

**Preliminary Report of Findings
Commission on Teacher Credentialing
Initial Program Review Feedback**

Common Standards

**Institution Shasta County
Office of Education**

Date of initial review 4/17/2012

Subsequent dates of review **7/12/2012**

General Comments: Generally well written document. The readers need more information regarding Shasta COE’s definition of the Institution and Education Unit. Clarifying the function of personnel with roles and responsibilities would assist the readers in better understanding how the Institution will provide resources, personnel, advice and assistance, field experiences, and select and assign faculty and instructional personnel to meet candidate needs.

Status	Standard
Needs More Information Aligned	Standard 1: Educational Leadership <i>Questions, Comments, Additional Information Needed:</i> The standard refers to programs but there is no indication of specific CTC credential and certificate programs. Please provide a description of the unit responsible for administration of Shasta COE programs. An organizational chart of responsible personnel would assist the readers.
Needs More Information Aligned	Standard 2: Unit and Program Assessment and Evaluation <i>Questions, Comments, Additional Information Needed:</i> As noted above, the institution needs to define the specific unit and CTC approved programs. Please define the functions and responsibilities of the Program Office, Programs Directors, Program Coordinators, and any other staff responsible for CTC credential and certificate programs.
Needs More Information Aligned	Standard 3: Resources <i>Questions, Comments, Additional Information Needed:</i> The common standard asks for resources to address coordination, admission and advisement but there is no evidence that funds have been allocated for these activities. The institution needs to include information regarding how these areas will be addressed.
Needs More Information Aligned	Standard 4: Faculty and Instructional Personnel <i>Questions, Comments, Additional Information Needed:</i> Standard 3 references support provider/coach. In Standard 4 there is only reference to the support provider and not the coach. Please clarify terminology and definitions.
Needs More Information Aligned	Standard 5: Admission <i>Questions, Comments, Additional Information Needed:</i> On page 28, program eligibility includes, “Successful teaching experience (3 years minimum).” Please clarify if program is for all eligible candidates inclusive of services credentials or those with teaching credentials only. Please refer to CTC CL-574C, p. 2.

Status	Standard
<p>Needs More Information</p> <p>Aligned</p>	<p>Standard 6: Advice and Assistance</p> <p><i>Questions, Comments, Additional Information Needed:</i></p> <p>The language used for the Common Standard response came from the Common Standards Adopted June 2007 and Effective July 1, 2008. Please respond to the current language cited below:</p> <p>STANDARD 6: ADVICE AND ASSISTANCE</p> <p>Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.</p>
<p>Needs More Information</p> <p>Aligned</p>	<p>Standard 7: Field Experience and Clinical Practice</p> <p><i>Questions, Comments, Additional Information Needed:</i></p> <p>The institution needs to describe the experiences in the fieldwork that provide the impetus for developing research-based strategies. The single sentence on page 35 does not include sufficient detail.</p>
<p>N/A</p>	<p>Standard 8: District-Employed Supervisors</p> <p><i>Questions, Comments, Additional Information Needed:</i></p>
<p>Needs More Information</p> <p>Aligned</p>	<p>Standard 9: Assessment of Candidate Competence</p> <p><i>Questions, Comments, Additional Information Needed:</i></p> <p>The narrative fails to include a direct link between program activities and effectively educating and supporting all students in meeting standards. The program includes a list of activities that identify competence but there is no discussion of how they will actually be used to assess competence. There needs to be additional detail regarding the use of the data and how these will demonstrate administrator competence.</p>

Revised June

2012

Common Standards

Shasta County Office of Education

Common Standard One: Educational Leadership

The *institution* and *education unit* create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for *programs, courses, teaching, candidate performance* and experiences, *scholarship, service, collaboration, and unit accountability*. The *faculty, instructional personnel, and relevant stakeholders* are actively involved in the organization, coordination, and *governance* of all professional preparation *programs*. *Unit leadership* has the *authority and institutional support* needed to create effective strategies to achieve the needs of all *programs* and represents the interests of each *program* within the *institution*. The *education unit* implements and monitors a credential recommendation process that ensures that *candidates* recommended for a credential have met all requirements.

Researched-Based Vision and Direction for Educator Preparation (Create and Articulate)

Shasta County Office of Education's mission is to provide assistance and leadership to schools and districts in our county to ensure all students have equal access to high quality education. **Program units are committed** to this mission and implement programs that support the vision to establish partnerships to provide direct service and quality educator training to improve student learning. We hold evident the belief that the quality educator performance is the *single* most influential factor in improving student learning and achievement; a critical link between student achievement and the quality of educator preparation. This belief is shared and supported by a numerous researches and substantiated through multiple studies and summarized by WestEd, the Wallace Foundation, the McRel Institute, and others.

Shasta COE **Northern California Clear Administrative Credential (NCCAC) program** offers a quality educator preparation program designed, implemented, and evaluated based on the standards and guidelines set forth by the Commission on Teacher Credentialing. In order to prepare sustain high quality standards for preparation and performance of professional educators, all Shasta COE programs focus on the application of and responsiveness to California Content Standards and Framework, California Professional Standards for Educational Leadership, and California Content Standards for the Teaching Profession.

The goals of the NCCAC program include the following:

- Improve educational performance of students through preparation, development, and retention of high quality educators
- Provide individualized induction programs which are in planned and implemented for each candidate based on ongoing formative assessment of development and progress in knowledge, skills, and application of program competencies
- Ensure that each participating educator is partnered with a well-trained, effective **Leadership Coach**.
- Ensure support provider provides individualized and ongoing, support, assistance, and guidance to each participating candidate
- Authentic certification of participants in credential programs

Common Standards
Common Standards for Institute Approval

- Commitment to continuous program improvement through ongoing research, development, and evaluation

Shasta COE program vision and goals provide direction for program decisions and resources; this includes all program elements including, but not limited to, design, implementation, resources, and evaluation.

