CODED CORRESPONDENCE

DATE:	NUMBER:
March 6, 2015	15-02
TO:	**FROM:**
All Individuals and Groups Interested in the Activities of the Commission on Teacher Credentialing	Mary Vixie Sandy Executive Director Commission on Teacher Credentialing

SUBJECT: Proposed Addition and Amendments to Title 5 of the California Code of Regulations Pertaining to Administrative Services Credentials

Notice of Public Hearing is Hereby Given

The Commission on Teacher Credentialing (Commission) proposes to take the regulatory action described herein after considering all comments, objections, and recommendations regarding the proposed action. A copy of the proposed regulations is attached with the added text underlined and the deleted text lined out.

A public hearing on the proposed actions will be held:

April 24, 2015
8:30 a.m.
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95811

Written Comment Period

Any interested person, or his or her authorized representative, may submit written comments by fax, through the mail, or by e-mail relevant to the proposed action. The written comment period closes at 5:00 p.m. on April 20, 2015. Comments must be received by that time or may be submitted at the public hearing. You may fax your response to (916) 322-0048; write to the Commission on Teacher Credentialing, attn. Tammy A. Duggan, 1900 Capitol Avenue, Sacramento, California 95811; or submit an email at tduggan@ctc.ca.gov.

Any written comments received 15 days prior to the public hearing will be reproduced by the Commission's staff for each member of the Commission as a courtesy to the person submitting the comments and will be included in the written agenda prepared for and presented to the full Commission at the hearing.

Authority and Reference

Education Code section 44225 authorizes the Commission to adopt these proposed regulation amendments. The proposed amendments implement, interpret, and make specific Education Code sections 44270, 44270.1, 44270.3, 44270.4, 44270.5 pertaining to Administrative Services Credentials.

Informative Digest/Policy Statement Overview

Summary of Existing Laws and Regulations

This rulemaking action proposes the following:

- Amend Title 5 California Code of Regulations (CCR) section 80054 to allow California prepared administrators to use teaching and/or services experience earned outside California toward qualifying for the preliminary Administrative Services Credential (ASC); clarify the application procedures for individuals who pass a Commission-approved examination in lieu of completing a preliminary program; and other amendments to update the program standards incorporated by reference, clarify the application, application fee, and formal recommendation requirements; and
- Addition of Title 5 CCR section 80054.1 to clarify and interpret the provisions of the Education Code pertaining to the requirements for the preliminary and clear ASC for administrators prepared outside California.

Current law specifies the requirements for the preliminary and clear ASC for both California prepared and out-of-state prepared administrators. The Commission previously adopted regulation amendments to Title 5 CCR section 80054 to implement and clarify the requirements for California prepared individuals. The proposed addition of Title 5 CCR section 80054.1 will clarify and interpret the requirements for out-of-state prepared administrators.

California-Prepared Administrators

Title 5 CCR section 80054 currently includes a definition for “employing agency” that lists only agencies located in California. The definition for “employing agency” is referenced for the teaching/services experience required for issuance of a preliminary ASC and for the administrative services experience required for issuance of a clear ASC.

Completion of a Commission-approved clear administrative services program requires employment in an administrative position. Since Commission-approved programs are offered only in California, it is appropriate to restrict the administrative services experience requirement to California employing agencies for the clear ASC. However, referencing the same “employing agency” definition for the teaching/services experience requirement for the preliminary ASC prohibits individuals from using experience earned outside California to qualify for the credential. Under the current regulatory language, an individual with five or more years of teaching experience earned in another state who relocates to California and completes a Commission-approved administrative services program would not qualify for the preliminary credential until he/she taught in California for at least five years. The proposed amendments to Title 5 CCR section 80054 will allow individuals to use teaching and/or services experience

earned in California or another state toward the five-year experience requirement for issuance of a preliminary ASC.

The current regulatory language also requires all applicants to obtain verification of program completion and formal recommendation for the preliminary ASC [or certificate of eligibility (CE)] and clear ASC from a Commission-approved program sponsor. However, individuals who pass an examination (currently the California Preliminary Administrative Examination or CPACE) may apply directly to the Commission for a preliminary ASC or CE, depending on their employment status and individuals who pass a national performance assessment (an assessment to satisfy this requirement has not yet been adopted by the Commission) may apply directly to the Commission for a clear ASC. The proposed amendments to Title 5 CCR section 80054 clarify that only individuals who complete a Commission-approved administrative services program must obtain verification of program completion and formal recommendation for the preliminary/CE or clear ASC credential.

The proposed amendments also include the addition of language related to the required application and application fee, an update of the program standards revision date, and other minor grammatical and punctuation edits.

Out-of-State Prepared Administrators

Assembly Bill (AB) 877 (Scott, Chap. 703, Stats. 2000) streamlined credential requirements for out-of-state prepared teachers and administrators. The measure added EC sections 44270.3 and 44270.4 to establish the requirements for out-of-state prepared administrators who taught and/or served as administrators outside California.

Title 5 CCR section 80054 previously included language that specified the requirements for administrators prepared outside California, but the regulation section was not amended upon the passage of AB 877 to include the routes for out-of-state experienced teachers and administrators. From October 2000 to July 2013, Commission staff relied on the language provided in EC sections 44270.3 and 44270.4 when evaluating applications from out-of-state prepared administrators who also held out-of-state teaching credentials and on Title 5 CCR section 80054 when evaluating applications from out-of-state prepared administrators who did not hold out-of-state teaching credentials and/or did not meet the out-of-state teaching experience requirement.

Regulation amendments to Title 5 CCR section 80054 effective July 1, 2013 removed the outdated language pertaining to out-of-state prepared administrators with the understanding that regulations for these individuals would be proposed at a later date. The proposed addition of Title 5 CCR section 80054.1 is required to clarify the requirements for preliminary and clear ASCs for administrators prepared in another state.

The subsections of the proposed regulations for administrators prepared outside California are organized to reflect the various routes available in statute as follows (the text of the EC sections

related to the issuance of preliminary and clear ASCs referenced in this item are provided in Appendix A):

Subsection (a): EC section 44270.3 specifies the minimum requirements for the preliminary ASC for an administrator prepared outside California who also holds a teaching credential and has taught full-time in another state for a minimum of three years. Subsection (a) clarifies the requirements enumerated in EC section 44270.3. Individuals who qualify via EC section 44270.3 are not required to hold a prerequisite California teaching or services credential to qualify for the preliminary or clear ASC.

Subsection (b): Establishes the minimum requirements for the preliminary Administrative Services Credential for administrators prepared outside California who do not also hold a teaching credential and/or have not taught full-time in another state for the number of years specified by the Commission. EC sections 44270.3 and 44270.4, as added by AB 877, pertain only to out-of-state prepared administrators who also hold teaching credentials and satisfy the experience requirement in another state. There are no provisions in either EC section that pertain to out-of-state prepared administrators who may have completed a teacher preparation program in California, may hold a prerequisite services credential, and/or may not meet the out-of-state teaching experience requirement. However, AB 877 did not exclude this population of out-of-state prepared administrators from qualifying for a preliminary or clear ASC in California.

Prior to the passage of AB 877, all candidates for a preliminary ASC were evaluated under the provisions of EC section 44270, whether the administrator program was completed in California or another state. Subsection (b) of the proposed regulations will clarify the requirements for a preliminary ASC for out-of-state prepared administrators who do not meet the out-of-state teaching credential and/or teaching experience requirements specified in subsections (a) or (d).

Subsection (c): Establishes the minimum requirements for the clear ASC for administrators who qualify for the preliminary credential via subsection (a) or (b). Although EC section 44270.3 establishes the minimum requirements for a preliminary ASC for out-of-state prepared administrators who are also credentialed and experienced teachers in another state, the statute does not specify the requirements that must be completed to qualify for the clear credential. EC §44270 for California prepared administrators and out-of-state prepared administrators who do not meet the out-of-state teaching/services credential requirements also does not specify the requirements for the clear credential. The requirements to qualify for a clear Administrative Services Credential for this group of administrators are provided in EC sections 44270.1 and 44270.5(b).

Subsection (d): EC section 44270.4 specifies the minimum requirements for a clear ASC for an out-of-state prepared, experienced administrator who also holds an out-of-state teaching credential and taught full-time time in another state for at least three years. Subsection (d)

clarifies the requirements enumerated in EC section 44270.4. Individuals who qualify under the provisions of EC §44270.4 are not required to hold a prerequisite California teaching or services credential to qualify for the clear ASC.

Subsection (e): Clarifies the authorization of preliminary and clear ASCs issued pursuant to subsections (a) through (d).

Subsection (f): Provides definitions for the terms used in the proposed regulations.

An Administrative Services Credential Advisory Panel was appointed by the Executive Director to study the preparation of leaders for California schools in 2010. The major purpose of the panel's work was to review the content, structure and requirements for administrator preparation to ensure that these remain appropriate to the needs of administrators serving in California schools. The panel's recommendations that were approved by the Commission in 2011 resulted in amendments to Title 5 CCR section 80054 pertaining to California prepared administrators. Two main changes resulting from the panel's recommendations affected the experience and prerequisite credential requirements for the preliminary ASC credential for California prepared administrators. The proposed regulations align the experience and prerequisite credential requirements for out-of-state prepared administrators to those that must be satisfied by California prepared administrators.

Experience Requirement

Subsection (c) of EC sections 44270.3 and 44270.4 for administrators prepared outside California require "at least three years" of teaching experience earned on the basis of an out-of-state credential. In addition, EC section 44270(a)(2) requires a minimum of three years of service on the basis of a valid prerequisite teaching or services credential. At the December 2011 meeting (http://www.ctc.ca.gov/commission/agendas/2011-12/2011-12-5A.pdf), the teaching and/or services experience requirement that California prepared administrators must satisfy to qualify for the preliminary credential was increased from three years to five years, as the Commission believes that previous experience in schools is a significant component in the readiness of a potential educational leader.

Administrators provide leadership in education settings. They function at the site level as principals and vice principals and at the district and county level as coordinators, department heads and superintendents. Administrators perform a wide array of tasks, depending in part on their particular job title, but also on the size and structure of the district. Examples of those tasks include providing technical support, conducting certificated and classified staff evaluations, leading the personnel division, developing and supporting instruction and curriculum, providing and interpreting data analyses, disciplining students, certificated staff and classified staff, organizing and conducting professional development, supporting special education assessment and programs, making certain schools are clean and well-maintained, coordinating alternative and bilingual education programs, managing categorical funds, coordinating school safety programs, and representing the school or district to the public.

Support for increasing the number of years of experience required for California prepared administrators was based on the rationale that three years of experience is insufficient for a beginning administrator in today's schools. Additional experience allows the individual to gain critical knowledge of the education profession and requisite leadership skills. With the increasing complexity of the administrator role in public schools, administrators are intently focused on instructional leadership and improvement of student academic outcomes.

The rationale for increasing the teaching/services experience requirement for California prepared administrators also applies to administrators prepared outside California. Therefore, the proposed regulation requires verification of five years of teaching/services experience to qualify for the preliminary credential in subsections (a) and (b) and the clear credential in subsection (d) for parity with the teaching/services experience requirement that must be satisfied by California prepared administrators [reference 5 CCR section 80054(a)(4)].

The proposed regulations define "full-time" as related to the teaching, services, and administrative services experience requirements as:

- A minimum of four hours a day, unless the minimum statutory attendance requirement for the students served is less.
- Experience must be on a daily basis and for at least 75% of the school year.
- Experience may be accrued in increments of a minimum of one semester.
- No part-time employment, meaning less than four hours per day, will be accepted.

The proposed definition is consistent with other 5 CCR sections that define "full-time" experience [reference 5 CCR sections 80048.3.1(c)(1), 80048.4(a)(6)(A), and 80413.3(c)(2)]. The proposed regulations include additional language in the definitions of "full-time" for clarity purposes, depending on whether the experience is earned in California or another state.

Prerequisite Credential

An administrator prepared outside California who also holds a teaching credential and satisfies the teaching experience requirement in another state is not required to hold a prerequisite California teaching or services credential to qualify for a preliminary ASC (reference EC sections 44270.3 and 44270.4). However, an administrator prepared outside California who does not also hold a teaching credential and/or does not satisfy the teaching experience requirement will be required by these proposed regulations to hold a prerequisite California teaching or services credential to qualify for the preliminary and clear ASC. [See EC section 44270(a)(1)]

In conjunction with the increased number of years of experience, the Commission approved the recommendation from the Administrative Services Advisory Panel to require possession of a clear or life teaching or services credential as a prerequisite for issuance of the preliminary ASC. The rationale in support of this decision was that an individual holding both preliminary teaching/services and administrative credentials will encounter challenges earning both clear credentials as the requirements are different and require service in each credential area. It is rare that an individual would be employed in simultaneous teaching or services and administrative

positions. A no-win situation is created for the holder of a preliminary teaching or services credential and a preliminary ASC who cannot complete the requirements for both clear credentials, especially since the individual must hold a teaching or services credential to qualify for a clear ASC.

Requiring possession of a clear or life teaching or services credential for an administrator who must hold a prerequisite credential allows the individual to focus first on earning the clear teaching or services credential. The individual could then turn their focus to the requirements for the clear ASC while also learning how to be an effective administrator.

The rationale for requiring a clear or life teaching/services credential for California prepared administrators also applies to administrators prepared outside California. Therefore, the proposed regulations require possession of a clear or life teaching/services credential to qualify for the preliminary credential in subsection (b) and for the clear credential in subsection (c) for parity with the prerequisite teaching/services credential requirement that must be satisfied by California prepared administrators [reference 5 CCR section 80054(a)(1) and (d)(2)].

Proposed Additions and Amendments to Regulations

§80054

(a): Proposes changing '(6)' to '(7)' due to the addition of a new subsection requiring submission of an application and application fee.

(a)(2)(A) through (a)(2)(C): Proposes a change to the *Administrative Services Credentials Program Standards* revision date due to updates to the program standards approved by the Commission.

(a)(4)(A) and (a)(4)(B): Proposes replacing "…with an employing agency as defined in subsection (g)(1)" with language that will allow candidates to use teaching or services experience earned outside California toward the five years required for issuance of the preliminary credential. Inclusion of the term "and/or" is used in the proposed language to allow an individual to provide verification of five years of experience in another state, in California, or a combination of the two. The definition for "employing agency" provided in subsection (g)(1) is restricted to employers located in California. Although the definition for "employing agency" is appropriate for the administrative services position and experience, it was never the Commission's intent to prohibit candidates from using teaching or services experience earned outside California toward satisfying the five year experience requirement for issuance of the preliminary ASC.

(a)(4)(C): Proposes the addition of a semicolon at the end of this subsection for consistency.

(a)(5): Proposes the addition of language at the beginning of this subsection to clarify that only individuals who complete a Commission-approved administrative services program are

required to obtain verification of program completion and formal recommendation for the preliminary ASC as specified in EC section 44227(b).

Also proposes the addition of language at the end of this subsection to clarify that individuals who pass an examination adopted by the Commission to qualify for the preliminary ASC may apply directly to the Commission. Verification of program completion and formal recommendation as specified in EC section 44227(b) are not required via the examination route. Commission staff will verify passage of the examination when the application is processed.

(a)(6): An application form (reference 5 CCR section 80433) and application fee (reference EC §44235) are required for each credential issued by the Commission. This is a proposed new subsection that specifies the aforementioned requirements for issuance of a preliminary ASC and references the relevant Title 5 sections that define each requirement. Fingerprint information is not included in this proposed subsection because California prepared candidates must hold a valid prerequisite credential and the fingerprint information will already be on file.

(a)(7): Proposes renumbering of this subsection from (a)(6) due to the addition of the application and application fee language.

(a)(8): Proposes renumbering of this subsection from (a)(7) and changing '(1) through (5)' to '(1) through (6)' due to the addition of the application and application fee language in (a)(6). Also proposes the addition of '…as specified in (7)…' to identify the subsection of the regulations related to the administrative position employment offer requirement.

(d): Proposes changing '(4)' to '(6)' due to the addition of new subsections requiring possession of a prerequisite credential and submission of an application and application fee.

(d)(2): Proposes the addition of a new subsection to clarify that possession of a teaching or services credential is one of the minimum requirements for a clear ASC credential for California-prepared administrators. Possession of a prerequisite teaching or services credential is required for issuance of a preliminary ASC and possession of a valid preliminary ASC is required for issuance of a clear ASC. Therefore, it follows that possession of a prerequisite teaching or services credential is also required for issuance of a clear ASC.

(d)(3): Proposes renumbering of this subsection from '(d)(2)' due to the addition of the language requiring possession of a teaching or services credential.

(d)(4): Proposes renumbering of this subsection from '(d)(3)' due to the addition of the language requiring possession of a teaching or services credential.

(d)(4)(A): [Previously (d)(3)(A)] Proposes a change to the *Administrative Services Credentials Program Standards* revision date due to updates to the program standards approved by the

Commission. Also proposes the addition of two commas and the word "and" for grammatical purposes.

