidence that candidates entering through this route have the knowledge, skills and abilities needed to begin administrative services?

Recommended Action: For information only

Presenter: Gay Roby and Lawrence Birch, Consultants, Professional Services Division

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

April 2012

Administrative Services Credential: Possible Criteria to Implement the Five Years of Experience and an “Examination Plus” Option

Introduction

At its December 2011 meeting the Commission took action to increase the three years of experience in the schools requirement for candidates for a Preliminary Administrative Services Credential to five years and also to establish an “Examination Plus” option for candidates choosing the examination route to the preliminary administrative services credential. Following its action on the two recommendations (<http://www.ctc.ca.gov/commission/agendas/2011-12/2011-12-5A.pdf>), the Commission directed staff to return with a draft policy for excusing up to two years of the additional required experience and also with a draft policy concerning what the “Examination Plus” option might entail. This agenda item presents possible criteria for these two topics for the Commission’s consideration and discussion. In addition, this agenda item provides an update on the next steps in the work to develop program standards for the Administrator Induction program and to update the standards governing the Preliminary Administrative Services programs.

In response to Commission direction to return with draft policies to implement its decisions, staff facilitated a stakeholder meeting on March 6, 2012 to discuss the two issues. Appendix A presents a summary of the discussion and the suggestions made by those attending the stakeholder meeting. It is important to note, however, that the information presented by the stakeholders represents only the brainstorming of those individuals who were interested and able to attend the meeting on that day and not a larger field study of all stakeholder groups, entities, and individuals. Provided in Appendix B is the list of individuals who participated in the March 6, 2012 meeting.

Background

The current Preliminary Administrative Services Credential requirements relative to these two issues are presented here for reference.

Experience Requirement

Three years of service has been required as a prerequisite for the Preliminary Administrative Services Credential as part of the Ryan Act since the 1970s. Current Title 5 §80054 requires:

- (A) three years of successful, full-time teaching experience in the public schools, including, but not limited to, service in state- or county-operated schools, or in private schools of equivalent status; or
- (B) three years of successful, full-time experience in the fields of pupil personnel, health, library media teacher, or clinical or rehabilitative services in the public

schools, including, but not limited to, service in state- or county-operated schools, or in private schools of equivalent status

Examination Route

The current examination route was put in law in 2003. Initially the School Leaders License Assessment (SLLA), a national off-the-shelf examination from the Education Testing Service (ETS), was the adopted examination. The SLLA was modified by ETS in response to requests from other user states to shorten the testing time and the length of the examination, and to reduce or eliminate the constructed response items as a means of reducing test time and length. The revised SLLA examination was scheduled to be implemented as of fall 2009. However, given these modifications and given the finding that the SLLA did not align with California needs because it lacked a focus on English learners and on California law, regulations, and policy, the Commission declined to use the revised SLLA and instead, at its October 2008 meeting, took action to have a California-specific examination developed in order to assure that California's examination met the statutory requirements for an examination aligned to the state's administrator preparation standards. Education Code §44270.5 (a)(3) specifies that the examination route is an alternative to completing a preparation program:

- (a) Notwithstanding any provision of this chapter and as an expedited alternative to Section 44270, the Commission may issue a preliminary services credential with a specialization in administrative services to a candidate who completes the following requirements:
 - (1) Possess a teaching or services credential as specified in paragraph (1) of subdivision (a) of Section 44270.
 - (2) Completes the experience requirement specified in paragraph (2) of subdivision (a) of Section 44270.
 - (3) Successfully passes a test adopted by the commission, upon a finding by the commission that the test is aligned to state administrator preparation standards.

Provided below are possible criteria for the Commission to discuss related to implementing its decisions related to the years of experience and the "Examination Plus" option. Based on the Commission's discussion at this meeting, staff would prepare an action item for the June 2012 Commission meeting.

Criteria to excuse up to two years of experience in the schools

The majority of other states have a three year requirement of experience in the schools prior to being eligible for an administrative services credential. Connecticut is an exception where the requirement is 50 school months or five years. The Commission could consider any or all of the following, or suggest additional criteria, as it identifies criteria which would allow a California-prepared individual with fewer than five years of experience in the schools to be eligible for a Preliminary Administrative Services Credential.

