
6C

Action

Professional Services Committee

Proposed Adoption of Program Standards for Administrative Services Credential (ASC) Clear Induction Programs

Executive Summary: This item presents proposed program standards for the Administrative Services Credential Clear Induction program for possible adoption.

Policy Question: Do the revised Clear Induction Program standards fully meet the Commission's intent and expectations for the preparation of high quality, effective education leaders for California's schools?

Recommended Action: That the Commission adopt the proposed Administrative Services Credential Clear Induction program standards.

Presenter: Gay Roby, Consultant, 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.

Proposed Adoption of Program Standards for Administrative Services Credential (ASC) Clear Induction Programs

Introduction

This agenda item presents proposed Administrative Services Credential (ASC) Clear Induction program standards for Commission consideration and potential adoption.

Background

The Administrative Services Credential Advisory Panel was convened in summer of 2010 to identify recommendations for the next iteration of the program standards. The panel presented twelve recommendations to the Commission in October 2011 (<http://www.ctc.ca.gov/commission/agendas/2011-10/2011-10-3A.pdf>): ten were adopted in December 2011 and two recommendations revised and adopted in January 2012. The ASC writing panel (Appendix A), convened in October 2012, built upon those recommendations and presented its first draft of the clear induction standards in April 2013 (<http://www.ctc.ca.gov/commission/agendas/2013-04/2013-04-3B.pdf>). Since that time, stakeholder feedback meetings, an electronic survey, and subsequent meetings of the writing panel have resulted in a revision of the draft standards that are presented here.

The feedback provided by stakeholders in spring of 2013 on the initial draft indicated that there was substantial confusion about the intended structure of induction and the overall intent of the standards. The panel had considerable discussion about how to address this feedback, ultimately rearranging the standards so that they are more comprehensible and cohesive.

The proposed standards are included as Appendix B. The proposed standards are divided into three categories: Program Design and Coordination, The Nature of Induction, and Performance Expectations for Leaders. Simply put, this structure 1) explains how to design a program and provide its necessary supports; 2) presents the four component parts of administrative induction; and 3) presents the professional standards for education leaders which also serve as induction's competency measurement tool.

The first category of the program standards, Program Design and Coordination, outlines how the program is supported within the education unit and how it is administered/administrated. The requirement for communication within the program and with outside education partners is explained, as is collaboration with partners and coordination of efforts on behalf of the candidates shared by said partners. Finally, an outline of the requirements for the identification, selection, and training of induction coaches is addressed.

In the second category, The Nature of Induction, the four central components of the induction experience for candidates are discussed: the individual induction plan, the coaching relationship, professional learning, and assessment of candidates' knowledge and skills. Each of these

required components supports the candidate in his/her professional growth during the first two years as an education administrator.

Category three, Performance Expectations for Leaders, employs the California Professional Standards for Education Leaders (CPSEL) as the assessment tool for program candidates. The CPSEL are organized into six broad categories of leadership needed for today’s education leader. Elements that further extrapolate the leadership standards are included for each category, followed by indicators of practice, which list key reflective leadership practices for education leaders.

To aid in understanding the paradigm shifts envisioned in Tier II preparation of administrators, a series of graphic representations have been designed to accompany the draft Administrative Services Induction program standards. These are included as Appendix C. Additionally, to ensure a common understanding of key terms, a glossary has been developed and is included as Appendix D.

Proposed Implementation Timeline

Due to the significant changes that would be required by current Tier II standards based programs to align with the proposed Induction standards, staff recommends that all existing standards based Tier II programs undergo the initial program approval process. The proposed implementation timeline takes into consideration time for standards based programs to consider these changes and to develop a program proposal. Once the program proposal has completed the review process and is approved by the Committee on Accreditation, the new Administrative Services Induction program may begin.

In contrast, the current Guidelines-based programs are already based on a mentoring relationship, with coaching, professional learning, and a written plan of growth. Thus, it is expected that the transition from the Guidelines-based programs would require far fewer programmatic changes. It is staff’s recommendation that Guidelines-based programs participate in a transition plan similar to that required of the Preliminary Administrative Services programs.

The final date for candidates to be admitted under the old standards is proposed to be June 30, 2015. The final date for candidates to complete a program and be recommended for a Tier II Administrative Services credential based upon the 2001 program standards is proposed to be June 30, 2017.

