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# 3C

## Information/Action

### *Professional Services Committee*

#### **Proposed Adoption of Standards and Preconditions for Preliminary Administrative Services Credential Preparation Programs**

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## AGENDA INSERT

**Executive Summary:** This item presents additional content suggested by stakeholders for the proposed program standards and content expectations for the Preliminary Administrative Services Credential for potential Commission adoption.

**Policy Questions:** Does the proposed additional standard and content expectation language for the preliminary administrative services preparation programs meet the Commission's expectations for development of high quality, effective educational leaders for California's schools?

**Recommended Action:** That the Commission consider whether to include the proposed additional language in the adoption of the proposed program standards and Content Expectations for the Preliminary Administrative Services Credential.

**Presenters:** Larry Birch and Gay Roby, Consultants, Professional Services Division

#### **Strategic Plan Goal:**

#### ***II. Program Quality and Accountability***

- ◆ Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

August 2013

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# Proposed Adoption of Preconditions and Standards for Administrative Services Credential Preparation Programs

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## Introduction

This agenda item insert provides additional language for Commission consideration and possible inclusion in the Preliminary Administrative Services Credential program standards (Appendix A) and the California Administrator Content Expectations (Appendix B).

## Background

In April 2013, the Commission adopted the *California Administrator Preparation Content Expectations* and the *California Administrator Performance Expectations* (<http://www.ctc.ca.gov/commission/agendas/2013-04/2013-04-3A.pdf>). Also in April 2013, the Commission reviewed the two sets of draft program standards (<http://www.ctc.ca.gov/commission/agendas/2013-04/2013-04-3B.pdf>) and took action to move forward with a field review. The panel considered the comments from the field and made revisions to the proposed standards. Subsequently, staff has been contacted directly by representatives of specific groups and individuals regarding inclusion of additional language in the proposed standards. The additional language proposed is specific to the following three areas: 1) English Learners; 2) Mental Health; and 3) Positive Behavior Intervention Strategies. Information on each of these three topics and the suggested additional language submitted for Commission consideration follows.

## English Learners

Early in the drafting of the proposed standards, the Administrative Services writing panel reviewed the recommendations of the 2010 English Learner Authorization Advisory Panel (ELAAP) (<http://www.ctc.ca.gov/commission/agendas/2010-01/2010-01-2F.pdf>) to ensure that the concepts would be included in the draft proposed administrative services standards. As part of the completion of the drafting of the standards, members of the panel were contacted and asked to revisit the recommendations of ELAAP to ensure that the final proposed standard language adequately addressed the proposed concepts. Most panel members that responded supported the final draft version of the proposed standards provided in 3C indicating that the broad language of the standards encompassed the necessary content for all students. However, one panel member expressed concern that the language related to English learners should be strengthened.

## Mental Health

The California Superintendent of Public Instruction's Student Mental Health Policy Workgroup (SMHPW) submitted proposed recommendations that address the need for additional training for California's educational administrators in the area of mental health. A copy of Superintendent Torlakson's letter is provided in Appendix C. As of the writing of this agenda insert, letters of support for additional language have been submitted from the following California organizations and residents that address mental health issues. Those organizations are:

- Tom Torlakson, State Superintendent of Public Instruction

- Asian Americans for Community Involvement (AACI)
- Association of Mental Health Contract Agencies of Santa Clara County (AMHCA)
- California Mental Health Directors Association (CMHDA)
- California Mental Health Services Authority (CalMHSA)
- Caltrain
- National Alliance for the Mentally Ill (NAMI) Santa Clara County
- Ken Crandall, California Superior Region Workforce Education and Training Coordinator
- Meg Durbin, M.D., Co-Leader and Regional Vice President, Health Care Alliance for Response to Adolescent Depression (HEARD)
- Darrell Evora, President and CEO, EMQ Families First
- Michael Fitzgerald, Executive Director, Behavioral Health Services, El Camino Hospital
- Heather Freitas, American Foundation for Suicide Prevention California (AFSP CA)
- Karen Garrett, credentialed teacher, MFT trainee
- Cynthia Gelke, MFT, After-School Program Interventions and Resiliency Education (ASPIRE), El Camino Hospital
- Todd Handler, J.D., Director, Greater San Francisco Bay Area Chapter, AFSP CA
- Hilbert Morales, M.P.H., Publisher, El Observador
- Victor Ojakian, member, Student Mental Health Policy Workgroup (SMHPW)
- Janet Oliver, RDA, American Foundation for Suicide Prevention (AFSP), California Field Advocate
- Sandra Tary, Member, Shasta County Mental Health, Alcohol, and Drug Board
- Dayna Whitmer, parent, American Foundation for Suicide Prevention California (AFSP CA)
- William Youngblood, MS, MFT

### **Positive Behavior Intervention Strategies**

Commission staff met with representatives from several organizations regarding the need to train educational administrators in restorative justice practices and positive behavior intervention strategies with the goal of establishing a positive school climate and keeping all students in school on a path to graduation. Some of these stakeholders submitted a letter with three recommendations related to the proposed standards. Organizations supporting the addition of language on this topic are:

- The Assembly Select Committee on the Status of Boys and Men of Color in California (Assemblymember Steven Bradford, Chair; members Assemblymember Reginald Byron Jones-Sawyer, Sr.; Assemblymember Anthony Rendon, and Assemblymember Cheryl R. Brown)
- The California Endowment
- California Alliance of African American Educators
- Children Now
- Public Counsel
- Gay-Straight Alliance Network
- Fight Crime: Invest in Kids California

## **Possible Additions to the Content Expectations and/or Preliminary Program Standards**

At this time, the Commission could consider additional language be added to address these issues raised by stakeholders. Staff reviewed the comments submitted and provides possible language to be added to the language provided by the Administrative Services Credential Writing Standards panel. This new additional language could be included in both the Content Expectations and Preliminary ASC program standards, should the Commission choose to do so. These possible additions are listed below. They have also been incorporated (in italics) into the full text of the Content Expectations and Program Standards in the appendices. For electronic versions of the item, color coding has been used to identify and distinguish the proposed additional language for English learners (blue), Mental Health (purple) and Positive Behavior Intervention Strategies (green). It is important to note that neither the Administrative Services writing panel nor the ELAAP panel have reviewed the additional language in this agenda insert.