(d)(4)(C): [Previously (d)(3)(C)] Proposes deletion of the word "and" at the end of this subsection due to the proposed addition of a new subsection requiring submission of an application and application fee.

(d)(5): Proposes renumbering of this subsection from '(d)(4)' due to the addition of the language requiring possession of a teaching or services credential. Also proposes the addition of language at the beginning of this subsection to clarify that only individuals who complete a Commission-approved administrative services program or demonstrate mastery are required to obtain verification of program completion and formal recommendation for the clear ASC as specified in EC section 44227(b).

In addition, proposes the addition of language at the end of this subsection to clarify that individuals who pass an assessment adopted by the Commission to qualify for the clear ASC may apply directly to the Commission. Verification of program completion and formal recommendation as specified in EC section 44227(b) are not required via the assessment route. Commission staff will verify passage of the assessment when the application is processed.

Lastly, proposes the addition of the word "and" due to the proposed addition of a new subsection requiring submission of an application and application fee.

(d)(6): An application form (reference 5 CCR section 80433) and application fee (reference EC §44235) are required for each credential issued by the Commission. This is a proposed new subsection to specify the aforementioned requirements for issuance of a clear ASC and references the relevant Title 5 sections that define each requirement. Fingerprint information is not included in this proposed subsection because California prepared candidates must hold valid a valid prerequisite credential and a valid preliminary administrative services credential; therefore, the fingerprint information will already be on file.

(g)(2): Proposes the addition of a semicolon at the end of this subsection for consistency.

(g)(2)(A): The current Title 5 definition for "full-time teaching experience" only addresses teaching experience. However, experience on the basis of services credentials as specified in subsection (a)(4)(B) is also acceptable toward the issuance of a preliminary ASC. The proposed amendments to this subsection add language to clarify that the definition of "full-time experience" also applies to services experience.

Further, subsection (a)(4)(C) allows an individual to combine teaching and services experience toward satisfying the five year experience requirement, but the current Title 5 definition prohibits the combination of teaching with other school employment. Proposed amendments

clarify that teaching experience may be combined with experience in the services field specified in (a)(4)(B).

The proposed amendments to this subsection also add language to specify the type of documentation that must be provided to verify experience earned outside California and to clarify that experience earned outside the United States is not acceptable under this section.

(g)(3): Article IV, section 3, clause 2 of the U.S. Constitution reads, "The Congress shall have power to dispose of and make needful rules and regulations respecting the territory or other property belonging to the United States; and nothing in this Constitution shall be so construed as to prejudice any claims of the United States, or of any particular state." The term "state" as used in this section is interpreted by the Commission to include territories and other possessions of the United States because those locations fall under the purview of the federal government.

This proposed new subsection clarifies that the term "state" includes U.S. territories, possessions of the United States, the District of Columbia, and Puerto Rico. Similar definitions for the term "state" are provided in Article II of EC sections 12500 and 12510.

§80054.1:

Title: Proposed new regulation section to clarify, interpret, and make specific the requirements for ASCs issued on the basis of administrator programs completed in another state.

(a): Prefaces the subsections that list the minimum requirements for initial issuance of a preliminary ASC for administrators prepared in another state who also hold out-of-state teaching credentials and meet the out-of-state teaching experience requirement established by the Commission (reference EC section 44270.3).

(a)(1): EC section 44270.3(a) requires possession of "…a baccalaureate degree from a regionally-accredited institution of higher education." Adhering to past practice of the Commission, the language proposed in this subsection specifies possession of a baccalaureate degree <u>or</u> a higher degree (i.e. a master's or doctorate degree) to qualify for the preliminary ASC. The proposed language will allow individuals who may have earned undergraduate degrees from unaccredited or foreign institutions to satisfy the requirement if they also earned a higher degree from a regionally-accredited institution. The proposed language also uses the more familiar phrase of "college or university" in lieu of "institution of higher education" for clarity purposes.

(a)(2): Subsection (c) of EC section 44270.3 requires completion of a general or special education teacher preparation program at a regionally-accredited institution of higher education. However, EC section 44274.2(a)(2) pertaining to the issuance of California preliminary teaching credentials to out-of-state prepared teachers authorizes the Commission to accept programs offered by local educational agencies that are approved by another state.

Such programs are similar to California's university and district intern programs. The language proposed in this subsection is similar to the language that clarifies the general education teacher preparation program requirement in 5 CCR section 80413.3(a)(1)(E) and the special education teacher preparation program requirement in 5 CCR section 80048.3.1(a)(1)(D) for individuals prepared in another state. In addition, the more familiar phrase of "college or university" is used in lieu of "institution of higher education" for clarity purposes.

(a)(3): EC section 44270.3(c) requires possession of a teaching credential in another state issued on the basis of the program referenced in subsection (a)(2). The language proposed in this subsection clarifies that the credential must be a "professional-level teaching credential" and provides cross-references to the existing Title 5 sections that define that term for general and special education teaching credentials issued by another state.

(a)(4): The proposed language in this subsection requires verification of five years of full-time teaching experience to qualify for the preliminary ASC for parity with the experience requirement that must be met by California prepared administrators [reference 5 CCR section 80054(a)(4)(A)] and to comply with the minimum teaching experience requirement established in EC section 44270.3(c).

(a)(5): An out-of-state prepared administrator must verify completion of an administrator program at a regionally-accredited institution of higher education. In addition, an individual must have either been issued or verify eligibility for an administrator credential in another state [reference EC section 44270.3(d)] to qualify for a preliminary ASC under the provisions of this subsection. The proposed language clarifies the program (using the more familiar phrase of "college or university" in lieu of "institution of higher education") and out-of-state credential/eligibility requirements. Alternative administrator programs or examinations from outside California will not be considered because EC section 44270.3(d) specifically requires completion of an administrator program at a regionally-accredited institution of higher education.

(a)(6): An application form (reference 5 CCR section 80433), application fee (reference EC §44235), and fingerprint information (reference EC section 44340) are required for each credential issued by the Commission. The language proposed in this subsection specifies the aforementioned requirements for issuance of a preliminary ASC and references the relevant Title 5 sections that define each requirement.

(a)(7): Clarifies the basic skills requirement specified in EC section 44270.3(b) for the preliminary ASC. EC section 44270.3(b) specifically references EC section 44252.5, but that section provides only general information pertaining to the basic skills requirement. EC section 44252.5(a) states the basic skills proficiency test shall be administered pursuant to EC sections 44227, 44252, and 44830. Subsection (b) of EC section 44252 provides specific language pertaining to the basic skills requirement, which is why that EC subsection is referenced in the proposed language of this subsection.

(a)(8): Subsection (b)(4) of EC section 44252 authorizes the Commission to issue a nonrenewable credential, valid for not more than one year, to an individual prepared outside California who meets all requirements for certification except demonstration of basic skills proficiency. The one-year nonrenewable credential is available to individuals who pass a basic skills proficiency examination developed and administered by, and who have an offer of employment with, a California school district or county office of education.

The language proposed in this subsection identifies the requirements that must be satisfied for issuance of the one-year nonrenewable credential, clarifies that an application for the one-year nonrenewable credential must be submitted to the Commission by a California public school employer, and cites the relevant EC section. The more broad term of "public school employer" is used in the proposed language in lieu of "school district" as stated in EC section 44252(b)(4) to allow for submission of applications for one-year nonrenewable credentials by other types of public school employers, such as charter schools, schools that operate under the direction of a California state agency, and state-approved non-public schools and agencies.

(a)(9): The "term" or validity period for credentials issued by the Commission is provided in 5 CCR section 80493. Subsection (a) of 5 CCR section 80493 establishes the validity period for credentials that do not require possession of a prerequisite credential and subsection (b) establishes the validity period for credentials that do require possession of a prerequisite credential. Possession of a prerequisite credential is not a requirement for a preliminary ASC issued pursuant to subsection (a) of these proposed regulations. Therefore, the proposed language states the preliminary credential shall be valid for five years and cites the relevant Title 5 sections associated with credential issuance dates and terms.

(b): EC sections 44270.3 and 44270.4 as added by AB 877 pertain only to out-of-state prepared administrators who also hold teaching credentials and satisfy the experience requirement in another state. There are no provisions in either EC section that pertain to out-of-state prepared administrators who may have completed a teacher preparation program in California, may hold a prerequisite services credential, and/or may not meet the out-of-state teaching experience requirement. However, AB 877 does not exclude this population of out-of-state prepared administrators from qualifying for a preliminary or clear ASC in California.
Prior to the passage of AB 877, all candidates for a preliminary ASC were evaluated under the provisions of EC section 44270, whether the administrator program was completed in California or another state. This practice continued after the passage of AB 877 for out-of-state prepared administrators who do not meet the out-of-state teaching credential and/or teaching experience requirement. The proposed language prefaces the subsections that list the minimum requirements for initial issuance of a preliminary ASC for administrators prepared in another state who do not also hold a teaching credential and/or have not taught full-time for a minimum of five years in another state.

(b)(1): EC section 44270(a)(1) requires possession of a valid teaching or services credential as a prerequisite for issuance of a preliminary ASC. This proposed subsection prefaces the

subsections that specify the types of appropriate prerequisite credentials for issuance of a preliminary ASC under the provisions of section (b).

(b)(1)(A): Clarifies the type and conditions under which a teaching credential may serve as an appropriate prerequisite credential. Subsection (a)(1)(A) of EC section 44270 requires possession of "baccalaureate degree." Adhering to past practice of the Commission, the language proposed in this subsection specifies possession of a baccalaureate degree <u>or</u> a higher degree (i.e. a master's or doctorate degree). The proposed language will allow individuals who may have earned undergraduate degrees from unaccredited or foreign institutions to satisfy the requirement if they also earned a higher degree. Language specifying that the degree must be from a regionally-accredited college or university is also proposed for consistency with other sections of Title 5 that require a baccalaureate degree for issuance of a teaching credential.

(b)(1)(B): Clarifies the type and conditions under which a designated subjects teaching credential may serve as an appropriate prerequisite credential. Subsection (a)(1)(B) of EC section 44270 requires possession of "baccalaureate degree." Adhering to past practice of the Commission, the language proposed in this subsection specifies possession of a baccalaureate degree <u>or</u> a higher degree (i.e. a master's or doctorate degree). The proposed language will allow individuals who may have earned undergraduate degrees from unaccredited or foreign institutions to satisfy the requirement if they also earned a higher degree. Language specifying that the degree must be from a regionally-accredited college or university is also proposed for consistency with other sections of Title 5 that require a baccalaureate degree for issuance of a teaching credential.

(b)(1)(C): Clarifies the type and conditions under which a services credential may serve as an appropriate prerequisite credential. Subsection (a)(1)(C) of EC section 44270 does not include language requiring a degree or program for the listed services credentials. The degree requirement is included in the proposed language of this subsection for consistency with subsections (b)(1)(A) and (b)(1)(B) and the language requiring completion of a program is included for consistency with 80054(a)(1)(C).

(b)(2): EC section 44270(a)(2) requires a minimum of three years of teaching or services experience on a prerequisite credential for issuance of a preliminary ASC. This proposed subsection prefaces subsections that clarify the prerequisite credential experience requirement for the preliminary ASC.

(b)(2)(A): The proposed language in this subsection requires verification of five years of full-time teaching experience to qualify for the preliminary ASC for parity with the experience requirement that must be met by California prepared administrators [reference 5 CCR section 80054(A)(4)(A)] and to comply with the minimum experience requirement established in EC section 44270(a)(2).

Since the program to qualify for the prerequisite credential specified in subsection (b)(1) and/or the experience may have been earned in California or another state, the term "and/or" is used in

the proposed language to allow an individual to provide verification of five years of experience in another state, in California, or a combination of the two.

(b)(2)(B): The proposed language in this subsection requires verification of five years of full-time services experience in one of the specified fields to qualify for the preliminary ASC for parity with the experience requirement that must be met by California prepared administrators [reference 5 CCR section 80054(A)(4)(B)] and to comply with the minimum experience requirement established in EC section 44270(a)(2).

Since the program to qualify for the prerequisite credential specified in subsection (b)(1) and/or the experience may have been earned in California or another state, the term "and/or" is used in the proposed language to allow an individual to provide verification of five years of experience in another state, in California, or a combination of the two.

(b)(2)(C): Proposed language allows for the combination of the teaching experience in subsection (b)(2)(A) with the services experience in subsection (b)(2)(B) for parity with the experience requirement that must be met by California prepared administrators [reference 5 CCR section 80054(A)(4)(C)] and to comply with the minimum experience requirement established in EC section 44270(a)(2). Due to changes in the economy, layoffs and furloughs, individuals may hold more than one credential including both teaching and services credentials. Since either type of experience may be used to meet the requirement, allowing the combination of experience is appropriate.

(b)(3): EC section 44270(a)(3) requires completion of an entry-level administrator program approved by the Commission. Commission staff will review the transcripts submitted by administrators prepared in another state to verify completion of an approved program. For consistency with subsections (a) and (d), the proposed language requires completion of an administrator program at a regionally-accredited college or university and possession of or eligibility for an administrative credential in another state. Also for consistency with subsections (a) and (d), alternative administrator programs or examinations from outside California will not be considered.

(b)(4): An application form (reference 5 CCR section 80433) and application fee (reference EC section 44235) are required for each credential issued by the Commission. The language proposed in this subsection specifies the aforementioned requirements for issuance of a preliminary ASC and references the relevant Title 5 sections that define each requirement. Fingerprint information is not included in this proposed subsection because individuals who qualify via subsection (b) must hold valid a valid prerequisite credential; therefore, the fingerprint information will already be on file.

(b)(5): One of the minimum requirements for a preliminary ASC specified in subsection (a)(4) of EC section 44270 is current employment in an administrative position in a public school or private school of equivalent status. Subsection (b) of EC section 44270 further specifies that the

issue date of the preliminary credential shall be the same as the date of initial employment in an administrative position. The proposed language clarifies that an individual must have an offer of employment in an administrative services position to qualify for the preliminary credential and provides a cross-reference to the subsection that defines the acceptable "employing agencies" in California.

(b)(6): Clarifies the basic skills requirement for the preliminary ASC for administrators prepared in another state who do not also hold out-of-state teaching credentials or who do not meet the out-of-state teaching experience requirement. Satisfaction of the basic skills requirement is not specifically listed in EC section 44270; however, EC section 44252(b) prohibits the Commission from initially issuing a credential without satisfaction of the basic skills requirement.

(b)(7): Subsection (b)(4) of EC section 44252 authorizes the Commission to issue a nonrenewable credential, valid for not more than one year, to an individual prepared outside California who meets all requirements for certification except demonstration of basic skills proficiency. The one-year nonrenewable credential is available to individuals who pass a basic skills proficiency examination developed and administered by, and who have an offer of employment with, a California school district or county office of education.

The language proposed in this subsection identifies the requirements that must be satisfied for issuance of the one-year nonrenewable credential, clarifies that an application for the one-year nonrenewable credential must be submitted to the Commission by a California public school employer, and cites the relevant EC section. The more broad term of "public school employer" is used in the proposed language in lieu of "school district" as stated in EC section 44252(b)(4) to allow for submission of applications for one-year nonrenewable credentials by other types of public school employers, such as charter schools, schools that operate under the direction of a California state agency, and state-approved non-public schools and agencies.

(b)(8): One of the minimum requirements for a preliminary ASC specified in subsection (a)(4) of EC section 44270 is current employment in an administrative position in a public school or private school of equivalent status. Subsection (b) of EC section 44270 further specifies that the issue date of the preliminary credential shall be the same as the date of initial employment in an administrative position. The language proposed in this subsection states that an individual who satisfies all requirements for the preliminary credential specified in subsection (b)(1) through (b)(6) except the offer of employment in subsection (b)(5) shall be issued a Certificate of Eligibility. A Certificate of Eligibility verifies to prospective California employing agencies that the holder has completed all requirements for the preliminary credential and only needs an offer of employment for issuance of the preliminary credential.

(b)(9): The "term" or validity period for credentials issued by the Commission is provided in 5 CCR section 80493. Subsection (a) of 5 CCR section 80493 establishes the validity period for credentials that do not require possession of a prerequisite credential and subsection (b) establishes the validity period for credentials that do require possession of a prerequisite

credential. The proposed language prefaces the subsections that establish the validity period for a preliminary ASC issued pursuant to subsection (b).

(b)(9)(A): Possession of a prerequisite credential is a requirement for a preliminary ASC issued pursuant to subsection (b) of these proposed regulations. The language proposed in this subsection clarifies the validity period for the preliminary credential if the prerequisite credential is valid for five years or less and cites the relevant Title 5 sections associated with credential issuance dates and terms.

(b)(9)(B): Possession of a prerequisite credential is a requirement for a preliminary ASC issued pursuant to subsection (b) of these proposed regulations. The language proposed in this subsection clarifies the validity period for the preliminary credential if the prerequisite credential is valid for more than five years and cites the relevant Title 5 sections associated with credential issuance dates and terms.