Prerequisite credential the individual holds: An individual must hold an eligible prerequisite credential prior to applying for the Preliminary Administrative Services Credential. There have been many instances where an individual holding a preliminary teaching credential earns the preliminary administrative services credential and is employed as a school administrator. The individual then has trouble earning the clear credential in both teaching and administration. If all

administrators were required to hold the clear teaching or services prerequisite credential prior to earning the Preliminary Administrative Services Credential, it would remove the need for the individual to focus on earning the second tier teaching or services credential while also learning how to be an effective administrator. The new administrator would be able to focus on the first years as an administrator and on completing the administrator induction program to earn the Clear Administrative Services Credential. **Possible Criterion:** *The Commission may wish to require each individual to hold the clear teaching or services prerequisite credential prior to being recommended for a Preliminary Administrative Services Credential.*

Who may apply for the appeal of up to two years of experience in the schools: Employers have stated that it is essential for them to be able to request that up to two of the five years of experience in the schools be excused when the employer has a compelling need to hire an individual. **Possible Criterion:** *The Commission may wish to state that an employer would be the only entity that is eligible to apply for an appeal of up to two of the required five years of experience in the schools.*

Exemplary experience in the schools: If an individual, or the individual's prospective employer, requests an appeal of up to two of the five years of experience in the schools, it might be appropriate to require the individual to verify that the experience in the schools was of a specific nature or quality. **Possible Criterion:** *The Commission may wish to state that each individual, or the prospective employer, who elects to appeal up to two of the five years of experience in the schools could be required to demonstrate exemplary experience in schools.*

Prospective employer verifies that the individual has the knowledge and skills to be a successful administrator: The Commission may elect to require an employer to assess an individual's ability to successfully demonstrate the knowledge and skills of a school administrator, through observation over time or possibly a portfolio addressing the California Professional Standards for Educational Leaders (CPSELs), prior to recommending that up to two years of the experience in the schools be excused. The specific requirements for the demonstration of the CPSELs could be defined by the Commission or left to each employer. **Possible Criterion:** *The Commission may wish to state that an appeal of up to two years of experience in the schools could only be requested if the employer has verified that the individual has successfully demonstrated the knowledge and skills to be an effective school administrator.*

Prospective employer verifies that no suitable credentialed administrator is available: Similar to what happens with an intern teaching credential, an employer could be required to verify that there are no credentialed administrators available to fill the position prior to recommending an individual for an appeal of up to two years of the five years of experience in the schools. **Possible Criterion:** *The Commission may wish to state that the employer must verify that no suitable credentialed administrator is available to be hired prior to submitting a request for an appeal of up to two of the required five years of experience in the schools.*

Preliminary credential restricted to the recommending employer: If an employer requests that an individual with three or more years of experience in the schools be awarded the Preliminary Administrative Services Credential, the credential should be limited to that employer until the individual earns the Clear Administrative Services Credential or has a total of five years

of experience in the schools, whichever comes first. **Possible Criterion:** *The Commission may wish to state that if an appeal of up to two of the required five years of experience is requested by an employer and granted by the Commission, the Commission may wish to restrict the credential to the requesting employer until the individual has the five years of experience in the schools or has earned the Clear Administrative Services Credential.*

Provided in the table below is information about the experience requirement for an individual to be eligible for the Preliminary Administrative Services Credential and the Clear Administrative Services Credential. In addition to the five years of experience in the schools for the Preliminary Administrative Services Credential, there is a requirement that an individual complete two years of experience as an administrator while holding the Preliminary Credential to be eligible to apply for the Clear Administrative Services Credential.

	Meets all Commission Requirements	Appeals of two years of experience in the schools prior to Preliminary	
Years of experience in the schools prior to earning the Preliminary Credential	5	3	3
Type of Initial Preparation Program	Traditional or Intern	Traditional	Intern
Required to complete 2 years of experience to total 5 years of experience in schools	Completed prior to earning Preliminary	No	Yes, while an Administrative Intern
Completes an Induction Program	Yes	Yes	Yes
Years of administrative experience while holding Preliminary to earn the Clear	2	2	2

Note: The application for the appeal of up to two years of experience would need to be submitted by the requesting employer as a paper application. In addition, the approved program the individual completed would need to verify that the program was completed by the individual.

