



**STANDARDS OF QUALITY AND
EFFECTIVENESS FOR
ADMINISTRATIVE SERVICES
CREDENTIALS**

Standards of Quality and Effectiveness for Administrative Services Credentials

**Handbook for Teacher Educators
and Accreditation Team Members**

California Commission on Teacher Credentialing

2001

Standards of Quality and Effectiveness for Administrative Services Credentials

including

Preliminary Credential

Preliminary Internship Credential

and

Professional Credential

Committee on Accreditation

and the

California Commission on Teacher Credentialing

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2001

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Table of Contents

Table of Contents.....	iv
Overview of the Handbook for Administrative Services Credential Programs.....	vii
Part 1: Introduction to the Standards for Administrative Preparation	
Foreword	1
The Administrative Services Credential.....	1
The Structure of the Administrative Services Credential	3
A. Preliminary Administrative Services Credential Level.....	3
B. Professional Administrative Services Credential Level.....	3
C. Renewal of the Professional Administrative Services Credential	4
Structural Design of Administrative Services Credential Program Standards.....	5
Internship Programs for the Preparation of School Administrators.....	6
Standards of Program Quality and Effectiveness.....	7
Definitions of Key Terms.....	9
Administrator Preparation: Introduction by the School Administration Advisory Panel.....	10
Part 2: Common Standards	
Common Standards.....	12
Standard 1 Education Leadership.....	13
Standard 2 Resources.....	14
Standard 3 Faculty.....	15
Standard 4 Evaluation.....	16
Standard 5 Admissions.....	17
Standard 6 Advice and Assistance.....	20
Standard 7 School Collaboration.....	22
Standard 8 District Field Supervisors.....	24
Part 3: California Standards of Quality and Effectiveness for Preliminary Administrative Services Credential Programs	
Option 1 California Preliminary Administrative Services Program Standards	25
Preconditions for Preliminary Administrative Services Credential Programs	26
General Preconditions Established by the Commission.....	27

Standards for Administrative Services Credentials

Preconditions Established by State Law.....	28
Specific Preconditions Established by the Commission for the Preliminary Administrative Services Credential.....	29
Preconditions Established by State Law for Internship Programs.....	30
Specific Preconditions Established by the Commission for Internship Programs.....	31
Category I Program Design and Curriculum.....	32
Standard 1 Program Design, Rationale and Coordination.....	32
Standard 2 Development of Professional Perspectives.....	34
Standard 3 Curriculum, Instruction, and Assessment.....	36
Standard 4 Administrative Concepts and Management Strategies.....	37
Standard 5 Role of Schooling in a Democratic Society.....	38
Standard 6 Working with Diverse Populations.....	39
Category II Field Experiences.....	40
Standard 7 Nature of Field Experiences.....	40
Standard 8 Guidance, Assistance and Feedback.....	42
Category III Domains of Candidate Competence and Performance.....	43
Standard 9 Educational Leadership.....	43
Standard 10 Organizational Management.....	44
Standard 11 Instructional Program.....	45
Standard 12 Management of Schools.....	46
Standard 13 Human Resource Administration.....	47
Standard 14 Fiscal Resource and Business Service Administration.....	48
Standard 15 Legal and Regulatory Applications.....	49
Standard 16 Policy and Political Influences.....	50
Standard 17 School and Community Collaborations.....	51
Standard 18 Use of Technology.....	52
Standard 19 Determination of Candidate Competence.....	53

**Part 4: California Standards of Quality and Effectiveness for Professional
Administrative Services Credential Programs**

Option 1 California Professional Administrative Services Program Standards	54
Preconditions.....	55
Specific Preconditions Established by the Commission for the Professional Administrative Services Credential.....	55
Category I Program Design and Curriculum.....	56
Standard 1 Program Design, Rationale and Coordination.....	56
Standard 2 Design of the Professional Credential Induction Plan.....	57
Standard 3 Curriculum Content.....	58
Standard 4 Scope and Delivery of the Professional-Level Curriculum.....	60
Standard 5 Curricular Individualization.....	61
Category II Support and Mentoring Plan.....	62

Standards for Administrative Services Credentials

Standard 6	Provision of Mentoring Experiences.....	62
Standard 7	Mentor Qualifications.....	63
Category III	Non-University Activities.....	64
Standard 8	Inclusion of Non-University Activities.....	64
Standard 9	Nature of Non-University Activities.....	65
Category IV	Candidate Competence and Performance.....	66
Standard 10	Expectations for Candidate Performance.....	66
Standard 11	Assessment of Candidate Competence.....	67

Part 5: Program Standards Options

Program Standards Options According to the Accreditation Framework.....		68
Option 2	National or Professional Program Standards.....	69
Option 3	General Program Standards.....	70
Option 4	Experimental Program Standards.....	73
Option 5	Alternative Program Standards.....	74

Overview of the Handbook for Administrative Services Credential Programs

Contributions of the School Administration Panel

The California Commission on Teacher Credentialing is indebted to the School Administration Panel for the direction provided in the study of administrator preparation and the successful creation of *Standards of Program Quality and Effectiveness for Administrative Credential Programs*. The Commission believes strongly that the standards in this handbook will significantly improve the quality of school leadership for California's public schools.

Introduction

The quality of public education depends substantially on the performance of professional educators. Like all other states, California requires educators to hold credentials granted by the state in order to serve in the public schools. Each state, including California, establishes and enforces standards and requirements for earning credentials for public school service. These certification standards and requirements are among the ways in which states exercise their constitutional responsibility for governing public education.

The quality of professional performance depends heavily on the quality of initial preparation. Each state has a legitimate interest in the quality of training programs for professional educators. In each state, completion of a professional preparation program that has been approved by the state's certification agency is a legal requirement for earning each type of credential, including teaching credentials. State legislatures adopt such requirements because they recognize the critical role of professional preparation in subsequent professional performance. If a state were to abandon its interest in the quality of professional preparation programs, it would implicitly suggest that competent performance does not depend on excellent preparation.

Description of the Handbook

This handbook has been prepared under the format required by the *Accreditation Framework*, as implemented through the California Commission on Teacher Credentialing and the Committee on Accreditation. It is to be used by postsecondary institutions for initial accreditation of Administrative Services Credential programs and by accreditation teams for ongoing evaluation of programs. **Part 1** of the handbook presents background information about the development of standards for Administrative Services Credential programs and the conception of school administration in California that guided the work of the School Administration Advisory Panel. **Part 2** includes the **Common Standards** of program quality and effectiveness that apply to all credential programs. These standards supersede certain of the earlier program standards. For each of the Common Standards, Questions to Consider have been developed to assist accreditation team members and institutions. **Part 3** of the handbook includes the preconditions and **Program Standards** to which institutions respond when submitting program documents for Preliminary Administrative Services and Preliminary Administrative Services with an Internship. For the Program Standards, previously adopted Factors to Consider are included that will be used as guides for initial accreditation and ongoing program accreditation. Institutions are encouraged to re-conceptualize the factors in the format of questions to assist in the preparation of self-study reports. The **Preconditions** established by State law or Commission policy that must be met as a prerequisite to program accreditation appear in this document just before the program standards.

Part 4 includes the preconditions and **Program Standards** to which institutions respond when submitting Professional Administrative Services program documents. Finally, **Part 5** provides information about implementation of the new standards in California colleges and universities.

The Common Standards have been adopted by the Commission through the *Accreditation Framework*. The Questions to Consider have been developed by the Committee on Accreditation. The Program Standards, Factors to Consider, and Preconditions have all been adopted by the California Commission on Teacher Credentialing. The Commission is grateful to all of the members of the profession who participated in the development of these standards.

These are not new standards. With the exception of **one precondition relating to institutional authority** for credential preparation programs, all preconditions and standards have previously been published by the Commission. However, standards have been re-ordered and re-formatted from the way they may have appeared in earlier publications. This publication now replaces the earlier documents describing standards and preconditions for Administrative Services Credential programs. Earlier versions of the standards should be discarded.

Major Types of Accreditation Standards

There are two major types of accreditation standards for institutions that prepare professional educators in California. An accredited institution is expected to satisfy the standards of both types.

Common Standards relate to aspects of program quality that are the same for all credential programs. This category includes standards regarding the overall leadership and climate for educator preparation at an institution, as well as standards pertaining to quality features that are common to all programs such as resources, coordination, admissions and advisement.

Program Standards address the quality of program features that are specific to a credential, such as curriculum, field experiences, and knowledge and skills to be demonstrated by candidates in the specific credential area. When institutions prepare for continuing accreditation reviews, they may consider from among five Commission-approved options for program-specific standards. The five options are: (1) California Program Standards, (2) National or Professional Program Standards, (3) General Program Standards, (4) Experimental Program Standards, and (5) Alternative Program Standards. Different options may be exercised by different credential programs at an institution. Options that are selected will be the basis for the review of specific programs by accreditation teams, and will guide the selection and orientation of team members.

In preparing an institutional self-study report, an accredited institution is required to respond to each Common Standard by providing pertinent information, including information about individual programs. In addition, each institution is required to respond to a set of program standards for each program area, using one of the options named above. Pertaining to each program, the institution responds to each standard in the selected option by providing program specific information for review by the accreditation team. (For further information about the accreditation process, please refer to the *Accreditation Handbook*.)

Internship Programs

Internship programs are offered collaboratively by universities and school districts as training programs for prospective teachers, administrators, counselors, and other school practitioners. Interns enroll in education courses while they teach or serve under the supervision of experienced professionals from the university and school district. During this one-year to two-year training period, each intern holds an internship credential that is granted by the Commission. Each intern also earns a salary from the employing school district.

Internship programs are *alternative* training programs primarily because interns provide instructional or other education services *while* they complete requisite courses in educational principles and methods. In the course of their training, interns provide professional services earlier than other credential candidates. For this reason the State requires interns to fulfill higher standards of admission to preparation programs than other candidates. Because each intern earns a salary while completing professional studies, internship programs may be especially attractive to individuals who have previously entered other professions and are interested in becoming educators.

Since 1974, the Commission has encouraged the development and implementation of internship programs for prospective teachers, administrators, counselors, and other educators. In each professional category, the Commission has required internship programs to satisfy the same standards as non-internship programs in the same category. Additionally, the Commission has adopted expanded standards and preconditions for internship programs which apply to internships in all professional categories. Thus an internship program for prospective teachers must fulfill the Commission's standards for Multiple and Single Subject Teacher Education Programs, *plus* the Commission's additional requirements for internship programs.

State laws and Commission policies have emphasized the importance of collaborative development and administration of internship programs. To sponsor internship programs, postsecondary institutions collaborate more extensively with school districts and professional organizations than is the case for non-internship programs. In fact, the Commission's requirements for internship programs have focused almost exclusively on the collaborative governance of these programs, as well as the preparation the interns receive prior to assuming responsibility for their internship assignment.

Integrated throughout this document in italics are the Commission's internship standards, requirements and issues to be addressed.

Part 1: Introduction to the Standards for Administrator Preparation

Foreword

The California Commission on Teacher Credentialing is the agency of California government that certifies the competence of teachers and other professionals who serve in the public schools. As a policymaking body that establishes and maintains standards for the education profession in the State, the Commission is concerned about the quality and effectiveness of the preparation of teachers, administrators, and other school practitioners. On behalf of students, the education profession, and the general public, the Commission's most important responsibility is to establish and implement strong, effective standards of quality for the preparation and assessment of future educators and school leaders.

In recent years, the Commission has thoroughly redesigned its policies regarding the preparation of education professionals and the review of preparation programs in colleges and universities. This redesign was based on the premise that the status of credential preparation programs in colleges and universities should be determined on the basis of standards that relate to significant aspects of the quality of those programs and that education professionals should help to define and interpret those standards based on their knowledge of the field.

The Commission considers the preparation of school administrators to be critically important to the success of students. The changing demands of school management and new expectations for school leadership call for carefully designed, comprehensive preparation programs and ongoing attention to continued professional development and renewal. The standards contained in this document were adopted by the Commission after an comprehensive review of current preparation programs, extensive consultation with the field, and thoughtful consideration of the future needs of schools.

The Administrative Services Credential

Prior to October 1, 1984, the Commission issued a single credential, the Administrative Services Credential, which authorized service in any administrative position (such as superintendent, associate superintendent, deputy superintendent, principal, assistant principal, supervisor, etc.). In 1984, the Commission initiated a two-level administrative credential structure--the Preliminary Administrative Services Credential and the Professional Administrative Services Credential--and defined the content of the programs at each level. This structure was designed to provide preparation for entry into a first administrative position, and included a plan for advanced preparation and targeted professional growth during the initial years of service, no matter what administrative service the credential holder performed. Preparation programs under this structure were developed to meet Commission guidelines.

In 1990, the Commission initiated a comprehensive study of the implementation of these earlier reform measures related to administrator preparation, as directed by SB 306 (Morgan). The purpose of the study was to examine both the content and structure of preparation programs, professional development experiences, and other credentialing policies for school administrators, and to recommend needed changes.