(c): Although EC section 44270.3 establishes the minimum requirements for a preliminary ASC for out-of-state prepared administrators who are also credentialed and experienced teachers in another state, the statute does not specify the requirements that must be completed to qualify for the clear credential. EC section 44270 for California prepared administrators and out-of-state prepared administrators who do not meet the out-of-state teaching credential and/or teaching experience requirement also does not specify the requirements for the clear credential. The requirements to qualify for a clear ASC for this group of administrators are provided in EC sections 44270.1 and 44270.5(b). The language proposed in this subsection prefaces the subsections that clarify the options to earn the clear credential for administrators who qualify for the preliminary credential via subsection (a) or (b).

(c)(1): Specifies that possession of a preliminary ASC is one of the minimum requirements for the clear credential as provided in EC sections 44270.1(a)(1) and 44270.5(b).

(c)(2): Proposes the addition of a new subsection to clarify that possession of a teaching or services credential is one of the minimum requirements for a clear ASC credential for out-of-state administrators who qualify via subsection (b). Possession of a prerequisite teaching or services credential is required for issuance of a preliminary ASC under the requirements specified in subsection (b) and possession of a valid preliminary ASC is required for issuance of a clear ASC. Therefore, it follows that possession of a prerequisite teaching or services credential is also required for issuance of a clear ASC.

(c)(3): Specifies that two years of successful, full-time administrative experience is one of the minimum requirements for the clear ASC as specified in EC section 44270.1(a)(2). Also provides a cross-reference to the subsection defining the acceptable “employing agencies” for experience earned in California.

EC section 44270.5 that was added by Senate Bill (SB) 1655 (Chap. 697, Stats. 2001) to establish alternative routes to the preliminary and clear ASC for individuals who demonstrate competence consistent with state administrator preparation standards. Although EC section 44270.5(b) pertaining to the clear credential does not include similar language requiring administrative experience, the SB 1655 only provides alternative routes to completion of a Commission-approved program and does not excuse individuals from satisfying the administrative experience requirement.

(c)(4): The program and examination options to earn a clear ASC for individuals who qualify for the preliminary credential under the provisions of subsection (a) and (b) of these proposed regulations are the same options available to California prepared administrators [reference EC sections 44270.1(a)(3) and 44270.5(b)]. Rather than duplicate the options in this subsection, the proposed regulations provide cross-references to existing language in subsections (d)(3)(A), (d)(3)(B), and (d)(3)(C) of 5 CCR section 80054.

(c)(5): An application form (reference 5 CCR section 80433) and application fee (reference EC section 44235) are required for each credential issued by the Commission. The language proposed in this subsection specifies the aforementioned requirements for issuance of a clear ASC for individuals who hold a preliminary credential and references the relevant Title 5 sections that define each requirement. Fingerprint clearance is not included in this subsection because clearance would have been established for issuance of the preliminary ASC referenced in subsection (c)(1).

(c)(6): Pursuant to EC section 44227(b), individuals who complete Commission-approved programs in California must be recommended for certification by the program sponsor. Individuals who pass an assessment in lieu of program completion may apply directly to the Commission for certification. The proposed language in this subsection clarifies that individuals who complete approved programs as specified in 5 CCR section 80054(d)(3)(A) or (d)(3)(B) must be recommended for the clear credential by a Commission-approved program sponsor. The proposed language further clarifies that individuals who pass the assessment specified in 5 CCR section 80054(d)(3)(C) may submit applications for the clear credential directly to the Commission. Commission staff will verify passage of the assessment when the application is processed.

(c)(7): The "term" or validity period for credentials issued by the Commission is provided in 5 CCR section 80493. Subsection (a) of 5 CCR section 80493 establishes the validity period for credentials that do not require possession of a prerequisite credential and subsection (b) establishes the validity period for credentials that do require possession of a prerequisite credential. The proposed language prefaces the subsections that establish the validity period for clear ASCs issued pursuant to the requirements specified in subsections (c)(1) through (c)(5).

(c)(7)(A): This subsection specifies the validity period for clear ASCs for individuals who were issued preliminary credentials under the provisions of subsection (a). Since possession of a

prerequisite credential is not a requirement for a preliminary ASC issued pursuant to subsection (a), the proposed language states the preliminary credential shall be valid for five years and cites the relevant Title 5 sections associated with credential issuance dates and terms.

(c)(7)(B): This subsection prefaces the subsections that specify the validity period for clear ASCs for individuals who were issued preliminary credentials under the provisions of subsection (b).

(c)(7)(B)1: Possession of a prerequisite credential is a requirement for a preliminary ASC issued pursuant to subsection (b) of these proposed regulations. The language proposed in this subsection clarifies the validity period for the clear credential if the prerequisite credential is valid for five years or less and cites the relevant Title 5 sections associated with credential issuance dates and terms.

(c)(7)(B)2: Possession of a prerequisite credential is a requirement for a preliminary ASC issued pursuant to subsection (b) of these proposed regulations. The language proposed in this subsection clarifies the validity period for the clear credential if the prerequisite credential is valid for more than five years and cites the relevant Title 5 sections associated with credential issuance dates and terms.

(d): Prefaces the subsections that list the minimum requirements for issuance of a clear ASC for administrators prepared in another state who also verify three years of out-of-state administrative experience, hold out-of-state teaching credentials, and meet the out-of-state teaching experience requirement established by the Commission (reference EC section 44270.4).

(d)(1): EC section 44270.4(a) requires possession of "…a baccalaureate degree from a regionally-accredited institution of higher education." Adhering to past practice of the Commission, the language proposed in this subsection specifies possession of a baccalaureate degree <u>or</u> a higher degree (i.e. a master's or doctorate degree) to qualify for the preliminary ASC. The proposed language will allow individuals who may have earned undergraduate degrees from unaccredited or foreign institutions to satisfy the requirement if they also earned a higher degree from a regionally-accredited institution. The proposed language also uses the more familiar phrase of "college or university" in lieu of "institution of higher education" for clarity purposes.

(d)(2): Subsection (c) of EC section 44270.4 requires completion of a general or special education teacher preparation program at a regionally-accredited institution of higher education. However, EC section 44274.2(a)(2) pertaining to the issuance of California teaching credentials to out-of-state prepared teachers authorizes the Commission to accept programs offered by local educational agencies that are approved by another state. Such programs are similar to California's university and district intern programs. The language proposed in this subsection is similar to the language that clarifies the general education teacher preparation program requirement in 5 CCR section 80413.3(a)(1)(E) and the special education teacher

preparation program requirement in 5 CCR section 80048.3.1(a)(1)(D) for individuals prepared in another state. In addition, the more familiar phrase of "college or university" is used in lieu of "institution of higher education" for clarity purposes.

(d)(3): EC section 44270.4(c) requires possession of a teaching credential in another state issued on the basis of the program referenced in subsection (d)(2). The language proposed in this subsection clarifies that the credential must be a "professional-level teaching credential" and provides cross-references to the existing Title 5 sections that define that term for general and special education teaching credentials issued by another state.

(d)(4): The proposed language in this subsection requires verification of five years of full-time teaching experience to qualify for the clear ASC for parity with the experience requirement that must be met by California prepared administrators [reference 5 CCR section 80054(a)(4)(A)] and to comply with the minimum teaching experience requirement established in EC section 44270.4(c).

(d)(5): An out-of-state prepared administrator must verify completion of an administrator program at a regionally-accredited institution of higher education. In addition, an individual must have either been issued or verify eligibility for an administrator credential in another state [reference EC section 44270.4(d)] to qualify for a preliminary ASC under the provisions of this subsection. The proposed language clarifies the program (using the more familiar phrase of "college or university" in lieu of "institution of higher education") and out-of-state credential/eligibility requirements. Alternative administrator programs or examinations from outside California will not be considered because EC section 44270.3(d) specifically requires completion of an administrator program at a regionally-accredited institution of higher education.

(d)(6): Clarifies that verification of three years of successful, full-time administrative experience earned in another state is one of the requirements for the clear credential under the provisions of this subsection. EC section 44270.4(f) requires successful service as a "public school administrator" for at least three years. In addition to public school administrative experience, the proposed language allows for acceptance of administrative experience earned in a "regionally-accredited private school" for consistency with past Commission practice [reference 5 CCR sections 80413.3(c)(2) and 80048.3.1(c)(1)].

Subsection (f) of EC section 44270.4 includes language allowing for completion of an individual program of professional development in lieu of the three years of out-of-state administrative experience. However, the guidelines for this option have not yet been developed by the Commission. This subsection will be amended to add the individual program of professional development option upon development of the Commission guidelines.

(d)(7): The proposed language clarifies that an individual must submit two performance evaluations, one from each of the last two years of the verified out-of-state administrative experience, as specified in EC section 44270.4(e).

(d)(8): An application form (reference 5 CCR section 80433), application fee (reference EC section 44235), and fingerprint information (reference EC section 44340) are required for each credential issued by the Commission. The language proposed in this subsection specifies the aforementioned requirements for issuance of a clear ASC and references the relevant Title 5 sections that define each requirement.

(d)(9): Clarifies the basic skills requirement specified in EC section 44270.4(b) for the clear ASC. EC §44270.4(b) specifically references EC section 44252.5, but that section provides only general information pertaining to the basic skills requirement. EC section 44252.5(a) states the basic skills proficiency test shall be administered pursuant to EC sections 44227, 44252, and 44830. Subsection (b) of EC section 44252 provides specific language pertaining to the basic skills requirement, which is why that EC subsection is referenced in the language of this subsection.

(d)(10): Subsection (b)(4) of EC section 44252 authorizes the Commission to issue a nonrenewable credential, valid for not more than one year, to an individual prepared outside California who meets all requirements for certification except demonstration of basic skills proficiency. The one-year nonrenewable credential is available to individuals who pass a basic skills proficiency examination developed and administered by, and who have an offer of employment with, a California school district or county office of education.

The language proposed in this subsection identifies the requirements that must be satisfied for issuance of the one-year nonrenewable credential, clarifies that an application for the one-year nonrenewable credential must be submitted to the Commission by a California public school employer, and cites the relevant EC section. The more broad term of “public school employer” is used in the proposed language in lieu of “school district” as stated in EC section 44252(b)(4) to allow submission of one-year nonrenewable credentials at the request of other types of public school employers such as charter schools, schools that operate under the direction of a California state agency, and state-approved non-public schools and agencies.

(d)(11): The “term” or validity period for credentials issued by the Commission is provided in 5 CCR section 80493. Subsection (a) of 5 CCR section 80493 establishes the validity period for credentials that do not require possession of a prerequisite credential and subsection (b) establishes the validity period for credentials that do require possession of a prerequisite credential. Possession of a prerequisite credential is not a requirement for a clear ASC issued pursuant to subsection (d) of these proposed regulations. Therefore, the proposed language states the clear credential shall be valid for five years and cites the relevant Title 5 sections associated with credential issuance dates and terms.

(e): All ASCs, regardless of the route by which the documents are issued, authorize the same service in California's public schools. The proposed language in this subsection provides a cross-reference to the existing Title 5 section that defines the authorization for ASCs in California.

(f): Prefaces the subsections that provide definitions for terms used in in the proposed regulations.

(f)(1): The proposed language provides the definition for "full-time teaching or services experience" that is consistent with other Title 5 sections [reference 5 CCR sections 80048.3.1(c)(1), 80048.4(a)(6)(A), and 80054(g)(2)]. Slight variations to the language in the referenced Title 5 sections exists in the proposed language to clarify when teaching and services experience may be combined and that experience earned outside the United States is not acceptable for certification purposes in California.

(f)(2): The proposed language provides the definition for "full-time administrative experience" as used in (d) that is similar to the definition provide in 5 CCR sections 80054(g)(2)(B). Slight variations to the definition provided in the referenced Title 5 section are included in the proposed language to specify the type of documentation that must be provided to verify experience earned outside California. The proposed language also clarifies that experience earned outside the United States is not acceptable for certification purposes in California.

(f)(3): Article IV, section 3, clause 2 of the U.S. Constitution reads, "The Congress shall have power to dispose of and make needful rules and regulations respecting the territory or other property belonging to the United States; and nothing in this Constitution shall be so construed as to prejudice any claims of the United States, or of any particular state." The term "state" as used in this section is interpreted by the Commission to include territories and other possessions of the United States because those locations fall under the purview of the federal government.

This proposed new subsection clarifies that the term "state" includes U.S. territories, possessions of the United States, the District of Columbia, and Puerto Rico. Similar definitions for the term "state" are provided in Article II of EC sections 12500 and 12510.

(f)(4): Prefaces the subsections that define the performance evaluations required in subsection (d)(7) and EC section 44270.4(e).

(f)(4)(A): Clarifies that the performance evaluations must cover specific areas and allows for submission of a supplemental letter if one or more areas are not covered on the evaluation template used by an individual's out-of-state employer.

(f)(4)(A)1 through (f)(4)(A)4: Specifies the areas, as established by the Commission, that must be covered on the out-of-state performance evaluations. Verification of success in the specified performance evaluation areas is necessary to ensure the individual was an effective school

administrator during the last two years of his/her verified out-of-state administrative experience.

(f)(4)(B): Clarifies that the ratings on the performance evaluations must be "satisfactory or better" as specified in EC section 44270.4(e).

Note: Cites the relevant Education Code authority and reference sections.

Program Standards

An advisory panel was appointed by the Commission's Executive Director in July 2010 to review the structure and requirements for Administrative Services Credentials. The panel met five times over the course of the next 15 months. Ten of twelve recommendations made by the panel were adopted by the Commission at the November 2011 meeting, with the remaining two recommendations amended and adopted at the December 2011 meeting. A number of the advisory panel recommendations focused on the initial and second tier preparation an individual completes to earn an administrative services credential; therefore, the appropriate next step was to review and update the program standards that govern administrator preparation in California.

Following the presentation and adoption of the recommendations from the Administrative Services Credential Advisory Panel in 2011, the Executive Director appointed an eight-member writing panel team to revise the Administrative Services Credential Program Standards. In August 2012, the Commission granted approval for a small writing panel to be convened for the purpose of reviewing, updating, and writing Administrative Services Credential Program Standards for both preliminary and clear credential programs. To address the concern for inclusive input from stakeholders, following the initial work of the panel, three sets of stakeholder meetings were held around the state and stakeholder surveys have been made available to ensure that all stakeholders and representative organizations had opportunities to provide input throughout the process.

Revision made in June 2014: The words "prior to being recommended for the preliminary credential" were added following "Verification of one of the following" in Section II, Precondition 3 to clarify that the teaching and/or services requirement must be satisfied before an individual may be issued a Preliminary Administrative Services Credential. An individual with less than five years of teaching and/or services experience may be admitted to a preliminary program, but the five year experience requirement must be satisfied before the preliminary credential may be issued. It is possible to be employed in a teaching or services position while enrolled in an administrative services program, meaning an individual with less than five years of teaching and/or services experience could satisfy the experience requirement by the time he/she completes the program.

Title Page: "Standards of Quality and Effectiveness for" removed from the beginning of the document title and "Program Standards" added to the end of the title for consistency with

other program standards document titles. Also deleted redundant "Commission on Teacher Credentialing," old revision date, and California seal. Language indicating the dates the preliminary and clear program standards were revised as well as the most current revision date added.

Page ii: Deleted old program adoption and revision dates. "California" is not part of the Commission's name; therefore, the word "California" deleted from the paragraph and address on this page. Also corrected the zip code for the Commission's mailing address, deleted telephone numbers that are no longer in service, replaced the outdated term "on the World Wide Web" with "at:" and added a footnote with the document title and revision date.

Second Title Page: Entire page deleted as it is not necessary.

Page iii: New page added that lists the Commission on Teacher Credentialing members.

Page iv: New page added that lists the members of the Administrative Services Credential Program Standards Writing Group.

Pages v to viii: Table of Contents amended as needed to reflect amended program standards. Also, added a footnote with the document title and revision date. Due to the addition of new text in underline and the removal of old text in strikethrough, the page numbers in the Table of Contents do not match the body of the program standards document. A clean copy of the current program standards document is available at http://www.ctc.ca.gov/educator-prep/standards/SVC-Admin-Handbook-2014.pdf.

"Overview of the Handbook…" All the information on the two pages of this section has been deleted due to restructuring of the program standards document by the writing panel.

Part 1 (now Section 1):

- "Part 1" has been renamed "Section I" and the title has been amended to match the name of the document for clarity.
- Foreword and Introduction sections were rewritten and updated by the writing panel.
- Figures 1 and 2 added to illustrate the two halves of California's educator continuum: Learning to Teach and Learning to Lead.
- The outdated "Brief History," "Structure of the Administrative Services Credential," and "Internship Programs for the Preparation of School Administrators" deleted. Additional information related to the educator continuum added.
- A new section explaining the purpose of the California Professional Standards for Educational Leaders (CPSEL) and introducing the California Administrator Performance Expectations (CAPE) added. Information related to the adoption of the CAPEs is available at:
  - Initial draft CAPE language: http://www.ctc.ca.gov/commission/agendas/2013-01/2013-01-4D.pdf

- Revised draft CAPE language: http://www.ctc.ca.gov/commission/agendas/2013-04/2013-04-3A.pdf and the minutes verifying adoption of the CAPEs with a slight modification: http://www.ctc.ca.gov/commission/agendas/2013-06/2013-06-2A.pdf.
- Additional minor amendments adopted by the Commission at the December 2013 meeting (see http://www.ctc.ca.gov/commission/agendas/2013-12/2013-12-2A.pdf and the meeting minutes verifying adoption of the revised CAPEs: http://www.ctc.ca.gov/commission/agendas/2014-02/2014-02-1A.pdf).