### ***English Learners***

1. Amend the *California Administrator Preparation Content Expectations* to add the term “*particularly long-term English learners*” to the 5th bullet in the Instructional Leadership section.
2. Amend Program Standard 4: Equity, Diversity, and Access to include at the end of the standard “*Programs provide preparation related to current best practices in instructional approaches for English learners (e.g., ELD; SDAIE strategies; academic language and literacy; use of primary language, cultural and community inclusion; impact of student placement and course scheduling; continuity of programs across grades, and management of instructional programs).*”
3. Amend Program Standard 7: Instructional Leadership to include at the end of the standard: “*The program prepares candidates to ensure the needs of English learners and students with special needs are met by providing equitable access to the content and through assessment practices that inform and support instruction.*”

### ***Mental Health***

1. Amend the *California Administrator Preparation Content Expectations* to include the following:
  - a. Visionary Leadership: add to the 17th bullet “*support staff such as school psychologists, school social workers, school counselors, school nurses, child welfare and attendance supervisors, and other trained mental health professionals.*”
  - b. Visionary Leadership: add to the 18th bullet: “*strategies that address mental health and mental health conditions (e.g., Regional K-12 Student Mental Health Initiative's clearinghouse of resources)*”
  - c. Instructional Leadership: Add a new 26th bullet: “*Understand the effective use of mental health accommodations and school disciplinary procedures, including manifestation determination for serious offenses and prominent schoolwide intervention strategies*”
  - d. Community Leadership: inclusion of a new 3rd bullet “*Understand systems of care that interact with juvenile justice, mental health, mental health advocacy*”

*organization, child welfare services, foster care, regional centers, and homeless youth”*

2. An additional recommendation from this group *“Provide a review of mental health and mental health conditions”* was more appropriate to curriculum inclusion, which is determined by individual program sponsors.

### ***Positive Behavior Intervention Strategies***

Amend the *California Administrator Preparation Content Expectations* to include the following:

1. School Improvement Leadership: Add a new 3rd bullet: *“culturally responsive, appropriate, research-based, classroom management and school-wide/district-wide positive discipline strategies (e.g., positive behavioral interventions and supports, restorative practices, social and emotional learning, and trauma-informed schools)”*
2. Instructional Leadership--add to the current ninth bullet: *“best practices that keep students engaged in class instruction, prevent out-of-class and out-of-school removals, and seek to eliminate the disparity of out-of-class and out-of-school discipline of students based on race, gender, disability, and other factors.”*
3. School Improvement Leadership: Add a new 5th bullet: *“Examine discipline-related data for both individual classes and school sites in order to make data-based decisions to reduce out-of-class and out-of-school suspensions and aid in keeping all students engaged in class instruction and on course toward graduation.”*

Amend the Preliminary ASC Program Standards to include the following:

4. Add to Program Standard 4: Equity, Diversity, and Access *“how explicit and implicit racial bias can impact classroom management and school discipline decisions and ways to address such bias,”*

### **Staff Recommendation**

Staff recommends that the Commission review the proposed additional language for each of the three areas (English learners, Mental Health, and Positive Behavior Intervention Strategies) and consider whether to:

- a) Adopt the language for the standards and preconditions as presented in the original agenda item;
- b) Adopt some or all of the proposed language for the standards and preconditions with the proposed additions related to English learners, Mental Health, and Positive Behavioral Intervention Strategies, including those changes proposed for the Content Expectations.
- c) Refer the suggested additions back to the Administrative Services Standards Writing Panel for further consideration.

### **Next Steps**

If the Commission chooses either a) or b) above, Commission staff will begin working with program sponsors to ensure appropriate implementation. This would include the issuance of a Program Sponsor Alert, information on the Commission's website, and notification on the PSD E-news. In addition, staff would provide technical assistance to all current Preliminary Administrative Services program sponsors and prospective sponsors as they prepare documents

in order to respond to the newly-adopted standards. Technical assistance to program sponsors could be achieved through webinars, working with organizations such as the Association for California School Administrators (ACSA), the California Association of Professors of Educational Administration (CAPEA) and the Counselors and Credential Analysts of California (CCAC), and individually with institutions.

If the Commission refers the matter back to the Administrative Services Credential writing panel, staff will discuss the stakeholder input received to date with the members of the panel.

## Appendix A

### Revised Draft with Possible Additions (Italicized) Preliminary Administrative Services Credential Program Standards

#### *Category I: Program Design and Coordination*

##### **Program Standard 1: Program Design and Rationale**

The administrative services preparation program prepares instructional leaders to serve effectively in a variety of public schools and school districts. The design of the program is based on a sound rationale informed by theory and research and aligned with the *California Administrator Performance Expectations* and principles of adult learning theory. The program includes a coherent, developmental, integrated, and interrelated set of theoretical and practical learning experiences designed to provide extensive opportunities to engage candidates in developing knowledge, skills, and dispositions to advance teaching and learning. The program includes both formative and summative assessments based on the *California Administrator Performance Expectations (CAPEs)*.

##### **Program Standard 2: Collaboration, Communication and Coordination**

Each sponsor of an administrative services preparation program establishes one or more partnerships that contribute substantively to the design, implementation, quality and effectiveness of the program. Partnership agreements are collaboratively established with each partner and clearly define roles and expectations of all partners sharing the responsibility for the implementation and success of the program. Partners, such as advisory committees, school districts that facilitate field experiences, higher education institutions, community organizations, and other stakeholder groups establish productive working relationships, coordinate joint efforts, and communicate regularly and openly. Partners share responsibility for program quality; candidate recruitment, selection, and advisement; curriculum development; delivery of instruction; selection of field sites; design of field experiences; selection and preparation of field experience supervisors, and assessment and verification of candidate competence.