Professional Preparation Programs are Organized, Coordinated, and Governed by Program Personnel and Stakeholders

The NCCAC program has a Program Coordinator in the Curriculum and Instruction Department (unit) who is directly responsible for the organization and coordination of the preparation program. They are responsible for coordinating partnerships and collaborating services with school districts, Leadership Coaches, and faculty and instructional personnel as well as reporting to the appropriate state agency. The Program Coordinator has oversight and authority to make program decisions under the direction of the Assistant Superintendent for Instructional Services. (See Curriculum and Instruction Department and NCCAC program organizational charts).

The Program Coordinator for the NCCAC program collaborates with all stakeholders (district/school partners, support providers, faculty and instructional personnel, and local Institutes of Higher Education) in a variety of ways. Each Program Coordinators meets with stakeholder groups at regularly scheduled intervals during the year to share information and data from annual program evaluation and accreditation process, surveys and course evaluation reports and seek feedback and advisement for the purpose of involving these stakeholders in a shared decision-making process. This assures decisions are jointly established and communicated with all stakeholders.

Program Coordinators meet monthly with the Assistant Superintendent for Instructional Services who in turn meets with the county's Chief School Administrators, County Curriculum Leads, the North Eastern Regional Curriculum Committee, and the County Superintendent on a monthly basis. The Assistant Superintendent is the conduit between these partners and the Program Coordinator for sharing and distributing information and gathering feedback and advisement.

Candidate Recommendations

Each Shasta COE program unit has a system in place for monitoring and verifying candidate qualifications, measurement of progress and growth, and assessment of program completers. (Described in Common Standard #9, and Program Guideline #1). All candidates must show application of skills, knowledge and required competencies of specific program standards/guidelines to receive recommendation for certificate. Candidates must complete all program expectations for coursework/training as well as provide evidence of demonstration of program competencies at a comprehensive exit interview. Qualified personnel determine whether the documentation and evidence provides sufficient evidence of meeting program requirements. Candidates who meet

Common Standards
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program requirements are recommended for credential. Candidates who do not meet program requirements are not recommended and are given additional time and opportunity to submit missing or additional evidence. The program office provides written verification to candidate of successful completion. Shasta COE Credential Analyst and support staff assist candidate with obtaining credential.

Common Standard Two: Unit and Program Assessment and Evaluation

The education *unit* implements an *assessment and evaluation system* for ongoing *program* and *unit evaluation* and improvement. The system collects, analyzes, and utilizes data on candidate and *program completer* performance and *unit* operations. *Assessment* in all *programs* includes ongoing and comprehensive data collection related to *candidate* qualifications, proficiencies, and *competence*, as well as *program* effectiveness, and is used for improvement purposes.

Assessment and Evaluation System

Under the direction of the Assistant Superintendent of Curriculum and Instruction the Program Coordinator organizes with program staff to develop a comprehensive and integrated assessment and evaluation system for the Northern California Clear Administrative Credential (NCCAC) program (See Curriculum and Instruction and NCCAC Organizational Charts). The Program Coordinator collaborates with department Directors to make systematic improvements and is responsible for assigning support staff and managing workflow for the NCCAC program.

The system for ongoing program evaluation and candidate assessment is based on the *Continuous Improvement Cycle*. The Continuous Improvement Cycle is an ongoing process that utilizes multiple forms of qualitative and quantitative assessment measures collected from all stakeholders and state reports/surveys in its implementation. The Program Coordinator utilizes the information from assessments and reports by reviewing and analyzing for program effectiveness, then shares the analyses with the Assistant Superintendent and department Directors in order to gather input and plan for NCCAC program improvement. In the review process, the data and reports are evaluated by focus groups comprised of key stakeholders who provide feedback and recommendations for program improvement. Program directors review the recommendations and determine appropriate changes for implementation of program improvement. Annual program revisions and modifications are planned for and incorporated into program components and the process begins anew the following year.

Plan—Program evaluations and assessments are based on the CTC’s Common and Program Standards/Guidelines. Evaluation is targeted and ongoing, identifies program and candidate needs, and measures the quality and effectiveness of program components for the purpose of ensuring programs provide high quality support and assistance for each candidate.

Implement— Data from stakeholders and external sources is collected and analyzed on an ongoing and regular bases; it is focused on all program components including goals, objectives, design and rational. Program units also use state and institutional standards/guidelines and program outcomes to achieve program improvement throughout the accreditation process. The Curriculum and Instruction Department maintains and

Common Standards
Common Standards for Institute Approval

utilizes a database of **clear credential candidate** information such as qualifications, demonstration of competencies, progress/growth, and program completion rate/surveys as another form of information when reviewing program quality. Where possible information on program effectiveness is collected from **Leadership Coaches**, program partners, instructors, district/site personnel, etc. **The Program Coordinator utilizes** data collection surveys, assessments, focus and cohort groups, written reflections, and candidate formative and summative assessments to measure program effectiveness and candidate progress toward program outcomes. Sources of data vary depending on the program component as follows:

Unit Operations Data

Data from the following sources are used to inform decisions regarding program improvement:

- **Clear Administrative Credential Candidates and Leadership Coaches** participate in ongoing evaluation by completing—The Coachee Program Evaluation, **Leadership Coach** Program Evaluation, Communication and Compatibility Surveys, collaborative notes, and written reflections
- Advisory Focus Groups are formed by like groups of Candidates, District/School personnel, and support providers
- Course/Professional Development Evaluations
- Meetings: Candidate Cohort, Coach Cohort, North Eastern Region Curriculum Committee (NERCC), Chief School Administrators, Program Directors
- Focus groups (Candidate, support provider, district/school representatives)
- Completer Program Evaluation/survey
- Participant Enrollment, Progress, and Retention Data
- Biennial Reports
- Accreditation Data, Reports, Feedback

Candidate Qualifications, Proficiencies, and Competence

Data on candidate qualifications, proficiency, and completer performance is collected from the following sources:

- Verification of Employment, Experience, and Credential Reports
- WestEd's Description of Practice (DOP) for California Professional Standards for Educational Leaders (CPSEL)—formative assessment
- Portfolio Performance Assessment and/or Evidence of Application
- Candidate Individual Development Plan (IDP)
- Candidate Written Reflections
- Collaborative Coaching Sessions and Logs
- Professional Development records
- Faculty Feedback Surveys
- Advice and Assistance Informal Meetings

Reflect— Data from the multiple sources is collected and compiled by the program office. Training and course evaluation is examined to determine the effectiveness of the course

Common Standards
Common Standards for Institute Approval

and instructors. The Program Coordinator conducts biennial meetings with program directors to analyze current year data as well as compare to previously collected data. Program office Directors met with program partners annually to discuss the analysis and identify specific needs. Program partners and directors make commendations, set goals and recommend needed modifications and/or revision to the program.

Revise—When areas for improvement are identified, recommendations made, and goals set, the Program Coordinator works with stakeholders and program staff to determine priorities and timelines. The Program Coordinator plans for resources to implement program design and system improvement.

The goal of Shasta COE's Evaluation Plan is to continuously improve services and support to **NCCAC** candidates in order to develop and enhance competency skill, knowledge, and application of standards by participants. Progress towards program outcomes, goals, and effectiveness is measured through data collection and candidate performance. Shasta COE's Evaluation Plan, Continuous Improvement Cycle, is designed to identify vital areas of strength and areas for improvement. Assessment and evaluation data for each unit is collected and compiled frequently and at multiple points throughout the year, therefore program leaders can quickly respond to improve the system. Program improvements are formally identified and acted on twice yearly; however, frequent data collection allows program leaders to respond as needs become evident.

Common Standard Three: Resources

The *institution* provides the *unit* with the necessary budget, *qualified personnel*, adequate facilities and other *resources* to prepare *candidates* effectively to meet the state-adopted standards for educator preparation. Sufficient *resources* are consistently allocated for effective operation of each credential or *certificate* program for coordination, admission, advisement, curriculum and *professional development*, instruction, *field-based supervision and/or clinical experiences*, and *assessment* management. Sufficient *information resources* and related personnel are available to meet *program* and *candidate* needs. A process that is inclusive of all *programs* is in place to determine resource needs.

Revenue/Budget

The Northern California Clear Administrative Credential Program utilizes revenue from candidate tuition fees, state and local district sources as well as, in-kind/fiscal resources from the Shasta COE and partner K-12 school districts to coordinate and administer the program components; this includes admission and advisement. Tuition and Leadership Coaching Fees are collected annually from credential candidates. Leadership Coaching Fees are paid to the Leadership Coach for services rendered and are therefore cost neutral in the program. The Program Coordinator, with Shasta COE's Assistant Superintendent of Instructional Services, and the financial analyst assigned to the credentialing program develop an annual budget based on the number of NCCAC program participants/tuition collected. Annual tuition fees generate funds to pay for a portion of the Program Coordinator's salary and related support services needed to administer the program.

Money retained by SCOE is used to support the following components of the credential program as outlined in the Annual Budget.

- Program staff salaries and benefits
- Training, including expenditures for trainers
- Technical support and electronic tracking
- Professional development workshops for administrative candidates and Leadership Coaches (support providers)
- Formative assessment materials
- Standards-based materials, professional books and other resources

In addition, the Curriculum and Instruction Department budget and personnel needs are evaluated and adjusted annually through the Superintendent's Administrative Cabinet with the intent to structure and support the costs associated with the NCCAC program.

Personnel

The aforementioned *tuition and fees* are allocated in total to the operation of credential programs. These funds provide adequate faculty, *Leadership Coaches*, program administration, and clerical support for the operation of the credential programs.

The coursework and fieldwork faculty are drawn from expert practitioners, some of whom are "bought out" from their school district for a specified number of days within a school year. Additionally, recently retired administrators and current administrators are

Common Standards
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employed as **Leadership Coaches** as well as instructors.

All candidates are organized in cohorts. Resources are sufficient to maintain a ratio of twenty-five to one in coursework. **Leadership Coaches** maintain various caseloads, however, resources are sufficient to provide for 30 hours per candidate, allowing for more time should it be deemed necessary for the success of the candidate.

In addition to faculty, candidates have access to the services of a credential analyst, the Instructional Services Directors and support staff trained to assist them. Candidates have email, phone, written, and face-to-face contact with faculty throughout their program.

Facilities, Information Resources, Additional Resources

Most of the formal training is housed at the Shasta County Office of Education, but our local/partner districts are very willing to open up their training rooms if we have need. As appropriate, we make use of our training rooms equipped with SMART Boards, ELMOs, technology lab and we also make use of online groups/collaboration tools with resources for our candidates.

Shasta COE provides meeting rooms, housekeeping services, and has available parking for training programs. Shasta COE allocates resources to support infrastructure (office space, computer equipment, furniture, printing services, etc.).