Research was conducted over a two year period in consultation with an expert advisory panel, appointed to represent practicing administrators, higher educators, school boards, teachers, parents, and the business community. Approximately 2500 individuals responded to surveys or participated in focused group activities as a part of this study. The research also included extensive document review and a careful examination of the reform literature related to administrative preparation.

The study was designed to address six major policy questions:

1. What should be the content of administrative preparation programs and ongoing professional growth opportunities?
2. Should a program of assistance, support, and training for beginning administrators be a part of the credential requirement?
3. What field experience and actual on-the-job experience should be required for the credential?
4. How should the knowledge, skills, and competencies of potential and practicing school administrators be assessed?
5. What roles should non-university based programs play in the pre-service preparation and ongoing professional growth of school administrators?
6. Is the present Administrative Services Credential structure the appropriate design for the preparation of school administrators in California?

A Commission report entitled *An Examination of the Preparation, Induction, and Professional Growth of School Administrators for California* presented the findings and resulting policy recommendations that were adopted by the Commission on March 5, 1993. The recommendations included a proposal to retain the two-level structure for the Administrative Services Credential that had been established in the early 1980's, but to modify the structure to eliminate identified weaknesses and respond more effectively to the professional development needs of aspiring and practicing administrators. In adopting these recommendations, the Commission made structural modifications to the administrative services credential and called for new standards defining the content of programs at both the preliminary and professional levels.

The Commission sponsored legislation (SB 322, Morgan) to put into place the legal framework for the structural changes of this new design for administrative preparation. The bill was passed by the legislature in 1993 and signed by the Governor effective January 1, 1994. The Commission began implementation of some of the structural components on May 1, 1994 with the first issuance of the new *Certificate of Eligibility for the Preliminary Administrative Services Credential* (see description on p. 3) to candidates completing a Preliminary Program.

The School Administration Advisory Panel also developed and recommended program standards for both levels of preparation. In developing these standards, the panel remained focused on the findings of the Commission's study of administrator preparation, and the needs expressed by large numbers of persons in the field. The *Standards of Quality and Effectiveness for Preliminary Administrative Services Credential Programs* were adopted by the Commission on August 19, 1994 after extensive review by over 500 higher educators, administrators, teachers, and school board members, and parents. When the Commission adopted the Preliminary level standards, it also approved a plan for the dissemination of the draft Professional level standards for field review and comment. The Professional level standards have been revised based on that review and are proposed for Commission action on March 3, 1995.

The Structure of the Administrative Services Credential

A. Preliminary Administrative Services Credential

The Preliminary Administrative Services Credential requires completion of a college or university program of at least 24 semester units. 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 today's and tomorrow's schools. The results of the study of administrator preparation were used to help define the standards of program quality and effectiveness for preparation programs. The program requires significant field experiences focused on the development of leadership and management skills.

Upon completing the program, receiving the institutional 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.

B. Professional Administrative Services Credential

When an administrative position is obtained, an application must be filed and the Preliminary Administrative Services Credential authorizing service as an administrator will be issued, valid for five years. This will start the "time clock" for the completion of the Professional Administrative Services Credential requirements. The candidate will be required to complete the second level program (the equivalent of 24 semester units) and fulfill the required two years of administrative experience.

The major purpose of the professional level program is to provide for the intensive professional development and induction 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. 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, academic requirements, and other requirements which could include non-university activities.

The essential features of the structure are as follows:

Development and Administration of the Induction Plan: 2 Semester Units. Upon employment as an administrator, the candidate will be required to develop a plan for meeting the Professional Administrative Services Credential requirements. Within the first year of administrative service, the candidate will enroll in an accredited college or university/IHE program for the Professional Administrative Services Credential. The induction plan will be developed by the candidate, in consultation with the employer and the accredited IHE, and will meet the Commission's standards and criteria. A key part of the plan will be the listing of individualized induction components, including the identification of a local mentor and a description of district support services available to the new administrator. Also included will be the plan for completing academic coursework and other professional growth activities.

Academic Requirements: 12 Semester Units. Each holder of the Preliminary Administrative Services Credential is required to complete a minimum of 12 semester units of academic coursework developed by the institution of higher education according to Commission standards. The coursework should be at an advanced level, designed to build on the beginning administrator's experiences and prior coursework. The coursework should include rigorous theoretical, philosophical or research courses that contribute to effective practice and expand the horizons of the new administrator. The coursework may be used to pursue advanced administrative specializations. It could also be part of an advanced degree program, such as the doctorate.

Other Requirements: 120 Clock Hours of Approved Non-University Activities or 8 Semester Units of Approved College or University Coursework (or a combination of the two). The Induction Plan includes other professional development activities to be determined by the credential holder, a representative of the employing school district and a representative of the institution of higher education. The activities should reflect assessed needs of the credential holder and may be given academic credit by the institution, but academic credit is not required.

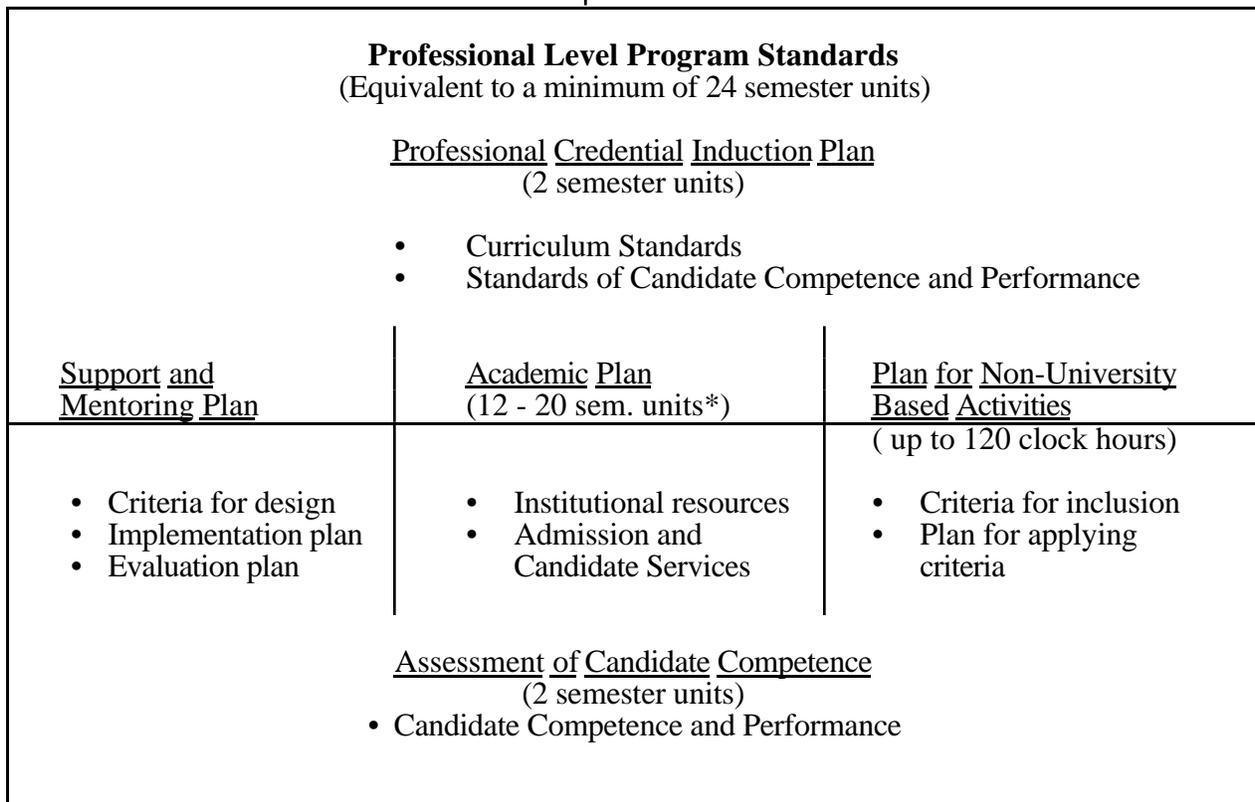
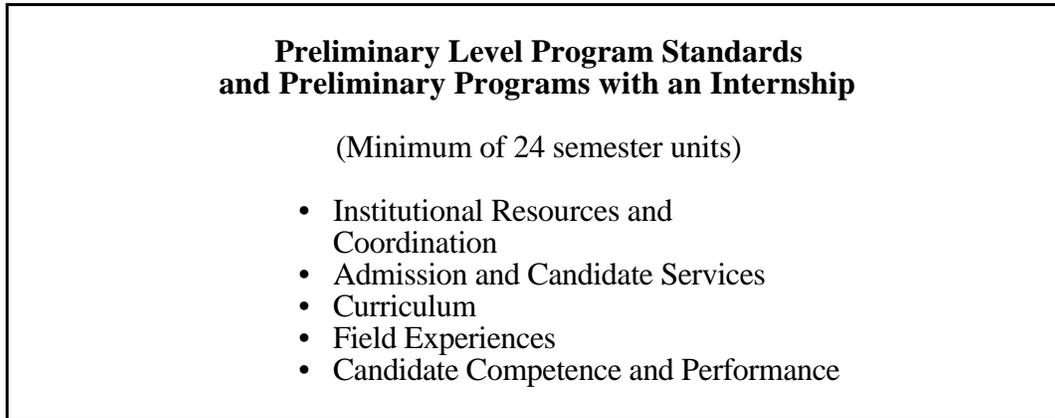
Assessment of the Completion of the Induction Plan: 2 Semester Units. During the final year of the Professional Administrative Services Credential program, the candidate will register for the two unit assessment component. The IHE will work with the candidate in assessing the completion of the Induction Plan. IHE representatives, in conjunction with the candidate and the employing school district, will determine that the plan has been completed, that the candidate has completed at least two years of successful experience as an administrator, and that the candidate is an effective administrator. The candidate will then be recommended for the Professional Administrative Services Credential.

C. Renewal of the Professional Administrative Services Credential

The Professional Administrative Services Credential is valid for a period of five years, and is renewable by completing an individually-designed program of professional growth activities (150 clock hours), along with the normal application and fee. Information pertaining to the individually designed program and the renewal of Administrative Services Credentials is available in the *California Professional Growth Manual*, published by the Commission.

The following page presents a summary of the structural design of the Administrative Services Credential.

Structural Design of the Administrative Services Credential Program Standards



* The academic plan will vary in length, depending upon how much of the plan is devoted to non-university based professional development activities. Fifteen clock hours may be substituted for semester unit of course work in the plan, up to a total of 120 hours or 8 semester units.

Internship Programs for the Preparation of School Administrators

Preliminary Administrative Services credential programs may be designed with or without an internship option. The general purposes of internship programs are discussed below, followed by a discussion of the application of internship principles to this particular credential.

The primary purpose of internship programs is to offer an alternative form of professional preparation and certification for those individuals, school districts and postsecondary institutions that want or need to adopt such an alternative. An approved internship program must meet the Standards of Program Quality and Effectiveness that have been adopted by the California Commission on Teacher Credentialing. This document includes the internship preconditions and standards for the Administrative Services Credential. Once an internship program has been established, it becomes an alternative route to certification for individuals (interns) who are admitted to the program.

The American Heritage Dictionary defines an intern as "an advanced student or recent graduate undergoing supervised practical training." The Commission defines an intern as a person who (1) is enrolled in a Commission-approved internship program, and (2) is serving with an Internship Credential that has been issued on the recommendation of the institution that offers the approved internship program. Following the completion of an internship program, the successful intern may qualify for a credential to teach or serve in a professional capacity in California public schools.

Interns normally assume the duties of educators holding the regular credential. An intern may be full-time or part-time, but each intern should experience all of the activities associated with the given credential. Interns are compensated for their service. The internship must be supervised by the participating institution of postsecondary education and the employing school district. An intern's salary may be reduced by as much as one-eighth to cover the costs of supervision.

An internship involves a cooperative relationship between a university and a school district. The Internship Act of 1967 stipulates that the cooperating local education agency must be a "school district," so private schools are not eligible to participate in internship programs.

Internships have traditionally been viewed as an alternative method of professional preparation and certification for California Educators. The California Commission on Teacher Credentialing has determined that candidates in internship programs must meet the same standards of performance and competence as candidates in conventional preparation programs. 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 a 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.

Many interns serve in areas of critical need in which fully credentialed persons are not available. Emergency permits are not available for administrative service. The internship is a way in which a school district is able to employ an administrator while the credential program is being completed. Administrative internships are particularly appropriate for teachers on special assignment who are performing administrative duties.

In the past, some programs have used the term internship to describe the various kinds of field activities that a specialist or services credential holder experiences. The Commission believes that the term internship should be reserved for those circumstances where a candidate is working in a position that requires possession of an intern credential.

Standards of Program Quality and Effectiveness

In recent years the Commission has thoroughly redesigned its policies regarding the preparation of education professionals and the review of preparation programs in colleges and universities. These revisions have moved program approval and review away from narrowly defined guidelines and competencies to a broader and more professional definition of standards of program quality for each credential area. In initiating these reforms, the Commission embraced the following principles or premises regarding the governance of educator preparation programs. The School Administration Advisory Panel applied these general principles to the creation of standards for Administrative Services Programs.