- Figure 3 added to illustrate the relationship between the Preliminary program standards and the CAPEs as well as the Clear program standards and the CPSELs.

Part 2 (now Section II):

- "Part 2" has been renamed "Section II" and the title has been amended to indicate that the section pertains to the preconditions for administrative services programs. The section previously provided information that explained the program approval process and defined key terms associated with that process. However, the approval process and all key terms are explained and defined in the Commission's *Accreditation Handbook.* It is redundant to repeat the information in the program standards document.
- Preconditions are necessary to operate a program leading to an educator license in California. Preconditions are based on state laws and regulations and do not involve issues of program quality. Two new sections have been added to provide the Preconditions for the Preliminary and Clear administrative services programs as amended to align with current statute and regulations.

Part 3 (now Section III):

- "Part 3" has been renamed "Section III" and all information related to the Common Standards, including the Common Standards Glossary has been deleted. Common Standards address issues of program quality and effectiveness related to all educator preparation programs in California. Entities wishing to offer Commission-approved educator programs in California must first obtain Initial Institutional Approval by submitting a program proposal that addresses the General Preconditions and Common Standards. As Initial Institutional Approval must occur before an entity may submit an administrative services program proposal, it is not appropriate to include the information related to the Common Standards in the Administrative Services Program Standards document.
- The title of the Section has also been changed from "Common Standards" to "The Preliminary Administrative Services Credential Program. In addition, the preliminary program standards that were previously provided in Part 4 have been amended as suggested by the writing panel and adopted by the Commission. Additional information related to the amendments to the programs standards is available as follows:
  - Initial proposed draft preliminary program standards presented to the Commission in April 2013: http://www.ctc.ca.gov/commission/agendas/2013-04/2013-04-3B.pdf
  - Revised draft preliminary program standards following field review presented to the Commission in August 2013: http://www.ctc.ca.gov/commission/agendas/2013-08/2013-

08-3C.pdf along with the agenda insert at http://www.ctc.ca.gov/commission/agendas/2013-08/2013-08-3C-insert.pdf
  - Revised draft preliminary program standards following feedback from the August 2013 meeting presented to the Commission in September 2013: http://www.ctc.ca.gov/commission/agendas/2013-09/2013-09-4F.pdf
  - Revised draft preliminary program standards with minor wording changes adopted by the Commission at the December 2013 meeting: http://www.ctc.ca.gov/commission/agendas/2013-12/2013-12-2A.pdf along with the meeting minutes verifying adoption of the revised program standards with the addition of one sentence: http://www.ctc.ca.gov/commission/agendas/2014-02/2014-02-1A.pdf
- A Glossary of Terms has been added explaining the terms related to the preliminary administrative services program standards.

Part 4 (now Section IV):

- "Part 4" has been renamed "Section IV" and the title has been changed to "Clear Induction Program Standards."
- The information previously provided in this section related to the General Preconditions has been deleted. Entities wishing to offer Commission-approved educator programs in California must first obtain Initial Institutional Approval by submitting a program proposal that addresses the general preconditions and common standards. As Initial Institutional Approval must occur before an entity may submit an administrative services program proposal, it is not appropriate to include the information related to the General Preconditions in the Administrative Services Program Standards document.
- The Specific Preconditions related to Administrative Services Programs that have been amended to align with current statute and regulations are now provided in Section II.
- The preliminary program standards previously included in this section are now provided in Section III (as amended by the writing panel and adopted by the Commission in December 2013).
- The "Overview of Program Types and Approval Procedures for Clear Administrative Services Credential Programs" has been deleted. Under the new clear program standards adopted by the Commission in April 2014, all holders of Preliminary Administrative Services Credentials will be required to complete an induction program to qualify for the clear credential. The only exception to the induction program is the "Demonstration of Mastery of Fieldwork Performance Standards" or passage of a national administrator performance assessment adopted by the Commission as provided in EC section 44270.5(b). The Demonstration of Mastery option is implemented by Commission-approved administrative services induction programs. The Commission has not yet adopted a national administrator performance assessment.
- An introduction to and explanation of the clear induction program standards has been added along with Figures 4, 5, and 6 that provide additional information to the new program structure administrators must complete to qualify for a Clear Administrative Services Credential.

- Information explaining that the newly adopted CAPEs are related to the preliminary program standards and the CPSELs are related to the clear induction program standards.

Part 5 (now Section V):

- "Part 4" has been renamed "Section V" and the title has been amended to indicate that the section provides the standards for administrative services clear induction programs.
- The Preconditions for Standards based Clear Administrative Services Credential Programs have been deleted as they do not apply to the clear induction program standards adopted by the Commission.
- The clear credential program standards have been amended as suggested by the writing panel and adopted by the Commission. Additional information related to the amendments to the clear credential programs standards is available as follows:
  - Initial proposed draft clear program standards presented to the Commission in April 2013: http://www.ctc.ca.gov/commission/agendas/2013-04/2013-04-3B.pdf
  - Update on the development of the clear program standards presented to the Commission in December 2013: http://www.ctc.ca.gov/commission/agendas/2013-12/2013-12-2C.pdf
  - Revised draft clear program standards adopted by the Commission at the February 2014 meeting: http://www.ctc.ca.gov/commission/agendas/2014-02/2014-02-6C.pdf; the agenda insert: http://www.ctc.ca.gov/commission/agendas/2014-02/2014-02-6C-insert.pdf; and the meeting minutes verifying adoption of the revised clear program standards with minor amendments suggested by the Commission: http://www.ctc.ca.gov/commission/agendas/2014-04/2014-04-2A.pdf
- The updated CPSELs have been added to this section in "Category III." Additional information related to the updated CPSELs is available as follows:
  - Update on the revision of the CPSELs presented to the Commission in December 2013: http://www.ctc.ca.gov/commission/agendas/2013-12/2013-12-2C.pdf
  - Revised CPSELs adopted by the Commission at the February 2014 meeting: http://www.ctc.ca.gov/commission/agendas/2014-02/2014-02-6B.pdf; the agenda insert: http://www.ctc.ca.gov/commission/agendas/2014-02/2014-02-6B-insert.pdf; and the meeting minutes verifying adoption of the updated CPSELs with minor amendments suggested by the Commission: http://www.ctc.ca.gov/commission/agendas/2014-04/2014-04-2A.pdf
- A Glossary of Terms has been added explaining the terms related to the administrative services clear induction program standards.

Section VI: Transition Plans and Initial Program Review

Explains the transition plan from programs approved under the previous program standards to the new preliminary program standards adopted by the Commission in December 2013 and the clear induction program standards adopted by the Commission in February 2014. Also explains that all potential program sponsors must participate in Initial Program Review before offering preliminary and/or clear induction programs under the newly adopted program standards.

Appendix A:
New Appendix added to illustrate the relationship between each CAPE and the preliminary program standards.

Appendix B:
New Appendix added that details each CAPE as adopted by the Commission. Additional information related to the CAPEs is available at:

- Adoption of the CAPEs: http://www.ctc.ca.gov/commission/agendas/2013-04/2013-04-3A.pdf and the minutes verifying adoption of the CAPEs with a slight modification is available at http://www.ctc.ca.gov/commission/agendas/2013-06/2013-06-2A.pdf
- Additional minor amendments were adopted by the Commission at the December 2013 meeting (see http://www.ctc.ca.gov/commission/agendas/2013-12/2013-12-2A.pdf and the meeting minutes verifying adoption of the revised CAPEs: http://www.ctc.ca.gov/commission/agendas/2014-02/2014-02-1A.pdf)

Appendix C:
New Appendix added that details the updated CPSELs. Additional information related to the CPSEL revisions is available at:

- Update on the revision of the CPSELs presented to the Commission in December 2013: http://www.ctc.ca.gov/commission/agendas/2013-12/2013-12-2C.pdf
- Revised CPSELs adopted by the Commission at the February 2014 meeting: http://www.ctc.ca.gov/commission/agendas/2014-02/2014-02-6B.pdf; the agenda insert: http://www.ctc.ca.gov/commission/agendas/2014-02/2014-02-6B-insert.pdf; and the meeting minutes verifying adoption of the updated CPSELs with minor amendments suggested by the Commission: http://www.ctc.ca.gov/commission/agendas/2014-04/2014-04-2A.pdf

Part 5, Option B:
This entire section has been deleted, as there are no longer "Guidelines-based" clear administrative services programs. Under the new clear program standards adopted by the Commission in April 2014, all holders of Preliminary Administrative Services Credentials will be required to complete an induction program to qualify for the clear credential. The only exception to the induction program is the "Demonstration of Mastery of Fieldwork Performance Standards" or passage of a national administrator performance assessment adopted by the Commission as provided in EC section 44270.5(b). The Demonstration of Mastery option is implemented by Commission-approved administrative services induction programs. The Commission has not yet adopted a national administrator performance assessment.

Objectives and Anticipated Benefits of the Proposed Regulations
The objectives of the proposed addition and amendments are to clarify and make specific the following as related to Administrative Services Credentials:

- allow California prepared administrators to use teaching and/or services experience earned outside California toward qualifying for the preliminary credential;
- clarify the application procedures for individuals who pass a Commission-approved examination in lieu of a preliminary program;
- update the program standards incorporated by reference and clarify the application, application fee, and formal recommendation requirements for California prepared administrators; and
- add Title 5 section 80054.1 to clarify and interpret the requirements for out-of-state prepared administrators.

The Commission anticipates that the proposed addition and amendments will promote fairness and prevent discrimination by ensuring uniformity in certification requirements for California and out-of-state prepared individuals seeking Administrative Services Credentials**.** The Commission does not anticipate that the proposed regulations will result in an increase in openness and transparency in government, the protection of public health and safety, worker safety, or the environment, the prevention of social inequity, or an increase in openness and transparency in business.

Determination of Inconsistency/Incompatibility with Existing State Regulations:
The Commission has determined that the proposed regulations are not inconsistent or incompatible with existing regulations. After conducting a review for any regulations that would relate to or affect this area, the Commission has concluded that 5 CCR section 80054 is the only regulation section related to the issuance of Administrative Services Credentials to California prepared individuals and the proposed addition of 5 CCR section 80054.1 will be the only regulation section related to the issuance of Administrative Services Credentials to out-of-state prepared individuals.

Documents Incorporated by Reference:
Administrative Services Credential Program Standards (rev. 6/2014):
http://www.ctc.ca.gov/educator-prep/standards/SVC-Admin-Handbook-2014.pdf

The Commission on Teacher Credentialing awards credentials and certificates on the basis of completion of programs that meet Standards for Educator Preparation and Educator Competence. For each type of professional credential in education, the Commission has developed and adopted standards which are based upon recent research and the expert advice of many professional educators. Each standard specifies a level of quality and effectiveness that the Commission requires from programs offering academic and professional preparation in education.

Program standards address aspects of program quality and effectiveness that apply to each type of educator preparation program offered by a program sponsor. Program standards contain statements describing the nature and purpose of each standard and language that details the requirements that all approved programs must meet. Program sponsors must

meet all applicable program standards before the program application may be approved by the Commission.

Documents Relied Upon in Preparing Regulations:

January-February 2013 Commission agenda item 4D – Draft *California Administrator Performance Expectations* (CAPEs), Draft California Administrator Content Expectations, and Options for the Development of the Administrator Performance Assessment: http://www.ctc.ca.gov/commission/agendas/2013-01/2013-01-4D.pdf

April 2013 Commission agenda item 3A – Proposed Adoption and Implementation of the *California Administrator Performance Expectations (CAPEs)* and the California Administrator Content Expectations: http://www.ctc.ca.gov/commission/agendas/2013-04/2013-04-3A.pdf

April 2013 Commission agenda item 3B – Draft Standards for Administrative Services Credential Preparation Programs: http://www.ctc.ca.gov/commission/agendas/2013-04/2013-04-3B.pdf

April 2013 Commission meeting minutes: http://www.ctc.ca.gov/commission/agendas/2013-06/2013-06-2A.pdf

August 2013 Commission agenda item 3C – Proposed Adoption of Standards and Preconditions for Preliminary Administrative Services Credential Preparation Programs: http://www.ctc.ca.gov/commission/agendas/2013-08/2013-08-3C.pdf

August 2013 Commission agenda item 3C insert: http://www.ctc.ca.gov/commission/agendas/2013-08/2013-08-3C-insert.pdf

September 2013 Commission agenda item 4F – Proposed Adoption of Standards and Preconditions for Preliminary Administrative Services Credential Preparation Programs: http://www.ctc.ca.gov/commission/agendas/2013-09/2013-09-4F.pdf

December 2013 Commission agenda item 2A – Potential Adoption of Preconditions, Program Standards, Content Expectations, and Performance Expectations for Preliminary Administrative Services Credential Preparation Programs: http://www.ctc.ca.gov/commission/agendas/2013-12/2013-12-2A.pdf

December 2013 Commission agenda item 2C – Update on the Development of the Administrative Services Credential (ASC) Clear Induction Program Standards and Revision of the California Professional Standards for Educational Leaders (CPSEL): http://www.ctc.ca.gov/commission/agendas/2013-12/2013-12-2C.pdf

December 2013 Commission meeting minutes: http://www.ctc.ca.gov/commission/agendas/2014-02/2014-02-1A.pdf

February 2014 Commission agenda item 6B – Proposed Adoption of the Updated California Professional Standards for Educational Leaders (CPSEL): http://www.ctc.ca.gov/commission/agendas/2014-02/2014-02-6B.pdf

February 2014 Commission agenda item 6B insert: http://www.ctc.ca.gov/commission/agendas/2014-02/2014-02-6B-insert.pdf

February 2014 Commission agenda item 6C – Proposed Adoption of Program Standards for Administrative Services Credential (ASC) Clear Induction Programs: http://www.ctc.ca.gov/commission/agendas/2014-02/2014-02-6C.pdf

February 2014 Commission agenda item 6C insert: http://www.ctc.ca.gov/commission/agendas/2014-02/2014-02-6C-insert.pdf

February 2013 Commission meeting minutes:
http://www.ctc.ca.gov/commission/agendas/2014-04/2014-04-2A.pdf

Disclosures Regarding the Proposed Actions
The Commission has made the following initial determinations:

Mandate to local agencies or school districts: None.

Other non-discretionary costs or savings imposed upon local agencies: None.

Cost or savings to any state agency: None.

Cost or savings in federal funding to the state: None.

Significant effect on housing costs: None.

Significant statewide adverse economic impact directly affecting businesses including the ability of California businesses to compete with businesses in other states: None.

These proposed regulations will not impose a mandate on local agencies or school districts that must be reimbursed in accordance with Part 7 (commencing with section 17500) of the Government Code.

Cost impacts on a representative private person or business: The Commission is not aware of any cost impacts that a representative private person or business would necessarily incur in reasonable compliance with the proposed action.

Statement of the Results of the Economic Impact Assessment [Govt. Code § 11346.5(a)(10)]: The Commission concludes that it is (1) unlikely that the proposal will create any jobs within the State of California; 2) unlikely that the proposal will eliminate any jobs within the State of California; 3) unlikely that the proposal will create any new businesses within the State of California; 4) unlikely that the proposal will eliminate any existing businesses within the State of California; and 5) unlikely the proposal would cause the expansion of businesses currently doing business within the State of California.

Benefits of the Proposed Action: The Commission anticipates that the proposed amendments will promote fairness and prevent discrimination by ensuring uniformity in certification requirements for California and out-of-state prepared individuals seeking Administrative Services Credentials**.**

The Commission does not anticipate that the proposed regulations will result in an increase in openness and transparency in government, the protection of public health and safety, worker

safety, or the environment, the prevention of social inequity, or an increase in openness and transparency in business.

Effect on small businesses: The proposed regulations will not have a significant adverse economic impact upon business. The proposed regulations apply only to individuals seeking Administrative Services Credentials that authorize service in California's public schools.

Consideration of Alternatives

In accordance with Government Code section 11346.5, subdivision (a)(13), the Commission must determine that no reasonable alternative considered by the agency or that has otherwise been identified and brought to the attention of the agency would be more effective in carrying out the purpose for which the action is proposed, would be as effective and less burdensome to affected private persons than the proposed action, or would be more cost-effective to affected private persons and equally effective in implementing the statutory policy or other provision of law. The Commission invites interested persons to present statements or arguments with respect to alternatives to the proposed regulations during the written comment period or at the public hearing.