##### **Program Standard 3: Development of Professional Leadership Perspectives**

By design, the administrative services preparation program facilitates each candidate's development of a professional leadership perspective through learning activities that promote leadership and interpersonal skills. The program curriculum and pedagogies are designed to engage candidates in learning activities that require the ability to diagnose the causes of organizational problems at both macro and micro-organizational levels (e.g., system-wide and individual). The program provides multiple opportunities for candidates to apply skills of reasoned and objective inquiry to analyze complex problems and propose effective solutions considering the political context and its implications. In addition, the program ensures candidates understand environmental contexts, organizational culture, intra-organizational systems, and their influence on human behavior and educational outcomes. Finally, the program builds leadership perspective through learning activities that expose candidates to the both the internal and external influences, relationships, resources, and opportunities that can engender and support the vision and mission of the school and district.

#### **Program Standard 4: Equity, Diversity and Access**

By design, the administrative services preparation program provides each candidate with an opportunity to understand and apply theories and principles of educational equity within the educational context, for the purposes of creating more socially just learning environments. Through coursework and fieldwork, candidates (a) examine their personal attitudes related to issues of privilege and power in different domains including race, gender, language, sexual orientation, religion, ableness, and socio-economic status; (b) learn ways to analyze and address these issues; and (c) come to understand the role of the leader in creating equitable outcomes in schools. The program provides opportunities for candidates to learn how to identify, analyze and minimize personal bias, *how explicit and implicit racial bias can impact classroom management and school discipline decisions and ways to address such bias*, how policies and historical practices create and maintain institutional bias, and how leaders can address institutional-level inequity.

The program prepares candidates to improve schooling for all students with an emphasis on vulnerable and historically underserved students by examining teaching, learning, student discipline, school culture, family involvement, and other programmatic supports in the school. *“Programs provide preparation related to current best practices in instructional approaches for English learners (e.g., ELD; SDAIE strategies; academic language and literacy; use of primary language, cultural and community inclusion; impact of student placement and course scheduling; continuity of programs across grades, and management of instructional programs).”*

#### **Program Standard 5: Role of Schooling in a Democratic Society**

By design, the administrative services preparation program provides each candidate with an opportunity to critically examine the principles of democratic education and the responsibilities of citizenship. This includes the moral imperative to provide all students with the best possible education. The program prepares each candidate to understand the role of the school in preparing K-12 students to actively and productively engage in civic responsibility and to identify and critically analyze the variety of ideas and forces in society that contribute to (or constrain) a democratic society. The program includes opportunities for candidates to learn how historical and philosophical influences, state and federal policy decisions, and prevailing educational practices impact schooling. The program prepares candidates to understand the administrator’s responsibility to develop and nurture public support, family participation, and community engagement. In addition, the program prepares administrators to establish civility through an organizational culture that promotes constructive problem solving, conflict resolution strategies, and application of ethical behaviors.

### ***Category II: Curriculum***

#### **Program Standard 6: Visionary Leadership**

The administrative services preparation program provides multiple opportunities for each candidate to learn, practice, and reflect on visionary leadership as referenced in the *Content Expectations* (Appendix C) and *Performance Expectations*. The program helps the candidate develop an actionable and sustainable vision of teaching and learning that is responsive to the changing context of a given school and local education agency, including the ability to lead others in collaboratively developing, implementing, and evaluating the vision.

### **Program Standard 7: Instructional Leadership**

The administrative services preparation program provides multiple opportunities for each candidate to learn, practice, and reflect on instructional leadership as referenced in the *Content Expectations* and *Performance Expectations*. The program addresses the candidate's knowledge of California student academic content and curriculum standards, research-based instructional and assessment practices, and the candidate's ability to assess classroom instruction and provide focused, constructive feedback to teachers. The program develops candidates' knowledge of how to integrate creativity, collaboration, communication and critical thinking skills with the content standards.

*“The program prepares candidates to ensure the needs of English learners and students with special needs are met by providing equitable access to the content and through assessment practices that inform and support instruction.”*

### **Program Standard 8: School Improvement Leadership**

The administrative services preparation program provides multiple opportunities for each candidate to learn, practice, and reflect on school improvement leadership as referenced in the *Content Expectations* and *Performance Expectations* below. The program aids the candidate in selecting and using data to identify what is working, diagnosing needs, and identifying opportunities for growth and change. The program develops the candidate's knowledge about how to strategically implement appropriate and effective school improvement theories and strategies. The program increases the candidate's capacity to communicate and lead others in continuous improvement and monitoring of these efforts based on student and school outcomes.

### **Program Standard 9: Professional Learning and Growth Leadership**

The administrative services preparation program provides multiple opportunities for each candidate to learn, practice, and reflect on professional growth leadership as referenced in the *Content Expectations* and *Performance Expectations*. The program addresses the candidate's ability to model professional growth, framed around principles of adult learning, and identify and facilitate focused developmentally-appropriate professional growth opportunities to build individual and collective capacity. These capacities include collaborating with others to help achieve the school's vision through professional learning focused on improving teaching and learning.

### **Program Standard 10: Organizational and Systems Leadership**

The administrative services preparation program provides multiple opportunities for each candidate to learn, practice, and reflect on organizational and systems leadership as referenced in the *Content Expectations* and *Performance Expectations*. The program addresses the candidate's ability to understand, align, effectively manage, and integrate all the organizational structures, processes, and policies of a school system that impact the school's ability to achieve its vision and goals. These skills include an understanding of the regulatory and legal contexts involved with the management of human, fiscal and material resources.

### **Program Standard 11: Community Leadership**

The administrative services preparation program provides multiple opportunities for each candidate to learn, practice, and reflect on community leadership as referenced in the *Content*

*Expectations and Performance Expectations.* The program addresses the candidate's ability to advocate for the school and to communicate through a variety of media its successes, needs, and challenges with a broad range of audiences, collaborating with parents, the *community*, and others in achieving the school's vision and goals.

