
4E

Information/Action

Professional Services Committee

Plan for Administrative Services Work in 2012-2013

Executive Summary: This agenda item presents a plan for continuance of the work related to the preparation for the Administrative Services Credential.

Policy Question: Does the Commission wish to proceed with the revision and/or development of administrative services program standards as described in the agenda item?

Recommended Action: Staff recommends that the Commission direct staff to move forward with the work plan proposed for 2012-13.

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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

August 2012

Plan for Administrative Services Work in 2012-13

Introduction

At its November and December 2012 meetings (<http://www.ctc.ca.gov/commission/agendas/2011-11/2011-11-5B.pdf> and <http://www.ctc.ca.gov/commission/agendas/2011-12/2011-12-5A.pdf>), the Commission took action on recommendations from the Administrative Services Credential Advisory Panel. This agenda item describes the plan to continue the work in 2012-13 to implement the Commission's actions.

Background

The current standards for Preliminary Administrative Services Credential programs were originally adopted by the Commission in May 2003. Based on Commission direction, modified standards that eliminated the use of "required elements" were adopted by the Commission in August 2009.

The Administrative Services Credential program standards were originally scheduled for review in 2013, following the ten-year cycle established by Commission policy. In 2009, however, legislation was proposed by Assembly Member Coto (AB 148) requiring the Commission to undertake a study of administrator preparation with an emphasis on "transformative leadership." Although the legislation did not pass, the Commission received a request from the President Pro Tempore of the California State Senate and the Speaker of the California State Assembly to consider conducting a study in accordance with the bill's intent, without specific legislation requiring the Commission to do so. In response, the Commission approved a review of the content of administrator preparation programs as well as the structure of the Administrative Services Credential. The study was designed to serve as an important initial step in the reconsideration of program standards for the Administrative Services Credential and the intention was that the recommendations from this study would inform the subsequent standards revision process.

The Executive Director appointed the advisory panel in July 2010. The panel met five times over the course of the next 15 months. The panel's recommendations were presented in November 2011 (<http://www.ctc.ca.gov/commission/agendas/2011-11/2011-11-5B.pdf>). Ten of the twelve recommendations were adopted at that meeting with the remaining two amended and adopted at the December 2011 meeting (<http://www.ctc.ca.gov/commission/agendas/2011-12/2011-12-5A.pdf>).

A number of the recommendations from the advisory panel focused on the initial and second tier preparation an individual completes to earn an administrative services credential. Since the Commission regulates the preparation of individuals through its adopted program standards, the appropriate next step is to review and update the program standards that govern administrator preparation in California. In addition, the Commission has just begun a discussion of a possible performance assessment for school administrators. If the Commission were to move in the direction of requiring each prospective administrator to pass a performance assessment prior to

earning the Preliminary Administrative Services credential, additional work relating to examination development and implementation would need to be completed, as described in agenda item 4B.

Overview of Administrative Services Program Standards Work Planned for 2012-2013

Components of the planned administrative services work for 2012-13 include the development of updated program standards and may also include the development of performance expectations and a performance assessment.

Revisions to and Development of Program Standards

Program standards serve several key purposes, including:

- *Defining the program leadership and the relationship of the specific program to the education unit*
- *Defining the relationship of the program to the candidate* (e.g., the responsibility the program has to provide appropriate services to candidates, to provide appropriate access to field work and other required experiences, and to make clear the program's expectations for successful completion of all program components)
- *Defining the relationship of the program to local school district employers* (e.g., communication, collaboration, and coordination regarding candidate program field experiences, support for candidates in field placements, and use of local district personnel as mentors)
- *Defining the theoretical perspective and content of the program*
- *Defining the field experience expectations for candidates*
- *Defining the set of candidate competencies expected of candidates in order to be recommended for a credential.* This same set of candidate competencies also serves as a basis for development of any related credentialing examinations such as a potential performance assessment. For this reason, expected candidate competencies are usually developed at the same time and with the assistance of the same expert group of practitioners as the concomitant set of examination content specifications.

