

SUBMISSION GUIDELINES

For

Documents Prepared To Standards Adopted By

The Commission On Teacher Credentialing

**FOR PROGRAMS OF
ADMINISTRATIVE SERVICES
CREDENTIAL PROGRAMS:**

**Preliminary
Preliminary Internship
Professional Clear**



Revised January 2006

**California Commission on Teacher Credentialing
Professional Services Division
1900 Capitol Avenue
Sacramento, CA 95814**

TABLE OF CONTENTS

	Page
Introduction	3
A. Preliminary Administrative Services Credential	3
B. Preliminary Administrative Services Internship Credential	4
C. Professional Clear Administrative Services Credential	4
Overview of Program Types and Approval	5
Procedures for Professional Clear Administrative Services Credential Programs	
Standards-based Professional Clear Administrative Services Credential Program Accredited by CCTC	5
Demonstration of Mastery of Fieldwork Performance Standards	6
Guideline-based Professional Clear Administrative Services Credential Program Approved by CCTC	6
Entities Authorized to Submit Proposals for Programs Leading to the Professional Clear Administrative Services Credential	7
Submission Guidelines for Administrative Services Credential Program Documents	
Submission Information	8
Important Dates	8
Transmittal Documents	9
Proposal Organization	9
Responding to Standards	9
Contact Person	10
Preconditions	10
Common Standards Responses	10
Transmittal Instructions	10

INTRODUCTION

The Structure of the Administrative Services Credential

California's two-tier structure for school administrators provides initial general preparation for entry into a first administrative position, then an individualized plan for targeted professional development that addresses the responsibilities of the educational leadership position to which the new administrator is assigned. Generally the first tier, or initial preparation, is completed prior to assuming full administrative responsibilities. The second tier, or targeted professional development, is completed concurrent with the first few years of administrative experience. A description of the requirements and processes for obtaining California's administrative services credentials is provided below.

A. Preliminary Administrative Services Credential

The Preliminary Administrative Services Credential generally requires completion of a state-approved preparation program offered by a college or university, school district, county office of education, or other entity. (Individuals able to demonstrate substantial administrative knowledge may also obtain the credential by passing a Commission-approved examination.) While programs are no longer required to be of a specified length, they must meet all of the *Standards of Quality and Effectiveness for Preliminary Administrative Services Credential Programs*. The major thrust of the preliminary level program is to prepare individuals to perform the responsibilities of entry-level administrative positions. Program content should include both knowledge and practice components designed to meet the needs of schools both today and in the future and emphasize preparation of administrators to be instructional leaders. The program requires significant field experiences focused on the development of leadership and management skills for creating an environment conducive to success for all students.

Upon completing the program, receiving the program sponsor's recommendation and submitting an application and fee, the candidate receives a *Certificate of Eligibility for the Preliminary Administrative Services Credential*. The certificate authorizes one to seek initial employment as an administrator, but does not authorize ongoing administrative service. Once employed in an administrative position, the candidate is eligible for the Preliminary Administrative Services Credential. When an administrative position is obtained, an application must be filed with the Commission, and the Preliminary Administrative Services Credential authorizing service as an administrator will be issued, valid for five years.

B Preliminary Administrative Services Internship Credential

Most candidates complete a traditional administrator preparation program consisting of a course of study in school leadership and formal fieldwork activities *prior* to beginning service as a school administrator. As an alternative,

some candidates may elect to complete administrative preparation in an internship format. The major differences between internship programs and conventional programs are: (1) interns are compensated for their service; (2) they become responsible for the duties related to the credential at an accelerated pace; (3) the program is developed and implemented as a cooperative relationship between an employing school district and a university; and (4) an internship is specifically designed to be a blend of theory and practice so interns can expeditiously acquire the skills that underlie effective professional practice. The Commission has determined that candidates in internship programs must meet the same standards of performance and competence as candidates in conventional preparation programs. However, because interns and the entities that prepare them face particular challenges, the Commission has adopted expanded standards and preconditions for internship programs. Thus an internship program for prospective administrators must fulfill the Commission's standards for administrative services credential programs, *plus* the additional requirements for internship programs. Integrated throughout the standards handbook are the Commission's internship standards, requirements and issues to be addressed. These are printed in *italics* to differentiate them from the standards, requirements and issues that must be addressed by all administrative credential programs.