- (1) *The status of credential preparation programs in colleges and universities should be determined on the basis of standards that relate to significant aspects of the quality of those programs.* Program quality may depend on the presence or absence of specified features of programs, so some standards require the presence or absence of these features. It is more common, however, for the quality of educational programs to depend on *how well* the program's features have been designed and implemented in practice. For this reason, most of the Commission's program standards define levels of quality in program features.
- (2) *There are many ways in which a credential preparation program could be excellent.* Different programs are planned and implemented differently, and are acceptable if they are planned and implemented well. The Commission's standards are intended to differentiate between good and poor programs. The standards do not require all programs to be alike, except in their quality, which assumes different forms in different environments.
- (3) *The curriculum of the credential preparation program plays a central role in a program's quality.* The Commission adopts curriculum standards that attend to the most significant aspects of knowledge and competence. The standards do not prescribe particular configurations of courses, or particular ways of organizing content in courses, unless professionals on an advisory panel have determined that such configurations are essential for a good curriculum. Similarly, curriculum standards do not assign unit values to particular domains of study unless there is a professional consensus that it is essential for the Commission's standards to do so.
- (4) *The assessment of each candidate's attainments in a preparation program is a significant responsibility of the institution that offers the program.* This assessment should go beyond a review of transcripts to verify that acceptable grades have been earned in required and elective courses. The specific form, content and methodology of the assessment should be determined by the institution. The School Administration panel has defined an expanded role in this area, particularly at the Professional level, where the program is to be highly individualized and based on the candidate's assessed professional development needs. At both levels, the panel endorsed the concept of multiple assessments at various points in time.
- (5) *The Commission's standards of program quality allow excellence to assume different forms in different environments.* The Commission did not ask the advisory panel to define all of the acceptable ways in which programs could satisfy a quality standard. The standards should define *how well* programs must be designed and implemented; they must not define specifically and precisely *how* programs should be designed or implemented.

Standards for Administrative Services Credentials

- (6) *The Commission's standards of program quality are roughly equivalent in breadth and importance.* The standards are grouped in categories that are also roughly equivalent in scope. Each standard is accompanied by a rationale that states briefly why the standard is important to the quality of preparation.
- (7) *The Commission assists in the interpretation of the standards by identifying the important factors that should be considered when a program's quality is judged.* The Commission's adopted standards of program quality are mandatory; each program must satisfy each standard. Factors to consider are not mandatory in the same sense, however. Instead, these factors suggest the types of questions that program reviewers ask, and the types of evidence they assemble and consider, when they judge whether a standard is met. Factors to consider are not "mini-standards" that programs must "meet." The Commission expects reviewers to weigh the strengths and weaknesses of a program as they determine whether a program meets a standard. The Commission does not expect every program to be excellent in relation to every factor that could be considered.
- (8) *Whether a particular program fulfills the Commission's standards is a judgment that is made by professionals who have been trained in interpreting the standards.* Neither the Commission nor its professional staff make these judgments without relying on experts who are thoroughly trained in program review and evaluation. The review process is designed to ensure that credential preparation programs fulfill the Commission's standards initially and over the course of time.

The Commission fulfills one of its responsibilities to the public and the profession by adopting and implementing standards of program quality and effectiveness. While assuring the public that educator preparation is excellent, the Commission respects the considered judgments of educational institutions and professional educators, and holds educators accountable for excellence. The premises and principles outlined above reflect the Commission's approach to fulfilling its responsibilities under the law.

Definitions of Key Terms

Key terms used in this Handbook are defined below.

Standard

A "standard" is a statement of program quality that must be fulfilled for initial approval or continued approval of a professional preparation program by the Commission. The Commission determines whether a program satisfies a standard on the basis of a consideration by an evaluation team of all available information related to the standard.

Questions to Consider

"Questions to Consider" are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation. In this document, the "Questions to Consider" are included for all Common Standards.

Factors to Consider

"Factors to Consider" will guide accreditation teams in determining the quality of an institution's response to each program standard. Within the scope of a standard, each factor defines a dimension along which programs vary in quality. To enable an accreditation team to understand a program fully, a college or university may identify additional quality factors, and may show how the program fulfills these added indicators of quality. In determining whether a program fulfills a given standard, the Commission expects the team to consider, in conjunction with each other, all of the quality factors related to that standard. In considering the several quality factors for a standard, excellence on one factor compensates for less attention to another indicator by the institution.

Precondition

A "*precondition*" is a requirement for initial and continued program approval that is based on California state laws or administrative regulations. Unlike standards, preconditions specify requirements for program compliance, not program quality. Program compliance with the preconditions will be determined on the basis of a staff analysis of a program document provided by the college or university. In the review sequence, a program that meets all preconditions is eligible for a more intensive review to determine if the program's quality satisfies the Commission's adopted standards.

Administrator Preparation: Introduction by the School Administration Advisory Panel

The work of a school administrator is increasingly complex and demanding. Administrators for the 21st century need to be effective managers and leaders who are able to operate successfully in a changing environment. They should know and understand their schools and communities, exert leadership to achieve positive educational outcomes, and continue to develop and grow in their own professional expertise. These high expectations for future school leaders demand a rethinking of how administrators are prepared, how they are initiated into their profession in the early years of practice, and how they engage in professional renewal.

The newly configured design for administrator credentialing recognizes this continuum of development for the school administrator. The Preliminary Administrative Services Program is designed to prepare persons for administrative responsibilities in a variety of educational settings and contexts. The Professional Administrative Services Credential program is intended to be an induction experience for beginning administrators that provides mentoring, ongoing support, and professional development targeted to the individual candidate's assessed needs. Ongoing credential renewal requirements recognize the need for administrators to remain professionally current and to select and engage in activities that improve their own practice.

The professional development of school administrators begins with a well-designed initial preparation program. Prospective administrators need a grounding in the principles of administrative practice and a broader understanding of the world of schooling than is typically provided in the best of teacher preparation or that which is gained through professional practice. A strong theoretical knowledge base undergirds this preparation of school administrators. Candidates develop a professional perspective by examining contemporary administrative practices and schooling policies in relation to fundamental issues, theories and research in education.

However, preparation programs that provide only theoretical concepts, without offering opportunities for candidates to connect these learnings to practical situations, limit their students and the schools they serve. Field experience is a critical component in an initial preparation program. Such experiences should acquaint candidates with a wide range of administrative responsibilities, provide opportunities for acquiring and developing administrative skills, and result in significant learning about the work of a school administrator.

A strong preservice preparation program does not, by itself, prepare candidates for the difficult and challenging work of leading the schools of the future. Much of the learning needed to perform effectively as a school administrator occurs during the early years of service, as the new administrator begins to confront and reflect upon problems of practice. A planned induction program for beginning administrators can provide the assistance, support, and on-the-job training that can markedly enhance the performance of the new administrator during these early, crucial years of administrative practice.

Under this new model of preparation, the candidate begins a program of studies leading to the Professional Administrative Services Credential only after employment in an administrative position. The program then is individually designed to meet the candidate's assessed needs, interests and long-term career goals. A formal plan for professional induction is developed by the candidate, the university supervisor, and a district mentor. Full participation by all parties will improve the planning, implementation, and evaluation of the candidate's experiences.

Standards for Administrative Services Credentials

Assessments of candidate performance play a key role in this new design. Multiple and varied assessments will occur at various points in the candidate's progress through both levels of preparation. These assessments will measure progress, help the candidate reflect on learnings, guide revisions to the professional development plan, and lead to informed decisions about administrative competence.

There is an important role for non-university based programs in administrator preparation and professional development. Such programs can be incorporated into the structural design for preparation and professional growth in appropriate ways. At the preliminary level, such programs can supplement, enhance, and support the formal coursework. The professional level provides for formal inclusion of appropriate activities that meet the specified criteria under the defined standards.

Collaboration of all parties who have an interest and stake in administrator preparation and professional development is crucial if this newly defined model of preparation is to serve the needs of California schools. There are many roles to play and a wide variety of contributions to be made to administrative preparation and professional development.

Administrators who complete programs of professional preparation designed to meet the standards in this document will be well-prepared to lead schools of the future. However, these administrators will realize that they are never finished learning. They will come to value ongoing professional development and will learn to seek out continued opportunities to grow, develop, and extend their vision.

Part 2: Common Standards

(Aspects of program quality that are the same for all credential programs. The institution responds to each Common Standard by providing pertinent information, including information about individual programs. For each Common Standard, questions are included which can be used by institutions for assistance in the preparation documents for the initial accreditation of programs and self-study reports for continuing accreditation. The questions will also assist team members during training and continuing accreditation reviews. Following the Common Standards are particular common standards issues which must be addressed for internship programs and emphasis programs.)

Commission on Teacher Credentialing

Adopted May 1998

Revised June 1998

Revised October 2000

Common Standards

Standard 1

Education Leadership

The institution (faculty, dean/director and institutional administration) articulates and supports a vision for the preparation of professional educators. All professional preparation programs are organized, governed, and coordinated with the active involvement of credential program faculty. Institutional leadership fosters cohesiveness in management; delegates responsibility and authority appropriately; resolves each professional preparation program's administrative needs as promptly as feasible; and represents the interests of each program in the institution, the education profession, and the school community.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How clear is the leadership's vision for the preparation of educators? How well does this vision shape the design and delivery of each credential program? What evidence is there that the leadership of the institution supports the goals and purposes of each program?
- How well does the leadership of the institution develop a unified sense of teamwork among the administrators of sub-units, including credential programs?
- How clear are the lines of authority and responsibility for the management of each credential program? In what manner are program coordinators involved in appropriate decision-making bodies within the institution?
- How prompt is the leadership of the institution in addressing and resolving problems in credential programs that are amenable to administrative solutions?
- How frequently and openly does the institutional leadership confer with the faculties who teach credential candidates and supervise their field experiences?
- To what extent is institutional leadership seen as an advocate for the credential programs within the institution, the education profession as a whole, and the local school community?

Common Standards Issues to be Addressed

Internship Programs

For an internship program: Each participating school district works with the institution to give appropriate attention to the effective operation of the program. Because interns function as employees of the school district, it is important that the school district ensure that the program is operating in a manner to further the educational goals of the district. The employing school district supports the goals and purposes of the program and assures the college or university that the appropriate support for the intern is available in the district.

Standard 2

Resources

Sufficient resources are consistently allocated for the effective operation of each credential preparation program, to enable it to be effective in coordination, admission, advising, curriculum, instruction, and field experiences. Library and media resources, computer facilities, and support personnel, among others, are adequate.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How adequate are personnel resources (including sufficient numbers of full and part-time positions for instructional faculty, field supervisors and support personnel) to staff each credential program and maintain its effectiveness?
- How well does the institution provide a critical mass of faculty resources to provide breadth and depth of expertise to support an effective program of instruction and supervised field experience in each credential area? Do credential candidates have sufficient opportunity for contact with faculty members?
- To what extent do faculty, staff, and candidates have access to appropriate buildings, classrooms, offices, study areas, furniture, equipment, library services, computers, media, and instructional materials? Are these resources sufficient and adequate?
- To what extent do faculty, staff, and candidates have equitable and appropriate access to computer-based technology, information and network resources for teaching and learning?
- To what extent do faculty, staff, and candidates have adequate technical support services for maintenance and training to support instructional goals?

Common Standards Issues to be Addressed

Internship Programs

For an internship program: Each participating school district works with the institution to provide sufficient resources to fulfill the needs of the program. Because interns function as employees of the school district, it is important that the school district provide sufficient resources, in addition to intern salaries, to assure the success of the program. The employing school district provides access to the resources to allow the intern to perform successfully in his or her position.

Standard 3

Faculty

Qualified persons are hired and assigned to teach all courses and supervise all field experiences in each credential preparation program. Faculty reflect and are knowledgeable about cultural, ethnic, and gender diversity. The institution provides support for faculty development, and recognizes and rewards outstanding teaching. The institution regularly evaluates the performance of course instructors and field supervisors, and retains in credential programs only those individuals who are consistently effective.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How effectively does the institution ensure that each credential program course and field experience is assigned to a faculty member who has an appropriate background of advanced study and professional experience that are directly related to his/her assignment(s) in the program?
- How does the institution develop and utilize recruitment policies and goals to ensure the equitable hiring of faculty in credential preparation programs?
- How does the institution ensure that all faculty members and field supervisors have current knowledge of schools and classrooms that reflect the cultural diversity of society?
- How well does the institution follow equitable procedures for the identification of effective and ineffective course instructors and field supervisors?
- What procedures are in place to remove ineffective course instructors and field supervisors from their assignments in credential preparation programs? How consistently are the procedures applied?
- How does the institution recognize excellence as a teacher, supervisor, and/or advisor in appointing, promoting and recognizing faculty members?
- How does the institution ensure that all faculty members (full time and part time) have access to adequate resources for their professional development, including resources to support research, curriculum study and program development?