Proposed Key Dates for the Clear Administrative Services Induction Program Standards

Dates	Activity
February 13, 2014	Possible adoption of Clear Administrative Services Induction Standards
July 1, 2014	• Commission begins accepting IPR program proposals for an Administrative Services Induction program
	• Transition Plans are due from Commission-approved Guidelines-based Tier II programs
June 30, 2015	Last date for candidates to enter a Tier II program (Standards or Guidelines) based on the 2001 standards

Dates	Activity
July 1, 2015	Date by which all current Tier II programs expire. To continue to recommend individuals for the Clear Administrative Services credential, the program must meet the 2014 standards
June 30, 2017	Date by which candidates must complete Tier II programs using the 2001 standards

Staff Recommendations

Staff recommends that the Commission adopt the proposed revised Program Standards for the Clear Induction Administrative Services Credential Programs, Appendix B, as presented in this agenda item.

Staff also recommends that the current Tier II Standards-based programs be required to complete the Initial Program Review (IPR) process, subject to Cost Recovery IPR fee. Further, staff recommends that the current Tier II Guidelines-based programs be allowed to transition to the Administrative Services Induction Standards.

Next Steps

If the Commission adopts the proposed Clear Induction Administrative Services Program Standards, staff will begin working with program sponsors to ensure appropriate implementation in accordance with the timeline presented above. Notification to program sponsors would include a Program Sponsor Alert, information on the Commission’s website, and notification via the PSD E-news.

Support Materials

Once the Induction standards are approved, support materials will be finalized to assist the field to understand the paradigm shifts. Items such as the glossary, an introduction to each set of standards, a page on coaching relationships and training will be provided as part of the updated Administrative Services Handbook.

Think Tank Meetings

The Commission has recently completed the adoption of Preliminary Administrative Services Content Expectations, Performance Expectations, Program Preconditions, and Preliminary Administrative Program Standards. Commission staff, in conjunction with the California Association of Professors of Educational Administration (CAPEA) and California County Superintendents Educational Services Association/Curriculum and Instruction Committee (CCSESA/CISC), has begun working with program sponsors to understand the changes in the standards to ensure appropriate implementation with the timeline established in December 2013 in agenda item (<http://www.ctc.ca.gov/commission/agendas/2013-12/2013-12-2A.pdf>). A series of Think Tank meetings, held in five venues across the state have been developed to build local communities of support and equip sponsors to transition to the new standards and program paradigm. While the meetings are currently discussing general topics regarding induction, when the Commission adopts the Administrative Services Induction standards specific standards requirements will be added as meeting topics.

Writing to the Standards

Writing workshops will be held when possible, coaching sponsors in the specifics of writing a transition plan and/or writing to program standards. The first writing workshop is scheduled to be held at the CAPEA conference in March.

Other Technical Assistance

Additional technical assistance to program sponsors could be achieved through webinars, working with professional organizations such as the Association for California School Administrators (ACSA), CAPEA, the Credential Counselors and Analysts of California (CCAC), and individually with institutions.

Appendix A

Membership of the Administrative Services Credential Program Standards Writing Group

Name	Position	Affiliation
Michael Bossi	Director of Leadership Coaching	Association of CA School Administrators (ACSA)
Danette Brown	CTA Board Member	California Teachers Association (CTA)
Rebecca Cheung	Academic Coordinator	University of California, Berkeley
Stephen Davis	Faculty Member in Doctoral Studies	California State Polytechnic University, Pomona
Karen Kearney	Director, Leadership Initiative	West Ed
Carol Leighty	Interim Dean	Point Loma Nazarene University Superintendent, Retired
Carlye Olsen	Tier II Program Director	Association of CA School Administrators (ACSA)
Olivia Sosa	Director, Multilingual Education	San Joaquin County Office of Education

Appendix B

Amended Draft Clear Induction Administrative Services Credential Program Standards

Category I: Program Design and Coordination

Standard 1: Program Design and Rationale

Induction is the support and guidance provided to novice educators in the early stages of their careers. California's Administrator Induction is an individualized, job-embedded, two-year program, with enrollment and initiation of coaching within 120 days of starting an initial administrative position. The design of the program is based on a sound rationale informed by theory and research, is primarily coaching-based, and includes personalized learning. Professional learning may be offered through formal and informal partnerships, complements and integrates school and/or district goals, and employs competency indicators that support a recommendation for the clear credential. The program design provides multiple opportunities for candidates to demonstrate growth and competence in the California Professional Standards for Educational Leaders (CPSEL) outlined in Standard 5.

The design of the program allows for enrollment within 120 days of starting an initial administrative position. Upon program completion, the Induction program sponsor certifies a candidate's ability to demonstrate the administrative and operational knowledge, skills and dispositions needed to effectively lead, manage, and improve educational organizations. Assessment of candidate competence is grounded in the proficiencies expressed in Standard 5 of the Administrative Services Credential Induction Program Standards.

