

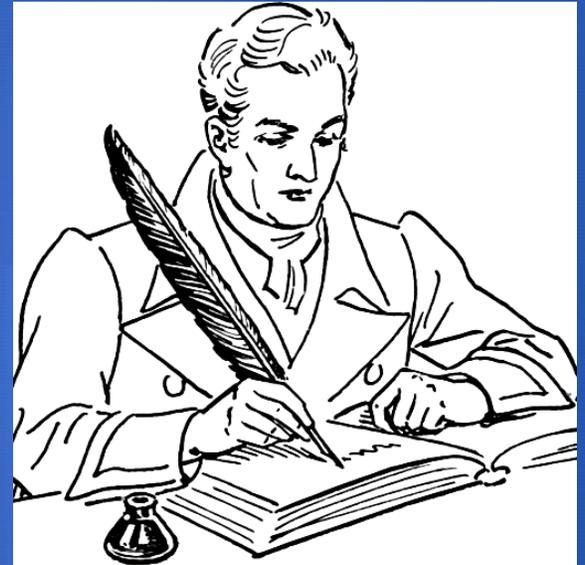


# Administrative Services Credentials

Preliminary  
and Clear Induction

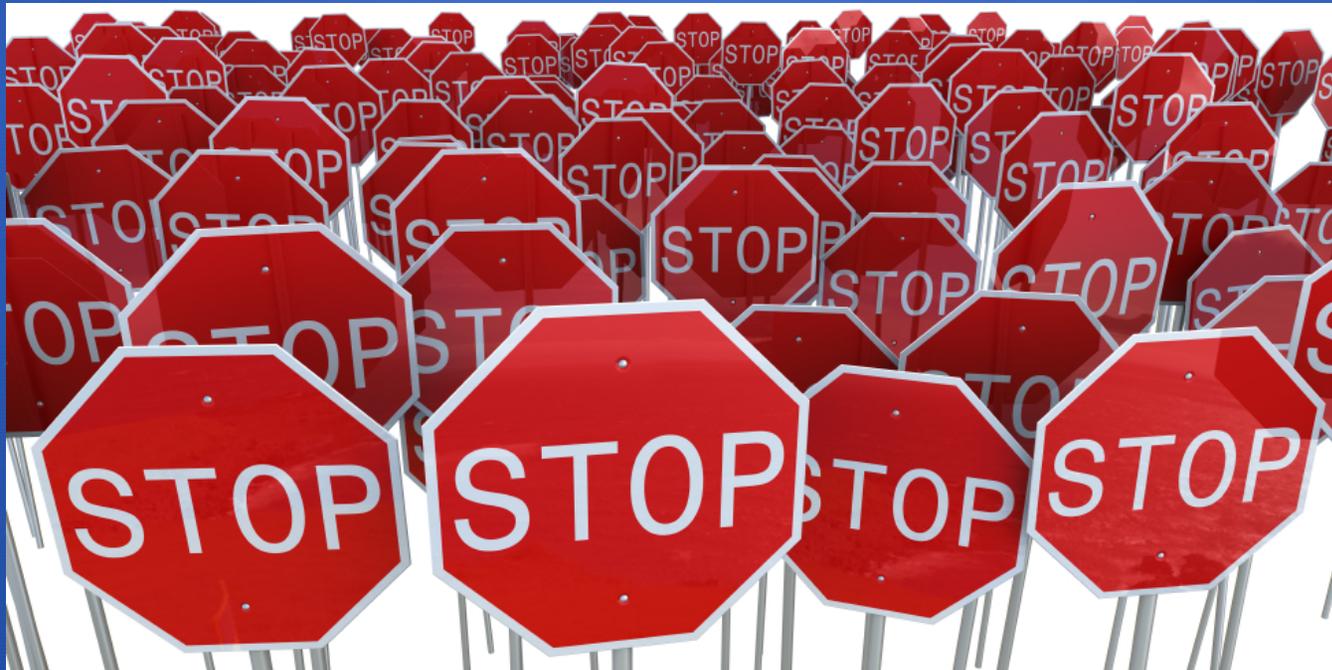
# Background

- New standards approved in  
December 2013 & February 2014
- Transition phase according to PSA 14-05
  - Transition plan due July 2014
  - Planning time 2014-15
  - First year of implementation 2015-16
  - Program Assessment documentation due one year from implementation date or July 2016