Standard 4

Evaluation

The institution regularly involves program participants, graduates, and local practitioners in a comprehensive evaluation of the quality of courses and field experiences, which leads to substantive improvements in each credential preparation program, as needed. Meaningful opportunities are provided for professional practitioners and diverse community members to become involved in program design, development and evaluation activities.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what extent is the evaluation system based upon criteria that are related to the design, rationale, goals and objectives of each program, and to the competence and performance criteria that are used to assess candidates in the programs?
- How does the institution collect information about each program's strengths, weaknesses and needed improvements from all participants in the program, including course instructors, university and district supervisors, the employers of recent graduates, and each cohort of candidates during their enrollment and following their program completion? How comprehensively and frequently is information compiled?
- In what manner is evaluation information used to make qualitative decisions about credential preparation programs?
- As improvements in programs are considered, to what degree are they based on the results of program evaluation, the implications of new knowledge about teaching and schooling as it relates to each credential area, and the identified needs of schools and districts in the local service region?
- In what ways are meaningful and substantive opportunities provided for professional practitioners in multiple credential areas and persons who represent the diversity of the community to be involved in program evaluation and development activities?

Common Standards Issues to be Addressed

Internship Programs

For an internship program: The system of program evaluation and development includes representatives of the participating district(s), and representatives of persons who hold the affected credential from the participating district(s). Because interns perform the duties of fully certificated holders of the credential, it is important that representatives of these certificated employees, along with district representatives, participate fully in the development and evaluation of the internship program. The ongoing evaluation and development system includes substantive involvement from the institution, participating school districts, and representatives (the certificated exclusive representatives, if applicable) of holders of the affected credential.

Standard 5

Admission

In each professional preparation program, candidates are admitted on the basis of well-defined admission criteria and procedures (including all Commission-adopted admission requirements) that utilize multiple measures. The admission of students from a diverse population is encouraged. The institution determines that candidates meet high academic standards, as evidenced by appropriate measures of academic achievement, and demonstrate strong potential for professional success in schools, as evidenced by appropriate measures of personal characteristics and prior experience.

Commission-Adopted Credential Program Admission Requirements

Multiple and Single Subject Credential Programs - As a group, candidates admitted into the program each year have attained the median or higher in an appropriate comparison population on one or more indicators of academic achievement selected by the institution. Each individual has personal qualities and preprofessional experiences that suggest a strong potential for professional success and effectiveness as a teacher.

- For *BCLAD* Emphasis Programs, *BCLAD* candidates must be assessed for language eligibility for entry into the program.
- For Middle Level Emphasis Programs, candidates must have academic preparation in two or more subjects at a level equivalent to a supplementary authorization that may be joined in a core curriculum.

All Internship Programs - *Each internship candidate has had prior experiences and personal qualifications to enable candidates to perform at the level of responsibility required of an intern. Because interns perform the duties of fully certificated holders of the credential prior to the completion of a preparation program, it is important that they have had prior experiences which would adequately prepare them for the actual responsibilities of the position. When applicant's qualifications are evaluated, the program's admission criteria shall consider relevant experience and background to account for the increased responsibilities of interns.*

General Advanced Credential Program Admission Requirements - As a group, candidates admitted into the program each year have attained a level of academic qualifications, using one or more indicators, equivalent to or higher than candidates admitted to other post-baccalaureate programs offered by the institution. Each individual has personal qualities and prior experiences that suggest a strong potential for professional success and effectiveness in the specialist or service area.

Library Media Teacher Credential Program Admission Requirements - Candidates admitted into the program have met requirements that are comparable to those of other advanced programs at the institution and have demonstrated professional qualities and experiences that indicate a strong potential for professional success and effectiveness as a library media teacher.

Health Services/School Nurse Credential Programs Admission Requirements - As a group, candidates admitted into the program each year have attained a level of academic qualifications, using one or more indicators, equivalent or higher than candidates admitted to other post-baccalaureate programs offered by the institution. Each admitted

candidate holds valid licensure as a registered nurse in California and the appropriate academic degree as determined by the institution. Each individual has personal attributes and professional skills that suggest a strong potential for professional success and effectiveness as a school nurse.

Preliminary Administrative Services Credential Programs - As a group, candidates admitted into the program each year have attained a level of academic qualifications, using one or more indicators, equivalent to or higher than candidates admitted to other post-baccalaureate programs offered by the institution. Each individual has a record of professional accomplishment demonstrating leadership potential, and exhibits consistent adherence to moral and ethical standards of behavior.

Professional Administrative Services Credential Programs - Candidates are admitted into the program in a timely way, once it has been determined that they have successfully completed academic programs for the Preliminary Administrative Services Credential that have been approved by the Committee on Accreditation, or have completed the equivalent at an out-of-state institution, and are employed by a local educational agency in an administrative position.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what extent are the admission criteria and procedures clearly described and available to prospective candidates for credentials?
- What are the multiple measures used by the institution to define the academic achievement and professional potential of credential candidates?
- For the basic teaching credential programs, does the institution define an appropriate comparison group? Does each admitted candidate have an undergraduate GPA that is above the median GPA for the comparison group?
- For advanced credential programs, does each admitted candidate meet the institutional standards for graduate study?
- How does the institution determine and evaluate each applicant's personal qualities and preprofessional qualifications, (including entry level computer skills) for example, personal interviews with candidates, written evaluation of candidates' prior experiences with children and youth, and prior leadership activities?
- What alternative criteria and procedures are used to encourage admission of candidates from underrepresented groups?
- To what extent do the institution's recruitment and admissions policies and practices reflect a commitment to achieve a balanced representation of the population by gender, race, ethnicity and disability and to encourage admission of candidates from the institution's service area?

- How do the admissions criteria consider the candidates' sensitivity to (and interest in) the needs of children and youth, with special consideration for sensitivity to those from diverse ethnic, cultural and socio-economic backgrounds?

Academic qualifications alone are not sufficient factors for program admissions, because of the uniquely human character of the education profession. Each candidate for an administrative services credential must also bring appropriate personal characteristics and a record of professional accomplishments, so the program can build on human qualities and demonstrated abilities that are essential for effective service as an administrator. Before admitting candidates into the program, institutional representatives determine that each individual has a record of professional accomplishment demonstrating leadership potential, and exhibits consistent adherence to moral and ethical standards of behavior. The program's admissions criteria require the candidate to have prior experiences in which suitability for administrative responsibilities is demonstrated in such areas as parent and community involvement, relationships with professional colleagues and demonstrated leadership activities.

Professional Level

Candidates are admitted into the program in a timely way, once it has been determined that they have successfully completed academic programs for the Preliminary Administrative Services Credential that have been approved by the Committee on Accreditation, or have completed the equivalent at an accredited out-of-state institution, and are employed by a local education agency in an administrative position. The professional administrative services credential program is designed as an induction program for a newly hired administrator. This new administrator has already successfully completed an academic preparation program, has competed for a position, and been hired as an administrator. Timely admission to the program will allow for induction planning to begin early in the candidate's initial administrative experience. Each candidate for the professional credential must bring appropriate personal characteristics and a record of professional accomplishments, so the program can build on human qualities and demonstrated abilities that are essential for effective service as an administrator. The institution may establish other academic and professional experience requirements for admission, but should assure that the basic qualifications listed in the standard have been met. The institution works with employers to help in the early identification of candidates eligible for admission to professional level programs. The institution facilitates the admission of candidates and early induction advising so that newly hired administrators begin a series of professional development activities planned to meet their needs. The program's admissions criteria require the candidate to have prior experiences in which suitability for administrative responsibilities is demonstrated in such areas as parent and community involvement, relationships with professional colleagues and demonstrated leadership activities.

Standard 6

Advice and Assistance

Qualified members of the institution's staff are assigned and available to advise candidates about their academic, professional and personal development, as the need arises, and to assist in their professional placement. Adequate information is readily available to guide each candidate's attainment of all program and credential requirements. The institution assists candidates who need special assistance, and retains in each program only those candidates who are suited for entry or advancement in the education profession.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How does the institution ensure that student services, including academic advisement, professional assessment, personal counseling and career placement services are provided by qualified individuals who are assigned those responsibilities?
- Are student services provided equitably and made available when the candidates need them?
- In what manner does the institution provide (a) advice regarding the realities and opportunities for entry into different areas of professional service and (b) assistance for candidates in the pursuit of employment upon completion of their programs?
- What special opportunities are provided for candidates who need special assistance? How are candidates provided with information about the availability of special assistance?
- How does the institution review each candidate's competence at designated checkpoints, inform the candidates of their status, provide opportunities for corrective learning, and only then dismiss those who are determined to be unsuited for professional service?
- How are the requirements for each credential program and information about available services made accessible to prospective and current candidates?
- How well does the institution ensure that each candidate is informed in writing early in his/her program about the program's prerequisites, coursework requirements, field experience requirements, and the specific deadlines for making satisfactory progress in the program? How are candidates informed about the legal requirements for state certification? How are they also informed about the individuals who are available to provide services to them?
- In what manner is each candidate informed about institutional grievance and appeal procedures?

Common Standards Issues to be Addressed

Internship Programs

For an internship program: Faculty from the institution develop an individual plan for the mentoring support and professional development of each intern while in the program. Because interns perform the duties of fully certificated holders of the credential, it is important that they have support in the performance of their tasks and the planning for their professional development. This support should be similar to that which is provided for new teachers hired by the district. Specifically, they should have an individual plan for professional development and the support of one or more mentor teachers. The individual plan for support and professional development is developed for each intern in consultation with the intern and the employing school district. The individual plan includes the provision for mentoring experiences.

Professional Level

At least one experienced administrator is designated as a mentor for each candidate, with stated responsibility to assist in the professional/personal development of the new administrator. Once a school or school district employs a new administrator, it has an obligation to assign a mentor in order to provide ongoing assistance and support to that new administrator. Once a school or school district employs a new administrator, it has an obligation to assign a mentor in order to provide ongoing assistance and support to that new administrator. Mentors are assigned equitably to all candidates in the program in order to provide assistance and support to the new administrator. Experienced administrators who consent to serve as mentors are available and accessible for periodic consultations, scheduled conferences, and occasional unscheduled conversations with new administrators in the program. The institution regularly evaluates the quality of the induction support provided to candidates and makes modifications and adjustments as needed.

An institution that prepares candidates for the Professional Administrative Services Credential has an obligation to attempt to retain promising candidates who may experience difficulties during professional preparation. In consultation with the employer, the institution identifies candidates who need assistance and provides opportunities for such assistance. It is a joint responsibility of the institution and the employer to determine who is suited to practice in administrative positions. The institution, in consultation with the employer, identifies and assists each candidate who needs academic and professional assistance. Only those candidates who demonstrate the skills and knowledge necessary to be successful administrators are retained.

Standard 7

School Collaboration

For each credential preparation program, the institution collaborates with local school personnel in selecting suitable school sites and effective clinical personnel for guiding candidates through a planned sequence of fieldwork/clinical experiences that is based on a well developed rationale.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- For each credential preparation program, to what extent does an effective and ongoing system of communication and collaboration exist between the institution and local districts and school sites where candidates are placed for their field experiences?
- To what extent does the institution, in consultation with local administrators and teachers, have clear, explicit criteria for the selection of schools and district field experience supervisors? How effectively does the institution seek to place candidates in self-renewing schools in which the curriculum and the staff develop continually?
- To what extent is there a description of the fieldwork/clinical experience options that are available and how those options correspond to the organizational structure and academic requirements of each credential program?
- How does the institution ensure that each credential candidate's field/clinical experiences are planned collaboratively, involving the candidate, school district personnel and institutional personnel?
- To what extent does the institution provide opportunities for candidates to be placed in schools where computer-based technology is used to support teaching and learning?
- How thoroughly does the institution periodically review the suitability and quality of all field placement sites?
- To what extent does the institution review each candidate's fieldwork/clinical placement to ensure that candidates are assigned to appropriate sites supervisors?
- How well developed is the institution's plan and rationale for the sequence of field experiences in each credential program?

Common Standards Issues to be Addressed

Internship Programs

For an internship program: The very nature of an internship program requires collaboration at every stage of the program. This includes the selection of district supervisors of interns, placement of interns in teaching positions and shaping and evaluation of the internship assignments.

Preliminary Level

The institution secures collaboration with educational agencies in the selection of effective supervising administrators, in the placement of candidates in exemplary, well-managed schools.

Standard 8

District Field Supervisors

Each district-employed field experience supervisor is carefully selected, trained in supervision, oriented to the supervisory role, and certified and experienced in either teaching the subject(s) of the class or performing the services authorized by the credential. District supervisors and supervisory activities are appropriately evaluated, recognized and rewarded by the institution.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How does the institution ensure that each candidate's field experiences are supervised by district personnel who have state certification, academic preparation and successful experience in the credential area? How do they determine that they have remained current with changes in the profession and the student population?
- How thoroughly and promptly does the institution provide for the effective role-orientation and supervisory training of each district field experience supervisor.
- To what extent does each district field experience supervisor demonstrate skills in observation and coaching techniques and in ways of successfully fostering learning in adults?
- How are fieldwork/clinical experiences evaluated collaboratively, involving the candidate, school district personnel and institutional personnel?
- To what extent does the institution recognize and reward district field experience supervisors for their services, through letters of recognition or incentives, such as tuition credits, conference attendance allowances, or instructional materials?