Standard 2: Program Collaboration, Communication, and Coordination

The induction program formally collaborates with education organizations through partnership agreements to establish a professional education community structure that facilitates and supports induction activities. Each partner's contributions to the design and implementation of candidate preparation and certification are outlined through mutual contract/agreement. Induction programs maintain communication on a regular basis with their partners to ensure that each candidate builds a coherent individualized learning program.

The induction program identifies the individual responsible for program coordination, key personnel involved in program implementation, and the reporting relationships between the identified personnel. Program coordination includes admission, advisement, participant support and assessment, coach preparation, and program evaluation.

The induction program individualizes professional learning opportunities for each candidate and includes program, employer, partner and high quality professional learning approved by the provider, in support of Standard 5 outcomes. The program regularly assesses the quality of their professional learning offerings using criteria that includes participant feedback and direct observation of offerings. The program leaders provide formative feedback to professional learning providers on their work.

Standard 3: Selection and Training of Coaches

The induction program selects, prepares, assigns, supports, and supervises coaches, using well-defined criteria. Coaches receive initial training prior to being assigned to a candidate. Initial training includes the development of knowledge and skills of: coaching, goal setting, use of appropriate coaching instruments, and processes of formative and summative assessment designed to support candidate growth in the leadership competencies outlined in Standard 5 of the Administrative Services Credential Induction Program Standards.

The program provides ongoing training to refine coaching skills, engage in ongoing professional learning in current educational trends, research and policy changes. The program provides ongoing support for individual coaching challenges, reflection on coaching practice, and opportunities for networking with coaching peers. The program identifies and assigns one of its coaches to each candidate within the first 30 days of days of the candidate's admission to the program, matching the coach and candidate according to defined criteria. Clear procedures are in place for reassignment of coaches, if the candidate/coach pairing is not effective.

The program regularly assesses the quality of services provided by coaches to candidates, using criteria including participant feedback, direct observation of coaching, growth of candidate on established criteria, and compliance with program requirements. Induction program leaders provide formative feedback to coaches on their work.

Category II: The Nature of Induction

Standard 4: Professional Learning

The induction program is a composite of the key intersecting elements of individualized coaching, professional learning opportunities, and assessment of skills, dependent upon the identified needs of each candidate, and chronicled on a common document, the individual induction plan (IIP). The induction experience is informed by ongoing assessment and is cyclical in nature. Components include initial assessment, goal setting, a plan that incorporates coaching and professional learning opportunities, ongoing formative assessment and reflection, benchmark and summative assessment and reflects a minimum of 60 clock hours and a maximum of 90 clock hours annually.

A. The Individual Induction Plan (IIP)

The program provides candidates and coaches opportunities to collaboratively develop professional performance goals as part of an annual Individual Induction Plan (IIP), that is grounded in the outcomes of Standard 5, considers employer priorities and individual job responsibilities. The IIP serves as the blueprint for the full induction experience, outlining the components of the program that will enable the candidate to meet or exceed established performance goals. In accordance with Education Code 44270.1(a)(3), the IIP identifies individual needs, based on the candidate's assignment and prior professional experiences, including the assessment that occurs at the end of the preliminary program, if available. The program ensures that the IIP identifies specific performance outcomes and data to be collected to certify demonstration of candidate proficiency in the areas of leadership articulated in Standard 5

of the Administrative Services Credential Induction Program Standards. The IIP is a working document, periodically revisited for reflection and revision. The IIP supports both the coaching and professional learning aspects of the induction program.

B. Coaching

The program implements a research-based coaching model, with a sound rationale, that meets the individual needs of beginning administrators. Coaching is a process and service that is individualized for each candidate, with a common focus of developing leadership competency rather than completion of hours.

The coaching based induction program provides a minimum of forty hours of in-person, job-embedded, on-site coaching each year, to support the development of leadership competencies. In addition, coaching responds to the complexity of the candidate's administrative position, experience, background, and IIP goals. In order to provide each candidate with the coaching service needed to attain program outcomes, additional coaching hours are sometimes required. Coaching is also regular, consistent, and ongoing throughout each year of the two-year program. Coaching may be enhanced with technology supports, however it should be primarily in person and at the site.