C. Professional Clear Administrative Services Credential

At the time an administrator receives the Preliminary Administrative Services Credential, a five-year "time clock" begins for the completion of the Professional Clear Administrative Services Credential requirements. The candidate must select one of the five options listed below and fulfill the required two years of administrative experience to continue in an administrative position beyond the initial five-year period:

1. Completion of a Commission-accredited Professional Clear Administrative Services Credential Program;
2. Demonstration of mastery of fieldwork performance standards as required for candidates in a Professional Clear Administrative Services Credential Program;
3. Completion of a training program offered under the provisions of AB 75 (E.C. §44510-44517) and approved by the California State Board of Education;
4. Completion of a Commission-approved Alternative Professional Clear Administrative Services Credential Program;
5. Passage of a national administrator performance assessment adopted by the Commission. (This option is currently unavailable.)

The major purpose of the professional level program is to provide for support, mentoring and assistance designed to contribute to the success of the new administrator. The emphasis of the professional level preparation is to move the administrator beyond the functional aspects of performing administrative service to reflective thinking about his or her role in providing an environment for effective and creative teaching, and student success in learning. Under most of

the options above, each candidate's professional development at the professional level is guided by an individualized induction plan, which is based on an assessment of the new administrator's needs. The plan includes a mentoring component, and may include both academic requirements and other requirements that could include non-university activities.

Overview of Program Types and Approval Procedures for Professional Clear Administrative Services Credential Programs

An administrator seeking to complete requirements for the Professional Clear Administrative Services Credential may select from the separate options established by California law. Three of those options are completed through programs accredited or approved by the Commission based on standards or guidelines adopted by the Commission. A description of each of those three options is provided below, and includes the program accreditation or approval process to be used for each option and the standards or guidelines under which the review will be based.

Standards-based Professional Clear Administrative Services Credential Program Accredited by the California Commission on Teacher Credentialing

This is in many respects the same option as has been offered by institutions of higher education for candidates for the professional clear credential in recent years. Such programs are accredited based on the Standards of Quality and Effectiveness for Standards-based Professional Clear Administrative Services Credential Programs. Program proposals must respond to the Commission's Common Standards for educator preparation programs contained in Part 2 of the handbook, as well as both the Preconditions and Standards for Professional Clear Administrative Services Credential Programs contained in Part 4. These programs will be included in the periodic accreditation reviews conducted by the Commission in its ongoing accreditation process.

The Standards of Quality and Effectiveness for Standards-based Professional Clear Administrative Services Credential Programs and related Preconditions were revised to some degree in 2003. Notable changes included the removal of language referencing courses or units, as revisions to Title 5 regulations now allow these programs to be offered by entities other than colleges and universities; and the replacement of the previous five thematic areas related to curriculum content as described in Standard 3 with the six CPSEL Standards.

Demonstration of Mastery of Fieldwork Performance Standards

This option is for administrators who at an early stage are able to demonstrate that they have reached a level of administrative competence expected to merit recommendation for the Professional Clear Administrative Services Credential. Entities that operate an accredited Standards-based program described above have the authority to recommend a candidate found to merit recommendation for the professional clear credential, regardless of whether the candidate has

completed any other of the program's normal requirements for its candidates. The Commission expects that when exercising this option, programs will:

- Evaluate candidates' prior experience and education to determine that they have substantial administrative knowledge and ability prior to considering them for this option;
- Use the same fieldwork assessment procedures as all other program candidates to determine whether an early recommendation for the credential is merited; and
- Maintain records of the procedures used in implementing this option and results of the assessment that forms the basis for the credential recommendation.

Once an entity receives Commission accreditation for its Standards-based Professional Clear Administrative Services Credential Program, it has authority to offer this Mastery of Fieldwork Performance Standards option. No additional program proposal documentation is required to implement this option. Entities that offer this option will have the procedures used in implementing this option reviewed along with the traditional standards-based program through the periodic program reviews conducted by the Commission in its ongoing accreditation process.

Guidelines-based Professional Clear Administrative Services Credential Program Approved by the California Commission on Teacher Credentialing

This option was created through legislation enacted in 2002, and allows for the establishment of an individualized program focusing on support, mentoring and assistance for the new administrator. The Commission approves the alternative programs offered under this option based on the Program Provider Guidelines for Alternative Professional Clear Administrative Services Credential Programs contained in Part 5 of this handbook. These alternative programs are referred to as "approved" rather than "accredited" as they undergo different processes in their initial and ongoing program reviews. The Commission will not include these programs in the periodic program reviews the Commission normally conducts in its ongoing accreditation process. Alternative program proposals must respond to each of the Guidelines and accompanying expectations, but are not subject to, nor should they respond to, the Common Standards contained in Part 2 of the handbook, nor the Preconditions or Program Standards contained in Part 4. These alternative programs are subject to alternative program review procedures that may be conducted on a periodic basis by the Commission.