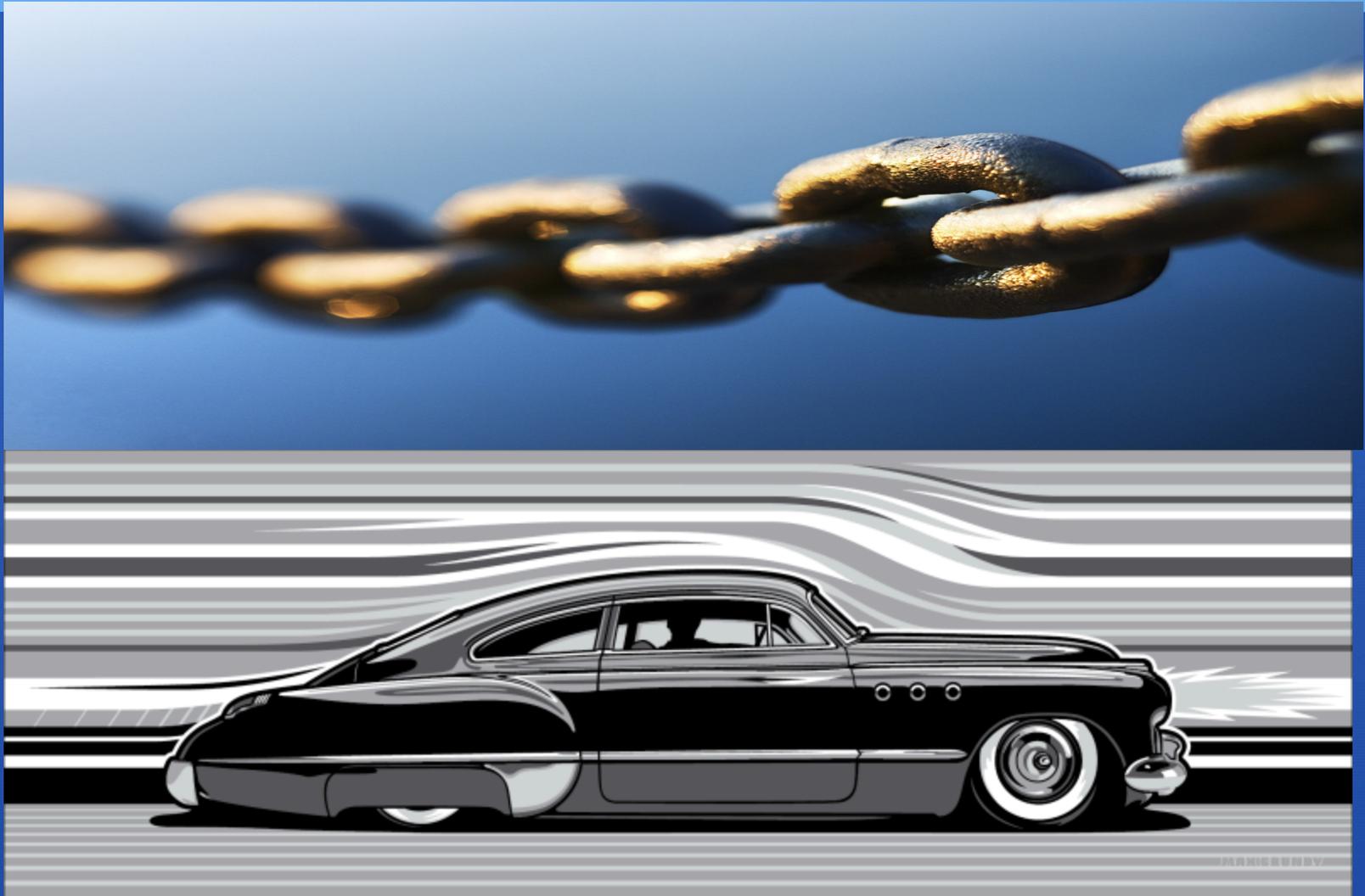


# But wait!

- Major changes are being made to the Accreditation system
- There is no more Program Assessment