The coaching process is one that requires confidential coach-candidate collaboration in self-assessment; investigation and data gathering regarding the circumstances and environment in which the candidate is embedded, and identification of candidate's experience, prior knowledge, and needs; goal setting, that intertwines job-embedded leadership performance with Category III, Standard 5 program outcomes; action planning to guide attainment of goals but which also identifies opportunities for both candidate growth and demonstration of program outcomes; observation and data gathering regarding learning, impact, and leadership performance; ongoing facilitated reflection, formative assessment, adaptation, anticipation, and development of leadership competence; and documentation of growth and attainment of Category III, Standard 5 program outcomes

C. Professional Development

The program provides professional development offerings (a minimum of 20-30 clock hours annually) addressing needs common to all beginning educational administrators as well as provides differentiated learning opportunities as outlined in the candidates' IIP. It includes reflection on current practice, direct instruction in research-based best practices, modeling, problem-based practice, and opportunities for planning and adaptation to current leadership responsibilities. Professional development provides opportunities for candidates to develop professional networks that share best practices and challenges and garner collegial support. All professional development is designed to support the application and demonstration of program competency outcomes articulated in Standard 5 of the Administrative Services Credential Induction Program Standards, and the attainment of the candidate's IIP goals.

D. Assessment

The induction program develops assessments to measure candidate competence and take into account the highly variable nature of administrative responsibilities. Assessment tools such as rubric based scales, are based on outcomes from Standard 5 of the Administrative Services

Credential Induction Program Standards, identified by the program to measure leadership performance, and used to determine candidate growth and competence. Initial, formative, and summative assessments are collaborative, based on data gathered by the candidate, coach, and program.

The **initial induction** assessment is designed to measure a candidate's entry-level competence in each of the program-selected outcomes from Standard 5 of the Administrative Services Credential Induction Program Standards as baseline information that can be compared in future assessments to determine the candidate's growth over time and overall competency. The initial assessment is informed by multiple measures.

Formative assessment supports and informs candidates about their professional performance and growth as they reflect and improve upon their practice as part of a cycle of inquiry and continuous improvement. The formative assessment process engages the candidate in gathering evidence about his/her own leadership practice, promotes reflection, documents candidate learning and leadership impact, and identifies next steps in pursuit of IIP goals. It utilizes multiple measures such as self-assessment, observation, and analyses of leadership performance.

The program conducts a **benchmark** assessment midway through the program. This evaluates the candidate's progress toward demonstration of competence. The results of the benchmark assessment are reviewed with the candidate and recorded by the program, with prompt goal and/or IIP revisions, if necessary.

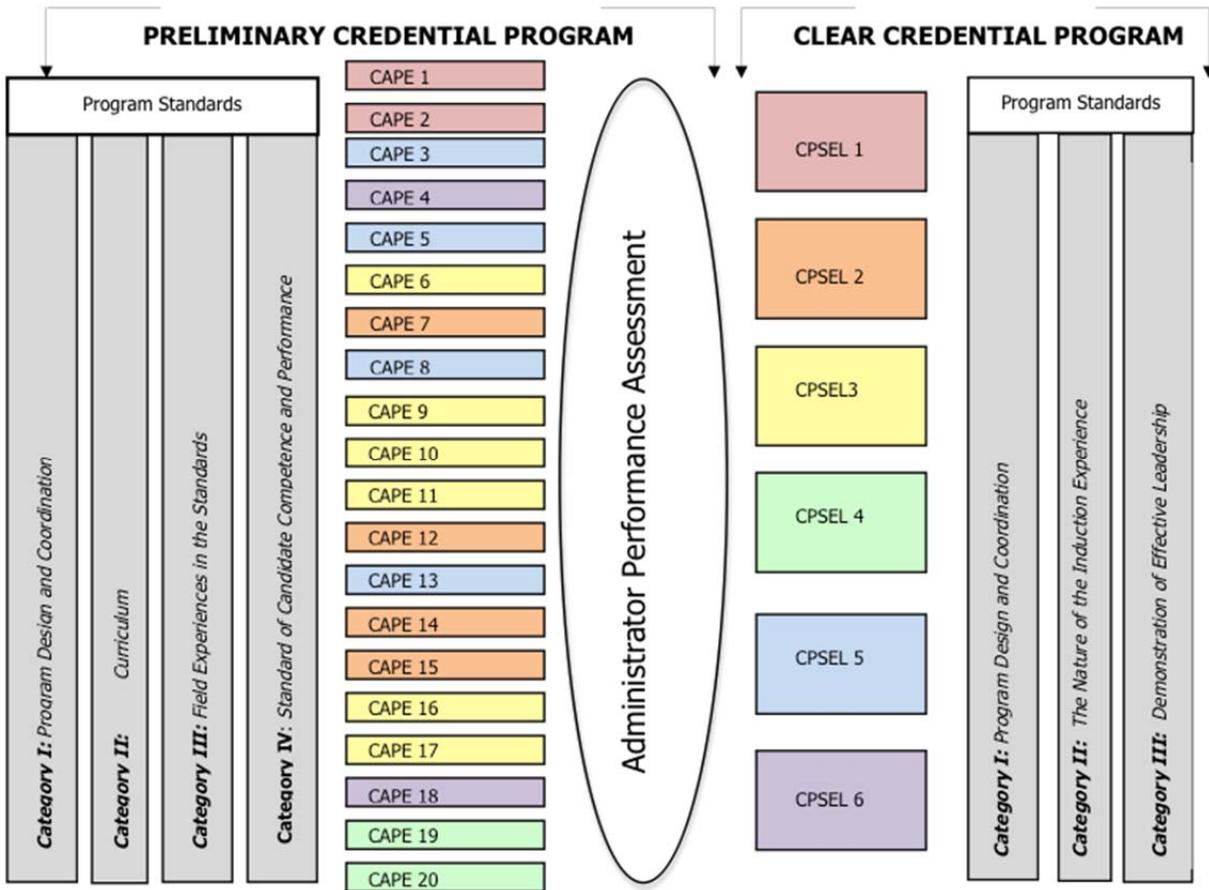
Prior to recommending each candidate for a Clear Administrative Services Credential, the program determines that each candidate has reached a level of competence meriting possession of a Clear Administrative Services Credential. This determination is based on a review of observed and documented evidence, collaboratively assembled by coach and candidate. This **summative** review includes a defensible process, an appeal process, and a procedure for candidates to repeat portions of the program as needed. The induction program sponsor and the coach verify that the candidate has met competency expectations for performance as outlined in Standard 5 of the Administrative Induction Program standards.