Contact Person/Further Information

General or substantive inquiries concerning the proposed action may be directed to Tammy A. Duggan by telephone at (916) 323-5354 or Tammy A. Duggan, Commission on Teacher Credentialing, 1900 Capitol Avenue, Sacramento, CA 95811. General question inquiries may also be directed to David Crable at (916) 323-5119 or at the address mentioned in the previous sentence. Upon request, a copy of the express terms of the proposed action and a copy of the initial statement of reasons will be made available. This information is also available on the Commission's website at www.ctc.ca.gov. In addition, all the information on which this proposal is based is available for inspection and copying.

Availability of the Initial Statement of Reasons, Text of Proposed Regulations, Document Incorporated by Reference, and Documents Relied Upon

The entire rulemaking file is available for inspection and copying throughout the rulemaking process at the Commission office at the above address. Copies may be obtained by contacting Tammy Duggan at the address or telephone number provided above.

Modification of Proposed Action

If the Commission proposes to modify the actions hereby proposed, the modifications (other than nonsubstantial or solely grammatical modifications) will be made available for public comment for at least 15 days before they are adopted.

Availability of Final Statement of Reasons

The Final Statement of Reasons is submitted to the Office of Administrative Law as part of the final rulemaking package, after the public hearing. Upon its completion, copies of the Final Statement of Reasons may be obtained by contacting Tammy A. Duggan at (916) 323-5354.

Availability of Documents on the Internet
Copies of the Notice of Proposed Rulemaking, the Initial Statement of Reasons, and the text of the regulations in underline and strikeout can be accessed through the Commission's website at www.ctc.ca.gov.

CALIFORNIA CODE OF REGULATIONS
TITLE 5. EDUCATION
DIVISION 8. COMMISSION ON TEACHER CREDENTIALING

§ 80054. Services Credential with a Specialization in Administrative Services; Requirements for California-Prepared Candidates.

(a) The minimum requirements for the preliminary Administrative Services Credential include (1) through (~~6~~7).

(1) One of the following:

(A) a valid clear or life California teaching credential that requires a baccalaureate degree and a program of professional preparation, including student teaching or the equivalent; or

(B) a valid clear or life California designated subjects teaching credential in adult education, career technical education, vocational education or special subjects, provided the applicant also possesses a baccalaureate degree; or

(C) a valid clear or life California services credential in pupil personnel services, health services for school nurse, teacher librarian services, or speech-language pathology or clinical or rehabilitative services requiring a baccalaureate degree and a program of professional preparation, including field work or the equivalent;

(2) Completion of one of the following:

(A) a specialized and professional preparation program in administrative services based on the *Administrative Services Credential~~s~~ Program Standards* (rev. ~~9/2011~~6/2014) available on the Commission's website and hereby incorporated by reference taken in California and accredited by the Committee on Accreditation; or

(B) an intern program in administrative services based on the *Administrative Services Credential~~s~~ Program Standard~~s~~* (rev. ~~9/2011~~6/2014) available on the Commission's website and hereby incorporated by reference and accredited by the Committee on Accreditation; or

(C) Successfully pass an examination adopted by the commission that is aligned to the *Administrative Services Credential~~s~~ Program Standards* (rev. ~~9/2011~~6/2014) identified in subsections (A) and (B).

(3) Meet the basic skills requirement as described in Education Code section 44252(b), unless exempt by statute;

(4) Verification of one of the following as defined in (g)(2)(A):

(A) five years of successful, full-time teaching experience ~~with an employing agency as defined in subsection (g)(1)~~at a public school or private school of equivalent status located in California and/or another state;

(B) five years of successful, full-time experience in the fields of pupil personnel, school nurse, teacher librarian, or speech-language pathology or clinical or rehabilitative services ~~with an employing agency as defined in subsection (g)(1)~~ at a public school or private school of equivalent status located in California and/or another state; or

(C) a combination of (A) and (B) equal to five years;

(5) For an individual who completes a program as specified in subsection (a)(2)(A) or (a)(2)(B), ~~V~~verification of completion from a Commission-approved program as specified in section 44227(b) and accredited by the Committee on Accreditation as provided in Education Code section 44373(c). An individual who passes an examination as specified in subsection (a)(2)(C) may submit an application directly to the Commission;

(6) Submission of an application form as defined in section 80001(b)(2) and the application fee as specified in section 80487(a)(1); and

(~~6~~7) Verification of an offer of employment in a full- or part-time administrative position in an employing agency as defined in subsection (g)(1).

(~~7~~8) An individual who has completed requirements (1) through (~~5~~6) but does not have an offer of employment as specified in (7) shall apply for a Certificate of Eligibility which verifies completion of all requirements for the preliminary Administrative Services Credential and allows the holder to seek employment.

(b) A Preliminary Administrative Services Credential issued on the basis of the completion of all the requirements in subsection (a) shall be dated as follows:

(1) If the prerequisite teaching or services credential listed in (a)(1) is valid for five years or less from the issuance date of the preliminary Administrative Services Credential, the preliminary credential shall be valid from the issuance date established in section 80440 and will expire on the expiration date of the basic teaching credential as established in section 80493.

(2) If the prerequisite teaching or services credential listed in (a)(1) is valid for more than five years from the issuance date of the preliminary Administrative Services Credential, the preliminary credential shall be valid for five years from the issuance date established in section 80440 and will expire the first day of the following month as established in section 80493.

(c) A preliminary Administrative Services Credential authorizes the services specified in section 80054.5.

(d) The minimum requirements for the clear Administrative Services Credential shall include (1) through (~~4~~6):

(1) Possession of a valid preliminary administrative services credential;

(2) Possession of a valid teaching or services credential as specified in (a)(1);

(~~2~~3) Verification of two years of successful experience in a full-time administrative position as defined in subsection (g)(2)(B) with an employing agency as defined in subsection (g)(1) while holding the preliminary administrative services credential;

(~~3~~4) Completion of one of the following:

(A) an individualized program of advanced administrative services preparation based on the *Administrative Services Credential~~s~~ Program Standards* (rev. ~~9/2011~~6/2014), available on the Commission's website and hereby incorporated by reference, accredited by the Committee on Accreditation provided in Education Code section 44373(c) and designed in cooperation with the employing agency and the Commission-approved preparation program; or

(B) demonstrate mastery of Commission-accredited fieldwork performance standards for the clear administrative services credential pursuant to Education Code section 44270.5(b)(2); or

(C) pass a national administrator performance assessment adopted by the Commission; ~~and~~

(~~4~~5) For an individual who completes the program specified in (d)(4)(A) or demonstrates mastery as specified in (d)(4)(B), ~~V~~verification of completion from a Commission-approved program as specified in section 44227(b) and accredited by the Committee on Accreditation as provided in Education Code section 44373(c). An individual who passes an assessment as specified in subsection (d)(4)(C) may submit an application directly to the Commission; and

(6) Submission of an application form as defined in section 80001(b)(2) and the application fee as specified in section 80487(a)(1).

(e) A clear Administrative Services Credential issued on the basis of the completion of all requirements in subsection (d) shall be dated as follows:

(1) If the prerequisite teaching or services credential listed in (a)(1) is valid for five years or less from the issuance date of the clear Administrative Services Credential, the clear credential shall be valid from the issuance date established in section 80440 and will expire on the expiration date of the basic teaching credential as established in section 80493.

(2) If the prerequisite teaching or services credential listed in (a)(1) is valid for more than five years from the issuance date of the clear Administrative Services Credential, the clear credential shall be valid for five years from the issuance date established in section 80440 and will expire the first day of the following month as established in section 80493.

(f) A clear Administrative Services Credential authorizes the services specified in section 80054.5.

(g) Definitions:

(1) The term “employing agency” as used in this section shall mean:

(A) public school districts in California.

(B) county offices of education or county superintendents of schools in California.

(C) schools that operate under the direction of a California state agency.

(D) California Nonpublic, Nonsectarian Schools and Agencies as defined in Education Code sections 56365 and 56366.

(E) California Charter Schools as established in Education Code section 47600.

(F) California Private Schools of equivalent status.

(G) California Juvenile Court Schools.

(H) California Juvenile or Adult Corrections.

(2) The term 'full-time experience' as used in this section shall mean:

(A) Full-Time Teaching or Services Experience: This is defined as teaching or employment in one or more of the services fields specified in subsection (a)(4)(B) for a minimum of four hours a day, unless the minimum statutory attendance requirement for the students served is less. Experience must be on a daily basis and for at least 75% of the school year. Experience may be accrued in increments of a minimum of one semester. No part-time ~~or combination of teaching with other school~~ employment will be accepted. Only teaching experience and experience in one or more of the services fields specified in subsection (a)(4)(B) may be combined. Experience earned outside California must be verified on the official letterhead of the out-of-state employer or employers by the superintendent, assistant superintendent, director of personnel, or director of human resources by which the individual was employed. Experience from outside the United States will not be considered.

(B) Full-Time Administrative Experience: This is defined as serving as an administrator a minimum of four hours a day, unless the minimum statutory attendance requirement for the students served is less. Experience must be on a daily basis and for at least 75% of the school year. Experience may be accrued in increments of a minimum of one semester. No part-time or combination of administrative service with other school employment will be accepted.

(3) The term 'state' as used in this section means a state, territory, or possession of the United States, the District of Columbia, or the Commonwealth of Puerto Rico.

Note: Authority cited: Section 44225, Education Code. Reference: Sections 44065, 44227(b), 44252(b), 44265.3, 44260.1, 44269, 44270, 44270.1, 44270.5, 44372, 44373, 56365 and 56366, Education Code.

§80054.1 Services Credential with a Specialization in Administrative Services; Requirements for Candidates Prepared Outside California.

(a) The minimum requirements for the preliminary Administrative Services Credential for individuals with five years of full-time teaching experience earned in another state are (1) through (7):

(1) A baccalaureate degree or a higher degree from a regionally-accredited college or university;

(2) Completion of a teacher preparation program taken at a regionally-accredited college or university located in another state or approved by another state and completed through a local educational agency;

(3) Possession of a professional-level teaching credential issued by another state as defined in section 80413.3(c)(5) for a general education credential or section 80048.3.1(c)(5) for a special education credential;

(4) Verification of five years of successful, full-time experience teaching at a public school or private school of equivalent status located in another state;

(5) Completion of an administrator preparation program at a regionally-accredited college or university located in another state and possession of or eligibility for an administrative services credential in another state;

(6) Submission of an application form as defined in section 80001(b)(2); the application fee as specified in section 80487(a)(1); and fingerprint clearance as specified in section 80442; and

(7) Satisfy California's basic skills requirement as specified in Education Code section 44252(b).

(8) An individual who satisfies requirements (a)(1) through (a)(6), but has not satisfied the basic skills requirement listed in (a)(7) may apply for a one-year nonrenewable credential through a California public school employer or county office of education, as provided in Education Code section 44252(b)(4).

(9) A preliminary Administrative Services Credential issued on the basis of completion of requirements (a)(1) through (a)(7) shall be valid for five years from the issuance date established in section 80440 and will expire the first day of the following month as established in section 80493(a).

(b) The minimum requirements for the preliminary Administrative Services Credential for individuals with less than five years of full-time teaching experience earned in another state are (1) through (6):

(1) One of the following:

(A) A valid clear or life California teaching credential that requires a baccalaureate degree or a higher degree from a regionally-accredited college or university and a

program or professional preparation, including student teaching or the equivalent; or

(B) A valid clear or life California designated subjects teaching credential in adult education, career technical education, vocational education or special subjects as specified, provided the applicant also possesses a baccalaureate degree or a higher degree from a regionally-accredited college or university; or

(C) A valid clear or life California services credential in pupil personnel services, health services for school nurse, teacher librarian services, or speech-language pathology or clinical or rehabilitative services requiring a baccalaureate degree or a higher degree from a regionally-accredited college or university and a program of professional preparation, including field work or the equivalent;

(2) Verification of one of the following:

(A) Five years of successful, full-time experience teaching at a public school or private school of equivalent status located in California and/or another state;

(B) Five years of successful, full-time experience in the fields of pupil personnel, school nurse, teacher librarian, or speech-language pathology or clinical or rehabilitative services at a public school or private school of equivalent status located in California and/or another state;

(C) A combination of (A) and (B) equal to five years.

(3) Completion of an administrator preparation program at a regionally-accredited college or university located in another state and possession of or eligibility for an administrative services credential in another state;

(4) Submission of an application form as defined in section 80001(b)(2) and the application fee as specified in section 80487(a)(1);

(5) Verification of an offer of employment in a full- or part-time administrative position from an employing agency as defined in section 80054(g)(1); and

(6) Satisfy California's basic skills requirement as specified in Education Code section 44252(b).

(7) An individual who satisfies requirements (b)(1) through (b)(5), but has not satisfied the basic skills requirement listed in (b)(6) may apply for a one-year nonrenewable credential through a California public school employer or county office of education, as provided in Education Code section 44252(b)(4).

(8) An individual who satisfies requirements (b)(1) through (b)(4) and (b)(6), but does not have an offer of employment as specified in (b)(5), shall apply for a Certificate of Eligibility which verifies completion of all requirements for the preliminary Administrative Services Credential and allows the holder to seek employment.

(9) A preliminary Administrative Services Credential issued on the basis of completion of requirements (b)(1) through (b)(6) shall be dated as follows:

(A) If the prerequisite teaching or services credential listed in (b)(1) is valid for five years or less from the issuance date of the preliminary Administrative Services Credential, the preliminary credential shall be valid from the issuance date established in section 80440 and will expire on the expiration date of the prerequisite credential as established in section 80493.

(B) If the prerequisite teaching or services credential listed in (b)(1) is valid for more than five years from the issuance date of the preliminary Administrative Services Credential, the preliminary credential shall be valid for five years from the issuance date establish in section 80440 and will expire the first day of the following month as established in section 80493.

(c) The minimum requirements for the clear Administrative Services Credential for individuals who qualify on the basis of subsection (a) or (b) are:

(1) Possession of a valid preliminary administrative services credential;

(2) For individuals who qualify via subsection (b), possession of a valid teaching or services credential as specified in (b)(1);

(3) Verification of two years of successful, full-time administrative experience with an employing agency as defined in section 80054(g)(1) earned while holding the preliminary administrative services credential;

(4) Completion of one of the options provided in subsection (d)(3)(A), (d)(3)(B), or (d)(3)(C) of section 80054;

(5) A completed application form as specified in section 80001(b)(2) and the application fee specified in section 80487(a)(1); and

(6) For an individual who completes a program as specified in subsection (d)(3)(A) or (d)(3)(B) of section 80054, verification of completion from a Commission-approved program as specified in Education Code section 44227(b) and accredited by the Committee on Accreditation as provided in Education Code section 44373(c). An

individual who passes the assessment specified in subsection (d)(3)(C) of section 80054 may apply directly to the Commission.

(7) A clear Administrative Services Credential issued on the basis of completion of requirements (c)(1) through (c)(5) shall be dated as follows:

(A) For an individual who qualified for the preliminary Administrative Services Credential on the basis of completion of the requirements specified in subsections (a)(1) through (a)(7), the clear credential shall be valid for five years from the issuance date established in section 80440 and will expire the first day of the following month as established in section 80493(a).

(B) For an individual who qualified for the preliminary Administrative Services Credential on the basis of completion of the requirement specified in subsections (b)(1) through (b)(6), the clear credential shall be dated as follows:

1. If the prerequisite teaching or services credential listed in (b)(1) is valid for five years or less from the issuance date of the clear Administrative Services Credential, the clear credential shall be valid from the issuance date established in section 80440 and will expire on the expiration date of the prerequisite credential as established in section 80493(b).

2. If the prerequisite teaching or services credential listed in (b)(1) is valid for more than five years from the issuance date of the clear Administrative Services Credential, the clear credential shall be valid for five years from the issuance date established in section 80440 and will expire the first day of the following month as established in section 80493(b).

(d) The minimum requirements for the clear Administrative Services Credential for individuals with out-of-state teaching and administrative experience are:

(1) A baccalaureate degree or a higher degree from a regionally-accredited college or university;

(2) Completion of a teacher preparation program taken at a regionally-accredited college or university located in another state or approved by another state and completed through a local educational agency;

(3) Possession of a professional-level teaching credential issued by another state as defined in section 80413.3(c)(5) for a general education credential or section 80048.3.1(c)(5) for a special education credential;

(4) Verification of five years of successful, full-time experience teaching at a public school or private school of equivalent status located in another state:

(5) Completion of an administrator preparation program at a regionally-accredited college or university located in another state and possession of or eligibility for an administrative services credential in another state;

(6) Verification of three years of successful, full-time experience in an administrative position at a public or regionally-accredited private school located in another state;

(7) Performance evaluations from the last two years of the verified out-of-state administrative experience;

(8) Submission of an application form as defined in section 80001(b)(2); the application fee as specified in section 80487(a)(1); and fingerprint clearance as specified in section 80442; and

(9) Satisfy California's basic skills requirement as specified in Education Code section 44252(b).

(10) An individual who satisfies requirements (d)(1) through (d)(8), but has not satisfied the basic skills requirement listed in (d)(9) may apply for a one-year nonrenewable credential through a California public school employer or county office of education, as provided in Education Code section 44252(b)(4).