Common Standards Issues to be Addressed

Internship Programs

Each intern receives support from one or more certificated person(s) who are assigned at the same school, at least one of whom is experienced in the curricular area(s) of the intern's assignment. Each person who supports one or more interns is trained in support techniques, oriented to the support role and appropriately evaluated, recognized and rewarded by the institution and/or the district. Support personnel are particularly important because interns do not have the benefit of the assistance of a cooperating (supervisory) teacher as a student teacher would have.

**Part 3: California Standards of Quality and Effectiveness
for Preliminary Administrative Services Credential Programs**

(For use with Option 1 of the *Accreditation Framework*)

**Program Design and Curriculum
Field Experiences
Domains of Candidate Competence and Performance**

Preconditions for the Approval of Administrative Services Credential Programs

Most associations that accredit postsecondary institutions establish "preconditions" to accreditation. So do most licensing agencies that approve professional preparation programs, or that accredit professional schools. Preconditions are requirements that must be met in order for an accrediting association or licensing agency to consider accrediting an institution or approving its programs or schools. Preconditions determine an institution's *eligibility*. The actual *approval* or *accreditation* of programs, schools or institutions is based upon standards adopted by the association or licensing agency.

There are two categories of preconditions: (1) those established by State laws such as limitations on the length of a professional preparation program; and (2) those established by Commission policy such as the requirement that the sponsoring institution be accredited by the Western Association of Schools and Colleges (WASC). The preconditions were originally adopted by the Commission in November, 1986. Institutions that intend to offer approved programs must provide a response to each precondition. Some preconditions may require a relatively brief response, others will require a detailed and thorough response. For example, a response to General Precondition 8 should include a list of faculty members who will be required to participate in the public schools and a three-year schedule showing when each will be expected to carry out this responsibility.

Some earlier preconditions have been changed as a result of Commission action and the *Accreditation Framework*. For example, in 1998, General Precondition 2 was adopted which requires institutions to report on responsibility and authority for credential programs. Preconditions have been titled and placed in a different order than in prior documents. Preconditions established by the Commission under its general statutory authority are listed first. They are preconditions which apply to all or most credential programs. (Please note that some of these preconditions apply only to initial accreditation, others apply only to continuing accreditation and others apply to both.) The general preconditions are followed by the preconditions that are established by specific sections of the Education Code and are specific to the Administrative Services Credential programs. Finally, preconditions pertaining to internship programs are included and displayed in italics. (Included with the preconditions are clarifications which may be helpful to institutions.)

General Preconditions Established by the Commission

Pursuant to Education Code Section 44227(a), each program of professional preparation shall adhere to the following requirements of the Commission.

- (1) **Accreditation and Academic Credit.** To be granted initial accreditation or continuing accreditation by the Committee on Accreditation as a program of professional preparation, the program must be proposed and operated by an institution that (a) is fully accredited by the Western Association of Schools and Colleges, and (b) grants baccalaureate academic credit or postbaccalaureate academic credit, or both.
- (2) **Responsibility and Authority.** To be granted initial accreditation or continuing accreditation by the Committee on Accreditation, the institution shall provide the following information.
 - (a) Identify the academic position within the institution's organizational structure that is responsible for ongoing oversight of all credential preparation programs offered by the institution (including credential programs offered by the extension division, if any).
 - (b) Provide a description of the reporting relationship between the position described in (a) and the managers who coordinate each credential program offered by the institution. If a reporting relationship is indirect, describe the levels of authority and responsibility for each credential program.
- (3) **Personnel Decisions.** To be granted initial accreditation or continuing accreditation by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an institution that makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.
- (4) **Demonstration of Need.** To be granted initial accreditation by the Committee on Accreditation as a program of professional preparation, the program proposal must include a demonstration of the need for the program in the region in which it will be operated. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.
- (5) **Practitioner's Participation in Program Design.** To be granted initial accreditation by the Committee on Accreditation as a program of professional preparation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.
- (6) **Commission Assurances.** To be granted initial accreditation by the Committee on Accreditation as a program of professional preparation, the program proposal must (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission; and (b) include assurances that (b1) the institution will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program, and (b2) that the institution will respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.

- (7) **Requests for Data.** To be granted continuing accreditation by the Committee on Accreditation as a program of professional preparation, the institution must respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.

General Preconditions Established by State Law

- (8) **Faculty Participation.** Each faculty member who regularly teaches one or more courses relating to instructional methods in a program of professional preparation for teaching credentials, including Specialist Credentials, or one or more courses in administrative methods in an Administrative Services Credential program, shall actively participate in public elementary or secondary schools and classrooms at least once every three academic years. *Reference: Education Code Section 44227.5 (a) and (b).*
- (9) **California Basic Educational Skills Test.** In each program of professional preparation, applicants for program admission shall be required to take the California Basic Educational Skills Test. The institution shall use the test results to ensure that, upon admission, each candidate receives appropriate academic assistance necessary to pass the examination. *Reference: Education Code Sections 44252 (f) and 44225 (n).*

Clarification of General Precondition 9

Legislative Intent. General Precondition 9 does not require passage of the CBEST for admission, only that the exam be taken. It is the intent of the Legislature that admission to a program not be denied solely on the basis of having failed to pass the CBEST. Further, it is expected that institutions will make provisions for assisting candidates in passing the exam.

Out of State Applicants. Persons residing outside of California when they apply for admission must take the CBEST no later than the second available administration of the test after enrolling in the program.

For Internship Programs: In each internship program of professional preparation candidates who are admitted shall be required to pass the California Basic Educational Skills Test prior to assuming intern teaching responsibilities. Reference: Education Code Section 44252 (b).

- (10) **Certificate of Clearance.** A college or university that operates a program of professional preparation shall not allow a candidate to assume daily student teaching responsibilities or participate in field experience until the candidate obtains a Certificate of Clearance from the Commission which verifies the candidate's personal identification. *Reference: Education Code Section 44320 (d).*

For Internship Programs: Certificate of Clearance must be obtained prior to assuming intern teaching responsibilities.

Specific Preconditions Established by the Commission for the Preliminary Administrative Services Credential

Each program of professional preparation that leads to the issuance of Multiple or Single Subject Teaching Credentials shall adhere continually to the following requirements of California State laws.

- (1) **Program Length.** To be granted preliminary approval or continued approval, programs of study for the Preliminary Administrative Services Credential shall be equivalent to a minimum of 24 semester units, 36 quarter units or 360 hours of direct class instruction. California Code of Regulations Section 80096 (a)(1).
- (2) **Prerequisite Degree and Credential.** A college or university that operates a program for the Preliminary Administrative Services Credential shall determine, prior to recommending a candidate for the credential, that the candidate possesses a baccalaureate degree and a valid teaching credential; or a services credential with a specialization in pupil personnel services, library services, health services, or clinical rehabilitative services; or a designated subjects credential and a baccalaureate degree. Statutory basis: Education Code Section 44270 (a)(1).

For Internship Programs: A college or university that operates a program of preparation for the Preliminary Administrative Services Credential with an Internship shall require each candidate who is admitted into an Internship Program to possess the appropriate prerequisite credential prior to assuming internship administrative responsibilities. Statutory Basis: Education Code Section 44270 (a)(1).

- (3) **Experience Requirement.** A college or university that operates a program for the Preliminary Administrative Services Credential shall determine, prior to recommending a candidate for the credential, that the candidate has verified experience of a minimum of three years of successful, full-time classroom teaching in public or private schools; or three years of experience appropriate to the services credential listed in (11) above; or three years of experience with a designated subjects credential. Statutory basis: Education Code Section 44270 (a)(2).

For Internship Programs: A college or university that operates a program of preparation for the Preliminary Administrative Services Credential with an Internship shall determine that each candidate who is admitted into an Internship Program has verified experience of a minimum of three years of successful full-time teaching or services as described above prior to assuming internship administrative responsibilities. Statutory Basis: Education Code Section 44270 (a)(2).

Preconditions Established by State Law for Internship Programs

For initial and continuing accreditation by the Committee on Accreditation, participating districts and universities must adhere to the following requirements of state law.

- (1) Bachelor's Degree Requirement.** *Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education (Reference: Education Code Section 44453).*
- (2) Supervision of Interns.** *In an internship program, the participating institutions shall provide supervision of all interns. No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person (Reference: Education Code Section 44462). Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.*
- (3) Assignment and Authorization.** *To receive approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential (Reference: Education Code Section 44454). The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s) (Reference: Education Code Section 44458).*
- (4) Participating Districts.** *Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential involved (Reference: Education Code Section 44321 and 44452).*

Specific Preconditions Established by the Commission for Internship Programs

For initial and continuing accreditation, participating districts and universities must adhere to the following requirements established by the California Commission on Teacher Credentialing.

- (5) ***Non-Displacement of Certificated Employees.*** *The institution and participating districts must certify that interns do not displace certificated employees in participating districts.*

- (6) ***Justification of Internship Program.*** *Where an institution submits a program for initial or continuing accreditation, it must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.*

Standards of Quality and Effectiveness for Preliminary Administrative Services Credential Programs

Category I Program Design and Curriculum

Standard 1

Program Design, Rationale and Coordination

The program of professional preparation is coordinated effectively in accordance with a cohesive design that has a cogent rationale.

For an internship program: The development of the design and the coordination of an internship program involves the institution of higher education, and the participating district(s), with advice from the representatives of persons who hold the affected credential from each participating district.

Rationale

To be well prepared as administrators, candidates need to experience programs that are designed cohesively on the basis of a sound rationale that makes sense, and that are coordinated effectively in keeping with their intended designs.

For an internship program: Because interns perform the duties of fully certificated holders of the credential, it is important that representatives of these certificated employees, along with district representatives, have input into the design and coordination of the internship program. Each of the three constituencies should operate cooperatively in all decisions regarding the implementation of the internship program.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- The program has an organizational structure that forms a logical sequence among the instructional components and that provides for coordination of the administrative components of the program, such as admission, advisement, retention, candidate assessment, and program evaluation.
- There is effective coordination between the program's faculty and staff, between the education unit and other academic departments on campus, and between the institution, local districts and schools where candidates pursue field experiences.

Standards for Administrative Services Credentials

- *For an internship program there is coordination among the institution, local districts and schools, and representatives (the certificated exclusive representatives, if applicable) of holders of the affected credential.*
- *For an internship program the design makes allowance for the fact that interns do not have all of the "theoretical" background desirable for successful service at the beginning of the program, but they have an opportunity to combine theory with practice. The design also recognizes that the intern needs a different support system than what is available in the regular program.*
- The overall design of the program is consistent with a stated rationale that has a sound theoretical and scholarly basis, and is relevant to the contemporary conditions of schooling (such as recent demographic changes).
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 2

Development of Professional Perspectives

The program offers exposure to the essential themes, concepts and skills related to the performance of administrative services. Each candidate develops a professional perspective by examining contemporary administrative practices and schooling policies in relation to fundamental issues, theories and research in education.

For an internship program: Before the candidate assumes intern responsibilities, the program provides orientation to job responsibilities and conceptual awareness of the essential themes, concepts and skills related to the performance of administrative services.

Rationale

To become fully professional, prospective administrators must begin to develop philosophical and methodological perspectives that are based on consideration of fundamental issues, theories and research. Candidates must have adequate opportunities to learn knowledge and skills that underlie professional competence, so they can perform entry level administrative services responsibly.

For an internship program: In an internship, candidates usually begin administrative assignments before they have acquired an extensive background of skills and knowledge. Therefore, the program should ensure that, prior to beginning an internship assignment, all candidates have a basic understanding of the foundations of administrative practice and an understanding of their specific job responsibilities.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Coursework leads to an understanding of school organization and the management and leadership of schools.
- Coursework leads to an understanding of the school as a community and as a part of a larger social, political, cultural, and economic context.
- Preparation includes intensive study of pedagogical approaches and materials for teaching in the schools, such as state curriculum documents and the curricular recommendations of professional associations.
- Coursework explores the works of major educational theorists, reviews research on effective administrative practices, and examines the use of those practices among teachers and students of differing gender, ethnicity, and handicapping conditions.
- Coursework provides historical, legal, social, political, ethical, and economic perspectives on the role of educational leaders for contemporary schools.
- Effective techniques for teaching knowledge, concepts, skills and values for service as an administrator are presented and modeled in required coursework.

Standards for Administrative Services Credentials

- The coursework includes administrative skills that promote equal learning opportunities in the classroom, including effective approaches to working with faculty, staff, parents and students who are culturally, ethnically and socio-economically diverse.
- *For an internship program, the orientation should provide an awareness of the knowledge and skills that candidates are expected to attain in all of the Domains of Candidate Competence and Performance in Category V.*
- *For an internship program, coursework and the intern support system continue to address Category V domains throughout the internship.*
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 3

Curriculum, Instruction, and Assessment

The program includes study of alternative designs for school curriculum, delivery and evaluation of instructional programs, and assessment of student progress.