Category III: Performance Expectations for Leaders

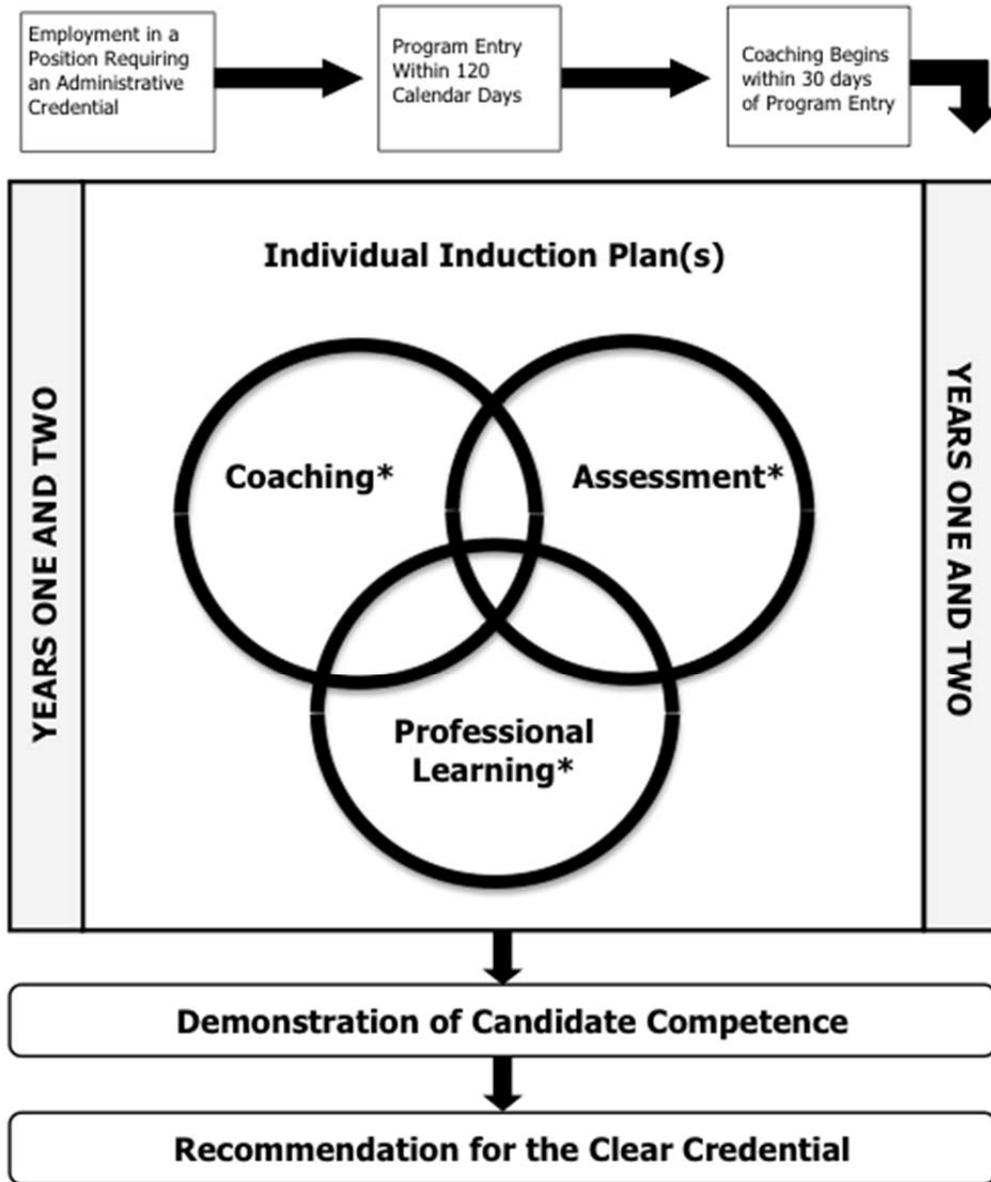
Standard 5: California Professional Standards for Educational Leaders