Based upon the Commission’s discussion on the criteria for an appeal of up to two years of experience at this meeting, staff will develop an agenda item for the Commission’s consideration and possible action at a future meeting.

Criteria for an “Examination Plus” option

No other state allows a candidate to earn an administrative credential based solely on passing an examination. There are a number of states (Illinois, Kansas, Kentucky, Louisiana, Minnesota, Oregon, Pennsylvania, South Carolina, Tennessee, Utah and West Virginia) that require prospective administrators to pass a content examination in addition to completing an approved preparation program. The majority of these states use the School Leaders Licensure Assessment developed by Educational Testing Service. Provided for contextual information, in Appendix C, is the demographic data that has been provided by the candidates who have taken the California Preliminary Administrative Credential Examination (CPACE) to date.

To begin the development of an “Examination Plus” option, the Commission could consider any or all of the following, or suggest additional criteria. Some of the options identified below are likely to require a change in statute.

Who may apply for a Preliminary Administrative Services Credential through the “Examination Plus” option: It seems logical that if an employer would like to employ an individual as a school administrator who has passed the adopted administrator examination, that the employer would be the entity to submit the application for the Preliminary Credential. *Possible Criterion: The Commission may wish to state that an employer would be the only entity that is eligible to apply for the Preliminary Administrative Services credential through the “Examination Plus” option.*

Prerequisite credential the individual holds: An individual must hold a prerequisite credential prior to applying for the Preliminary Administrative Services Credential. For the same reasons as are articulated above, a person who is granted a Preliminary Administrative Services Credential through the “Examination Plus” option should hold the clear teaching or services credential prior to applying for the Preliminary Administrative Services credential on the basis of the “Examination Plus” option. *Possible Criterion: The Commission may wish to state that each individual must hold the clear teaching or services prerequisite credential prior to being recommended for a Preliminary Administrative Services Credential through the “Examination Plus” option.*

Years of experience in the schools: The Commission should consider if a candidate requesting to use the “Examination Plus” option should be required to have five years of experience in the schools, more than five years of experience in the schools or if an “Examination Plus” candidate would be eligible to have a prospective employer appeal for up to two of the required five years of the experience in the schools to be excused. *Possible Criterion: The Commission may wish to specify how many years of experience in the schools an individual must have to be eligible to apply for a Preliminary Administrative Services based on the “Examination Plus” option.*

Exemplary experience in the schools: An individual will be required to have a specific number of years of experience in the schools prior to being eligible to apply for a Preliminary Administrative Services Credential. If an individual, or the individual’s prospective employer, requests that the credential be based on the “Examination Plus” option, it might appropriate for the individual to be required to verify that the experience in the schools was of a specific nature or quality. *Possible Criterion: The Commission may wish to require that each individual who elects to apply for a Preliminary Administrative Services Credential based on the “Examination Plus” option demonstrate that the years of experience in schools was exemplary. .*

Eligible prerequisite credential: Currently there are a variety of prerequisite credentials for a Preliminary Administrative Services Credential, Education Code §44270(a)(2):

- General education teaching (Multiple or Single Subject) credential
- Special education teaching (Education Specialist) credential
- Designated Subjects (Career Technical Education and Adult Education) credential, must also hold a bachelor’s degree and meet the Basic Skills Requirement

- School Nurse Services credential
- Teacher Librarian Services credential
- Pupil Personnel Services - School Psychologist, School Counselor, or School Social Worker
- Speech-Language Pathology Services

The Commission needs to determine if an individual holding any of these credentials should be eligible to complete the “Examination Plus” option or if the “Examination Plus” option should be limited to specific credentials, such as general and special education teaching credentials. An argument could be made that a fully prepared teacher with an exemplary record of performance has a higher likelihood of having the skills to be an instructional leader for teachers than someone who holds and has experience in some of the other education areas. If the Commission wishes to restrict the “Examination Plus” option to only candidates holding teaching credentials (multiple subject, single subject, and/or special education), then candidates holding any other type of prerequisite credential would only be allowed to use the program route. ***Possible Criterion:*** *The Commission may wish to limit the eligible prerequisite credentials an individual may hold and elect to use the “Examination Plus” option.*

Demonstration of the knowledge and skills of a school administrator: Commission’s standards define the knowledge and skills of a school administrator through the California Professional Standards for Educational Leaders (CPSELs). Similar to the candidates who complete through a program route, the examination candidates’ demonstration could be accomplished through one or both of the following two options.