Entities Authorized to Submit Proposals for Programs Leading to the Professional Clear Administrative Services Credential

California regulations allow any entity able to demonstrate that its proposed program meets the Commission's program standards or guidelines to submit a program proposal for review and possible accreditation or approval. Institutions of higher education, local education agencies, and other

educational entities thus have the option of submitting program proposals for either a standards-based traditional professional clear administrative services credential program or an alternative, guidelines-based professional clear administrative services credential program.

Entities interested in developing a standards-based program should refer to Part 4 of the handbook for applicable program requirements. Entities interested in developing a guidelines-based alternative program should refer to Part 5 of the handbook for applicable program requirements.

SUBMISSION GUIDELINES FOR ADMINISTRATIVE SERVICES PROGRAM DOCUMENTS

To facilitate the proposal review and approval process, Commission staff has developed the following instructions for organizations submitting documents for approval of Administrative Services Credential Programs. It is essential that these instructions be followed accurately. Failure to comply with these procedures can result in a proposal being returned to the prospective program sponsor for reformatting and/or revision prior to being forwarded to program reviewers.

Submission Information

Important Dates

- | | |
|------------------|--|
| January 15, 2006 | Final formal submission window for programs submitting to new (2003) standards. (Programs may still be submitted after that date.) |
| August 1, 2006 | Final date for candidates to begin previous (1995 standards) programs. [The expectation would be that program sponsors would be operating new (2003 standards) programs by Fall 2006.] |
| August 31, 2008 | Final date for recommending candidates from previous (1995 standards) programs. |

Transmittal Documents

Sponsoring agencies should send the Administrative Services Sponsoring Organization Transmittal Cover letter with the original signatures of the program contacts and chief executive officer along with their proposal(s).

Proposal Organization

Program sponsors are encouraged to prepare separate responses for the Preliminary (Tier I) and Professional Clear (Tier II) Administrative Services

Credential Programs. They may, however, submit these documents as a combined response.

Responding to Standards

Program proposals should provide sufficient information about how the program intends to deliver content consistent with each standard so that a knowledgeable team of professionals can determine whether each standard has been met by the program.

The written text may be organized in a variety of ways. Both holistic and element-by-element responses, as well as a combination of these approaches are acceptable. Whatever the organizational format, the text must reference all required elements, or address them specifically. ***Responses that do not address each standard and its required elements will be considered incomplete.***

Responses should not merely reiterate the standard. They should demonstrate how the standard will be met by describing both the content and processes that will be used to implement the program, and by providing evidence to support the explanation.

The goal in writing the response to any standard should be to describe the proposed program clearly enough for an outside reader to understand what a prospective teacher will experience, as he or she progresses through the program, in terms of depth, breadth, and sequencing of instructional and field experiences, and what he or she will know and be able to do and demonstrate at the end of the program. Review teams will then be able to assess the responses for consistency with the standard, completeness of the response, and quality of the supporting evidence.

Some examples of evidence helpful for review teams include:

- Charts and graphic organizers to illustrate program organization and design
- Descriptions of faculty qualifications, including vitae for full time faculty
- Course or module outlines, or showing the sequence of course topics, classroom activities, materials and texts used, and out-of-class assignments
- Specific descriptions of assignments and other formative assessments that demonstrate how prospective administrators will reinforce and extend key concepts and/or demonstrate an ability or competence
- Documentation of materials to be used, including tables of contents of textbooks and identification of assignments from the texts, and citations for other reading assignments.

Lines of suitable evidence will vary with each standard.

Contact Person

The program contact identified on a Transmittal Cover Letter will be informed electronically and by mail as changes occur and as the program review progresses.

Preconditions

The Commission has adopted Preconditions for Preliminary and Professional Clear Administrative Services Credential Programs. These are available in the Administrative Services Credential Handbook which can be found on the Commission's website at www.ctc.ca.gov.

Common Standards Responses

The Common Standards do not have required elements; they have "Questions to Consider." Responses to the Common Standards should follow this format. Information related to credentialing programs other than those being addressed in the document need not be included in your response.

Transmittal Instructions

Sponsoring agencies are required to submit **Three printed copies** of their proposal(s) to the following address:

California Commission on Teacher Credentialing
Professional Services Division
1900 Capitol Avenue
Sacramento, CA 95814

Attention: Joseph Dear

In addition, **one electronic copy of the proposal** should be submitted to:

jdear@ctc.ca.gov

This electronic submission should be in Microsoft Word, or a Microsoft Word compatible format. Some phases of the review process will involve secure web-based editing. To facilitate this process, please leave no spaces in the name of your document, and be sure that the name of the file ends in ".doc" (example: CCTCBlendeddocument.doc).