Induction programs support candidate development and growth in the following areas of educational leadership, requiring documentation in at least one area of each subsection (e.g. A., B.,) for a minimum of six areas of competence.

Appendix C



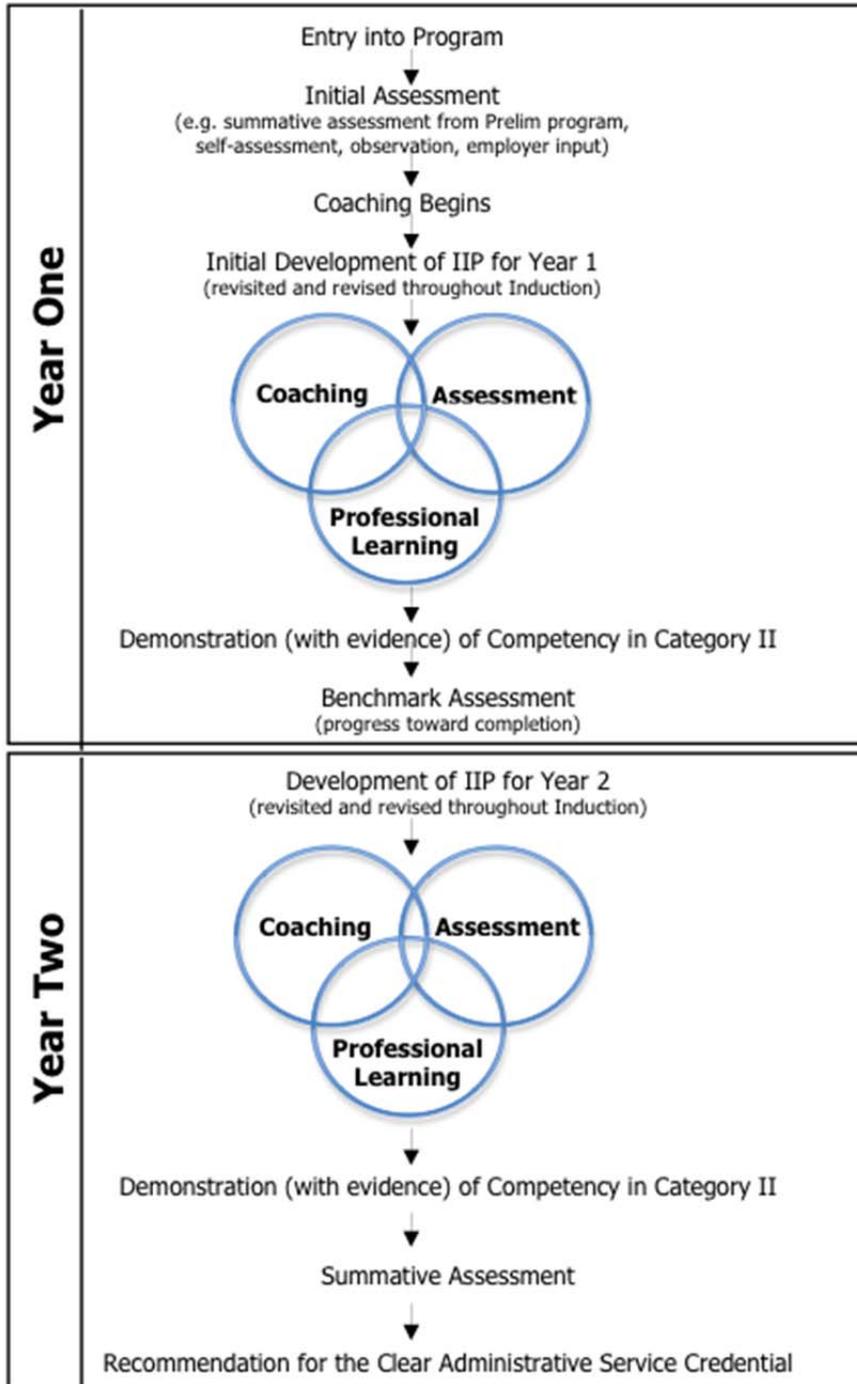
Administrator Induction Graphic



* For more information regarding Coaching, Assessment, and Professional Development, see the accompanying visual for each of these components.

COACHING	PROFESSIONAL LEARNING	ASSESSMENT OF CANDIDATE
<ul style="list-style-type: none"> • Experienced administrator coach • Confidential relationship • One-on-one support • Job-embedded support • Actionable feedback • Develops an ongoing relationship • Trust-building relationship • Non-evaluative support • Held a position similar to the candidate's position • Provides guidance to candidate (not direction) • Provide leadership anticipation and reflection • Builds leadership confidence and independence 	<ul style="list-style-type: none"> • Outlined in the IIP • Related to IIP Goals that are part of the evaluation system • Aligned to Category II, Std. 4 • Supports growth for candidate • Takes a variety of forms including common research-based leadership practices, individualized options to address candidate need, facilitated network opportunities • May be individual or group • Provides networking opportunities • Offerings that address needs common to all beginning administrators • Offerings that address the individual needs of each candidate 	<ul style="list-style-type: none"> • Promotes leadership growth • Based on Category II, Standard 4 of the Admin Induction Standards • Formative processes throughout the induction experience • Provides feedback that promotes professional reflection • Summative demonstration of competence for completion • Initial assessment as baseline for induction experience • Benchmark evaluation to show progress midway in program • Includes rubric-based assessment tools • Verification of competence by program personnel

Candidate View of Induction



Appendix D
Glossary of Terms for ASC Program Standards (2013)
 PS=Preliminary Standards
 IS= Induction Standards

Term	Std.	Definition