Rationale

The primary role of the school administrator is to facilitate teaching and learning in schools. In order to provide this leadership, the administrator needs to have an understanding of the content of what is to be taught and the environment in which learning occurs and diverse and appropriate teaching methods.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- The program includes study of alternative approaches to curriculum theory, design, practice, and evaluation.
- The program includes theories of cognitive development and instructional strategies and forms of school organization for meeting the needs of diverse learners.
- The program includes the study of the dynamics of curriculum change and the key role administrators play in creating a learning community in the schools.
- The program addresses interrelationships among curricula, school organization, and society.
- The program includes the study of valid and reliable assessment approaches and procedures that may be used to provide information about student progress and improve the instructional program.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 4

Administrative Concepts and Management Strategies

The program includes the study of administrative functions and reflects effective leadership and management concepts and strategies that contribute to student learning in schools.

Rationale

A wide variety of administrative functions are performed in leading schools to achieve instructional results. Effective educational leaders understand these leadership and management concepts and develop and apply appropriate strategies to the daily and ongoing operation of schools.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- The program includes opportunities to develop organizational understanding and leadership skills and strategies to be used in planning and implementing organizational objectives.
- The program fosters an understanding of techniques to be used to guide, motivate, delegate, build consensus, and lead others in the achievement of results.
- The program includes a study of information collection strategies and opportunities to analyze and use this information in appropriate ways.
- The program includes study of the management of human and fiscal resources.
- The program reflects a contemporary understanding of a wide range of management practices.
- School leadership is considered within the larger social, political, and community context.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 5

Role of Schooling in a Democratic Society

The program includes study of the role of schooling in a democratic society and the strong relationship and necessary interaction between schools and the communities they serve.

Rationale

Schooling is a collective, publicly-funded good that is designed to reflect democratic values and to produce responsible citizens and productive members of society. Schools are influenced by a wide variety of ideas and forces in society and also play an important role in influencing and shaping those forces. Responsible administrators understand their roles in developing and building public support, engaging community leaders, and preparing students for the challenges of the future.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- The program includes opportunities to develop understanding of the historical and philosophical forces that have an impact on schooling.
- The program includes opportunities to debate the problems and possible approaches to addressing the problems confronting educational institutions.
- The program addresses the operation and environment of schools in a manner to promote the best values of democratic systems.
- Opportunities are provided for candidates to understand the values and concerns of the many communities that constitute a democracy and the importance of involving these communities in the life of schools.
- The relationship of schools to other community agencies is recognized and integrated approaches to providing services to children and families are considered.
- The roles of various persons and groups in establishing and developing educational policies and practices are studied.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 6

Working with Diverse Populations

The program includes systematic study of effective ways to structure learning opportunities for the diverse populations served by California schools. Candidates are prepared to administer schools and programs designed to assess and address the educational needs of all students in a variety of community contexts.

Rationale

Changing demographics in California have created a need to find new and better ways to educate a growing and changing population of students. Children enter school with a wide variety of ethnic, cultural, language, and family backgrounds. Administrators need to be prepared to deliver appropriate and effective educational services to all students.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- The program provides candidates with the opportunity to examine and evaluate their attitudes towards people of different cultures and ethnic backgrounds, including individuals with disabilities.
- An understanding of the instructional needs of diverse students is developed and an awareness of the appropriate programs and services to meet those specific needs is presented.
- The program includes study of diverse cultural patterns among families and appropriate mechanisms for involving all families in school programs.
- The program develops awareness of the impact of instructional practices and administrative decisions on students of different genders, races, ability levels, language or cultural backgrounds, religious affiliations, ethnic groups, health status, and sexual orientation.
- The program develops awareness of the impact of instructional practices and administrative decisions on students with disabilities.
- The program introduces candidates to appropriate mechanisms and resources for addressing language diversity in the schools. Emphasis is given to the special need and responsibility to communicate school information to families whose primary language is not English.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Category II

Field Experiences

Standard 7

Nature of Field Experiences

In the program of administrator preparation, candidates participate in significant field experiences that are designed to facilitate the application of theoretical concepts in practical settings. Each candidate addresses the major duties and responsibilities authorized by the administrative services credential in a variety of realistic settings. Field experiences include intensive experiences both in the day-to-day functions of administrators and in longer-term policy design and implementation.

For an internship program: For this standard and the Factors to Consider, the definition of "field experiences" includes, but is not limited to, the responsibilities of the internship assignment.

Rationale

Field-based or practical experiences related to administrator's responsibilities are an important part of the preparation of administrators. They offer opportunities to link theory with practice and improve the administrative practices of prospective administrators. A significant portion of the field experiences should take place in the context of the regular school day. California's population is culturally diverse. Each school administrator must be prepared effectively to work in diverse settings.

For an internship program: In an internship, candidates are working full time in an administrative position. Because of that, they will not be assigned the type of field experiences typical of a regular preparation program. When the internship assignment is limited in scope, additional experiences should be planned for the candidate to ensure preparation for the wide range of responsibilities authorized by the credential.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- The field experience duties are closely related to the job performance requirements of administrators.
- Linkages are made between the field experiences and the content of coursework in school administration.
- The candidate is provided adequate time to perform administrative field experience during the regular school day.
- Significant, intensive field experiences occur in at least one setting in which the candidate is able to perform a wide range of the typical responsibilities of a full-time administrator.

Standards for Administrative Services Credentials

- The university supervisor provides appropriate, on-site direction to the quality of the field experience assignments.
- Field work experiences include opportunities to deal with long term educational policy issues in the school or district.
- Authentic and significant field experiences are required for each candidate at one or more sites with a diverse school population.
- Each candidate is assigned field experiences which include a variety of school levels and a variety of school settings.
- *For an internship program, an assessment of the internship assignment is made to determine what additional experiences need to be planned for the candidate to provide a full range of administrative experiences.*
- *For an internship program, specific supplementary administrative experiences are assigned to interns on the basis of the above assessment.*
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 8

Guidance, Assistance and Feedback

The institution 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 supervising administrator and at least one institutional supervisor provide complete, accurate and timely feedback to the candidate.

For an internship program: For this standard and the Factors to Consider, the definition of "field experiences" includes, but is not limited to, the responsibilities of the internship assignment.

Rationale

Candidates can reasonably be expected to attain competence if their performances are guided, assisted and evaluated consistently. It is important that candidates receive complete, accurate and timely information about their progress toward competence. The feedback system will be more effective if it involves both institutional faculty members and personnel from the educational agency.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Guidance, assistance, and feedback encompass all of the components of the Standards in Category V which occur in the field experiences.
- The support and assessment of each candidate is coordinated effectively between the candidate's supervising administrator(s) and institutional supervisor(s).
- The information given to each candidate about his or her performance accurately and fully describes strengths and weaknesses and provides constructive suggestions for improvement.
- The final field experience evaluation is made by the institutional supervisor with the involvement of the supervising administrator.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Category III

Domains of Candidate Competence and Performance

Standard 9

Educational Leadership

Each candidate in the program is able to articulate a vision consistent with a well-developed educational philosophy and is able to lead individuals and groups toward the accomplishment of common goals and objectives.

Rationale

The changing schools and communities in California demand strong leadership by persons who can articulate a vision, establish and pursue appropriate goals, and inspire confidence and action in others.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate displays values, beliefs, and attitudes that inspire others to achieve school goals.
- Each candidate understands the importance of the leadership role in schools and the responsibility of exercising that leadership in positive ways.
- Each candidate is familiar with a variety of leadership styles and is able to demonstrate appropriate styles in specific situations.
- Each candidate demonstrates an understanding of shared leadership and the need to foster and develop leadership skills in others.
- Each candidate is able to manage conflict, build consensus, and communicate effectively orally and in writing.
- Each candidate understands the importance of developing good interpersonal relationships with colleagues, teachers, parents, school board members, community members, and students.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 10

Organizational Management

Each candidate demonstrates understanding of the organization, structure, and cultural context of schools and is able to lead others in the development and attainment of short-term and long-term goals.

Rationale

Local schools operate as organizations that are a part of a larger organizational and cultural context. School leaders need to understand the dynamics of these organizations, the cultures that characterize them, and the wider context that helps to shape their direction. Understanding these dynamics will help them provide leadership in developing and attaining organizational goals.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate understands basic principles of organizational theory so as to be able to lead and manage schools as organizational entities.
- Each candidate demonstrates the ability to apply theoretical perspectives to his or her own organizational setting.
- Each candidate understands the organization of the school and the roles of individuals within that school setting.
- Each candidate is able to identify a wide range of intellectual, political, ethical, cultural, and economic forces that impact on school organizations.
- Each candidate demonstrates the ability to lead groups and individuals in the development and implementation of long or short range goals.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 11

Instructional Program

Each candidate demonstrates the ability to design, implement, and evaluate instructional programs and lead in their development and improvement.

Rationale

The instructional program is the central focus of schooling. All management and leadership activities in schools need to be directed toward improved student learning. Effective administrators facilitate, lead, evaluate, and create opportunities for the educational program to better meet the needs of all students.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate understands basic principles of curriculum design and is able to interpret and guide the planning, implementation and evaluation of school district curricula.
- Each candidate understands the developmental needs of diverse learners and is able to insure appropriate learning methods and activities for diverse groups of students.
- Each candidate understands the importance of and demonstrates the ability to work with staff, parents, pupils, and community in curriculum development and evaluation.
- Each candidate gains an understanding of the appropriate use of resources--human, fiscal, and other--to the benefit of student instruction and the ongoing operation of schools.
- Each candidate is able to plan and organize programs for staff development consistent with curricular and instructional needs.
- Each candidate is able to direct appropriate ancillary services to students for the improvement of teaching and learning.
- Each candidate understands procedures for student assessment and uses assessment information to improve the instructional program.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 12

Management of Schools

Each candidate is able to plan, organize, implement, manage, facilitate and evaluate the daily operation of schools in ways that achieve organizational goals and lead to the safe, productive operation of schools.

Rationale

Schools must be managed and led in informed, responsible ways. An effective management system stems from a thorough understanding of the mission and functioning the school organization and is designed to achieve the mission of school and to facilitate student learning.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate works with faculty, parents, students, school board members, and other school stakeholders to translate a shared vision into strategic and operational plans.
- Each candidate defines roles and relationships for implementing and monitoring strategies and operational plans.
- Each candidate identifies resources and strategies required to implement plans.
- Each candidate develops an understanding of appropriate ways to manage student behavior in a school setting so as to develop and maintain a positive and safe school climate.
- Each candidate develops the ability to manage student services in response to individual and diverse students, making full use of the knowledge and services of appropriate support personnel.
- Each candidate acquires information management skills, including the ability to collect and analyze data, make and assist others in making informed decisions, and interpret and convey information in appropriate and thoughtful ways.
- Each candidate develops the ability to facilitate shared decision-making among members of the school community.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 13

Human Resource Administration

Each candidate demonstrates understanding of the importance and dimensions of human resource administration and the need to attract, retain, develop, and motivate school personnel in ways that enhance learning and professional development and that lead to positive and productive school settings.

Rationale

Human resources are critical to the successful operation of schools. Personnel must be recruited, selected, placed, evaluated, appraised, compensated, motivated, and developed in ways that assist individual members to achieve their own personal and professional goals and to help them collectively achieve the mission and purpose of schools.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate is able to work with all school personnel as well as with students, parents, school boards, and community members to establish a positive school climate and so that teachers and students can be successful.
- Each candidate develops an understanding of successful staff recruitment, selection, and induction approaches.
- Each candidate demonstrates the ability to make appropriate personnel assignments and recognizes the importance of full utilization of each employee's skills, abilities, and training.
- Each candidate understands the importance of staff development for all employees and is able to organize effective and appropriate professional development opportunities.
- Each candidate acquires processes and techniques for the evaluation of personnel performance.
- Each candidate understands the collective bargaining process and the administrator's role and the unions' role in that process.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 14

Fiscal Resource and Business Service Administration

Each candidate develops an understanding of the effective and efficient management of fiscal resources and business services.

Rationale

Schools need to be managed in cost-effective, efficient, and appropriate ways so that learning can take place. The management of the school budget and the school facilities has assumed a growing importance in contemporary schools, as scarce resources, lessened public support, and increasing economic constraints demand increased attention to the careful use of resources and a full understanding of school budget and plant management.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate understands the sources and appropriate use of federal, state, and local school funding.
- Each candidate develops knowledge of sound fiscal and business management skills and practices.
- Each candidate understands the relationship between human and fiscal resource planning in the management of schools.
- Each candidate understands the role of the school administrator in developing a school budget, administering the budget, and evaluating the efficiency and effectiveness of the services and products funded by the budget.
- Each candidate is aware of the division of fiscal responsibility between the school site and the central office.
- Each candidate develops skill in managing and scheduling school facilities in ways that promote appropriate and maximum use.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 15

Legal and Regulatory Applications

Each candidate understands the federal, state and local educational laws, regulations and other policies that govern schools, and knows how to act in accordance with these provisions.