(11) A clear Administrative Services Credential issued on the basis of completion of the requirements (d)(1) through (d)(9) shall be valid for five years from the issuance date established in section 80440 and will expire the first day of the following month as established in section 80493(a).

(e) An Administrative Services Credential issued pursuant to this section authorizes the services specified in section 80054.5.

(f) The following definitions apply to the terms used in this section:

(1) 'Full-time teaching or services experience' shall mean a minimum of four hours a day, unless the minimum statutory attendance requirement for the students served is less. Experience must be on a daily basis and for at least 75% of the school year. Experience may be accrued in increments of a minimum of one semester. No part-time employment will be accepted. Teaching experience may not be combined with other school employment to satisfy (a)(4) or (d)(4). Teaching experience and experience in one or more of the services fields specified in subsection (b)(2)(B) may be combined to satisfy (b)(2). Experience earned outside California must be verified on the official

letterhead of the out-of-state employer or employers by the superintendent, assistant superintendent, director of personnel, or director of human resources by which the individual was employed. Experience from outside the United States will not be considered.

(2) 'Full-time administrative experience' as used in (d) shall mean serving as an administrator a minimum of four hours a day, unless the minimum statutory attendance requirement for the students served is less. Experience must be on a daily basis and for at least 75% of the school year. Experience may be accrued in increments of a minimum of one semester. No part-time or combination of administrative service with other school employment will be accepted. Experience earned outside California must be verified on the official letterhead of the out-of-state employer or employers by the superintendent, assistant superintendent, director of personnel, or director of human resources by which the individual was employed. Experience from outside the United States will not be considered.

(3) The term 'state' as used in this section means a state, territory or possession of the United States, the District of Columbia, or the Commonwealth of Puerto Rico.

(4) Performance evaluations:

(A) The effectiveness areas on the performance evaluations must include, but are not limited to, all of the areas, 1. through 4., below. If these areas are not included in the evaluations, the individual may submit a supplemental letter on the employer's letterhead and signed by the superintendent or his/her designee.

1. Demonstration of leadership skills;

2. Verification of leadership in program implementation and instructional practices;

3. Implementation of effective procedures for smooth operations of the school; and

4. Evidence of self-motivation, continuous professional development, and the updating of skills in administration.

(B) Performance evaluation ratings must be satisfactory or better.

Note: Authority cited: Section 44225, Education Code. Reference: Sections 44227(b), 44252(b), 44270, 44270.1, 44270.3, 44270.4, 44270.5, 44372, 44373, 47605, 56365 and 56366, Education Code.

COMMISSION ON TEACHER CREDENTIALING

Ensuring Educator Excellence

~~Standards of Quality and Effectiveness for~~ Administrative Services Credentials~~s~~ Program Standards

~~Commission on Teacher Credentialing~~

~~Revised September 2011~~

Preliminary Program Standards
Adopted by the Commission
December 2013

Clear Induction Program Standards
Adopted by the Commission
February 2014

Revised June 2014

~~January 2004, updated December 2009~~

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~~Standards of Quality and Effectiveness~~

~~for~~

~~Administrative~~
~~Services Credentials~~

~~Including~~

~~Preliminary Credential~~

~~Preliminary Internship Credential~~

~~and~~

~~Clear Credential~~

~~California Commission on Teacher Credentialing~~

~~Sacramento, California~~

~~Preliminary Standards adopted May 2003 and updated August 2009~~

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State of California
Jerry Brown, Governor

Commission on Teacher Credentialing

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Table of Contents *(hyperlinked)*

Membership of the Administrative Services Credential iv
Program Standards Writing Group iv

~~Overview of the Handbook for Administrative Credential Programs~~
~~Introduction ..... 1~~
~~Description of the Handbook ..... 1~~

~~Part 1~~Section I.~~: Introduction~~Forward to the ~~Standards for~~ Administrative ~~Preparation~~ Services 8
~~Foreword ..... 3~~8
~~Administrator Preparation: Introduction~~Figure 1: The Learning to Teach System ..... ~~3~~9
~~A Brief History on the Administrative Services Credential~~Figure 2: The Learning to Lead System ..... ~~5~~9
~~The Structure of the Administrative Services Credential~~ Figure 3: Standards and Performance Measures for the ASC Credentials ..... ~~7~~12
~~A. Preliminary Administrative Services Credential ..... 7~~
~~B. Clear Administrative Services Credential ..... 8~~
~~Internship Programs for the Preparation of School Administrators ..... 9~~

~~Part 2~~Section II.~~: Key Concepts in California's Educator Preparation Program Standards and Approval Structure~~Preconditions for the Administrative Services Credential Programs 13
~~Major Types of Accreditation Standards~~Preconditions for the Preliminary Administrative Services Credential Program ..... ~~10~~13
~~Principles Guiding the Development of the Commission's Standards ..... 10~~13
~~Guidelines for Assuring Quality in Program Design~~Precondition 2 ..... ~~12~~13
~~Definitions of Key Terms~~Precondition 3 ..... ~~12~~13
Precondition 4 14
Precondition 5 14
Preconditions for the Administrative Services Credential Clear Induction Program 15
Precondition 1 15
Precondition 2 15
Precondition 3 15
Precondition 4 15
Precondition 5 15

~~Part 3Common Standards~~
~~Common Standards ..... 14~~
~~Glossary ..... 17~~

~~Part 4~~Section III.~~: California Standards of Quality and Effectiveness for~~ The Preliminary Administrative Services Credential Programs 16
~~California Preliminary Administrative Services Credential Program Standards~~ Introduction .. ~~22~~16
~~Preconditions for the Approval of Administrative Services Credential Programs ..... 23~~
~~General Preconditions Established by the Commission ..... 24~~
~~General Preconditions Established by State Law ..... 25~~
~~Specific Preconditions for the Preliminary Administrative Services Credential ..... 26~~
~~Preconditions Established in State Law for Internship Programs ..... 27~~

~~Specific Preconditions Established by the Commission for Internship Programs.....27~~
~~Preliminary Credential Program Standards~~
Category I: Program Design~~,~~ and Coordination ~~and Curriculum~~.....~~28~~17
Program Standard 1: Program Design and Rationale ~~and Design~~.....~~28~~17
Program Standard 2: ~~Program~~Collaboration, Communicatoin and Coordination.....~~29~~17
Program Standard 3: Development of Professional Leadership Perspectives.....~~29~~17
Program Standard 4: Equity, Diversity and Access.....~~30~~17
Program Standard 5: Role of Schooling in a Democratic Society.....~~31~~18
~~Standard 6 Opportunities to Learn Instructional Leadership.....32~~
Category II: Curriculum.....18
Program Standard 6: Visionary Leadership.....18
Program Standard 7: Instructional Leadership.....18
Program Standard 8: School Improvement Leadership.....19
Program Standard 9: Professional Learning and Growth Leadership.....19
Program Standard 10: Organizational and Systems Leadership.....19
Program Standard 11: Community Leadership.....19
Category III: Field Experiences in the Program ~~Standards~~.....~~33~~19
Program Standard ~~7~~12: Nature of Field Experiences.....~~33~~19
Program Standard ~~813~~: Guidance, Assistance and Feedback.....~~33~~19
Category ~~III~~IV: ~~Standards of~~ Candidate Competence and Performance.....~~34~~20
Program Standard ~~9~~14: Assessment of Candidate ~~Competence~~Performance.....~~34~~20
~~Standard 10 Vision of Learning.....35~~
~~Standard 11 Student Learning and Professional Growth.....36~~
~~Standard 12 Organizational Management for Student Learning.....37~~
~~Standard 13 Working with Diverse Families and Communities.....38~~
~~Standard 14 Personal Ethics and Leadership Capacity.....39~~
~~Standard 15 Political, Social, Economic, Legal and Cultural Understanding.....40~~
Glossary of Terms.....21
Preliminary Administrative Services Program Standards.....21

~~Part 5~~Section IV. Clear Induction Program Standards ~~Overview: Program Types and Approval Procedures for Clear Administrative Services Credential Programs~~.....23
~~Standards-based Program Accredited by the Commission.....41~~
~~Demonstration of Mastery of Fieldwork Performance Standards.....41~~
~~Guidelines-based Program Accredited by the Commission.....42~~
~~Entities Authorized to Submit Program Proposals.....42~~
Introduction to the Clear Induction Program Standards.....23
What is Induction?.....23
Figure 4: Flowchart of California's Administrator Induction Program.....24
Figure 5: The Components of Induction.....25
Figure 6; Candidate View of Induction.....26

~~Option A~~Section V.~~:California~~ Standards of Quality and Effectiveness: ~~for Clear~~ Administrative Services Credential Clear Induction Programs~~ Standards.....28
~~Preconditions for Clear Administrative Services Credential Programs.....44~~
Category I: Program Design and ~~Curriculum~~Coordination.....~~45~~28
Program Standard 1: Program Design~~,~~ and Rationale~~ and Coordination~~.....~~45~~28

Program Standard 2: ~~Design of the Clear Credential Induction Plan~~Program Collaboration, Communication, and Coordination ..... ~~47~~28
Program Standard 3: ~~Curriculum Content~~Selection and Training of Coaches ..... ~~48~~28
~~Standard 4 Scope and Delivery of the Clear Level Curriculum ..... 49~~
~~Standard 5 Curricular Individualization ..... 50~~
Category II: ~~Support and Mentoring Plan~~The Nature of Induction ..... ~~51~~29
Program Standard ~~6~~4: ~~Provision of Mentoring Experiences~~Professional Learning ..... ~~51~~29
~~Standard 7 Mentor Qualifications ..... 52~~
Category III: ~~Candidate Competence and Performance~~Performance Expectations for Leaders .. ~~53~~31
Program Standard ~~8~~5: ~~Expectations for Candidate Performance~~California Professional Standards for Educational Leaders ..... ~~53~~31
~~Standard 9 Assessment of Candidate Competence ..... 54~~
Glossary of Terms 34
Administrative Services Credential Clear Induction Program Standards 34
~~**Option B: Program Provider Guidelines for Alternative Clear Administrative Services Credential Programs**~~
~~Guideline 1 – Program Design and Coordination ..... 56~~
~~Guideline 2 – Evaluation of Program Quality ..... 57~~
~~Guideline 3 – Initial Assessment of Candidate Competence ..... 58~~
~~Guideline 4 – Individualized Mentoring Plan ..... 59~~
~~Guideline 5 – Provision of Mentoring, Support and Assistance ..... 60~~
~~Guideline 6 – Mentor Qualifications and Assignment ..... 61~~
~~Guideline 7 – Assessment of Candidate Competence ..... 62~~
Section VI: Transition Plans and Initial Program Review 37
Transition Process for Currently Approved Preliminary and Clear Guidelines Based Programs . 37
Initial Program Review Process 37
Appendix A: California Administrator Content Expectations 38
Appendix B: California Administrator *Performance Expectations* (CAPE) 46
Category A: Visionary Leadership 46
CAPE 1: Developing and Articulating a Vision of Teaching and Learning for the School Consistent with the Local Education Agency's Overall Vision and Goals 46
CAPE 2: Developing a Shard Commitment to the Vision Among All Members of the School Community 46
CAPE 3: Leading by Example to Promote Implementation of the Vision 46
CAPE 4: Sharing Leadership with Others in the School Community 46
Category B: Instructional Leadership 46
CAPE 5: Promoting Implementation of K-12 Standards, Pedagogical Skills, Effective Instructional Practices and Student Assessments for Content Instruction 46
CAPE 6: Evaluating, Analyzing, and Providing Feedback on the Effectiveness of Classroom Instruction to Promote Student Learning and Teacher Professional Growth 47
CAPE 7: Demonstrating Understanding of the School and Community Context, Including the Instructional Implications of Cultural/Linguistic, Socioeconomic, and Political Factors 47
CAPE 8: Communicating With the School Community about Schoolwide Outcomes Data and Improvement Goals 47
Category C: School Improvement Leadership 48
CAPE 9: Working with Others to Identify Student and School Needs and Developing a Data-Based School Growth Plan 48

CAPE 10: Implementing Change Strategies Based on Current, Relevant Theories and Best Practices in School Improvement 48
CAPE 11: Identifying and Using Available Human, Fiscal, and Material Resources to Implement the School Growth Plan 48
CAPE 12: Instituting a Collaborative, Ongoing Process of Monitoring and Revising the Growth Plan Based on Student Outcomes 48
Category D: Professional Learning and Growth Leadership
CAPE 13: Modeling Life-Long Learning and Job-Related Professional Growth 48
CAPE 14: Helping Teachers Improve Their Individual Professional Practice Through Professional Growth Activities 48
CAPE 15: Identifying and Facilitating a Variety of Professional and Personal Growth Opportunities for Faculty, Staff, Parents, and Other Members of the School Community in Support of the Educational Program 49
Category E: Organizational and Systems Leadership 49
CAPE 16: Understanding and Managing the Complex Interaction of All of the School's Systems to Promote Teaching and Learning 49
CAPE 17: Developing, Implementing, and Monitoring the School's Budget 49
CAPE 18: Implementing California School Laws, Guidelines, and Other Relevant Federal, State, and Local Requirements and Regulations 49
Category F: Community Leadership 50
CAPE 19: Representing and Promoting the School's Accomplishments and Needs to the LEA and the Public 50
CAPE 20: Involving the Community in Helping Achieve the School's Vision and Goals 50

Appendix C: California Professional Standards for Education Leaders (CPSEL) Standards, Elements, and Example Indicators 51

STANDARD 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION 51
Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students

STANDARD 2: INSTRUCTIONAL LEADERSHIP 53
Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

STANDARD 3: MANAGEMENT AND LEARNING ENVIRONMENT 54
Education leaders manage the organization to cultivate a safe and productive learning and working environment.

STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT 56
Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

STANDARD 5: ETHICS AND INTEGRITY 57
Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

STANDARD 6: EXTERNAL CONTEXT AND POLICY 58
Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

~~Overview of the Handbook for Administrative Services Credential Programs~~

~~Introduction~~

~~The Commission issues Administrative Services Credentials to individuals who demonstrate competence in California's standards for school leadership through completion of a Commission-approved administrator preparation program or an alternative route authorized by California law. The Administrative Services Credential authorizes the holder to provide the following services in grades 12 and below, including preschool, and in classes organized primarily for adults:~~

~~Develop, coordinate, and assess instructional programs;~~
~~Evaluate certificated and classified personnel;~~
~~Provide student discipline, including but not limited to suspension and expulsion;~~
~~Provide certificated and classified employee discipline, including but not limited to suspension, dismissal, and reinstatement;~~

- ~~Supervise certificated and classified personnel;~~
- ~~Manage school site, district, or county level fiscal services;~~
- ~~Recruit, employ, and assign certificated and classified personnel;~~
- ~~Develop, coordinate, and supervise student support services, including but not limited to extracurricular activities, pupil personnel services, health services, library services, and technology support services.~~

~~An individual **must** hold an Administrative Services Credential to provide the following services in grades preschool, K-12 and adults:~~

- ~~Evaluate the quality and effectiveness of instructional services at the school site level;~~
- ~~Evaluate certificated personnel employed at the school site level, with the exception of the site administrator;~~
- ~~Student and certificated personnel discipline at the school site level.~~

~~Description of the Handbook~~

~~This handbook has been prepared for use by program sponsors 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 that work.~~

~~**Part 2** defines key terms and concepts used in the development and implementation of the state's educator preparation program approval structure.~~

~~**Part 3** provides the **Common Standards** of program quality and effectiveness that apply to all credential programs and the Glossary for the Common Standards.~~

~~**Part 4** of the handbook includes the **Preconditions** and **Program Standards** to which program sponsors respond when submitting program documents for Preliminary Administrative Services and Preliminary Administrative Services Programs with an Internship. These Program Standards include both a standard and Program Planning Prompts for many of the standards. Program sponsors are encouraged to use Program Planning Prompts 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 handbook just before the program standards.~~

~~**Part 5, Option A** includes the **Preconditions** and **Program Standards** to which program sponsors respond when submitting Standards-based Clear Administrative Services program documents through the Commission's traditional process.~~

~~**Part 5, Option B** provides Commission-adopted guidelines for the approval of the alternative Guidelines-based Clear Administrative Services program option established in 2003.~~

~~The Common Standards were adopted by the Commission through the *Accreditation Framework*. The Glossary was developed by the Committee on Accreditation. The Program Standards, Program Guidelines, and Preconditions have all been adopted by the Commission. The Commission is grateful to all of the members of the profession who participated in the development of these standards and guidelines.~~

~~The program standards address the Commission's objective to establish instructional leadership as the focus of California school administrator preparation as reflected in both state and national standards for school administrators. The California Professional Standards for Educational Leaders (CPSEL) http://www.wested.org/online_pubs/cpsel_standards.pdf adapted from the national administrator standards created by the Interstate School Leaders' Licensure Consortium (ISLLC) now form the centerpiece for curriculum development for California's administrator preparation programs, as reflected in this handbook.~~