Adult Learning	PS 1, 9	The processes by which adults gain knowledge and expertise that include activities constructed upon six key principles: 1. The learners need to know. 2. Self-directed learning. 3. Prior experiences of the learner. 4. Readiness to learn. 5. Orientation to learning and problem solving. 6. Motivation to learn.
Assessment Tool	IS3d	The instruments used to gather data about candidate learning. Tools can be both quantitative and qualitative, and refer to both traditional paper-and-pencil tests, as well as to alternative forms of assessment such as oral examinations, group problem-solving, performances and demonstrations, portfolios, peer observations, and others.
CAPE/ Performance Expectations	PS 1, 6, 7, 8, 9, 10, 11, 14	A set of six skill categories that describe the performance expectations for candidates ready to begin service as a California educational administrator.
Civic Responsibility	PS 5	Active participation in the public life of a community in an informed, committed, and constructive manner, with a focus on the common good.
Civility	PS 5	Expressing patience, grace, and strength of character while claiming and caring for one’s identity, needs and beliefs and without degrading someone else’s in the process
Coach (as distinguished from mentor)	PS 14 IS 1, 2, 3	A formal, professional relationship between a candidate and coach, directed toward attainment of professional and organizational goals focusing, consistently, upon leadership that positively impacts learning and teaching practice. A coach is trained and skilled in applying a variety of coaching strategies, skills and resources to the context and needs of the candidate. Coaching is a complex process which can lead to changes in practice, in rethinking/re-strategizing leadership, and transforming the leader’s dispositions, behaviors, and communication to build leadership capacity, instructional improvement, and growth in student learning. Administrative coaches focus on the candidate’s understanding and application of CPSEL-based leadership outcomes. (In contrast, a mentor is an experienced practitioner who has an informal relationship with a candidate, fostering an understanding of culture, expectations, and the candidate’s place and possible contributions to the work environment. A mentor provides a willing, nonjudgmental ear, counsel when sought and focuses on topics determined by the candidate).