Our K-12 districts provide resources as well, including:

- Release of credential candidates, administrators, and teachers to attend program training/orientation
- Release of candidates to observe expert school site administrators/teachers
- Release of candidates for coaching sessions
- Each partner district and Shasta COE designates at least one policy-level administrator to serve on the Leadership Team

All stakeholder groups are given the opportunity to provide input as to the resource needs of each credential program. The mechanisms in place for such input consist of Chief School Administrator or Designee, County Curriculum Leads, North Eastern Region Curriculum Committee, and candidate cohort meetings as well as local surveys, focus group interviews, and state surveys.

Common Standard Four: Faculty and Instructional Personnel

Qualified persons are employed and assigned to teach all *courses*, to provide *professional development*, and to *supervise field-based and/or clinical experiences* in each credential and *certificate program*. *Instructional personnel* and *faculty* have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, *scholarship*, and *service*. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in *P-12 settings/college/university units* and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The *institution* provides *support* for *faculty* development. The *unit* regularly *evaluates* the performance of *course instructors* and *field supervisors*, *recognizes* excellence, and retains only those who are consistently effective.

Qualified and knowledgeable persons are employed and assigned to each program

Program Coordinators and Directors, Professional Development Trainers, **Leadership Coaches**, Visiting Educators, and Faculty are referred to as *faculty and instructional personnel*. Shasta COE **Northern California Clear Administrative Credential (NCCAC) program** utilizes only highly qualified personnel to provide professional development, teach courses, supervise, or support field-based experiences. Upon employment faculty and instructional personnel participate in program orientation to ensure the roles and responsibilities of practitioners are well articulated and aligned with program design, goals and objectives. Each program monitors personnel assignments to verify they are authorized, hold the appropriate credential(s), and assigned to the position employed.

All **faculty, instructional personnel, and Leadership Coaches** are recruited and selected from either current practitioners or recently retired educators who are highly regarded by other educators, have expertise in the area in which they are employed, and meet specified program requirements for years of successful experience/possession of appropriate credentials. By utilizing existing professional expertise, intentional planning and selecting of faculty and instructional personnel builds capacity across the region. The **NCCAC** program carefully plans and selects personnel based on established criteria for each program consistent with specified roles and responsibilities. District/other counties may recommend personnel based on approved program guidelines and demonstrated expertise in the content area for which they will provide services.

Since **faculty, instructional personnel, and Leadership Coaches** are current practitioners and/or recently retired educators they possess current knowledge in the content they instruct/support. As part of the screening and selection process personnel demonstrate understanding of the context of public schooling and modeling of best professional practices in teaching and learning. They possess practical, theoretical, and up-to-date knowledge of academic content standards, frameworks, and accountability systems that drive instruction and learning in public schools. **Faculty, instructional personnel, and Leadership Coaches** work with Shasta COE program staff to improve instruction content

Common Standards
Common Standards for Institute Approval

and quality of program standards/guidelines ensure practitioners maintain current in the content they teach/support.

Program Coordinators, Directors, professional development personnel, and **Leadership Coaches** are selected and assigned to certificate candidates on multiple criteria, which may include:

- Experience implementing the California Standards for the Teaching Profession
- Experience implementing the California Professional Standards for Educational Leadership
- Knowledge of teacher/administrator performance expectations and assessments
- Knowledge of adult learning theory, research based instructional practices, and California's diverse population
- Knowledge of the Academic Content Standards
- Knowledge of and experience implementing state accountability systems
- Related educational experiences
- Interviews and Resumes
- Colleague recommendation
- Willingness to participate in professional training to acquire additional knowledge and skills
- Willingness to engage in formative assessment processes, reflective conversations with credential candidate(s)
- Possess effective listening and interpersonal skills
- Participate as a support provider in a non-evaluative manner/non-judgmental relationship

Program personnel may also have expertise in the area in which they teach and/or may hold advanced degrees or have specialized training in their content area.

Personnel are Reflective and Knowledgeable of a Diverse Society

Program personnel are representative of the diversity of the schools and communities of California's northeastern region; they are not yet reflective of California's diversity as a whole. While not yet reflective of the state as a whole, program personnel possess a deep understanding and knowledge of the issues of diversity such as ability, culture, ethnicity, language, socio-economic, and gender differences that face our schools today. Programs are designed to provide continual knowledge of local demographics and their cultural impact. Support providers guide candidates in reflective conversations and document these conversations in program approved reflective and formative tools.

The Curriculum and Instruction Department is aware of the need to ensure that faculty and instructional personnel are reflective of California as a whole as well as its North Eastern Region's diverse population. Programs strive to recruit and employ personnel who reflect diverse backgrounds and select providers who mirror the assignments of the certificate candidates for which they serve.

Common Standards
Common Standards for Institute Approval

Collaboration Processes

In order to improve teaching, candidate learning, and educator preparation, program personnel collaborate regularly and systematically with colleagues in P-12 system including partner districts/County Offices of Education, Institutes of Higher Education, and other members of the broader professional community. Collaboration opportunities occur through the following avenues: First, collaboration between program-a-like personnel is accomplished through cohort group meetings. For example, monthly department meeting between Program Directors and triennial support provider meetings allow groups with similar experiences and to dialog with colleagues; discussions and collaboration led to enhancement of their practice and allow them to grow professionally. Second, program personnel have regularly scheduled meetings between program-a-like groups to share information about program components, receive feedback, and share resources. Regularly scheduled monthly or bi-monthly meetings include:

- County Curriculum Leads and Program Directors
- Chief School Administrator and Assistant Superintendent of Instructional Services
- Program Directors with Program Coordinator
- Program Coordinator with Assistant Superintendent of Instructional Services
- North Eastern Region Curriculum Committee
- Curriculum and Instruction Steering Committee
- Program Directors and County Curriculum Leads

Third, program personnel attend workshops and conferences, present at conferences, and work on state-level committees allowing faculty to evolve and increase in their knowledge and skills. Fourth, Focus groups are held annually between Program Coordinators and cohort groups such as credential candidates, **Leadership Coaches**, and educators from institutes of higher education.

