

## **Report on the Technical Assistance Visit to ACSA Guidelines-based Clear Credential Program**

**May 2010**

### **Overview of this Report**

A summary of the Technical Assistance visit to the ACSA Guidelines-based Clear Credential Program is provided.

### **Staff Recommendation**

This is an information item.

### **Background**

New institutions, upon approval of their initial educator preparation programs, are assigned to one of the seven accreditation cohorts. In order to provide feedback to the new sponsors on their program implementation to date, and to report to the COA on the progress of the programs, Technical Assistance visits are provided two years prior to the scheduled accreditation site visit. Technical Assistance visits that have been conducted for 2009-10 include the following institutions: Santa Barbara County Education Office, Oakland Unified Intern Program, REACH, Standards Aligned Instructional Leadership (SAIL), and the Association of California School Administrators (ACSA). This item reports on the technical assistance visit to the ACSA Alternative Clear Credential Program.

In 2004, the Commission granted to the ACSA Guidelines-based Clear Credential Program (ACCP)

initial institutional approval and the Committee on Accreditation approved the program's Guidelines-based Professional Clear Administrative Services Credential Program. ACSA has partnered with the New Teacher Center at the University of California, Santa Cruz. ACSA/NTC has been operating a program since 2005 which has grown from being largely based in the bay area to include eleven local affiliate programs located from San Diego to Mendocino County. The most recent focus of the program is on monitoring candidate growth and attainment of leadership knowledge and skills based upon the California Professional Standards for Educational Leaders, documenting the impact of coaching upon instructional practice in schools, and tracking the correlation between coaching and improvements in student achievement.

The technical assistance visit took place on April 27-28, 2010. The program personnel were well-prepared for the visit. The CTC staff and reviewer followed many of the procedures that are used in a traditional accreditation site visit. The major difference was that no standard findings were decided and no accreditation recommendation was considered. Rather, the review team provided formative feedback to ACSA about the adequacy of evidence provided to demonstrate that all standards were being addressed by the program.

The first day of the visit consisted of an orientation to the program by the program's management team followed by back to back interviews with stakeholders. The review team

interviewed the program leadership, local program coordinators, program directors, coaching trainers, coaches, first and second year candidates, recent graduates, and employers. The review team considered various aspects of the program and their alignment with the standards. The second day consisted of review team discussion and deliberation, with a noon meeting with the program director to clarify the review team's understanding of the program operations and to ask further questions about some of the issues raised in the stakeholder interviews. A written report was provided to and discussed with program personnel at the exit meeting.

At the time of the technical assistance visit ACSA provided updated documents, including data from key assessments for the 2007-2008 years. There were 52 program completers in 2008.

In general, based upon the evidence reviewed over the course of the two days, the program appears to be well-managed and no major concerns were discovered. Some areas of potential growth or improvement were discussed by the review team, which will be addressed in future program implementations.

Feedback was well received by the program personnel. Personnel expressed gratitude at having the opportunity for the review team to examine their program prior to a formal site visit. They commented that they valued the constructive comments provided about program operations as this relates to the California standards, documentation, and expectations at a formal accreditation site visit.