One avenue for an individual to demonstrate the knowledge and skills of an administrator is to have been serving in one or more quasi-administrative roles within a school or district. The employer would then have had the opportunity to observe the individual demonstrating the CPSELs as he or she fulfilled the requirements of the quasi-administrative role. The Commission might consider restricting the Preliminary Administrative Services credential to the requesting employer until the individual successfully completes the Induction program and earns the Clear Administrative Services credential.

Another avenue through which an individual could demonstrate the CPSELs would be to be assessed by an approved Preliminary Administrative Services Credential program. If an individual is required to demonstrate the skills defined in the CPSELs through a fieldwork placement and assessment by a Commission-approved program, the Commission could be assured that the individual who uses the “Examination Plus” option has demonstrated the knowledge and skills defined in the CPSELs. The Commission may wish to consider if either or both of these options are acceptable avenues for an individual to demonstrate the knowledge and skills of a school administrator and should be included in the criteria for an individual to be eligible to use the “Examination Plus” option. The specific requirements for the demonstration of the CPSELs could be defined by the Commission or left to each employer. ***Possible Criterion:*** *The Commission may wish to require that candidates who elect to use the “Examination Plus” option demonstrate the knowledge and skills defined by the CPSELs prior to awarding the Preliminary Administrative Services credential. The Commission may wish to restrict the Preliminary Administrative Services credential to the requesting employer if the knowledge and*

skills were not assessed by a Commission-approved Preliminary Administrative Services program.

The Commission has restricted individuals from applying for a credential unless he or she has met specific requirements, but historically the Commission has not required individuals to meet specified requirements to register for and take an examination. Therefore it makes sense that to implement an “Examination Plus” route to the Preliminary Administrative Services Credential, the requirements would need to be met by the individual at the time of application for the preliminary credential rather than before registering to take the examination.

It will be essential that both the Commission’s web page and the testing contractor’s web page provide clear information as to the requirements for an individual to be granted a preliminary administrative credential through the “Examination Plus” route.

Next Steps

Based upon the Commission’s discussion and direction at this meeting, staff would prepare an agenda item identifying the criteria to implement these two policy decisions for the Commission’s consideration and possible action at a future meeting. Once the Commission takes action to adopt specific criteria to implement the two policy decisions, staff will need to begin the regulatory process to include the change in required years of experience and the “Examination Plus” route in the Title 5 regulations. Completing the regulatory process usually takes a minimum of six to nine months.

Updating the Preliminary Administrative Services Program Standards and Developing Standards for Administrative Services Induction Programs

Within the topic of preparing administrators, there is further work remaining that involves (1) convening a standards writing advisory panel to update the Preliminary Administrative Services Credential program standards; and (2) developing the standards that will define the Induction program that will allow an individual to earn the Clear Administrative Services Credential. The timeframe for convening these panels is unclear at this time due to staffing and fiscal constraints. Guidance from the Commission as to the priority of this work will assist in planning for this part of the work relating to the Administrative Services Credential.

Historically a standards writing panel would be composed of approximately 20 individuals who would meet for eight to ten days, in two day meeting blocks. The draft standards (Preliminary and Clear Induction standards) that the advisory panel develops would be provided to stakeholders and feedback would be gathered. The initial advisory panel would meet an additional time to incorporate any modifications to the standards based on the feedback. An advisory panel of 20 individuals costs approximately \$10,000 for each two-day meeting. Thus the traditional standards writing advisory panel work would cost approximately \$50,000. Due to the severe fiscal constraints the Commission is experiencing it may be necessary for the Commission to consider other methods to complete this work.

One alternative would be for a very small writing group (4-6 individuals) to be brought together to develop an initial draft of the Preliminary and Clear Induction program standards. The work could involve one face-to-face meeting of the writing group and then the initial draft would be

completed through the use of technology. Extensive input could be collected on the draft standards from programs that prepare administrators, employers and current school administrators. The initial writing group, or several members of the original group augmented by additional stakeholders with expertise in school administration, would refine the draft standards based on the stakeholder feedback. If the Commission were to direct staff to complete the work on the Administrative Services program standards through this or another alternative method, significant savings could be realized.