Support for Faculty Development

Shasta COE provides professional development opportunities and support for program faculty and instructional personnel. Personnel presenting courses, workshops, and trainings are provided time, resources, and support staff to prepare curricula. They receive formal training in program goals/objectives, candidate support, expectations for roles and responsibilities, and formative assessments. Faculty engages in professional development opportunities to learn new and refine skills and knowledge; staff development focuses are designed and chosen based on a systematic review of program data and faculty performance. Professional development activities for faculty include but are not limited to:

- Coaching Leaders to Attain Student Success (CLASS)
- California Network of Leadership Coaches (cohort training)
- Leadership Presenters Academy
- Curriculum and Instruction Steering Committee Symposium
- California Common Core State Standards Committee
- Instructional Technology
- Leadership Matters! Symposiums

Common Standards
Common Standards for Institute Approval

Leadership Coaches receive initial and on-going training. Initial training for first time support providers is required before they began work with credential candidates. Ongoing training and opportunities for networking for providers takes place triennially. Program Coordinators work with ACSA to develop curriculum and prepare material on current topics to meet the needs of support providers.

Faculty and Instructional Personnel Evaluation

Shasta COE collects data from multiple sources throughout the program to evaluate and the quality of services provided by faculty, instructional personnel, and **Leadership Coaches**. Participants in all program courses, workshops and trainings provide written evaluation feedback. Completed evaluation forms gather data and candidate perception about the quality of effectiveness of each event. Following each end of course/presentation feedback forms are reviewed and analyzed by the Program Coordinator for effectiveness, strengths, and areas of improvement. The Program Coordinator then shares data and feedback from the evaluations with the instructor/professional development provider.

Leadership Coaches are evaluated three ways. Candidates complete mid-year and end of year surveys; these surveys aid the program in determining **Leadership Coach** effectiveness, strengths, and areas in need of improvement. **Leadership Coaches** are also monitored through collaborative contact logs and written reflections. Lastly, **Leadership Coaches** must obtain and maintain certification by ACSA/NTC by attending ongoing training, demonstrating competency and effectual coaching skills, knowledge and application and knowledge as reviewed and determined by ACSA/NTC directors.

If the data collected from evaluations, surveys, and/or feedback forms demonstrate professional development was not effective, the instructor, professional development provider, or **Leadership Coach** is not asked to provide services for future program events.

Common Standard Five: Admission

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Well-Defined Admission Criteria and Procedures

Each professional preparation program within Shasta COE has distinctive admissions requirements and procedures. The following description is for admission into Shasta COE's Northern California Clear Administrative Credential (NCCAC) program, a Guidelines-Based Tier II program. The NCCAC program serves nine counties and over seventy-five school districts from Region 2, northeastern California.

Upon hiring an administrator with a Tier I credential, Region 2 district human resource personnel and credential candidates work with the Shasta COE's program staff to coordinate the application process and verify eligibility for admissions to the credentialing program. The admission process begins by either 1) the credential candidate contacting the program office to enroll in the professional preparation program, or 2) district personnel notifying the program office that they have hired/offered employment to an eligible administrative candidate based on the Commission for Teacher Credentialing requirements and the district policy.

An application packet is provided to the potential program candidate when the district or when the district or candidate contacts the program office. The packet includes materials designed to inform the candidate of the application process, admission requirements, state and program pre-requisites, criteria for successful completion, and the process to obtain the credential upon program completion. The program office offers personal assistance to any and all interested applicants through one-on-one advisement and counseling.

Eligibility for the Northern California Clear Administrative Credential Program is determined by:

- Successful teaching experience: This experience may be teaching, pupil personnel work, librarianship, speech and language health services or clinical or rehabilitative services. (3 years minimum)
- Pre-requisite services credential(s): teaching, pupil personnel, librarian, speech and language, health, clinical and/or rehabilitative
- Verification of employment or offer of employment
- Letters of recommendation (2 minimum)
- Resume

Common Standards
Common Standards for Institute Approval

Through the application process all candidates provide evidence of successful teaching experience, pre-requisite credential(s), employment status, and professional and personal characteristics including, but not limited to academic skills, sensitivity to California's diverse population, and effective communication skills. Thus indicating a strong potential for effective administrative knowledge, skills, effectiveness, as well as program completion.

Multiple Measures Support Applicants from Diverse Populations

Districts have hiring procedures and guidelines in place to encourage and support applicants who are reflective of local, regional, and state diverse populations. Each program partner adheres to state and federal non-discriminatory laws and hiring practices.

Multiple measures used to recruit, support, and encourage diverse applicants in the hiring and credentialing processes include:

- Local Publications/Advertisements
- Ed-Join web-based recruitment and application process
- Collaboration and partnership with local districts/charters/private schools
- Shasta COE Webpage
- North Eastern Region Curriculum Committee collaboration and partnership
- ACSA chapter meetings and regional conferences
- Local IHE collaboration and partnership

Program leadership regularly attend meetings, workshops, and trainings where they work with partner counties, districts, and schools to encourage and support applicants from diverse populations.

Candidates Demonstrate Pre-Professional Experiences and Qualifications

Under the direction of the Program Coordinator, the program staff completes an evaluation and verification of candidates' prerequisite documentation and ability to complete the program. Program staff collaborate with regional district/charter/private school staff to confirm each applicant has provided complete and accurate documentation to meet program prerequisites for experience, administrative employment verification, and personal characteristics including sensitivity to California's diverse population, effective communication skills, and basic academic skills. Shasta COE Credential Analyst/clerical support staff verifies candidates' credential status and remits information to program staff.