### ***Category III: Field Experiences in the Program***

#### **Program Standard 12: Nature of Field Experiences**

In the administrative services preparation program, candidates participate in practical field experiences that are designed to facilitate the application of theoretical concepts in authentic settings. Each candidate is introduced to the major duties and responsibilities authorized by the administrative services credential as articulated in the *Performance Expectations*. Field experiences include a variety of diverse and realistic settings both in the day-to-day functions of administrators and in long-term policy design and implementation.

#### **Program Standard 13: Guidance, Assistance and Feedback**

The administrative services preparation program sponsor has an effective system by which the candidate's performance is guided, assisted, and evaluated in each field experience. In this system, at least one field/clinical supervisor and at least one program supervisor provide complete, accurate, and timely feedback to the candidate, including constructive suggestions for improvement.

### ***Category IV: Candidate Competence and Performance***

#### **Program Standard 14: Assessment of Candidate Performance**

Prior to recommending each candidate for a Preliminary Administrative Services Credential, one or more persons responsible for the program determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory knowledge and understanding of the *California Administrator Content Expectations* and satisfactory performance on the full range of *California Administrator Performance Expectations* below. When available, a Commission-approved Administrator Performance Assessment may be used to satisfy this requirement. Satisfactory performance is defined as achieving competence as expected for entry-level administrators. During the program, candidates are guided and coached on their performance using formative assessment processes. A representative of the program sponsor and at least one field/clinical supervisor provides the verification of candidate competence and performance.

## Appendix B

### *California Administrator Content Expectations* Adopted April 2013

<b>A. Visionary Leadership</b>	
<b>CAPEs</b>	<b>Expected Content Knowledge</b>
<p>1. Developing and Articulating a Vision of Teaching and Learning for the School Consistent With the Local Education Agency's Overall Vision and Goals</p> <p>2. Developing a Shared Commitment to the Vision Among All Members of the School Community</p> <p>3. Leading by Example to Promote Implementation of the Vision</p> <p>4. Sharing Leadership with Others in the School Community to Help Accomplish the Vision</p>	<ul style="list-style-type: none"> <li>• Major theories and concepts in educational leadership</li> <li>• Relationships between leadership theory and practice in the context of contemporary educational issues in California</li> <li>• Skills and strategies for facilitating the development of a shared, student-centered vision with and across multiple constituencies</li> <li>• Components and characteristics of a sound and sustainable school vision, including applying data from multiple measures of student learning to developing a vision of teaching and learning for all students</li> <li>• Skills and strategies for facilitating the alignment of the school's vision with the LEA's vision and goals</li> <li>• Identifying and understanding the political, social, economic, and cultural contexts of education at the local, regional, state, and federal levels that affect California public schools and how to respond to and influence these contexts</li> <li>• Public school governance in California, including the structure and organization of public schooling and the roles and responsibilities of various individuals and system components</li> <li>• The relationships between federal, state, and local educational policies and practices and the role of specified policies and practices in ensuring equitable, democratic public education for all students</li> <li>• Examining and responding to equity issues related to race, diversity, and access, using inclusive practices</li> <li>• Identifying potential barriers to accomplishing the vision and effective ways to work with others to address and overcome barriers</li> <li>• Shaping school programs, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision</li> <li>• Facilitating the comprehensive integration of technology to support achievement of the vision</li> <li>• Communicating about, modeling, and holding oneself and others accountable for exhibiting personal and professional ethics, integrity, justice, and fairness</li> <li>• Skills and strategies for leveraging and marshaling sufficient resources to implement and attain the vision for all student groups</li> </ul>

A. Visionary Leadership	
CAPEs	Expected Content Knowledge
	<ul style="list-style-type: none"> <li>• The importance of communicating information about the school on a regular and predictable basis to all families through a variety of media, and ensuring that all constituents have ample access to information sources</li> <li>• Effective, professional, and interactive communication with various audiences and for various educational purposes, including consensus building and decision making</li> <li>• Networking with other professionals to improve personal knowledge and skills necessary for the job of a school administrator <i>including support staff such as school psychologists, school social workers, school counselors, school nurses, child welfare and attendance supervisors, and other trained mental health professionals</i></li> <li>• Understanding how to identify and access resources to help address difficult or complex problems and issues that may arise including <i>strategies that address mental health and mental health conditions (e.g. Regional K-12 Student Mental Health Initiative's clearinghouse of resources)</i></li> </ul>

B. Instructional Leadership	
CAPEs	Expected Content Knowledge
<p>5. Promoting Implementation of K-12 Standards, Pedagogical Skills, Effective Instructional Practices and Student Assessments for Content Instruction</p> <p>6. Evaluating, Analyzing, and Providing Feedback on the Effectiveness of Classroom</p>	<ul style="list-style-type: none"> <li>• Understanding how to advocate, nurture, and sustain a positive culture of learning that emphasizes high expectations and an instructional program that promotes success for all student groups.</li> <li>• California’s K-12 student academic content standards and state-adopted assessment systems for measuring student performance</li> <li>• K-12 standards-based curricula and adopted/articulated instructional programs and materials throughout the grades and/or content areas, including instructional uses and applications of technology within the educational program for all teachers and students</li> <li>• Teacher observation and evaluation systems grounded in standards-based teaching and learning</li> <li>• Appropriate and “best” instructional practices for all learners, including English learners, <i>particularly long-term English learners</i>, students with special needs, and students who are gifted/talented</li> <li>• Types of evidence need to support making evidence-based decisions regarding instructional improvement, including changes in practice</li> <li>• Data Analysis and Use techniques for identifying, collecting, analyzing, evaluating, and using various types of data to engage staff in looking at their instructional effectiveness and making data-based instructional and programmatic decisions</li> </ul>