Appendix A

Summary of the Stakeholder Meeting, March 6, 2012

On March 6, 2012 Commission staff convened a stakeholder meeting to discuss (a) possible criteria for a candidate appeal of up to two years of the total five years of experience to be required for the Preliminary Administrative Services Credential, and (b) additional requirements to the examination route for purposes of establishing the “Examination Plus” program. Public notice of the meeting was included in the weekly PSD E-News and on the Commission’s main web page. Organizations such as Association of California School Administrators (ACSA), Personnel Administrative Services Steering Committee (PASSCo), and California Teachers Association (CTA) also distributed the notice to their membership. Notice of the stakeholder meeting was provided to key stakeholder groups and members of the 2010-2011 Administrative Services Advisory Panel were invited.

Discussion of Appeal of Up to Two of the Required Total of Five Years of School Experience

Currently, as noted above, there are many types of experiences in the schools that allow an individual to be eligible for the Preliminary Administrative Services Credential. Teaching experience, or experiences in the schools as a counselor, psychologist, speech therapist, school nurse, or teacher librarian are all acceptable types of certificated experience.

The Title 5 regulations, however, do not allow administration-related experience itself as one of the eligibility criteria for the Preliminary Administrative Services Credential. The meeting participants suggested a change in Title 5 regulations so that experience in an administrative role, particularly as an intern, can also be used to satisfy a portion of the five years of experience requirement. This would allow an individual to enter an intern program with three years of experience in the schools and, with the two years as an administrative intern, to qualify for a Preliminary Administrative Services Credential with five years of experience in the schools.

The group considered what types of knowledge based on experiences a candidate might be expected to gain in the additional two required years that a candidate could potentially demonstrate he/she had already met in order to qualify for an appeal of the additional two years of experience. The group felt that knowledge of the education profession and of leadership roles and/or skills were areas that if a candidate could demonstrate to the prospective employer that he/she already had accomplished, the additional two years of experience might potentially be met. Although the meeting participants believed a demonstration by the candidate should be based upon the six California Professional Standards for Educational Leaders (CPSELs), the participants did not recommend one specific approach for use by all candidates. For example, the group suggested a portfolio approach might be used but that other approaches would also be possible. The group did not discuss what the portfolio might contain, or what criteria would be used to evaluate the portfolio beyond the CPSELs, or if the portfolio requirements would be the same statewide or subject to local development and evaluation.

The group reached consensus on the following suggestions regarding criteria for appealing up to two years of the required total of five years of experience in the schools:

- The individual must hold either a clear teaching or services credential so that the individual is not focused on clearing a second tier teaching or a services credential while

trying to obtain the knowledge, skills, and abilities for a preliminary administrative services credential.

- The prospective employer would submit the request for the appeal of the up to two years of experience in the schools when there is no fully credentialed administrator available to hire. In this instance:
 - The employer must verify that the individual has leadership experience(s) beyond the classroom or regular assignment of the prerequisite credential (e.g., as demonstrated through a portfolio or other means)
 - The leadership experience(s) must be aligned with all six CPSELs.
- The Preliminary Administrative Services Credential would be restricted to the requesting employer until the individual has five years of experience in the schools or earns the Clear Administrative Services Credential.

The group also discussed but did not reach consensus on the use of prior managerial experience outside education, including military training and leadership roles, and business management. There were individuals who felt that managerial experience in fields other than education would be beneficial but the group as a whole did not agree on a recommendation about managerial experience in other fields.

Discussion of the “Examination Plus” Route to a Preliminary Administrative Services Credential

The stakeholder group agreed on a recommendation that an individual who elects to use the “Examination Plus” option must have five or more years of experience in the schools. The group felt that this group of candidates should not have the option of excusing up to two years of the required total of five years of experience.