Upon verifying applicants have fulfilled all appropriate pre-professional experience, certificates, and personal characteristics, program applicants are notified in writing of their acceptance to the professional preparation program. Individual, small and/or large group advisement and orientation meetings are held to review program requirements and candidate responsibilities. The candidate gives written consent acknowledging receipt of responsibilities and statement of understanding and agreement of program requirements.

Common Standard Six: Advice and Assistance

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development. **and to assist each candidate's professional placement.** Appropriate information is accessible to guide each candidate's attainment of all program requirements. The *institution* and/or *unit* provide *support* and assistance to candidates and only retain *candidates* who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

Qualified Program Staff Advise and Assist Candidates

The Shasta COE programs ensure all candidates admitted to the credential program are well informed and advised about all aspects of the program. The Program Coordinator, Directors, **Leadership Coaches**, and support staff are available and trained to provide initial and on-going academic, technical, and professional advisement and counseling regarding eligibility for program and credential obtainment requirements. Sources of advisement and assistance for the NCCAC include the following:

- Application, Screening, and Advisement
- Orientation
- Individualized, job-embedded Leadership Coaching
- Program Coordinator and staff emails, phone contact, individual appointments
- Program Directors and trainers
- Shasta COE Credential Analyst

Program staff utilizes well-defined criteria to provide advice and assistance, verify eligibility, and/or find the appropriate answers/resource(s) for the candidates. They offer regular telephone, e-mail, and personalized conferencing to credential candidates. Only candidates who meet program prerequisites and are committed to the rigor and responsibilities to meet proficiency and required for program completion are admitted into the program.

A mandatory **orientation** is held for all candidates who are accepted into the program. At the orientation candidates receive a **Northern California Clear Administrative Credential Participant Handbook that includes** information on the individual program, credential requirements, and candidate roles/responsibilities. This includes candidate responsibility to collect evidence of practice, completion and submission of formative assessments and reflections, demonstration of competencies for program exit, and certification process. Candidates who are hired after the orientation window are offered personalized orientation and are placed on an individualized schedule for leadership training. Professional development training sessions in the program are designed to loop in order to accommodate individual candidate start/end times without interruption/delay of program completion.

Common Standards
Common Standards for Institute Approval

The program design ensures opportunities for additional assistance to candidates throughout the program. Additional assistance includes, but is not limited to the following:

- Identification of areas of strength and need through multiple formative assessments
- Annual Reflections and feedback
- Assignment of new Leadership Coach
- E-mail, phone and/or individual meetings with Program Coordinator or other appropriate staff
- Leadership Institute trainers
- Biennial NCCAC cohort meetings and networking
- Additional time and/or assistance may be granted

The Program Coordinator is responsible for matching and placing each candidate with a support provider; in the case of the guidelines based Clear Administrative Credential program this is a certified Leadership Coach. The Leadership Coach provides on-going, individualized, and focused support and advisement in the area of professional and personal development progress towards meeting competencies and program and credential requirements.

Shasta COE Credential Analyst and support staff is available to assist and advise with technical and professional help for processes and procedures to obtain credential(s) from CTC.

The Program Coordinator regularly reviews candidate records and documentation for the purpose of monitoring candidate progress. Program staff provide written documentation of progress to candidates; they initiate communication with candidates who have not made sufficient progress towards program completion and meet with individuals to discuss remediation. Candidates may request additional time or assistance from the program as needed. Candidates who do not meet program competencies requirements may also request the opportunity to provide additional or completed evidence of the program requirements.

Candidates who do not complete all required program requirements or do not demonstrate expected levels of competencies will not be recommended for credential.

Evidence of Progress and Performance

Multiple avenues are utilized throughout the program to determine candidate progress and performance. Formative assessments in the California Professional Standards of Educational Leadership (CPSEL) are completed at intervals; information from WestEd's Description of Practice (DOP) rubric scores are then utilized to provide feedback to the candidate on areas of strength, need, and progression toward proficiency. Candidates complete formal written reflections about their current levels of skill, knowledge, and application of CPSEL, and, with their coach's assistance, determine action steps needed to advance in proficiency. The program office maintains records, assessments, reflections, and attendance at trainings in monitoring candidate progress.

Common Standards
Common Standards for Institute Approval

The Leadership Coach uses the formative assessments, reflections, and collaborative coaching sessions (minimum of 30 hours/year) to monitor and assists the candidate in their professional development. During the collaborative coaching sessions, the Leadership Coach provides oral and written feedback on progress, and guides the candidate's development in the attainment of CPSEL/program competencies.

Upon completing all program and credential requirements, candidates present evidence and supporting documentation of program and credential requirements an exit interview panel. Candidates must demonstrate by providing evidence that they have met or exceeded proficiency of all 7 required CPSEL skills, knowledge, and application to at an exit interview. At the exit interview, the program interview panel examines and reviews the candidate portfolios to determine if the candidate has met all required program and credential elements. The Program Coordinator recommends candidates who have completed all requirements by using the online credential recommendation system through CTC.

The program office maintains records of all recommendations and CTC verifications.

Common Standard Seven: Field Experience and Practice

Design, Implementation, and Evaluation of Field Experiences

The *unit* and its *partners* design, implement, and regularly *evaluate* a planned sequence of *field-based* and *clinical experiences* in order for *candidates* to develop and demonstrate the knowledge and skills necessary to educate and *support* all *students* effectively so that *P-12 students* meet state-adopted academic standards. For each credential and *certificate program*, the *unit* collaborates with its *partners* regarding the criteria for selection of school sites, effective *clinical personnel*, and ~~site-based supervising personnel~~. *Field-based work and/or clinical experiences* provide *candidates* opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help *candidates* develop research-based strategies for improving student learning.