## B. Instructional Leadership

CAPEs	Expected Content Knowledge
<p>Instruction to Promote Student Learning and Teacher Professional Growth</p> <p>7. Demonstrating Understanding of the School and Community Context, Including the Instructional Implications of Cultural/Linguistic, Socioeconomic, and Political Factors</p> <p>8. Communicating with the School Community about Schoolwide Outcomes Data and Improvement Goals</p>	<ul style="list-style-type: none"> <li>• Methods/approaches to providing constructive feedback to teachers based on classroom observations and analysis of student work and/or assessments</li> <li>• Promoting student engagement in understanding learning objectives, student understanding of how they will be able to achieve the learning objectives, and multiple ways for students to access the curriculum including <i>best practices that keep students engaged in class instruction, prevent out-of-class and out-of-school removals, and seek to eliminate the disparity of out-of-class and out-of-school discipline of students based on race, gender, disability, and other factors.</i></li> <li>• Psychometrically valid processes for developing appropriate and effective classroom assessments as one source of multiple data about teacher effectiveness and student learning</li> <li>• Understanding the purpose, role and use of multiple assessments to continuously evaluate student learning</li> <li>• Barriers to learning such as discriminatory practices, personal and institutional bias and steps to minimize or eliminate these barriers</li> <li>• Knowledge of appropriate, effective college and career readiness and co-curricular activities</li> <li>• Skills and strategies for engaging all parents/guardians in the instructional program and in behavior management systems in ways that support high expectations</li> <li>• Principles of adult learning and their use in designing, facilitating, and implementing effective, motivating, and data-driven professional development programs and opportunities that focus on authentic problems and student outcomes</li> <li>• Induction programs for beginning teachers, including BTSA</li> <li>• Support methods such as mentoring, coaching, observation, and feedback, to promote effective teaching and improve performance for all faculty and staff</li> <li>• Effective uses of data to assess and diagnose instructional needs, define staff goals for continuous improvement, and collaboratively design differentiated professional development to meet needs and achieve goals</li> <li>• Strategies for building staff capacity through systems of support and development, integrating opportunities for continuous learning into the educational environment, and engaging faculty and staff in ongoing reflection, self-assessment and self-directed change and improvement</li> <li>• Effective uses of staff time for purposes of professional development for both individual and school purposes and goals</li> <li>• Strategies for self-improvement and planning for continuous learning in order to serve as a role</li> </ul>

## B. Instructional Leadership

CAPEs	Expected Content Knowledge
	<p>model for others</p> <ul style="list-style-type: none"> <li>• Classroom structures, schedules, instructional materials, and grouping practices that support teaching and learning goals and that facilitate active learning and promote student reflection and inquiry</li> <li>• How to create a dynamic learning environment that appropriately integrates technology to facilitate student learning, creativity, and collaboration</li> <li>• Policies and practices for determining student learning needs, placing students in appropriate learning contexts, and ensuring full access to the curriculum for all students</li> <li>• Understanding and maximizing the relationships between student behavior management systems and student success</li> <li>• <i>Understand the effective use of mental health accommodations and school disciplinary procedures, including manifestation determination for serious offenses and prominent schoolwide intervention strategies</i></li> <li>• How to develop and implement positive and equitable behavior management systems that promote and support a collaborative, positive culture of learning</li> <li>• How to establish a culture of individual and collective accountability among students, teachers, and other staff by developing and implementing an accountability system grounded in standards-based teaching and learning</li> <li>• How to use the influence and power inherent in a leadership position to enhance the educational program, promote learning for all student groups, and make fair and appropriate decisions</li> <li>• Strategies for creating a positive, safe, and supportive learning environment for all student groups by promoting equity and respect among all members of the school community</li> <li>• Principles of educational equity and diversity, and how to provide equitable access to the school, the curriculum, and available programmatic supports to all groups of students and their parents/guardians</li> <li>• Identifying and recognizing discriminatory practices in education and how to identify, analyze, minimize, and eliminate potential personal and institutional bias</li> </ul>

### C. School Improvement Leadership

CAPEs	Expected Content Knowledge
<p>9. Working With Others to Identify Student and School Needs and Developing a Data-Based School Growth Plan</p> <p>10. Implementing Change Strategies Based on Current, Relevant Theories and Best Practices in School Improvement</p> <p>11. Identifying and Using Available Human, Fiscal, and Material Resources to Implement the School Growth plan</p> <p>12. Instituting a Collaborative, Ongoing Process of Monitoring and Revising the Growth Plan Based on Student Outcomes</p>	<ul style="list-style-type: none"> <li>• Theories and strategies for instituting, managing, and evaluating a school change process</li> <li>• Theories and strategies for communicating with and involving multiple constituencies in identifying student and school needs and in working with others to improve student learning opportunities and outcomes for all students, including English learners and students with special needs</li> <li>• <i>Culturally responsive, appropriate, research-based, classroom management and school-wide/district-wide positive discipline strategies (e.g., positive behavioral interventions and supports, restorative practices, social and emotional learning, and trauma-informed schools)</i></li> <li>• Strategies for involving multiple constituencies in sharing and using data to assess and diagnose instructional needs, define student, staff, and community goals for continuous improvement, problem solve, and collaboratively design a school growth plan consistent with the school’s vision and goals</li> <li>• <i>Examine discipline-related data for both individual classes and school sites in order to make data-based decisions to reduce out-of-class and out-of-school suspensions and aid in keeping all students engaged in class instruction and on course toward graduation.</i></li> <li>• Strategies for building staff capacity to bring about school improvement through implementing systems of support and development, integrating opportunities for continuous learning into the educational environment, and engaging faculty and staff in ongoing reflection and self-assessment relative to student outcomes</li> <li>• Strategies for building community capacity to bring about school improvement through involving the community in school improvement activities and engaging with the community in ongoing reflection relative to student outcomes</li> <li>• Using time and technology effectively to help manage the school improvement process</li> <li>• How to coordinate the identification, acquisition, development and use of internal and external resources, including human, fiscal, and material resources to provide support for implementing the school growth plan</li> <li>• Strategies for continuous progress monitoring of the school’s growth plan and outcomes, and for using those data for updating the school growth plan as needed</li> </ul>