The group developed two consensus options for the Examination Plus approach. The group believed that both options would be necessary because of the experiences that a prospective candidate may have had, including his or her current employment. Both options would require the candidates to demonstrate the knowledge and skills defined in the CPSELs, possibly through a portfolio. The demonstration of the knowledge and skills by the candidate must show that the individual has the requisite dispositions, including values and skills, and can successfully perform the duties of an administrator. The assumption made by the group was that the examination primarily assesses the individual’s knowledge of administrative services work so these other components could be demonstrated in a portfolio or other performance assessment. The demonstrated knowledge and skills would be aligned with/organized around/demonstrate the individual’s ability in regards to all six CPSELs.

In the view of the meeting participants, the candidate selecting the examination route would:

- hold either a clear teaching or services credential so that the individual is not focused on clearing a second tier teaching credential or a services credential while trying to obtain the knowledge, skills, and abilities for a preliminary administrative services credential
- have five or more years of experience in the schools (there would be no provision for a reduction of years in the schools for the “Examination Plus” option)
- earn a passing score on the adopted examination
- have an offer of employment as an administrator

The meeting participants suggested that depending on the individual's current employment there could be two possible options through which the individual could demonstrate the knowledge and skills defined by the CPSELs.

Currently Employed, Employer Recommendation Option:

- Submit evidence that shows demonstration of the CPSELs to the employer that provides evidence of experience in leadership roles that demonstrate all six CPSELs. The means to document the knowledge, skills, and abilities, would not be prescribed by the Commission but stakeholders suggested that a portfolio could be one possible approach. This option would lead to a Preliminary Administrative Services Credential that is restricted to the recommending employer (e.g. the candidate is restricted to serving as an administrator in the employing district while holding the preliminary credential). Once the individual completes an approved administrative induction program, a Clear Administrative Services credential without any restriction, would be earned.
- Prior to recommendation for the Preliminary Administrative Services Credential, a Transition Plan would be developed, agreed to and signed by 1) candidate, 2) employer, and 3) the candidate's selected Commission-approved administrative induction program, that outlines both the candidate's areas of strength and future growth, based upon the CPSELs. A Transition Plan will assure the Commission that the individual will begin an approved induction program early in his or her career as an administrator.

Fieldwork Assessment Option:

The participants felt that this option could lead to a Preliminary Administrative Services Credential that would not be restricted to an individual employer. The individual must:

- Complete and pass a fieldwork assessment conducted by a Commission-approved preliminary administrative services preparation program. The fieldwork assessment confirms that the individual has demonstrated the knowledge, skills and abilities defined in the CPSELs of an entry-level administrator. This assessment may take the form of a portfolio and/or supervised fieldwork.

The group also discussed but did not reach consensus on the possibility of a post-baccalaureate degree in educational leadership be recognized as verification of additional knowledge and skills, possibly in lieu of the portfolio or fieldwork assessment.

Appendix B

March 6, 2012 Stakeholder Meeting

Attended the Stakeholder Meeting at the Commission		
Nicole A. Amador	Senior Area Director	Evaluation Systems Group of Pearson
John Borba	Professor of School Administration	California State University, Stanislaus
Danette Brown	Teacher	California Teachers Association (CTA)
Geni Cowan	Professor, Educational Leadership	California State University Sacramento
Steve Davis	California Association of Professors of Educational Administration (CAPEA)	Cal Poly Pomona
Franca Dell'Olio	Loyola Marymount University	Association of Independent California Colleges and Universities (AICCU)
James Gentilucci	Professor of Educational Leadership	California Polytechnic State University San Luis Obispo
Kristen Hardy	Counselor	California Federation of Teachers (CFT)
Peggy Johnson	Assistant Professor	CSU Northridge
Tanya Krause	Assistant Superintendent, Human Resources	Association of California School Administrators (ACSA)
Edmund Lee	Professor	CSU Sacramento
George Manthey	Assistant Executive Director	Association of California School Administrators (ACSA)
Chris Maricle	Assistant Executive Director	California School Boards Association
Jane Robb	Regional Staff	California Teachers Association
David Simmons	Director	Ventura County Office of Education
Jenny Teresi	Senior Manager/Liaison, Credential Services	San Bernardino County Superintendent of Schools
Christopher Thomas	Assistant Professor	University of San Francisco
Sal Villasenor	Lobbyist	Association of California School Administrators (ACSA)
Patricia Wick	Campus College Chair, TPA Director	University of Phoenix
Louis Wildman	Professor and Program Coordinator	CSU Bakersfield
Participated in the Stakeholder Meeting Through the Webcast and Submitted Comments or Suggestions		
Patti Chance	Department Chair, Educational Leadership	San Diego State University
Rebecca Cheung	Coordinator, Principal Leadership Institute	UC Berkeley
Paul Jones	Department Chair	Simpson University
Lori Kim	Professor	CSU Los Angeles

Appendix C

CPACE Candidate Background Data

Summary

The initial administration of the CPACE was held in June 2011; there have been two subsequent administrations in October 2011 and February 2012.