The program unit and its partners design, implement, and regularly evaluate the program's planned sequence of field-based experiences. The program is designed to ensure candidates are able to attain and demonstrate knowledge and skills to effectively lead and support the education of all students in meeting the state adopted academic standards. This is accomplished by creating the program foundation based on multiple formative assessments, individualized goals, and input/collaboration from program partners.

The candidate is paired with a Leadership Coach, program partner, who assists in collecting evidence related to the candidate's competence; this is done for the purpose of supporting the candidate to master competencies knowledge/skills and program requirements. The program utilizes researched based formative assessments, ACSA's modified version of WestEd's Description of Practice (DOP), to measure candidate's current levels of competence and progress in the California Professional Standards of Educational Leadership (CPSEL). Data from the assessment and information from candidate reflections and site demographics are gathered and compiled. This information is evaluated and utilized by the candidate and Leadership Coach in tailoring an Individualized Development Plan (IDP) to be completed during the candidate's field experience.

Goals and action steps in the IDP are intentionally designed to focus new learning and skills of the required CPSEL as they relate to the candidate's needs and unique work experience. The planned sequence of the field-based experience is implemented through the IDP, which is both intensive and extensive as the candidate applies new skills and knowledge while immersed in their learning community. Designated action steps in the IDP provide opportunities for the candidate to develop and demonstrate competence in the professional roles for which they are preparing. On-going collaboration between candidates and Leadership Coaches provide regular opportunities to gather information about candidate competencies and needs. This process allows for adjustments in candidate action steps and professional development topic/depth and support to candidates to demonstrate application of their knowledge and skills.

The candidate and Leadership Coach collaborate on average of 3-5/hours a month and a minimum of 30 hours per year for collaborative coaching sessions. The focus of the collaborative coaching sessions is on implementation of the IDP goals. Formative

Common Standards
Common Standards for Institute Approval

assessments are repeated and formal reflections completed throughout the two-year program. This is the foundation of the induction and serves two purposes, 1) candidate required program competencies and areas of needs are closely monitored through the collaborative coaching sessions and, 2) evidence of candidate progress and program effectiveness is collected by the candidate and Leadership Coach by use of completed assessments, reflections, and collaborative coaching sessions. This gives valuable data and information in relation to program design, implementation, effectiveness, and needs at frequent interval, thus providing feedback to the program unit.

Program Effectives and needs are also evaluated in the follow manner:

- Input and feedback from candidates and Leadership Coaches through surveys and evaluations
- Program Coordinator, or designee, conducts cohort-a-like focus groups.
- Candidates, Leadership Coaches, and a district representative meet annually to discuss candidate goals and program requirements and well as share information relative to candidate success; this information is then related to the program office by said program partners.
- Candidates are surveyed twice yearly to gather information and feedback on program coaching effectiveness.
- Leadership Coach cohort groups meet three times annually to provide feedback on coaching effectiveness and request additional training on strategies, skills, and information.
- The Program Coordinator collaborates with ACSA/CLASS Leadership Coach Planning Development team to provide input on coach training and effectiveness.
- District and school partners at regular scheduled meetings of Chief School Administrators (CSA), County Curriculum Leads (CCL), North Eastern Region Curriculum Committee (NERCC), and other involved partners. Input and feedback is recorded at each meeting and reported to the Program Coordinator and design team.
- Collaboration with all partner districts to recruit and train qualified Leadership Coaches who have a minimum of 5 years successful experience and maintain proper credentials occurs on a regular and on-going bases as described in the previous bullet.
- An annual summit of the program design team is conducted by the Program Coordinator to review data and reports from surveys, focus groups, CSA, CCL, NERCC, and Leadership Institute evaluations.

The program design and implementation allow for quality induction and sensitivity to candidate needs as well as evaluation of program effectiveness. This is accomplished by gathering regular and timely information and data from all program partners.

Collaboration with School/District Partners

Districts choose and hire candidates (Principals, Assistant Principals, Special Education Directors, teachers, etc.) and assign them to a selected site. The district determines whom

Common Standards
Common Standards for Institute Approval

they will hire and place at a site based on the individual candidate's professional qualities and personal characteristics that best meet the needs of the students at the given site(s). Thus selection of field experience sites is determined by the needs of the school district.

Opportunities to Understand and Address Issues of Diversity

Multiple opportunities for candidates to understand and address issues of diversity that affect school climate, teaching, and learning are embedded in program design. The program designs tools and activities such as the School/Site Demographic Survey, "Walk Through observations," Site-Based Reflections I and II, 360° staff surveys, and Collaborative Coaching sessions to help the candidate better understand student background/ experiences, English Language Learners, and special population learners needs. Through intentional planning and implementation of IDP goals and action steps, candidates are given opportunities to demonstrate the knowledge and skills necessary to educate all students during their field based experience. Candidates engage in field work and reflection that includes:

- Collecting and examining objective data from observations and academic performance
- Examining the roll of standards and assessments
- Analysis of teaching and student work
- Understanding and identifying learning needs
- Researching strategies that are culturally responsive to all student needs
- Applying new learning to align system practices with student need
- Developing and implementing system processes and procedures to support all student needs
- Reflecting on the impact of their leadership has on student learning

The credential candidate's knowledge of academic content standards, instructional/ engagement strategies, research and implementation of strategies to promote academic achievement of all student's needs is documented throughout the program.