With respect to the plan to update program standards, the following work is proposed to begin in 2012-13:

- **Updating the Preliminary Administrative Services Program Standards**
The program standards for the Preliminary Administrative Services Credential need to be updated based upon the Administrative Services Credential Advisory Panel recommendations adopted by the Commission. The revised Preliminary Administrative Services program standards also need to incorporate recommendations made by several other related panels and/or groups, including the English Learner Authorizations Advisory Panel, Special Education-related stakeholders, and the Educator Excellence Task Force, as applicable. The standards would also need to incorporate the *California Administrator Performance Expectations* as described in agenda item 4B, if the Commission chooses to proceed with the development of an administrator performance assessment. If the Commission decides to move forward with a performance assessment and the development of performance expectations for administrators, the current content specifications (as described in agenda item 4B) would serve as the foundation for the candidate competency statements while the preliminary standards are in development.

The final draft standards would need to undergo a field review, with results reviewed by the standards work group before the final version of the proposed standards is presented to the Commission for adoption. In addition, as is the case with all the Commission's standards, a revised Program Handbook for potential program sponsors would need to be developed and technical assistance provided to potential program sponsors.

- **Developing program standards to govern the newly-established Administrator Induction Programs**

Completion of an induction program will become the sole path to the Clear Administrative Services credential, in accordance with the transition plan adopted by the Commission. As is described in the previous paragraph, draft standards would be developed and the activities described above would be completed.

The following work could also begin in 2012-13, depending on Commission decisions and direction:

- **Developing “*California Administrator Performance Expectations*” (CAPEs)**

The Content Specifications describing the knowledge, skills, and abilities expected of preliminary administrative services candidates were adopted by the Commission in 2010, and were used in the development of the California Preliminary Administrative Credential Examination (CPACE). However, the content specifications are not couched in the language or format of performance expectations. The Commission would need to work from the basis of this set of validated candidate content specifications to develop statements of expected candidate performance demonstrating that candidates could appropriately and effectively apply this set of knowledge, skills, and abilities to actual practice in the role of a beginning school administrator. This new set of “*California Administrator Performance Expectations*,” or CAPEs would serve a parallel role to that performed by the current set of *California Teaching Performance Expectations* in defining the expected level of candidate application of foundational knowledge to actual performance on the job in the role of a beginning school administrator.

- **Developing a candidate performance assessment that will serve as an exit requirement for all preliminary administrative services program candidates**, as discussed in agenda item 4B, if the Commission chooses to move forward with this work.

The development of performance expectations and of a performance assessment could potentially begin in 2012-13. If the Commission decides to move forward with the development of performance expectations and a performance assessment for administrators, staff would coordinate these efforts with the work on program standards.

Important note regarding the development of preparation program standards: If the Commission decides to pursue an Administrator Performance Assessment whose design assumes the candidate is serving in the role of a practicing school administrator over a sustained period of time similar to student teaching for teacher candidates, the preparation program standards would also need to include a provision for programs to require and provide this type of a sustained on the job candidate experience.

Cost Considerations and Potential Options for Proceeding with the Proposed Work

Given the Commission's current fiscal constraints, it may be feasible during the 2012-13 year to complete a majority of the work to review and update the Preliminary Administrative Services Program Standards, and to complete the work of standards development for the Administrator Induction standards, if Commission resources are used judiciously. Completing the work on the Preliminary Administrative Services Program Standards would also require the development of the *California Administrator Performance Expectations* to be accomplished so that these could be incorporated into the draft standards.