~~This handbook now replaces earlier documents describing standards and preconditions for Administrative Services Credential programs. Earlier versions of the standards should be discarded.~~

~~Part 1~~Section I: Forward to the Administrative Services Credential Program Standards ~~Administrator Preparation in California~~

~~Foreword~~

~~The Commission 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. A key responsibility of the Commission is to establish and implement strong, effective standards of quality for the preparation and assessment of future educators and school leaders. The Commission's policies are based on the premise that the status of credential preparation programs should be determined on the basis of standards of program quality and effectiveness 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 and requirements contained in this document were adopted by the Commission after a comprehensive review of current preparation programs, extensive consultation with the field, and thoughtful consideration of the future needs of schools.~~

~~Standards for Administrator Preparation: Introduction~~

~~The work of a school administrator is complex and demanding. Administrators for the 21st century need to be effective leaders who are able to successfully manage in California's many varied and diverse communities. 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 are predicated in the ongoing consideration of how administrators are prepared, how they are initiated into their profession in the early years of practice, and how they engage in continuous professional growth and renewal.~~

~~The design for administrator credentialing utilizes this continuum of development for the school administrator and provides candidates with options previously unavailable. The Preliminary Administrative Services program is designed to prepare persons for administrative responsibilities in a variety of educational settings and contexts. The Clear 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.~~

~~The professional development of school administrators begins with a well-designed initial preparation program. Prospective administrators need grounding in the principles of leadership 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 conceptual knowledge of how students learn, and the leadership and management actions necessary to support student learning, are basic to the preparation of school administrators. Candidates in this design of administrator~~

~~preparation will develop a professional perspective by examining contemporary leadership practices and school policies in relation to fundamental issues, theories and research in education that support student learning. They will have in-depth fieldwork experiences to connect their learning to practical situations. Field experience will be designed to apply knowledge and skills in providing effective learning environments for the students and schools served. Field experiences should acquaint candidates with a wide range of leadership and administrative responsibilities, provide opportunities for acquiring and developing leadership and administrative skills, and result in significant learning about the work of school administrators in support of student learning, as representative of the wide diversity of school settings in California.~~

~~A strong pre-service program provides a necessary foundation in preparing candidates for the difficult and challenging work of leading schools in our many and varied communities. However, 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 in 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 important early years of administrative practice.~~

~~The next phase of administrator preparation begins only after employment in an administrative position. In this design, the candidate has many options for completing this credential, which vary from university to professional organization to local school agency programs. Whichever option the candidate selects, the program 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 credential supervisor, and a district mentor. Full participation by all parties will improve the planning, implementation, and evaluation of the candidate's experiences.~~

~~Assessments of candidate performance play a key role in this new design. Multiple and varied assessments will occur at multiple 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 and proficiency in support of student learning.~~

~~Collaboration of all parties who have an interest and stake in administrator preparation and professional development is crucial in order for this newly defined model of preparation to develop leaders who are able to serve the needs of students in California schools. There are many roles to play and a 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 California schools. These administrators will have the foundation of ongoing professional development and will learn to seek out continued opportunities to grow, develop, and extend their vision in support of all students achieving at high levels.~~

Introduction

At the dawn of the 21st century, the demand for high quality school leaders has never been greater. And with such demands, come new roles, responsibilities, and performance expectations. The imperative for high quality school leaders has been stimulated by the broader national education reform agenda and by

recent research regarding the centrality of effective leadership in the development and support of powerful teaching and learning in schools. In a study conducted by the Wallace Foundation researchers stated, "To date we have not found a single case of a school improving its student achievement record in the absence of talented leadership."[1] Moreover, they noted that effective leadership is second in importance only to effective teaching among the many school variables that impact student achievement.

As the conditions and contexts of California's public schools and the needs of its children continue to change, the Commission on Teacher Credentialing has worked to refine and revise the standards used to guide preliminary and clear administrative licensure processes and requirements and to ensure that they reflect current research about effective leadership in schools while keeping pace with the highly complex and diverse needs of California schools and the children served by them.

With the implementation of the 2013-14 Administrative Services Credential Program Standards, the Commission embarks upon a new era in the preparation of California's educational leaders. The primary focus of the preliminary administrative services program will be to prepare future leaders for their initial administrative position, with special emphasis on preparation for the position of site administrator, or principal, for a specific school site, while the clear credential program will be focused on job-embedded, real-life experiences of educational leaders. The heart of the clear credential program is a coaching-based professional induction process contextualized for whatever job the administrator currently holds while continuing to develop candidates for future leadership positions. This new structure is designed to provide the best career preparation and experiences for effective leadership in California's 21st century schools.

The Learning to Teach and Learning to Lead Continuums

Conceptually, the cultivation of high quality leadership begins in the classroom and proceeds along a continuum of professional activities and experiences that also includes initial preparation, performance assessments, professional induction, and ongoing professional development. The 2013-14 Administrative Services Credential Program Standards are designed to illuminate and facilitate a candidate's progression along the professional pathway from classroom teacher to practicing administrator through aligned and developmentally progressive learning activities and experiences. Figures 1 and 2 on the next pages illustrate the Learning to Teach and the Learning to Lead continuums, two halves of California's educator continuum.

[1] Leithwood, K., Seashore Louis, K., Anderson, S., & Wahlstrom, K. (2004). *How leadership influences student learning.* New York, NY: The Wallace Foundation. Retrieved from http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Documents/ How-Leadership-Influences-Student-Learning.pdf

Figure 1: The Learning to Teach System

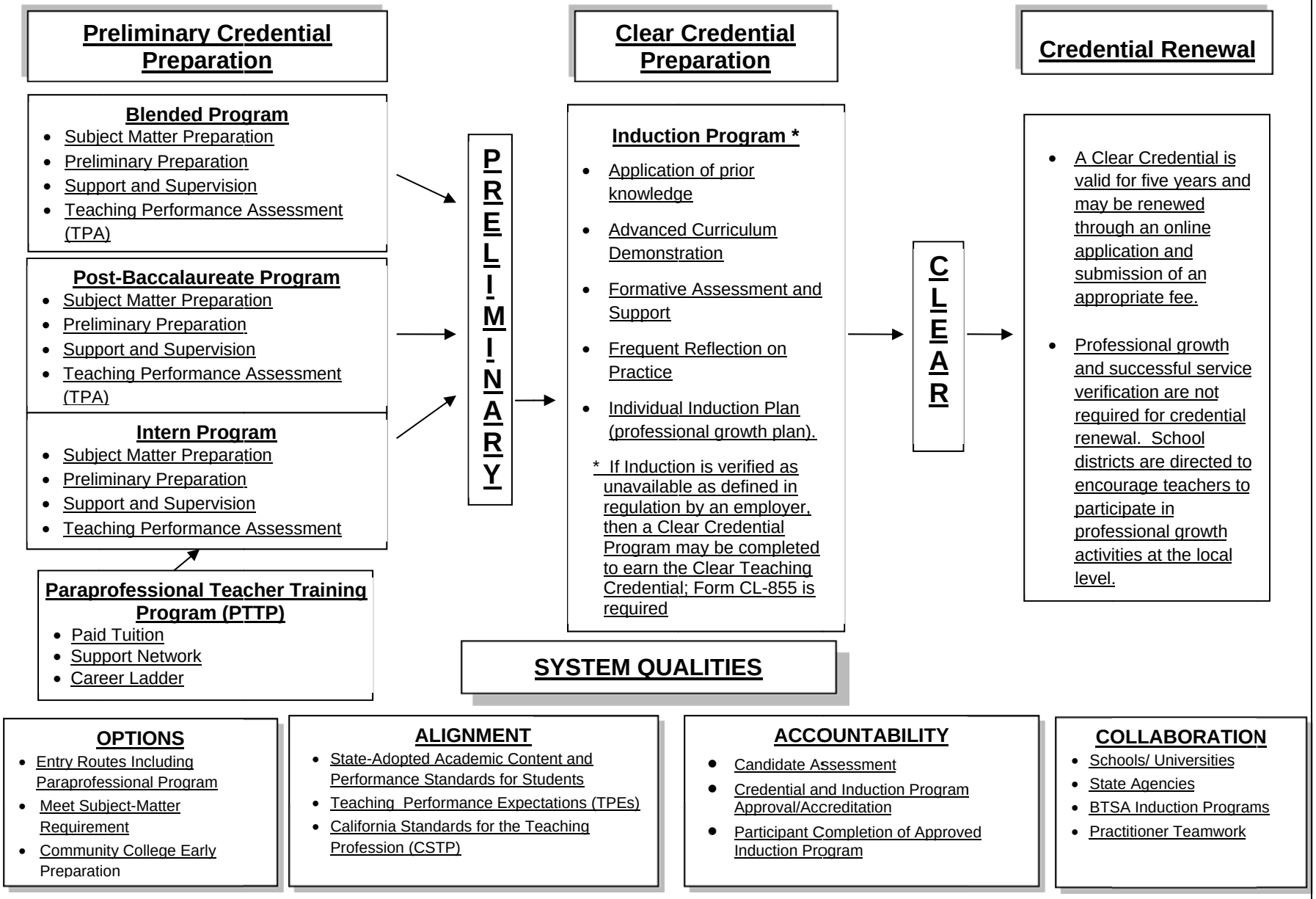


Figure 2: The Learning to Lead System

Pre-Program Requirements

- 5 Years Experience upon Completion
- Positive Evaluations
- Clear Prerequisite/Basic Credential before credential

Preliminary Credential Preparation
Emphasis to prepare site administrators

Traditional Program

- Based on Content and Performance Expectations
- Coursework & field experience alignment
- Assessment of Performance (local

Intern Program

- Meets state standard, differentiated for the intern candidate
- Based on Content and Performance Expectations
- Coursework & field experience alignment

Examination Pathway

- Based on CPSEL
- Four Domains Examined
- Various Structures Employed
- Aligns with Competency at Completion for the Traditional Program

PRELIMINARY

Clear Credential Preparation
Employment required

- Site-based, job-embedded two-year experience
- Main delivery structure is individualized coaching
- to build leadership capacity
- Structured around and measured by the CPSEL
- Builds upon the preliminary programs summative assessment as measured by preliminary program sponsor
- Uses an initial candidate assessment
- Driven by the Individual Induction Plan which is informed by candidate assessment, coach observation and district focus
- Induction Plan addresses current position
- Enrollment completed within 120 days of start of initial administrative position; coaching begins within 30 days of enrollment
- Application of prior knowledge, gained during the preliminary program
- Professional Development required (e.g. seminars, courses, online events, shadowing)
- Frequent Reflection on Practice, individually & with mentor

CLEAR

Credential Renewal

A Clear Credential is valid for 5 years.

Renewal is based upon application and fee.

Professional growth beyond the clear is the responsibility of the employer.

SYSTEM QUALITIES

MULTIPLE PATHWAYS		ALIGNMENT	ACCOUNTABILITY	INDUCTION	COLLABORATION
Preliminary • Traditional Program • Intern Program • Examination Pathway	**Clear** • Induction	• CPSEL • Administrative Services Program Standards • Quality Profession Learning Standards	• CTC Accreditation System o Biennial Report o Program Assessment o Site visits • Performance-based assessments	• Initial years of service • Coaching • Individualized program • Performance-based • Evidence-driven	• Program Sponsor and Candidate Employers • Preliminary and Clear Program Sponsors

~~A Brief History on 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 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. The research included surveys and focus group activities as well as extensive document review and a careful examination of the reform literature related to administrative preparation.~~

~~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. Subsequent legislation established the legal framework for the structural changes of this new design for administrative preparation. The Commission began implementation of some of the new 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. 8) to candidates completing a preliminary program.~~

~~The 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 first set of *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, 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 were revised and adopted by the Commission on March 3, 1995.~~

~~Expectations for California school administrators evolved due to changes in school practices and priorities, including the adoption of student content standards and a call for greater accountability. In June 2000, the Commission approved a review of the administrative services credential structure in light of these challenges. In 2000 and 2001, Commission staff conducted a series of forums throughout the state to gather information about the quality of administrative services credential programs, appropriateness of the program standards addressing those programs, and the level to which the programs were meeting those standards. The Commission also worked with Dr. John Borba and Dr. Chet Jensen of CSU Stanislaus to conduct a survey of administrative credential candidates who had completed programs over the previous three years to obtain information about candidates' views of the adequacy of their programs in preparing them to serve as California school administrators. The Commission assembled a task force of experts in school administration and administrator preparation to analyze the information collected and develop recommendations for possible changes to administrative services credential programs and requirements.~~

~~In late 2001 and early 2002, the Commission discussed a number of policy issues related to administrator preparation and created a series of policy objectives for administrative services credential reform to guide staff work in this area. The Commission also sponsored legislation (SB 1655, Scott, Chapter 225, Statutes of 2002) to partially address these objectives by 1) creating an option for establishing alternative administrator preparation programs; and, 2) establishing examination-based routes for obtaining administrative services credentials.~~

~~In March, 2002, the Commission adopted an action plan for meeting its objectives for reforming administrative services credential preparation and assignment. Included in this plan was the revision of applicable Title 5 regulations related to certification requirements for central office administrators and preconditions for entities interested in offering administrator preparation programs. The plan also called for the creation of the Administrative Services Credential Design Team to recommend revisions to the Commission's standards for administrator preparation programs. The Design Team was guided by the Commission's objective to recast administrator standards and preparation to focus on instructional leadership and success for all students, as reflected in the CPSEL, which had been developed independently by leaders in California's school administrator community. The CPSEL borrowed heavily from the national school administrator performance standards created by the Interstate School Leaders Licensure Consortium. The ISSLC standards are broadly considered to define successful school administrator performance at the outset of the 21st century. The Design Team met monthly from May 2002 through February 2003 to develop the *Standards of Quality and Effectiveness for Preliminary Administrative Services Credential Programs* contained in this handbook. Draft standards were introduced at the December 2002 Commission meeting, and subsequently underwent a field review in January and February of 2003. The final standards for preliminary administrative credential programs were adopted by the Commission in May, 2003. One of the features of the standards adopted by the Commission was a narrative statement of each standard followed by a number of required elements, all of which must be addressed in the responses by the program sponsor.~~

~~The Commission's objectives for administrative credential reform included restructuring clear credential requirements to focus on mentoring, support and assistance. Prior information provided by administrators and administrative credential candidates had indicated that clear credential programs were not meeting the needs of beginning administrators. The Commission addressed this concern by directing its staff to develop revised standards and guidelines for clear administrative services credential~~

~~programs with a support and mentoring focus. In August 2003, Commission staff introduced revised clear program standards that continued with the concept of second-level administrator preparation based on an individualized induction plan, as had been established in the preceding program standards. However, the new standards called for the program curriculum to be organized to address the six CPSEL rather than the five thematic areas identified in the prior standards. After a field review and input, the Commission adopted the revised standards in November 2003, which appear in Part 4 of this handbook.~~

~~Concurrent with the revision of the clear program standards, and as directed by the Commission, staff also created a set of program guidelines to govern the development of alternative clear administrative credential programs authorized by SB 1655. These guidelines-based programs were expected to incorporate the individualized induction plan concept with a focus on support, mentoring and assistance for the beginning administrator, allowing for maximal flexibility in program design while meeting the new administrator's developmental needs. These program guidelines were introduced to the Commission in August 2003, then amended based on field input obtained through a field review. The amended guidelines were adopted by the Commission in November 2003, and appear as Part 5 of this handbook.~~

~~One of the provisions of SB 1209 in 2006 was the elimination of the 150 hour professional growth requirement for renewal of all credentials, including the Administrative Services Credential. As a result of that legislation, the name of the second level credential was changed from Professional Administrative Services Credential to Clear Administrative Service Credential.~~

~~In October 2008, the Commission took action to modify the format of the Preliminary Administrative Services Credential to eliminate the use of the required elements and to reduce duplication of efforts in the preparation of program documents. The Committee on Accreditation and an informal work group of experts in administrator preparation reviewed both the 2004 standards and the required elements to make certain that the language of the standards incorporated the intent of the elements. The goal was to ensure that no significant content was removed from the standards. The informal work group included members who served on the previous standard development groups as well as other educators who were experts in the field of educational administration. The draft modifications from the informal work group and the COA were distributed broadly for input prior to being brought to the Commission for approval. The modified standards were adopted by the Commission at its August 2009 meeting.~~

~~The Structure of the Administrative Services Credential~~

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

~~A. Preliminary Administrative Services Credential~~

~~The Preliminary Administrative Services Credential generally requires completion of a state-approved preparation program offered by a college or university, school district, county office of education, or~~

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

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

~~B. Clear Administrative Services Credential~~

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

- ~~Completion of a Commission-accredited Clear Administrative Services Credential Program;~~
- ~~Demonstration of mastery of fieldwork performance standards as required for candidates in a Clear Administrative Services Credential Program;~~
- ~~Completion of a training program offered under the provisions of AB 430 (E.C. §44510-44517) and approved by the California State Board of Education;~~
- ~~Completion of a Commission-approved Alternative Clear Guidelines-based Administrative Services Credential Program;~~

~~The major purpose of the clear credential program is to provide for support, mentoring and assistance designed to contribute to the success of the new administrator. The emphasis at this level of preparation is to move the administrator beyond the functional aspects of performing administrative service to reflective thinking about his or her role in providing an environment for effective and creative teaching, and student success in learning. Under most of the options above, each candidate's professional development at this level is guided by an individualized induction plan, which is based on an assessment of the new administrator's needs. The plan includes a mentoring component, and may include both academic requirements and other requirements that could include non-university activities. The Clear Administrative Services Credential is valid for a period of five years, and is renewable by submitting the normal application and fee. Ongoing professional development for the administrator is monitored by the employers.~~

~~Internship Programs for the Preparation of School Administrators~~

~~Most candidates complete a traditional administrator preparation program consisting of a course of study in school leadership and formal fieldwork activities *prior* to beginning service as a school administrator. As an alternative, some candidates may elect to complete administrative preparation in an internship format. The major differences between internship programs and conventional programs are: (1) interns are compensated for their service; (2) they become responsible for the duties related to the credential at an accelerated pace; (3) the program is developed and implemented as a cooperative relationship between 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. The Commission has determined that candidates in internship programs must meet the same standards of performance and competence as candidates in conventional preparation programs. However, because interns and the entities that prepare them face particular challenges, the Commission has adopted expanded standards and preconditions for internship programs. Thus an internship program for prospective administrators must fulfill the Commission's standards for administrative services credential programs, *plus* the additional requirements for internship programs. Integrated throughout this document are the Commission's internship standards, requirements and issues to be addressed. These are underlined to differentiate them from the standards, requirements and issues that must be addressed by all administrative credential programs.~~

~~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. To sponsor internship programs, program sponsors 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. 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. The internship must be supervised by the participating program sponsor and the employing school district. An intern's salary may be reduced by as much as one-eighth to cover the costs of supervision.~~

~~Many interns serve in areas of critical need in which fully credentialed persons are not available. 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. Emergency permits are not available for administrative service.~~

~~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 internship credential.~~

Specifically, this new structure identifies a continuum of learning for the educational administrator - the Learning to Lead system. The Learning to Lead system begins with five years of credentialed experience in public schools, and continues through identification of leadership potential, enrollment in

a preparation program, participation in an induction program during the first two years of employment, and ongoing learning throughout an administrative career. It provides for structure, support, and professional development for each successive stage, with partnerships between employers and preparation programs.