# Strengthen and streamline



# From an input to an outcomes model



# PSA 16-07 replaces 14-05

- Complete the **transition** process through Program Documentation
- Due date will be according to the institution's color cohort membership
  - Red, Green, Indigo, Violet: July to December 2016
  - Yellow: 2017-18
  - Orange: 2018-19
  - Blue: 2022-23

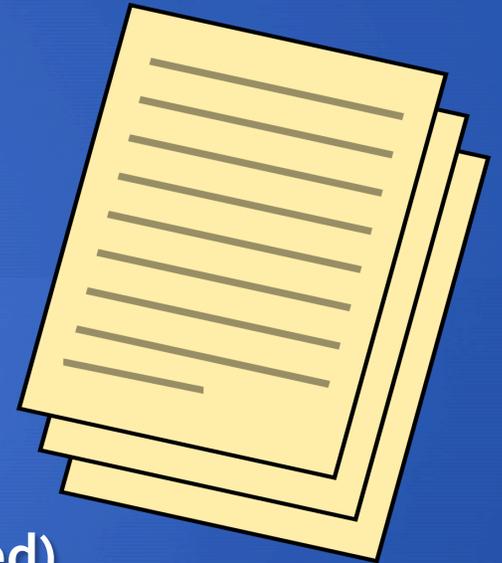
List of color cohorts on tables



# Program Review Components

## ● Preliminary Programs

1. Program Description
2. Organizational Structure
3. Faculty Qualifications
4. Course sequence
5. Course matrix (Introduced, Practiced, Assessed)
6. Fieldwork and Clinical Practice
7. Credential Recommendations



# Program Review Components

## Preliminary Administrative Programs

### 1. Program Component

1.1 Brief description of < 500 words providing context for the review team. Goal is to provide understanding of remaining evidence submitted.

1.1 Narrative Description no longer than 500 words

1.2 Table showing delivery models (online, in-person, hybrid) and other options/pathways (intern, traditional, etc.) for each location

1.1.1 Table depicting location, delivery models, and pathways

# Program Review Components

## Preliminary Administrative Programs

### 2. Organizational Structure

Graphic to show how the program leadership and faculty/staff are organized; how program fits into the unit, includes faculty in non-teaching roles, field placements. Should depict the chain of authority and include up to dean/superintendent.

#### 2.1 Organizational Chart/Graphic

# Program Review Components

## Preliminary Administrative Programs

### 3. Faculty Qualifications

3.1 Overview of Faculty

3.1 Faculty Distribution Table  
(numbers of full-time, part-time, adjunct, etc. Vacancies should be noted.)

3.2 Annotated faculty list including name, degree, employment status (full-time, part-time, adjunct), and list of courses taught by each. Name links to vitae while course links to syllabus.

3.2 Annotated Faculty List with links to vitae and syllabi

3.3 Published documentation regarding experience and qualifications to select faculty

3.3 Published documents regarding Adjunct Experience and Qualifications Requirements

Other, if applicable:

3.4 Faculty Recruitment Documents

# Program Review Components

## Preliminary Administrative Programs

### 4. Course Sequence (if applicable)

Clear information about the sequence in which a candidate takes courses (one for each pathway).

4.1 Published course sequence from Course Catalog

# Program Review Components

## Preliminary Administrative Programs

### 5. Course Matrix

A matrix denoting the candidates' opportunities to learn and master required competencies per course including course names, and the level of interaction with each competency (introduced, practiced, assessed). Each notation links to a specific place in the course syllabus or assessment tool.

5.1 Course matrix with links to specific activities within the syllabi that provide documentation of I, P, A of candidate competencies.