## D. Professional Learning and Growth Leadership

CAPEs	Expected Content Knowledge
<p>13. Modeling Life-Long Learning and Job-Related Professional Growth</p> <p>14. Helping Teachers Improve Their Individual Professional Practice Through Professional Growth Activities</p> <p>15. Identifying and Facilitating a Variety of Professional and Personal Growth Opportunities for Faculty, Staff, Parents, and Other Members of the School Community in Support of the Educational Program</p>	<ul style="list-style-type: none"> <li>• Principles of adult learning and their use in designing, facilitating, and implementing effective, motivating, and data-driven professional development programs and opportunities that focus on authentic problems and on improving student learning outcomes consistent with the school growth plan</li> <li>• Skills and strategies for providing opportunities for all staff to develop and use skills for collaboration, distributed leadership, reflection, shared decision making, and problem solving in support of student learning and for inspiring higher levels of performance, commitment, and motivation</li> <li>• Modeling self-improvement and related professional growth activities, and demonstrating monitoring of improvement in one’s own performance</li> <li>• Understanding how to use professional development for faculty, staff, and self to promote lifelong learning and the success of all student groups.</li> <li>• How to implement effective induction plans for new teachers and use a variety of methods, such as mentoring, coaching, observation, and feedback, to promote effective teaching and improve performance for all faculty and staff</li> <li>• How to use data to assess and diagnose instructional needs, define staff goals for continuous improvement, and collaboratively design differentiated professional development to meet needs and achieve goals</li> <li>• Strategies for building individual staff capacity through systems of support and development, integrating opportunities for continuous learning into the educational environment, and engaging faculty and staff in ongoing reflection and self-assessment</li> <li>• Modeling how to develop and implement a plan for self-improvement and continuous learning; use various types of activities and resources to engage in effective professional development; and reflect on personal leadership practices and their influence on others</li> <li>• How to use time and technology effectively to improve instructional leadership and promote personal and professional growth</li> <li>• How to support, motivate, and provide recognition to staff at various stages in career development</li> <li>• Strategies and opportunities to involve parents and the community in identifying and providing targeted professional and personal growth activities to support student achievement as well as increase adults’ knowledge and skills</li> </ul>

## E. Organizational and Systems Leadership

CAPEs	Expected Content Knowledge
<p>16. Understanding and Managing the Complex Interaction of All of the School's Systems to Promote Teaching and Learning</p> <p>17. Developing, Implementing and Monitoring the School's Budget</p> <p>18. Implementing California School Laws, Guidelines, and Other Relevant Federal, State, and Local Requirements and Regulations</p>	<ul style="list-style-type: none"> <li>• Understanding federal, state, and local laws, regulations, and guidelines relating to public schools and the educational process</li> <li>• School finance in California, including relevant laws and regulations (e.g., state and local revenue sources, capital and operational funding, federal funding)</li> <li>• Understanding constitutional rights and protections for students and staff (e.g., due process, equal access, free speech, harassment) in various educational contexts and the role of the educational administrator in monitoring and ensuring compliance with these rights and protections</li> <li>• Understanding and applying principles of conflict resolution, student discipline, and overall management of the school climate to promote a school culture that is safe and welcoming for all students</li> <li>• Understanding legal issues and responsibilities related to an evolving technological culture (e.g., ensuring equitable access to digital tools and resources to meet all students' needs, implementing policies for the safe and appropriate use of information technology, promoting responsible use of technology)</li> <li>• Understanding how district policies and specific laws (e.g., related to students with disabilities, English learners, parents/guardians, mandated reporting, confidentiality, liability) at the federal, state, and local levels affect individuals and schools, and how to ensure that the school operates consistently within the parameters of applicable laws, policies, regulations, and requirements</li> <li>• Understanding, developing, and monitoring the school's budget and expenditures, including involving stakeholders in budgeting processes and procedures for communicating and reporting accurate financial information to a variety of audiences (e.g., school boards, <i>community</i> members)</li> <li>• Prioritizing use of school resources, including the budget, to support the school's vision, goals, and growth plan</li> <li>• Research-based strategies and best practices for establishing, monitoring, and evaluating organizational structures, processes, and systems that promote a culture of collaboration and respect and that maintain a focus on continuous improvement and enhanced achievement for all student groups</li> <li>• How to apply systems thinking to set priorities and manage organizational complexity</li> </ul>

## E. Organizational and Systems Leadership

CAPEs	Expected Content Knowledge
	<ul style="list-style-type: none"> <li>• Principles and procedures for evaluating and using technology to facilitate effective and timely communication, manage information, enhance collaboration, and support effective management of the organization</li> <li>• Effective, legal, equitable, and ethical procedures for recruiting, selecting, hiring, inducting, developing, and retaining staff</li> <li>• Effective, legal, equitable, and ethical procedures for evaluating, supervising, disciplining, and dismissing staff</li> <li>• Skills and strategies for coordinating and aligning human resources, including making appropriate staffing and teacher placement decisions, to support organizational goals and promote equitable learning opportunities for all student groups</li> <li>• Understanding processes of labor relations and collective bargaining as they relate to education in California, and contract implementation and management within the local setting</li> <li>• How to manage legal and contractual agreements and records in ways that foster a professional work environment and ensure privacy and confidentiality for all students and staff, including using appropriate technological tools</li> <li>• Practices and procedures (e.g., record keeping, repair and maintenance, custodial services) and legal requirements (e.g., fire safety codes, OSHA regulations, Civic Center Act) for sustaining a safe, efficient, clean, well-maintained, and productive school environment</li> <li>• Legal and policy requirements related to school safety and how to develop and implement district and school plans and procedures for ensuring student and staff safety and building security, including principles and practices related to crisis planning and emergency management</li> <li>• Effective and equitably applied student behavior management principles and practices, including tiered disciplinary measures, that promote a safe and productive learning environment for all students</li> <li>• Strategies for allocating and using space to meet instructional needs and accommodate extended learning programs (e.g., intervention programs, before/after-school programs, summer school programs, volunteer programs)</li> <li>• Use of technological systems and tools to support the management of school operations</li> <li>• Procedures, practices, and legal requirements for managing auxiliary services (e.g., federal and state regulations related to food services, health services, student transportation, free and</li> </ul>