A total of 284 examinees attempted both the written and the video components of the CPACE examination during this time frame. Of this group, 38% passed the CPACE in its entirety.

There have been 536 total test takers of the CPACE written examination component and 311 total test takers for the CPACE video component. 43% of the test takers were female and 32% were male. Of this group, the cumulative passing rate is 40% for the CPACE Written examination and 66% for the CPACE video component.

It is important to note that responding to the Background Questions is optional for candidates. It is evident from the data that follow that the majority of candidates do not choose to respond to the background questions.

Below are the characteristics of the cumulative pool of test takers for the **CPACE Written examination** who responded to the Background Questions and their corresponding exam passing rates. In cases where there are low numbers of test takers, the passing rate is not shown.

Table 1: College GPA

College GPA	Candidates Responding	Cumulative Passing Rate for Respondents
2.0-2.49	2	Low n
2.5-2.99	7	Low n
3.0-3.49	33	30%
3.50-4.0	53	34%

Comments: The majority of the test takers responding had a college GPA between 3.5-4.0.

Table 2: Credentials Held

Credential Type	Candidates Responding	Cumulative Passing Rate for Respondents
Child Development	1	Low n
Clinical Rehabilitative	1	Low n
Designated Subjects	5	Low n
Multiple Subject	44	39%
PPS	10	60%
School Nurse	1	Low n
Single Subject	44	34%
Special Education	18	33%

Comments: The majority of the test takers responding held a Multiple or Single Subject teaching credential. This group had a higher passing rate than holders of other credentials.

Table 3: Educational Level

Degree Held	Candidates Responding	Cumulative Passing Rate for Respondents
B.A. plus credits	14	29%
M.A.	24	21%
M.A. plus credits	50	44%
Doctorate	9	Low n

Comments: The majority of the test takers responding held a Master's Degree or a Master's Degree plus additional units. The group holding a Master's Degree plus units had a higher passing rate than all other groups of test takers.

Table 4: Educator Experience

Years of Educator Experience	Candidates Responding	Cumulative Passing Rate for Respondents
3-5 years	16	25%
6-10 years	31	29%
11+ years	49	45%

Comments: The majority of the test takers responding had eleven or more years of experience as an educator. This group had the highest passing rate.

Table 5: Administration Experience

Administration Experience	Candidates Responding	Cumulative Passing Rate for Respondents
None	25	48%
Public K-12	55	31%
Private K-12	9	Low n
Out of state K-12	6	Low n
Non-ed. admin. experience	14	36%

Comments: The majority of the test takers responding had public school K-12 administration experience. However, the group responding they did not have administration experience had the highest passing rate, followed by the group that had non-education related administration experience.

Table 6: School Administration Coursework Completed

Prior School Administration Coursework Completed	Candidates Responding	Cumulative Passing Rate for Respondents
0 semester units	49	35%
1-6 semester units	13	46%
7-15 semester units	7	Low n
16-24 semester units	8	Low n
25+ semester units	12	17%

Comments: The majority of the test takers responding had no prior administration coursework. The group of respondents with 1-6 semester units had the highest passing rate, followed by the group without any prior school administration coursework completed.

Table 7: Years Since Schooling

Years Since Schooling	Candidates Responding	Cumulative Passing Rate for Respondents
Currently attending	15	33%
Less than 1 year	10	10%
1-3 years	26	23%
4-6	19	35%
7-10 years	12	50%
10+ years	14	71%

Comments: There was a range of years since schooling, with some candidates still attending and the most respondents who have been out of schooling for 1-3 years. The highest passing rate was for candidates who have been out of schooling for more than 10 years.