Rationale

The legal framework helps to determine school policies and practices in ways that have a large impact on schooling. Knowledgeable administrators understand the legal provisions related to schooling and operate in ways that are ethically and legally defensible.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate gains an understanding of federal and state constitutional provisions, statutory standards, and regulatory applications governing public schools.
- Each candidate understands the importance of local rules, procedures, and directives related to schools.
- Each candidate understands the procedures and requirements for the employment, evaluation and retention of school personnel.
- Each candidate understands the requirements relating to credentialing laws, including assignment authorizations.
- Each candidate understands the collective bargaining process and is able to interpret and administer contracts.
- Each candidate operates in fair and impartial ways, acting in accordance with the spirit as well as the letter of the law.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 16

Policy and Political Influences

Each candidate recognizes the relationships among public policy, governance, and schooling and is able to relate policy initiatives to the welfare of students in responsible and ethical ways.

Rationale

The organization and governance of schools takes place within a wider social and political context that has a significant impact on education and schooling. An understanding of the policy, governance and political contexts related to public schooling is necessary if schools are to be viable centers of learning.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate understands the need for schools to be responsive to diverse community and constituent groups.
- Each candidate understands governance roles and has opportunities to practice consensus building, develop collaborative relationships, and engage in team building activities.
- Each candidate understands the need for interagency and interdisciplinary cooperation.
- Each candidate understands the interaction between schools and the social issues and concerns that impact the larger society.
- Each candidate understands schools as a political system and is able to identify the relationships between public policy and education.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 17

School and Community Collaborations

Each candidate in the program collaborates with parents and community members; works with community agencies, foundations, and the private sector; and responds to community interests and needs in performing administrative responsibilities.

Rationale

Schools operate as communities that reflect the larger communities they serve. School leaders need to understand those communities, interact with them, respond to their needs and interests, and be a positive force in those communities.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate understands the socio-demographic make-up of the school community and is able to develop and evaluate instructional programs, strategies and approaches appropriate to diverse student needs.
- Each candidate recognizes the importance of collaboration and demonstrates the ability to communicate and work with parents, school boards, and community members.
- Each candidate becomes aware of the wide range of social services available to children and families in the community and is able to effectively deliver and coordinate educational services with other service providers.
- Each candidate understands the importance of school public relations, is responsive to community issues and concerns, and is able to build and mobilize support for schools in the community.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 18

Use of Technology

Each candidate in the program effectively manages the various uses of technology for instructional and administrative purposes in the educational setting.

Rationale

Administrators must be able to use, manage and make decisions about several forms of technology. They need to learn what forms are appropriate for schools, and how these technologies can contribute to instructional support, administrative decision making, and the management of data.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate has opportunities to develop and improve in their competence of using technological tools.
- Each candidate understands the importance and role of multi-media technologies for instructional support, administrative decision-making, and the management of data in schools.
- Each candidate uses computers and other technologies in the performance of administrative responsibilities.
- Each candidate is able to make informed decisions about appropriate technologies for school use.
- Each candidate is able to manage the use of technology for the improvement of the instructional program.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 19

Determination of Candidate Competence

Prior to recommending each candidate for a Preliminary Administrative Services Credential, one or more persons who are responsible for the program determine, on the basis of thorough documentation and written verification by at least one district supervisor and one institutional supervisor, that the candidate has satisfied each standard in Category V.

Rationale

If the completion of a professional preparation program is to constitute a mark of professional competence, as the law suggests, responsible members of the program staff must carefully and systematically document and determine that the candidate has fulfilled the standards of professional competence both during the courses and in the field experiences.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- The assessment system (both during the program and at the conclusion) is systematic, fair, uses multiple measures and multiple sources, and is tied to the curriculum, field experiences and domains of competence.
- The candidate is assessed by university faculty, field supervisors, and knowledgeable district personnel in appropriate areas of performance related to the domains of candidate competence.
- There is a systematic final assessment by at least one supervisor from the educational agency and one supervisor from the institution of each candidate's performance that encompasses the knowledge and skills necessary for professional competence, and that is based on documented procedures or instruments that are clear, fair, and effective.
- One or more persons who are responsible for the program decide to recommend candidates for credentials on the basis of information regarding each candidate's competence and performance.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

**Part 4: California Standards of Quality and Effectiveness
for Professional Administrative Services Credential Programs**

(For use with Option 1 of the *Accreditation Framework*)

**Program Design and Curriculum
Support and Mentoring Plan
Non-University Activities
Candidate Competence and Performance**

Preconditions for Professional Administrative Services Programs

The General Preconditions established by the Commission (Preconditions 1-7) and the Preconditions established by State Law (Preconditions 8-10) found in the section of this Handbook for the Preliminary Administrative Services Programs also apply to Professional Administrative Services Programs and should be addressed in program proposals. In addition, the following preconditions specific to the Professional Credential should be addressed.

Specific Preconditions Established by the Commission for the Professional Administrative Services Credential

- (1) **Program Length.** To be granted preliminary approval or continued approval, programs of study for the Professional Administrative Services Credential shall be equivalent to a minimum of 24 semester units, 36 quarter units or 360 hours of direct class instruction. California Code of Regulations Section 80096 (a)(1).
- (2) **Initial Employment Requirement.** A college or university that operates a program for the Professional Administrative Services Credential shall determine, prior to admission to the credential program, that the candidate is employed in a position requiring an administrative credential. Statutory basis: Education Code Section 44270 (b) and 44270.1 (a)(2).
- (3) **Prerequisite Credential.** A college or university that operates a program for the Professional Administrative Services Credential shall determine, prior to admission to the credential program, that the candidate possesses a valid Preliminary Administrative Services Credential. Statutory basis: Education Code Section 44270.1 (a)(1).
- (4) **Individualized Induction Plan.** A college or university that operates a program for the Professional Administrative Services Credential shall provide for the development of a written individualized program of professional development activities (professional credential induction plan) for the advanced preparation program based upon individual needs. The plan shall be developed in consultations among the candidate, employer and university representative. Statutory basis: Education Code Section 44270.1 (a)(3).
- (5) **Non-university Activities Option.** A college or university that operates a program for the Professional Administrative Services Credential shall allow approved non-university activities to be included in the professional credential induction plan for up to 120 clock hours, in consultations among the candidate, employer's representative and university representative. Statutory basis: Education Code Section 44270.1 (a)(3).
- (6) **Credit for Induction Plan and Assessment.** A college or university that operates a program for the Professional Administrative Services Credential shall provide for the development of a professional credential induction plan for 2 semester units or 3 quarter units. The assessment of the completion of the professional credential induction plan shall also be provided for 2 semester units or 3 quarter units. Statutory basis: Education Code Section 44270.1 (a)(3).
- (7) **Administrative Experience Requirement.** A college or university that operates a program for the Professional Administrative Services Credential shall determine, prior to recommending a candidate for the credential, that the candidate has verified completion of a minimum of two years of successful experience in a full-time administrative position in a public school or private school of equivalent status while holding the Preliminary Administrative Services Credential. Statutory basis: Education Code Section 44270.1 (a)(2).

Category I

Program Design and Curriculum

Standard 1

Program Design, Rationale and Coordination

The professional credential program is supported by a cogent rationale, draws on a defined knowledge base, is responsive to the individual candidate's needs, and is coordinated effectively.

Rationale

New administrators need to experience programs that are designed cohesively on the basis of a sound rationale that makes sense, and that are coordinated effectively in keeping with their intended designs. The program should be designed to give options to individual candidates to pursue coursework and other professional development opportunities that meet their own particular needs.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- The program has an organizational structure that forms a logical sequence among the instructional components and that provides for coordination of the administrative components of the program, such as admission, advisement, retention, candidate support and assessment, and program evaluation.
- There is effective coordination between the program's faculty and staff, between the education unit and other academic departments on campus, and between the institution, schools, districts, county offices, and other agencies where candidates are beginning their administrative responsibilities.
- The overall design of the program is consistent with a stated rationale that has a sound theoretical and scholarly basis, and is relevant to the contemporary conditions of schooling (such as recent demographic changes).
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 2

Design of the Professional Credential Induction Plan

The candidate, the university advisor, and the employer's representative(s) work together to develop a professional credential induction plan for the support and professional development of each beginning administrator. The design of the plan is coherent, is based on a stated rationale, and includes a mentoring component, advanced academic coursework, and may include non-university based professional development activities.

Rationale

The professional credential induction plan outlines the plan to build professional competence for each beginning administrator. This plan builds on each beginning administrator's assessed needs and outlines specific activities for facilitating each beginning administrator's professional development.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- The professional credential induction plan is designed to meet the individual assessed needs of the beginning administrator.
- Assessments of individual professional development needs, interests, job responsibilities, and career goals inform the plan for professional induction.
- The professional credential induction plan includes individual performance goals, outlines specific strategies for achieving those goals, establishes timelines, and documents the beginning administrator's progress in meeting the established goals.
- The professional credential induction plan outlines the coursework, the individual assistance, and the professional development opportunities that will be made available to the beginning administrator to address the established performance goals.
- An experienced colleague or mentor, a university advisor, and the candidate work together to design an appropriate plan and reflect periodically on progress in meeting the professional development goals established in the professional credential induction plan.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 3

Curriculum Content

The content of the curriculum has a strong conceptual base and is organized to address principles of administrative practice in the thematic areas defined below:

**Organizational and Cultural Environment
Dynamics of Strategic Issues Management
Ethical and Reflective Leadership
Analysis and Development of Public Policy
Management of Information Systems and Human and Fiscal Resources**

Rationale

The principles outlined in these broad thematic areas are intended to suggest a holistic, integrated approach to educational leadership and to the design of a curriculum intended to produce such leaders. Each set of principles interrelate in important ways and are expected to be woven throughout the curriculum.

- **Organizational and Cultural Environment.** Administrators understand the context within which schooling takes place. They understand and exercise leadership to build a positive organizational culture. They recognize and respond to the cultural diversities represented in their school communities in positive ways.
- **Dynamics of Strategic Issues Management.** Administrators define, analyze and evaluate issues that are important for schools and schooling, communicate with important constituent groups, and manage change in ways that benefit students and schools. They facilitate and enable others to contribute to the realization of organizational goals.
- **Ethical and Reflective Leadership.** Administrators recognize the moral dimensions of schooling. They act in a responsive, fair, and ethical manner, with consideration for the impact of their actions upon all students, parents, teachers, and other members of the school community. They critically gather appropriate information and reflect on their own practice and continue to learn as well as educate.
- **Analysis and Development of Public Policy.** Administrators understand the complexity of the relationships between public policies and schools and act in accordance with relevant laws, regulations, and policies. They exercise leadership in initiating, developing, clarifying, interpreting, and implementing policies designed to foster educational goals and success for all students.
- **Management of Information Systems and Human and Fiscal Resources.** Administrators understand how to assess needs and garner and use appropriate resources to achieve student and school success.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- The curriculum themes are incorporated into the program in ways that include systematic study, application of key concepts in job settings and opportunities for personal reflection and integration of thematic study into a personal vision of administrative responsibility.
- These themes are reflected throughout all courses and induction support activities, rather than only in one or two specific courses or activities.
- The program emphasizes the importance of inquiry into these thematic areas as a part of all experiences in the program.
- Activities in the professional credential induction plan include and reflect an integration of these thematic areas.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 4

Scope and Delivery of the Professional-Level Curriculum

The curriculum for the university and non-university components of the Professional Administrative Services Credential program builds upon the foundation of the Preliminary Administrative Services Credential program, and applies conceptual knowledge to administrative practice in ways that engage candidates in important issues of theory and practice.

Rationale

The candidate's preliminary level program was designed to acquaint candidates with the broad range of administrative and leadership responsibilities in schools. The prior coursework and field experiences have prepared persons to begin administrative service. The curriculum at the professional level should extend those learnings, and allow for in-depth study of defined areas of interest for the new administrator.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Curriculum content is characterized by a depth of experience that challenges candidates, fosters critical reflection, extends understanding, and allows for meaningful integration of theory and practice.
- Coursework systematically extends the depth of content offered at the preliminary level, and is geared to the needs of beginning administrators.
- Candidates have opportunities to select and pursue specific areas of interest within university and non-university curricular offerings.
- Coursework and other professional development activities are designed to thoughtfully engage candidates in challenging learning activities and reflect on their own practice as beginning administrators.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 5

Curricular Individualization

The curriculum of the program provides for specialization and individual development based on an assessment of each candidate's needs, interests, and career goals.

Rationale

A range of curricular offerings within the university and non-university component of the program to effectively meet the needs of beginning administrators in a variety of contexts. Specialization and individualization may occur by providing a variety of coursework, specialized strands, or by individualized learning opportunities within a specific course or professional development experience.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Areas of curricular specialization and a range of options within these specializations are available and clearly defined for candidates in the program.
- Candidates have opportunities to select and pursue specific areas of interest within the curricular offerings.
- Assessments of student needs and interests result in careful planning and selection of appropriate coursework and other professional development opportunities.
- Consideration is given to the new administrator's work responsibilities in planning the timing of coursework and professional development experiences.
- The curricular plan is outlined in the candidate's professional credential induction plan.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Category II

Support and Mentoring Plan

Standard 6

Provision of Mentoring Experiences

The beginning administrator's professional credential induction plan specifies provisions for mentoring and support activities to be provided by one or more experienced colleagues throughout the candidate's enrollment in the credential program.