The Commission's typical process of standards development includes appointing and working with a sizeable panel of experts in the particular subject/content area, followed by a broadly-distributed stakeholder survey to assure the widest possible input from practitioners, preparation program sponsors, and other key interested parties. The Commission does not have the fiscal resources to organize and host such a group, even considering the potential uses of technology within the process. However, the Commission could implement a streamlined process that, while involving the actual writing of the draft standards for both the preliminary and the induction programs by a much smaller group of practitioner experts, would broaden the range of input to a much larger group of stakeholders and others in the field to assure the standards were valid and inclusive of a wide range of perspectives. This outreach for input into the work of the expert writing group for both sets of standards would include not only surveys, but also stakeholder meetings, webcasts, and/or other means of distance participation to assure that the standards are ultimately framed based on the widest input possible.

Staff proposes, therefore, that work on the program standards begin in 2012-13 with a small writing group, maximum of 6 individuals, with deep knowledge of administrator preparation including preliminary preparation and induction into the profession of school administration. The year-long study completed by the Administrator Services Credential Advisory Panel, and the recommendations made by other stakeholder groups provide an extensive foundation for the development of both sets of program standards.

Although the work on revising/updating the current set of Preliminary Administrative Services Program Standards would need to include the final *California Administrator Performance Expectations*, should the Commission elect to require a performance assessment for school administrators, the work could still begin in 2012-13. As indicated above, the work to develop the preliminary standards would incorporate the recommendations from the Administrator Services Credential Advisory Panel as well as the recommendations made by several other related panels and/or groups, including the English Learner Authorizations Advisory Panel, Special Education-related stakeholders, and the Educator Excellence Task Force, as applicable. The small writing team would develop draft program standards for both the preliminary and the induction programs to ensure alignment between the initial and second tier of administrator preparation. For the preliminary standards, however, the standards development team would hold open the candidate competency section of the Preliminary Standards in order to include the potentially newly developed *California Administrator Performance Expectations*.

With respect to the work on the Administrator Induction program standards, since these would be brand new standards rather than an updating of existing standards, it would be appropriate for

the small writing group to apply its expertise to develop a survey for the field and to engage in a series of stakeholder-sponsored focus group meetings to help guide the selection of content that would be addressed in the Induction standards. The field survey regarding the content that should be included in an administrator induction program would have wide distribution in order to reach the entire array of administrator preparation stakeholders, practicing administrators, professional groups representing and/or serving administrators, and K-12 employers of administrators.

The field survey would include administrators and those who prepare administrators as to what concepts from specific content areas are lacking in current preparation, such as facilitating learning for English learners and special needs students, should be expected to be gained prior to initial employment as an administrator (and earning the preliminary credential) and which should be included in the second tier of preparation—the induction phase. Results of the field survey would be analyzed and organized by staff for presentation to the expert writing group, which would then use this information to help develop its initial draft of induction program standards.

In addition to a survey of the field, staff could organize focus group sessions where interested individuals and stakeholder organizations are invited to provide suggestions on the content that is essential to be included in the Induction Program Standards. The suggestions collected through these sessions would be provided to the small writing group.

It is estimated that the cost of the Preliminary and Induction Standards writing panel would be approximately \$6,000-\$8,000 for 2012-13, not including potential development costs relating to any aspect of the possible administrator performance assessment, including development of performance expectations.

Staff Recommendation

Staff recommends that the Commission direct staff to move forward with the standards development work proposed for 2012-13. If the Commission were to so direct staff, a standards writing panel for the Preliminary and the Induction Administrative Services Program Standards for the 2012-2013 year could be convened as described above.

Next Steps

Future work related to the administrative services programs and standards includes:

- Potentially completing the integration of the *California Administrator Performance Expectations* into the preliminary preparation program standards if additional time is needed to accomplish this work.
- Providing technical assistance to program sponsors in responding to both the updated preliminary program standards and the new induction program standards.
- Reviewing and approving program submissions from sponsors of preliminary and clear level (induction) administrator preparation programs.
- Possibly beginning the development and field testing of a candidate performance assessment as an exit requirement for all preliminary administrative services program candidates.