## E. Organizational and Systems Leadership

CAPEs	Expected Content Knowledge
	<p>reduced-price meals)</p> <ul style="list-style-type: none"> <li>• How to use planning and problem solving to allocate fiscal and material resources effectively, legally, equitably, ethically, and in ways that align with teaching and learning goals for all student groups</li> <li>• Types of financial records, procedures for accurate record keeping and reporting, including legal requirements, and the use of current technologies for financial management and business procedures</li> <li>• Strategies for responding effectively to the unpredictable circumstances or unintended consequences of decisions and/or school events</li> </ul>

## F. Community Leadership

CAPEs	Expected Content Knowledge
<p>19. Representing and Promoting the School's Accomplishments and Needs to the LEA and the Public</p> <p>20. Involving the Community in Helping Achieve the School's Vision and Goals</p>	<ul style="list-style-type: none"> <li>• Defining an inclusive "school community"</li> <li>• Understand the multiple connections between school, families, and the community</li> <li>• <i>Understand systems of care that interact with juvenile justice, mental health, mental health advocacy organization, child welfare services, foster care, regional centers, and homeless youth</i></li> <li>• Skills and strategies for effectively communicating the shared vision, helping all stakeholders understand the vision, and encouraging the entire school community to work toward achieving the vision</li> <li>• Strategies for developing, nurturing, mobilizing and leveraging community support for the school, its programs and activities to promote equity and success for all student groups</li> <li>• How to learn about and address the diverse expectations, needs, goals, and aspirations of family and community groups and incorporate this knowledge as a basis for planning and decision making</li> <li>• Skills and strategies for trust building, team building, consensus building, and conflict resolution and for promoting a sense of shared responsibility among all members of the multicultural educational community</li> <li>• Strategies for addressing the concerns of stakeholders who may find change threatening and to overcome barriers to change</li> <li>• Strategies for reaching out to the broader community, including families, agencies, and community</li> </ul>

## F. Community Leadership

CAPEs	Expected Content Knowledge
	<p>organizations, to promote educational and organizational improvement</p> <ul style="list-style-type: none"><li>• Public speaking, advocacy, diplomacy, writing and presentation skills necessary to advocate for the school, its accomplishments and its needs</li><li>• Expository, persuasive, and narrative writing skills necessary to advocate for the school, its accomplishments and its needs</li></ul>



CALIFORNIA  
DEPARTMENT OF  
EDUCATION

**TOM TORLAKSON**

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

July 3, 2013

Mary Vixie Sandy, Executive Director  
California Commission on Teacher Credentialing  
1900 Capitol Avenue  
Sacramento, CA 95811-4213

Dear Executive Director Sandy:

On May 31, 2012, the Student Mental Health Policy (SMHPW) was convened with funding from the California Mental Health Services Authority. The SMHPW is a work group composed of teachers, school administrators, school counselors, school social workers, school psychologists, school nurses, mental health professionals, and representatives from community-based organizations to address the critical mental health needs of California students.

The goal of the SMHPW is to: improve student mental health in California by developing policy recommendations that promote early identification, referral, and access to quality mental health services.

The purpose of the SMHPW is to identify student mental health problems in California that can be addressed by changes in student mental health policies; make annual policy recommendations to the State Superintendent of Public Instruction (SSPI) and the California State Legislature that benefit the mental health and well-being of kindergarten through grade twelve (K-12) students; and serve as an advisory group to the California Department of Education's (CDE) mental health projects.

The SMHPW recommends appropriate credentialing programs (starting with multiple/single-subject and administrative services credentials) include mental health and wellness curricula with information about mental health conditions and how they manifest at school.

This recommendation acknowledges that significant mental health and wellness knowledge is required to fully address barriers to student success. There is a clear need for all credentialed classroom teachers and administrators to receive mental health and wellness training that would help in prevention and respectful early identification and support. In addition, teachers and administrators need to know how to refer students to mental health services.

Mary Vixie Sandy, Executive Director

July 3, 2013

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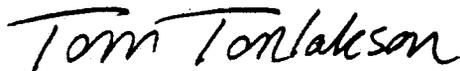
Student mental health impacts the daily lives of students, teachers, and administrators. Twenty percent of the students in K-12 classrooms suffer from a mental health issue, yet 70 percent of these students receive no support or services to help them manage their circumstances. Many teachers and administrators are not adequately trained or prepared for dealing with students' mental health issues.

When students' needs for accommodations or referrals are not addressed, these mental health issues can lead to adverse and sometimes tragic consequences: academic failure, truancy, dropping out of school, behavior problems, substance abuse, school violence, health problems, and suicide.

I support the recommendation of the SMHPW to add the attached preliminary and induction program credential standards for both teachers and school administrators.

If you have any questions regarding this subject, please contact David Kopperud, Education Programs Consultant, Educational Options, Student Support, and American Indian Education Office, by phone at 916-323-1028 or by e-mail at [dkopperud@cde.ca.gov](mailto:dkopperud@cde.ca.gov).

Sincerely,



Tom Torlakson

TT:dk

Attachment

**Student Mental Health Policy Workgroup**  
**Recommendation to the**  
**State Superintendent of Public Instruction**

**Background of the Student Mental Health Policy Workgroup**

State Superintendent of Public Instruction (SSPI) Tom Torlakson convened the Student Mental Health Policy Workgroup (SMHPW), with funding from the California Mental Health Services Authority (CalMHSA). The CalMHSA is an organization of county governments working to improve mental health outcomes for individuals, families, and communities.