Term	Std.	Definition
Criteria for selection of coaching	IS 2	A set of qualifications and skills that all possible coaching candidates are assessed against, designed to help make the most accurate match between the requirements of a coaching position and the skills of an applicant. Possible coach criteria for an ASC position include holding of an administrative services credential, years of experience in educational leadership, administrative positions held, completion of training, availability to coach, and dispositions key to coaching responsibilities.
Hours of coaching	IS 3	The standards call for a range of 40-60 coaching hours annually per participating candidate. While the program is expected to set a minimum number of coaching hours, it should also recognize that different candidates need differing number of hours of support and provide a structure that allows for additional support with no additional fees being charged.
Coaching Skills/Skills of coaching	IS 2	Coaching skills are myriad and designed to support each participating candidate. These skills include listening, questioning, observation, constructively challenging, holding to account, seeing different perspectives, encouraging and supporting, trusting and using intuition, and maintaining the focus on the candidate
Community/School Community	PS 2, 4, 5, 11 IS 2, 4	An assemblage of people and organizations intimately involved in the day-to-day activities and success of a school. The community members associate with each other and share common values about the education of children. A school community might include administrators, students, parents, guardians and families, parent-teacher organizations, city services, local businesses, social agencies.
Content Expectations	PS 6. 7. 8. 9. 10. 11. 14	Describe the underlying content knowledge needed by the administrative services candidate to successfully meet the performance expectations outlined in the California Administrator Performance Assessment Expectations (CAPE).
CPSEL	IS 4	The California Professional Standards for Educational Leaders (CPSEL), also known as the Comprehensive Professional Standards for Educational Leaders, (2001) lay out quality standards for site and district leaders providing an overview of what successful leaders do.
Defensible process	IS 3d	Candidates preparing for a clear credential recommendation must provide evidence that demonstrates their competency in Category III, Standard 5 in order to earn the credential recommendation.
Equity and Diversity	PS 4 IS 4	Equity and diversity are woven throughout the candidates' administrative services credential experiences, aiming to create a fairer society, where everyone can participate and have the opportunity to fulfill his/her potential (equity) and recognize individual as well as group differences, treating people as individuals, and placing positive value on diversity in the community and in the workforce (diversity).
Formative assessment	PS 14 IS 3D	Formative assessment is a process used by coaches and candidates that promotes reflection and growth of candidate achievement of intended

Term	Std.	Definition
		program outcomes.
Induction	IS 1-4	Last paragraph of opener "bridge" paragraph.
Interpersonal Skills	PS 3	The ability to interact positively and productively with people through the application of emotional and social behaviors that are contextually and circumstantially appropriate and sensitive to the needs of others.
Leadership Skills	PS3	The ability to lead others in systems thinking, organizational problem solving, political, emotional, social intelligence, self-reflection, and metacognitive insights with a focus on the CPSEL social, emotional, physical, etc. (see CPSEL wording)
Learning activities	PS 3	Learning activities and pedagogies treat the knowledge, concepts, and content of educational administration as relational and interactive rather than discrete and separate. Programs are urged to incorporate student centered learning activities and pedagogies into their program design. These activities are developed using authentic problems of practice and that engage the learner in processes that simulate problem solving, decision-making, or other management and leadership tasks as they would be applied in the real world.
Multiple Measures of Assessment	IS 4d	Measures such as results from the candidate's summative assessment in the preliminary preparation program, self-assessments, observation data, and employer input.
Partnerships and Partnership agreements	PS 2 IS 2	Informal and formal agreements between the sponsoring institution or program leaders and other K-12 organizations (e.g. district or county offices, colleges and universities, educational organizations, professional learning groups) that outline each partner's responsibility to the program's design, implementation, evaluation, and success.
Privilege and Power	PS 4	Power refers to the ability or official authority to decide what is best for others, the ability to decide who will have access to resources, and the capacity to exercise control over others. Privilege operates on personal, interpersonal, cultural, and institutional levels and gives advantages, favors, and benefits to members of dominant groups at the expense of members of target groups.
Professional networks	IS 3C	Strategies, techniques, and systems for communicating, sharing, informing, learning, and interacting within and across professional groups.
Reflection	IS 2, 3A, 3D	The practice of examining both retrospectively and prospectively the conduct of one's behaviors, dispositions, and values and their outcomes, impact, or presumed effects (e.g., on others, organizations, or self).
Supervisor	PS 2, 13, 14	Individuals from the employing district, school or county office who support administrative induction candidates. Although they often provide input to the program (e.g. site or district goals), they remain outside the confidential coach and candidate relationship.
Vulnerable and	PS 4	These students may include students of color, low income, the physically disabled, blind, deaf, deaf-blind, or hard of hearing,

Term	Std.	Definition
historically underserved students		mentally ill, developmentally disabled, impoverished, immigrant communities limited English or non-English proficient, undocumented person, medically dependent or medically compromised, chemically dependent, homeless and shelter dependent, clients of the criminal justice system, and emerging or transient special needs.