Rationale

The guidance, advice, feedback, and support provided by a more experienced colleague assists the new administrator in the performance of his/her role and helps to facilitate the development of professional norms. Sharing of the knowledge of practice needs to be a planned part of the design for administrative induction. Candidates may experience more than one mentor, and the primary mentor may change. The professional credential induction plan should outline the ways in which mentor(s) will work with beginning administrators to help them achieve their defined goals.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- The mentoring component of the professional credential induction plan is developed collaboratively by the candidate, the university advisor, and the mentor administrator.
- Mentoring occurs on a regular, ongoing basis and reflects the candidate's changing needs and stage of professional development.
- Support and mentoring activities are appropriate to the individual needs of beginning administrators and are provided in ways that encourage reflection, build trust, and facilitate professional growth and development.
- Mentoring experiences may be individual or group activities, and may include, but need not be limited to, orientation of new administrators, job-alike meetings, function/division orientation, and mentoring.
- Activities are balanced to provide an awareness of a full range of administrative responsibilities, address both site level and district level functions, and provide experiences with diverse populations.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 7

Mentor Qualifications

Experienced administrators selected as mentors are qualified for this professional role, prepared for their responsibilities, assigned appropriately, evaluated for their effectiveness, and recognized for their contributions.

Rationale

Mentors play a key role in the induction experience of the beginning administrator. They need to understand the needs of beginning administrators and be prepared to help and assist in the development of administrative expertise. They will be most effective if they are paired with candidates who share similar job responsibilities and are committed to assume responsibility with the employer, the university, and the candidate, for the mentoring component of the professional credential induction plan.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Appropriate criteria for mentor selection and assignment are established by each school district or employing agency. These criteria give attention to the person's professional expertise, coaching skills, and knowledge of the profession.
- Training/orientation is provided by the university, district, county office, or professional organizations to prepare mentors for their roles and responsibilities.
- Mentors maintain regular and ongoing contact with candidates.
- Mentoring relationships are evaluated on a regular basis, and changed or supplemented as necessary.
- Mentors value and embrace their professional responsibility to nurture and support new administrators.
- Mentors are recognized in appropriate ways by employers and by the university.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Category III

Non-University Activities

Standard 8

Inclusion of Non-University Activities

The institution has clearly defined criteria and procedures that allow for the inclusion of appropriate non-university activities in the professional credential induction plan for each candidate.

Rationale

Non-university activities help to provide flexibility, diversity, and a wide range of choices in professional development activities to meet the participant's needs. These activities may provide field-based, practical and specialized professional development opportunities not available at the university. Non-university activities may be credited in the professional credential induction plan in terms of contact hours (up to a maximum of 120 hours). They are not required to be converted into university credit.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Non-university activities are included in the candidate's professional credential induction plan, if deemed appropriate by the candidate, the employer's representative and the university advisor.
- Candidates are made aware of appropriate non-university options and are given the opportunity to include specific non-university activities in the professional credential induction plan.
- Non-university activities, to be included as a part of the professional credential induction plan, meet the criteria outlined in Standard 18.
- The professional credential induction plan specifies which non-university activities will be included and the expected learnings that will occur from the activities.
- The university encourages county offices of education, professional organizations and local agencies to design and initiate effective professional development activities and submit these activities to the university for inclusion in professional credential induction plans.
- Candidates are informed of appeal procedures in the event that specific non-university activities are not approved for inclusion in the professional credential induction plan.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 9

Nature of Non-University Activities

Each non-university activity included in a candidate's professional credential induction plan is guided by an instructional design that is based on a coherent rationale. Each activity is delivered by qualified individuals, supported by appropriate resources and evaluated on an ongoing basis.

Rationale

Non-university activities are intended to develop expertise for California public school administrators using a wide variety of appropriate professional development opportunities.

Factors to Consider

The following factors serve as criteria to be considered in evaluating the appropriateness of each non-university activity.

- Each activity has clearly stated purposes that connect the learner's needs with expected outcomes that relate to the thematic principles of administrative practices defined in Standard 12.
- The instructional design of each non-university activity is sequential and developmental and based upon a conceptual framework.
- Each instructional activity is guided by goals and expected outcomes for participants and is evaluated for its effectiveness.
- Each presenter has appropriate professional knowledge and experience and an understanding of professional development strategies designed for adults.
- Adequate resources for each activity are evident in time that is made available for instruction, appropriate facilities, instructional supplies and technological support.
- Each non-university activity is implemented in sustained blocks of time, delivered in a variety of modalities, requires candidate application of learning beyond attendance and provides for evaluation of candidate performance.
- Each activity generates evidence regarding improved performance on the part of participants.
- The entities offering non-university activities maintain an ongoing system of program evaluation which involves presenters, participants and employers of participants.
- The activity meets other locally determined criteria related to this standard of quality.

Category IV

Candidate Competence and Performance

Standard 10

Expectations for Candidate Performance

Expectations for excellence in candidate performance are developed for each candidate, aligned with the principles of administrative practice outlined in Standard 12, and included in the individual induction plan.

Rationale

Five areas related to principles of administrative practice were identified in Standard 12 as the conceptual themes to be woven through the advanced level of preparation for school administrators. Candidate expectations will fall within the broadly defined thematic areas, but will be different for each candidate, depending on past experiences, current job assignments, and future career development goals and plans. The defined expectations, and ways in which performance in meeting those expectations will be measured, and the plan for assessing the achievement of the performance goals will be a part of the candidate's professional credential induction plan.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- The individualized program of studies, including the university and non-university components, is designed to foster development that is congruent with the five themes related to administrative practice (Standard 12).
- Areas of special emphasis are recognized and defined in appropriate ways in each candidate's professional credential induction plan includes clearly stated expectations and indicates how progress in each thematic area will be developed and assessed.
- The candidate, the university supervisor, and the mentor all have input into the design of the expectations, and the ways in which competence will be measured.
- Curriculum offerings, individual mentoring experiences, and other professional development experiences are offered to prepare candidates to meet the defined expectations.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 11

Assessment of Candidate Competence

Prior to recommending each candidate for a Professional Administrative Services Credential, the university advisor and the mentor verify that the candidate has met the expectations for excellence in candidate performance that are outlined in the professional credential induction plan.

Rationale

If the completion of a professional preparation program is to constitute a mark of professional competence, as the law suggests, responsible members of the program staff must carefully and systematically document and determine that the candidate has fulfilled the standards of professional competence established for the professional credential induction program.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- The methods used assess performance authentically and recognize the complexity and highly variable nature of administrative responsibilities.
- The assessment system (both during the program and at the conclusion) is systematic, fair, uses multiple measures and multiple sources, and is tied to the curriculum, field experiences and themes of competence.
- The candidate is assessed by university faculty and school personnel who have demonstrated expertise, have been oriented to the assessor role and trained in the specified criteria, and are periodically evaluated in the assessment role.
- Candidates are provided feedback on their progress at multiple points in the program.
- A culminating assessment brings closure to the induction period and establishes directions for continuing growth and professional development.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

**Part 5: Program Standards Options According to the
*Accreditation Framework***

**National or Professional Program Standards
General Program Standards
Experimental Program Standards
Alternative Program Standards**

California Commission on Teacher Credentialing

Adopted May 3, 1993

Part 5: National or Professional Program Standards

(For use with Option 2 of the *Accreditation Framework*)

National or Professional Program Standards. California institutions may propose program standards that have been developed by national or state professional organizations. Such a proposal may be submitted to the Committee on Accreditation with a statement of the institution's reasons for selecting this option and recommending the proposed standards. If the Committee determines that the recommended standards, taken as a whole, provide a level of professional quality comparable to the standards adopted by the Commission under Option 1 (California Program Standards), the Committee approves the proposed standards for use as Program Standards in the initial or continuing accreditation of credential programs.

California Commission on Teacher Credentialing

Adopted May 3, 1993

General Program Standards

(For use with Option 3 of the *Accreditation Framework*)

General Program Standards. General Program Standards have been adopted by the Commission to constitute Option 3. An institution that elects to use this option may ask that the General Program Standards be used for the continuing accreditation of one or more credential preparation programs at the institution.

California Commission on Teacher Credentialing

Adopted May 3, 1993

General Program Standards

For each program that is reviewed on the basis of the following General Program Standards, the Commission expects the accreditation team and the Committee on Accreditation to judge, in relation to each standard, whether the program is sufficiently responsive to the contemporary needs of the diverse students in California schools.

- (1) **Knowledge Base for the Curriculum.** Each credential program offers a cohesive curriculum that is based on a coherent rationale and derived from current and established research findings, exemplary professional practice, and recognized national or state professional guidelines. A knowledge base is explicated and accompanied by a rationale that demonstrates the academic foundations of the program curriculum and its responsiveness to the needs of California's diverse students. The program faculty articulates clear expectations for the professional competence and performance of program graduates.
- (2) **Professional Practices.** Each credential program provides adequate opportunities for candidates to learn knowledge of a variety of professional methodologies and skill at exemplary professional practices prior to assuming daily teaching responsibilities or other supervised field activities in the program.
- (3) **Principles of Equity.** In each credential program, candidates learn principles of educational equity and analyze the implementation of those principles in curriculum content and educational practices.
- (4) **Preparation for Diversity.** Each credential program engages candidates in studies of diverse cultures and intensive cross-cultural experiences. In each program, candidates examine successful approaches to the education of culturally and linguistically diverse students, and principles of first and second language acquisition and development. Candidates for basic teaching credentials learn and implement effective strategies to foster the development of English language skills, including reading, among all students, including speakers of primary languages other than English.
- (5) **Studies of Development.** In each credential program, candidates are oriented to common traits and individual differences that characterize several periods of child and adolescent development.
- (6) **Professional Perspective.** In each credential program, candidates develop professional perspectives by examining essential knowledge bases, including concepts drawn from the historical, philosophical, social, cultural and psychological traditions of education, as well as research findings and best practices appropriate to the credential specialization.
- (7) **Early Field Experiences.** Each credential preparation program provides, prior to advancing a candidate to the intensive fieldwork or clinical phase of the program, one or more supervised field-based experience(s) that, (a) provide opportunities to interrelate theory and practice, (b) prepare the candidate for daily teaching or other appropriate professional responsibilities, and (c) enable the clinical faculty to determine when the candidate is ready for daily supervised professional responsibilities.

Standards for Administrative Services Credentials

- (8) **Daily Professional Responsibilities.** Each credential program advances to training in daily supervised professional responsibilities only those candidates who are deemed ready for such experiences and who have demonstrated sufficient proficiency at basic academic skills and mastery of subject matter content.
- (9) **Field Assistance.** In each credential program, candidates in the field receive timely guidance, assistance and feedback from field supervisors and faculty in relation to each professional competence expectation of the program.
- (10) **Diverse Students and Responsibilities.** Each credential program ensures that each candidate (a) is effective in teaching or providing appropriate services to students of diverse ages, abilities, cultures and ethnicities, and (b) assumes other responsibilities of full-time educators. Each candidate must have at least one substantive public school professional experience that includes direct inter-action with diverse students.
- (11) **Verification of Competence.** In each program the institution recommends each candidate for a credential only after verifying validly and reliably the candidate's demonstrated competence in relation to each professional expectation of the program. The institution retains thorough documentation to verify each candidate's attainment of the program's stated expectations.

Experimental Program Standards

(For use with Option 4 of the Accreditation Framework)

Experimental Program Standards. For initial accreditation, an institution may present a program that meets the Experimental Program Standards adopted by the Commission pursuant to Education Code Section 44273. The Experimental Program Standards and Preconditions may be found in *Experimental and Alternative Programs of Collegiate Preparation for California Teachers and Other Educators*. Experimental programs are designed to examine professional issues or policy questions related to the preparation of credential candidates. For continuing accreditation, institutions that sponsor experimental programs are required to report their findings to the Commission, which disseminates the results to other institutions in California.

California Commission on Teacher Credentialing

Adopted November 7, 1986

Alternative Program Standards

(For use with Option 5 of the Accreditation Framework)

Alternative Program Standards. Pursuant to Education Code Section 44273, an institution may develop Alternative Standards for initial and continuing accreditation of a credential program. If the Committee on Accreditation determines that the proposed standards, taken as a whole, provide a level of program quality comparable to the standards adopted by the Commission under Option 1 (California Program Standards), the Committee approves the Alternative Standards for use as Program Standards by the institution that proposed them. A program that is subsequently accredited on the basis of Alternative Program Standards may legally depart from several statutory requirements that govern teacher education programs. Further information about approval of Alternative Programs may be found in *Experimental and Alternative Programs of Collegiate Preparation for California Teachers and Other Educators*.

California Commission on Teacher Credentialing

Adopted November 7, 1986