The CalMHSA administers Prevention and Early Intervention programs funded by Proposition 63: the Mental Health Services Act (MHSA) of 2004 on a statewide, regional, and local basis. The SSPI has brought together individuals with diverse expertise to develop innovative policy recommendations to address the mental health challenges facing vulnerable youth. Many of these vulnerable youth are in programs for special education, English learners, children living in poverty, or foster care; but these programs are not enough to help students overcome additional mental health barriers they face in preparing for their futures.

The all-volunteer, unpaid work group is composed of teachers, school counselors, school social workers, school psychologists, school nurses, and school administrators, as well as state and county mental health professionals. This diverse group of experts has reviewed the current mental health needs of California students as well as the existing student mental health practices, and its first recommendation is that educators—including administrators and teachers—need more training in the area of student mental health.

This sharper focus on methods of supporting student mental health is needed first in California's credentialing standards. These new credentialing standards will enable educators to enhance collaborative partnerships and school-level and district-level teams to link students who face the most severe challenges to appropriate services. Educators must be trained to provide students and their families with greater access to mental health services.

Educators must also be trained for California's multicultural population, and school-based family-oriented services should be emphasized in order to reduce stigma and increase follow-through with referrals to improve student mental health.

## **Background on the Need for Credential Training in Student Mental Health**

Over the past decade, American society has become increasingly aware of mental health issues in the general population.

This increased awareness has created an immediate response from student mental health stakeholders, parents, and policymakers who are demanding that students have access to mental health supports in the schools.

There is also a growing recognition that school staff need more training in recognizing the signs of mental illness and knowing how to refer students and families to appropriate school and community resources if greater mental health access is to be achieved.

Research indicates that teachers feel they lack the training needed for supporting children's mental health needs. In surveys, teachers cite disruptive behavior and their lack of information and training in mental health issues as major barriers to instruction. A study titled "Supporting Children's Mental Health in Schools: Teacher Perceptions of Needs, Roles, and Barriers" as reported in a 2011 issue of *Psychology Quarterly*, describes a "lack of experience and training for supporting children's mental health needs."

All certificated school staff must be better equipped to recognize key signs of mental health conditions and to understand possible actions available to them in addressing student and family needs.

The recommendations below are the SMHPW's response to the mental health training needs of certificated school staff at this time when the curriculum standards for teachers and school administrators are being revised.

Revising these standards is especially critical to disadvantaged student populations. Mental health challenges appear to disproportionately impact students who face stressors such as violence, trauma, and poverty.

Academic interventions training for teachers and school administrators alone will not succeed in helping all students achieve. California's dropout rate is unacceptably high—especially in these subgroups—and one of the most frequently neglected issues in educator training is the social and emotional health of vulnerable children.

Research demonstrates that early detection and treatment of mental illness helps students reduce the symptoms of their illness and improves attendance, behavior, and ultimately academic achievement.

The time is right to move ahead to empower educators—especially new educators—with more knowledge and training in student mental health. This is especially critical in the schools with the greatest need, frequently staffed with the least experienced and least trained teachers and administrators.

## Recommendation

### Credentialing Preparation to Meet Students' Mental Health Needs

This recommendation acknowledges that significant mental health and wellness knowledge is required to fully address student barriers to education. There is a clear need for all credentialed classroom teachers and administrators to receive mental health and wellness training that would help in prevention and respectful early identification and support. In addition, teachers and administrators need to know how to refer students to mental health services.

The SMHPW recommendation is that the SSPI request that appropriate credentialing programs (starting with multiple/single-subject and administrative services credentials) include mental health and wellness curricula with information about mental health conditions and how they manifest at school.

Ideally, the curriculum would enable educators to identify, reach, and teach students affected by mental health conditions and promote school environments and strategies that improve school climate and positive discipline.

The specific mental health curriculum should increase in complexity from the preliminary to the induction credentials for teaching and administrative services credentials. The induction credential standards should reflect a deeper understanding of student mental health issues than do the standards for the preliminary credential.

- Preliminary Multiple/Single-Subject Credentials

Provide basic information about mental wellness, mental health conditions, and strategies for supporting students in the classroom, including prominent evidence-based schoolwide strategies, such as those listed in the Regional K–12 Student Mental Health Initiative clearinghouse of resources at <http://www.regionalk12smhi.org/>.

- Induction Multiple/Single-Subject Credentials

Require classroom management standards that address student mental health needs, incorporating social and cultural contexts, linking students and families with mental health professionals, and work with administrators and colleagues to directly and indirectly support students in the classroom through schoolwide intervention strategies like those listed in the Regional K–12 Student Mental Health Initiative clearinghouse of resources at <http://www.regionalk12smhi.org/>.

- Preliminary Administrative Services Credential

Provide a review of mental health and mental health conditions. Understand the role of support staff such as school psychologists, school social workers, school

counselors, school nurses, child welfare and attendance supervisors, and other trained mental health professionals. Understand systems of care that interact with juvenile justice, mental health, mental health advocacy organizations, child welfare services, foster care, regional centers, and homeless youth.

Understand the effective use of mental health accommodations and school disciplinary procedures, including manifestation determination for serious offenses, and prominent schoolwide intervention strategies such as those listed in the Regional K–12 Student Mental Health Initiative clearinghouse of resources at <http://www.regionalk12smhi.org/>.

- Induction Administrative Services Credential

Identify and use strategies to intervene with students who are chronically absent for reasons related to student mental health. Use strategies for referral to appropriate resources/services. Demonstrate the ability to meet the mental health needs of students and families, and effectively involve school personnel (both certificated and classified) in responding to student mental health needs, through implementation of schoolwide intervention strategies such as those listed in the Regional K–12 Student Mental Health Initiative clearinghouse of resources at <http://www.regionalk12smhi.org/>. Require the inclusion of strategies to help design a Comprehensive School Safety Plan that responds to mental health crises and empowers families during mental health emergencies.