- Each "I" and "P" entry must link to specific syllabus locations
- Each "A" must link to the assessment used

Matrix available at: <http://www.ctc.ca.gov/educator-prep/ASC.html>

# Program Review Components

## Preliminary Administrative Programs

### 6. Fieldwork and Clinical Practice

6.1 hours for each candidate (required number of hours and how the hours are broken out per phase)	6.1 Table denoting number of hours of field work, clinical practice
6.2 MOU/Partner agreements/Supporting documents, , training and evaluation, support and assessment roles of each partner --delineating requirements of candidate placements --Expectations and criteria on selection, training, evaluation of veteran practitioners --Support and assessment roles, responsibilities of each party	6.2 Signed MOU or Agreement for each placement
6.3 Training materials for veteran practitioners serving in support and/or supervisory roles	6.3 Veteran Practitioner Training Material
6.4 Verification of appropriate placements for fieldwork for each candidate	6.4 Documentation of Candidate Placements
6.5 Published advising materials that provide information about expectations within the clinical experience on placements, support, assessments (e.g. handbooks)	6.5 Clinical Practice Handbook/Manual
6.6 Syllabi for clinical experiences including information on how a candidate is assessed during clinical practice. --Copies of assessment instruments	6.6 Fieldwork/Clinical Practice Syllabi 6.6.1 Clinical Practice Assessment Instruments

# Program Review Components

## Preliminary Administrative Programs

### Credential Recommendation

7.1 Description of < 200 words regarding the program's process to ensure that only qualified candidates are recommended for the credential.

--Link to document that monitors candidate progress

7.1 Description of process ensuring appropriate recommendation

7.1.1 Candidate Progress Monitoring Document

# Program Review Components

- **Clear Induction/Second Tier Programs**
  1. Program Description
  2. Organizational Structure
  3. Qualifications of Coaches and PD Provider
  4. Program Sequence
  5. Job-embedded Fieldwork & Clinical Practice
  6. Credential Recommendation



# Program Review Components

## Clear Administrative Programs

### 1. Program Description

1.1 Brief description of < 500 words providing context for the review team. Goal is to provide understanding of remaining evidence submitted. Guiding philosophies or specific mission included.

1.2 Table showing delivery models (online, in-person, hybrid) and other options/pathways (intern, traditional, etc.) for each location

1.1 Narrative Description no longer than 500 words

1.1.1 Table depicting location, delivery models, and pathways

# Program Review Components

## Clear Administrative Programs

### 2. Organizational Structure

Graphic to show how the program leadership and faculty/staff are organized; how program fits into the unit, includes faculty in non-teaching roles, mentor placements. Should depict the chain of authority and include up to dean/superintendent. If a consortium with shared leadership, include admin positions serving in entities within the consortium.

#### 2.1 Organizational Chart/Graphic

# Program Review Components

## Clear Administrative Programs

### 3. Coaches and Professional Development Providers

3.1 Summary of coaches and PDP  
(full time, part time, retired,  
vacancies)

3.1 Instructional Personnel Table

3.2 Annotated list of instructional  
personnel (name, degree, status (full-  
time, part-time, retiree), list of PD  
provided or mentoring assignment

3.2 Annotated Personnel List with  
links to résumés

3.3 Link to published documents on  
experience and qualifications used to  
select instructional personnel

3.3 Published Experience and  
Qualification Requirements

Other, if applicable

3.4 Instructional Personnel  
Recruitment Documents (if vacancies  
exist)

# Program Review Components

## Clear Administrative Programs

### 4. Program Sequence

Information about the sequence in which candidates complete program requirements for each pathway or model.

4.1 Published sequence of induction activities with links to activities required for program completion from candidate handbook, website, or other widely distributed documents

# Program Review Components

## Clear Administrative Programs

### 5. Job-Embedded Fieldwork and Clinical Practice

Specific evidence of meeting the requirements of job-embedded induction

5.1 Timeline or Table denoting timing of coach assignment for candidates

5.2 Signed Employer Agreements or MOU for each employer

5.3 Coach Training Materials

5.4 Documentation of Candidate Placements (Job location)

5.5 Program Manuals, Handbooks, Advising Materials

5.6 Individual Induction Plan template and related documents

5.6.1 Assessment instruments

# Program Review Components

## Clear Administrative Programs

### 6. Credential Recommendation

Description of < 200 words of the process to ensure that only qualified candidates are recommend for the credential

Link to the documents that monitor candidate progress

6.1 Description of process ensuring appropriate recommendation

6.1.1 Candidate Progress Monitoring Document

# DETAILS TO COME!

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