Common Standard Eight: District-Employed Supervisors

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

**Not applicable to Second Tier or intern programs. There are no district-employed supervisors.*

*Common Standard 8 is not required for an Administrative Clear Program as it is addressed in the

Administrative Preliminary Program.

Common Standard Nine: Assessment of Candidate Competence

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and *support* effectively all *students* in meeting the state-adopted academic standards. *Assessments* indicate that *candidates* meet the Commission-adopted *competency requirements*, as specified in the program standards.

Candidates Know and Demonstrate Professional Knowledge and Skills

In order for candidates to effectively educate and support students in meeting state adopted academic standards, they must know and demonstrate the following professional knowledge, skills, and application of the California Professional Standards of Educational Leaders (CPSEL). Candidates must also possess the requisite personal characteristics, including sensitivity to California’s diverse demographics, and communication skills inherent in following CPSEL areas:

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

Candidates participate in professional preparation throughout the course of the program designed to provide learning opportunities to develop new knowledge and skills in the CPSEL elements. These professional opportunities include, but are not limited to, field based experience, in-service and/or conference attendance, one-on-one collaborative coaching with an assigned support provider, formal reflective processes, cohort meetings, and a culminating review process. Candidates receive initial orientation to inform them of program and credential requirements; they sign a program participation agreement acknowledging understanding and agreement of expectations and rigor of program completion. Candidates receive ongoing professional development consistent with their approved professional program and pre/formative-assessment of candidate knowledge, skill, and performance. A Certified Leadership Coach is assigned to each candidate to provide one-on-one support and formative/summative assessment authentication. Candidates produce and collect evidence of successful practice in the program competencies for the purpose of satisfying all relevant program requirements. Evidence of application of CPSEL standards and program requirements is collected, documented, and maintained in candidate records including: Site-Based Reflections I and II, Individual

Common Standards
Common Standards for Institute Approval

Development Plan (IDP), Coaching Contact logs, and Professional Development Log, and other required program documentation.

Candidates Meet Commission Adopted Competency Requirements

WestEd's Integrated Leadership Development Initiative's, *The Policies and Practices of Principal Evaluation A Review of Literature*, states that evidence and data should be continually gathered and monitored pertaining to principal's performance throughout the year. The Northern California Clear Administrative Credential Program (NCCAC) requires various types of relevant evidence/data to be used to acquire an objective, fair and measurable assessment of the candidate's growth and performance in CPSELS. Initial, formative, and summative assessments utilize WestEd's Description of Practice (DOP) scoring rubric. The performance expectations for NCCAC candidates are to "meet" or "exemplify" CPSELS as outlined by the DOP. A Certified Leadership Coach provides input and assistance with the rubric score to ensure authenticity of assessments and reflections. Results from the initial self-assessment inform the candidate and leadership coach concerning decisions about the candidate's needs and developmental objectives in obtaining proficiency in the CPSELS to be met during the course of the program.

NCCAC utilizes both formative (developmental) and summative assessments throughout the program. The assessment system is designed to be fair and equitable, research based, transparent, reflective and adaptable to local conditions. The system is deliberately planned to provide ongoing feedback and opportunities for candidates to identify areas of strength and need. Multiple formative assessments and tools including the, **Reflection II DOPS-Based Competencies & Growth** (initial and mid-program), **ACSA/NTC Site-Based Reflection I** (mid-program), **360° Leadership Survey** (mid-program), and **Collaborative Coaching Log/Sessions** (3-5 times annually) provide progress checks and feedback to candidates throughout the program.

- Candidates are responsible for submitting a completed copy of the initial self-assessment, **Reflection II DOPS-Based Competencies & Growth**. Additional assessments to compare to candidate progress and growth are described below.
- **ACSA/NTC Site-Based Reflection I**: At the end of Year I, the candidate and leadership coach complete collaboratively. It provides an opportunity for the candidate to reflect on personal vision of leadership responsibilities and document the candidate's progress/attainment of leadership knowledge and skills, influence on instruction, and impact on student learning in CPSEL elements.
- **ACSA/NTC Leadership Coaching Program 360° Leadership Survey**: The survey is given by the coach to the candidate's staff at the end of Year I. The staff uses a rating scale to respond to the level of the candidate's CPSEL knowledge and skills. The coach compiles the ratings and comments from the staff and shares with the candidate. The candidate reflects on the data and identifies steps he/she will take to address areas of need.
- **Collaborative Coaching Log**: Serves to keep coaching sessions focused on IDP goals and monitor progress of action steps, record what is working and what the

Common Standards
Common Standards for Institute Approval

coachee/coach's next steps are as well as documents evidence of progress in CPSEL attainment.

The program office utilizes this information to monitor and verifying candidate progress and growth. Candidates demonstrate personal and professional growth in relation to knowledge, skills, and application of CPSEL standards and program requirements by providing evidence in the following program segments:

The Comprehensive Exit Interview serves as the summative assessment. The candidate presents *2-4 pieces of evidence for each of the 7 required CPSEL*): Documents, data, reflections, formal and informal individualized comments/feedback from the leadership coach all provide examples of the candidate's accomplishments are included. Program staff, qualified dignitaries from institutes of higher education, and district leaders are trained to examine evidence presented by candidates in a comprehensive exit interview. Candidates must demonstrate knowledge, skills, and application of all approved CTC programs and credential requirements in order to be recommended for credential. Shasta COE Program Coordinator recommends all candidates who complete all program requirements and demonstrate the required level of competencies or higher.

Shasta COE program Coordinator will not recommend credential candidates for credentials if he/she has not met all program requirements.

Records are maintained of all recommendations and all CTC verifications.