Learning to Lead provides a coherent, comprehensive, and robust system of professional preparation and development that will cultivate and support school leaders who can facilitate powerful instruction for all students and ongoing school improvement through effective management practices, a commitment to social justice and equity, ethical behavior, professional courage, and personal integrity. These and other key elements of effective leadership are further described within the following preliminary and clear administrative service credential standards. These elements also run throughout each of the standards and are particularly important leadership activators that can stimulate the conditions necessary for vibrant and effective public schools where all children can succeed.

Through the Learning to Lead system, the CTC will support the preparation of high quality school leaders who possess the knowledge, skills, and dispositions needed to lead California's public schools into the 21st century with a clear vision and a commitment to excellence.

The Role of Performance Expectations and the California Professional Standards for Educational Leaders

The California Professional Standards for Education Leaders (CPSEL) identify what an administrator must know and be able to do in order to move into sustainable, effective practice. They are a set of broad policy standards that are the foundation for administrator preparation, induction, development, professional learning and evaluation in California. Taken together, the CPSEL describe critical areas of leadership for administrators and offer a structure for developing and supporting education leaders throughout their careers.

CPSEL have been a part of the California's education leader preparation continuum since 2001, becoming an integral part of administrator preparation programs and the assessment of administrator candidates. In 2004, the CPSEL were adopted as part of the standards-based program for the Administrative Services Clear Credential, introducing a common language to be used in the discussion of administrative tasks and responsibilities.

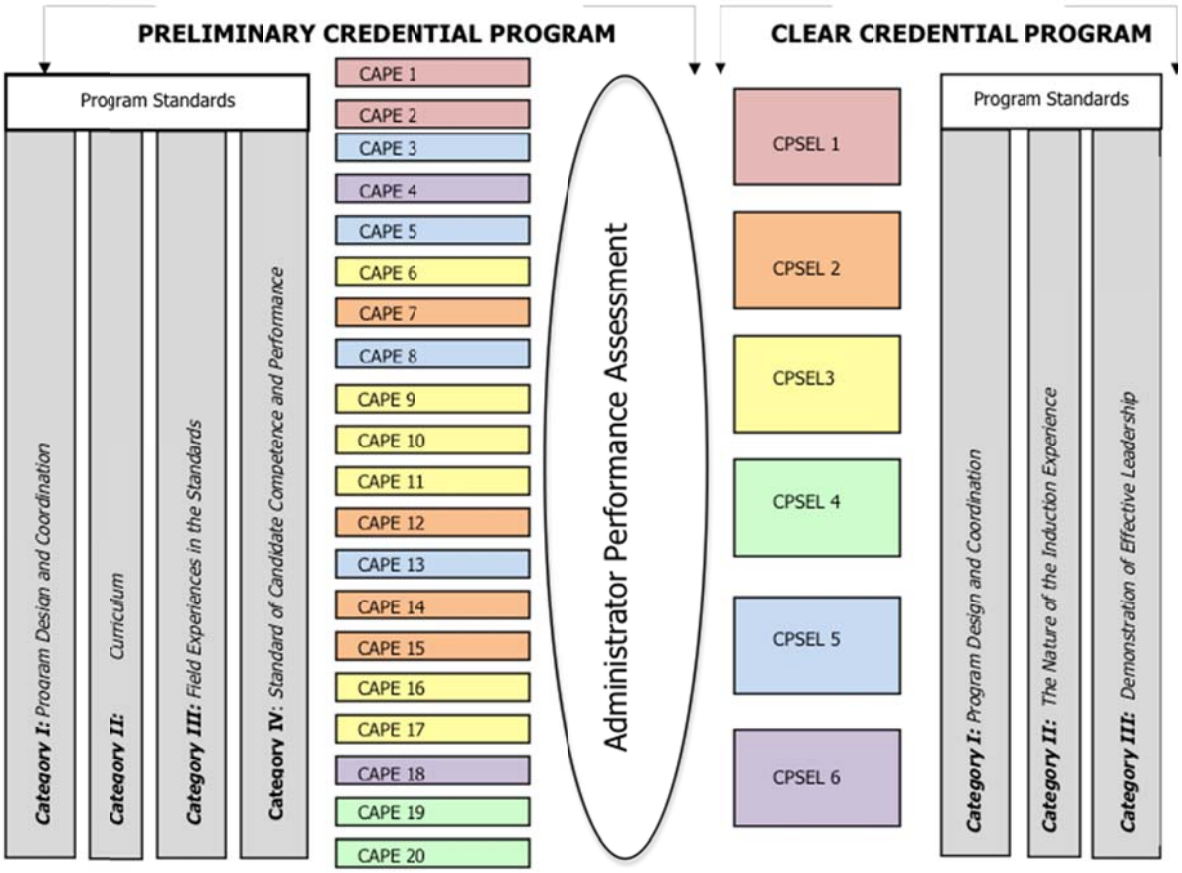
Embedded in the 2014 Administrative Services Credential Clear Induction Program Standards are the 2014 updated CPSEL. Retaining their former structure, the 2014 CPSEL reflect changes in the education administrator's job responsibilities over the last decade and introduce example indicators of practice that aid in understanding each standard in day-to-day school life. A companion booklet to these standards, the 2014 CPSEL, includes these three levels can be found on the CTC website.

In 2012 the Educator Excellence Task Force, a joint effort by the Commission on Teacher Credentialing and the State Superintendent of Public Instruction issued a report entitled *Greatness by Design*. Among its many recommendations, the Task Force called for the need to clarify the competencies beginning administrators--and their mentors--should be expected to acquire.[2] As a result, the 2013 Preliminary Administrative Services credential program standards introduce the California Administrator

[2] California Department of Education. *Greatness by Design* (2011) Sacramento, CA: Retrieved from http://www.cde.ca.gov/eo/in/documents/greatnessfinal.pdf

Performance Expectations (CAPE) that describe the set of knowledge, skills and abilities that *beginning* education administrators should have and be able to demonstrate. Aligned to the more sophisticated and complex CPSEL, the CAPE describe a foundation level of knowledge, skills and abilities targeted to a candidate preparing for their first administrative position that also prepares the candidate for ongoing/future learning in the CPSEL themselves. The alignment of the CAPE and CPSEL within the ASC program structure is illustrated in Figure 3

Figure 3: Standards and Performance Measures for the ASC Credentials



Together, these new components of educational leadership preparation--content expectations, performance expectations, targeted preparation, individualized support, ongoing professional learning, and standards-based assessments--provide a coherent system of development that promise to prepare, support and make stellar California's next decade of administrators, leaders who have a deep personal commitment to high expectations for their work that is informed by professional standards.[3]

[3] California Department of Education. *Greatness by Design* (2011) Sacramento, CA: Retrieved from http://www.cde.ca.gov/eo/in/documents/greatnessfinal.pdf

~~Part 2~~Section II: ~~Key Concepts in California's Educator Preparation Program Standards and Approval Structure~~Preconditions for the Administrative Services Credential Programs

~~Major Types of Accreditation Standards~~

~~California state law authorizes the Commission to set standards and requirements for preparation programs (California Education Code §44225(a)). There are two major types of standards for program sponsors that prepare professional educators in California. An accredited program sponsor 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,** commonly referred to as *Standards of Program Quality and Effectiveness*, 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 program sponsors prepare for continuing accreditation reviews, they are expected to provide evidence that the program they offer to their candidates is consistent with the program that was accredited as initially proposed, and that it meets the *Standards of Program Quality and Effectiveness* established by the Commission.~~

~~In preparing a self-study report, an accredited program sponsor is required to respond to each Common Standard by providing pertinent information, including information about individual programs. In addition, each program sponsor is required to respond to the set of *Standards of Program Quality and Effectiveness* for each program area by providing program-specific information for review by the accreditation team. (For further information about the accreditation process, please refer to the *Accreditation Handbook*.)~~

~~Principles Guiding the Development of the Commission's Standards of Program Quality and Effectiveness~~

~~The Commission embraced the following principles or premises regarding the governance of educator preparation programs. The Administrative Services Credential Design Team applied these general principles to the creation of standards for Administrative Services Programs.~~

~~(1) *The status of credential preparation 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 other learning~~

~~experiences, or particular ways of organizing content, unless professionals on an advisory panel or design team 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 achievements in a preparation program is a significant responsibility of the entity 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, or completion of a checklist verifying that all required program activities have been completed. The specific form, content and methodology of the assessment must be determined by the program sponsor. The new standards and guidelines for preliminary and professional clear programs address the need for initial, ongoing, and culminating assessments for administrative credential candidates and timely feedback to candidates at multiple points in the program.~~

~~(5) *The Commission's standards of program quality allow excellence to assume different forms in different environments*. The Commission did not ask the Design Team 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.~~

~~(6) *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.~~

~~Guidelines for Assuring Quality in Program Design~~

~~The Commission also adopted a guidelines-based model for the alternative program option defined in Part 5B of this handbook. This model departs from the standards-based design for the review and approval of preparation programs employed for other credential areas. However, like the standards discussed above, these guidelines are intended to allow for flexibility in the design of preparation programs while ensuring program quality. While substantial flexibility for program design was intended in the development of these guidelines, they define critical aspects of program services and expectations of program quality, all of which must be fully and appropriately addressed by program sponsors.~~

~~Each guideline in Part 5B is followed by a set of expectations that further describe how programs are expected to meet the guideline. The review of a guidelines-based program proposal will need to determine that each individual expectation has been met as well as each of the general guidelines before the program will be approved.~~

~~Definitions of Key Terms~~

~~Key terms used in this handbook are defined below. They are included in this section to assist the reader in understanding the format of the program requirements presented in the following sections.~~

~~*Precondition*~~

~~A "*precondition*" is a requirement for initial and continued program approval that is based on California state laws or administrative regulations. Unlike standards or guidelines, 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 program sponsor. 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.~~

~~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.~~

~~Required Element~~

~~The previous version of the Preliminary Program standards had "*required elements.*" An element identified dimensions of program quality that the Commission considered important. Required Elements were descriptive statements that elaborated and clarified the meaning of a major provision of a standard of program quality. In determining whether a program fulfills a given standard, the Commission expected the review panel to consider all of the required elements in conjunction with each other. Program reviewers selected by the Commission had to find that a program met each required element. In August 2009 the Commission adopted modified Preliminary Program standards that do not have required elements. Therefore, no required elements appear in this handbook, programs are not responsible to meet required elements and these are not considered in the accreditation process.~~

~~Program Planning Prompt~~

~~A Program Planning Prompt is designed to assist the sponsor in planning a program that will meet the adopted program standards. A number of the standards for the Preliminary Administrative Services program have Program Planning Prompts. An accreditation team will not review the approved program against the Program Planning Prompts.~~

~~Guideline~~

~~A "*guideline*" is an aspect of program quality that must be met for initial approval or continuing approval of certain types of professional preparation programs approved by the Commission. Guidelines may be further defined or clarified by related *expectations*, in which case a program proposal must respond both to the guideline and the specific expectations. The Commission determines whether a program satisfies a guideline on the basis of a consideration of all available information related to the guideline and its noted expectations.~~

Preconditions for the Preliminary Administrative Services Credential Program

In addition to the Commission's General Preconditions, a Commission-approved program shall determine prior to recommending a candidate for a preliminary Administrative Services Credential that the candidate has met the following requirements established in California State laws, regulations, and/or Commission policy:

Precondition 1: Possess one of the following valid credentials:

a. a clear or life California teaching credential that requires a baccalaureate degree and a program of professional preparation, including student teaching or the equivalent, and holds an English learner authorization; or

b. a clear or life California designated subjects teaching credential in adult education, career technical education, vocational education or special subjects, provided the applicant also possesses a baccalaureate degree, and holds an English learner authorization; or

c. a clear or life California services credential in pupil personnel services, health services for school nurse, teacher librarian services, or speech-language pathology or clinical or rehabilitative services requiring a baccalaureate degree and a program of professional preparation, including field work or the equivalent.

Education Code section 44270(a)(1) and Title 5 of the California Code of Regulations section 80054(a)

For Intern Programs: An entity that operates a program of preparation for the preliminary Administrative Services Credential with an Intern option shall require each candidate who is admitted into an Intern Program to possess the appropriate prerequisite credential prior to recommendation for the intern credential and the assumption of intern administrative responsibilities.

Precondition 2: Meet the basic skills requirement as described in Education Code section 44252(b), unless exempt by statute.

Education Code section 44252(b) and Title 5 of the California Code of Regulations section 80054(a)

For Intern Programs: An entity that operates a program of preparation for the preliminary Administrative Services Credential with an Intern option shall require each candidate who is admitted into an Intern Program to verify the basic skills requirement has been met prior to recommendation for the intern credential and the assumption of intern administrative responsibilities.

Precondition 3: Verification of one of the following prior to being recommended for the preliminary credential

a. five years of successful, full-time teaching experience with an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1) and (2)(A);

b. five years of successful, full-time experience in the fields of pupil personnel, school nurse, teacher librarian, or speech-language pathology. or clinical or rehabilitative services with an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1) and (2)(A); or

c. a combination of (a) or (b).

Education Code section 44270(a)(2) and Title 5 of the California Code of Regulations section 80054(a)(4)

For Intern Programs: An entity that operates a program of preparation for the preliminary Administrative Services Credential with an Intern option shall require each candidate who is admitted into an Intern Program to verify appropriate experience as described above prior to recommendation for the intern credential and the assumption of intern administrative responsibilities.

Precondition 4: Has completed a Commission-approved preliminary or intern Administrative Services Credential Program based on Administrative Services Credential Program Standards (rev. 6/2014).

Education Code section 44270(a)(3) and Title 5 of the California Code of Regulations section 80054(a)(2)

Precondition 5: Verification of an offer of employment in a full or part-time administrative position in an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1). If a candidate has satisfied preconditions 1 through 4 but does not have an offer of employment, the Commission-approved program shall recommend for a Certificate of Eligibility which verifies completion of all requirements for the preliminary Administrative Services Credential and allows the holder to seek employment in and administrative position.

Education Code section 44270(a)(4) and Title 5 of the California Code of Regulations section 80054(a)(6)

Preconditions for the Administrative Services Credential Clear Induction Program

In addition to the Commission's General Preconditions, a Commission-approved program shall determine prior to admission of a candidate to a clear Administrative Services Credential program that the candidate has met the following requirements established in California State laws, regulations, and/or Commission policy:

Precondition 1: Possess a valid California preliminary Administrative Services Credential.

Education Code section 44270.1(a)(1) and Title 5 of the California Code of Regulations section 80054(d)(1)

Precondition 2: Verification of an offer of employment in a full or part-time administrative position in an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1).

Education Code section 44270(a)(4) and Title 5 of the California Code of Regulations section 80054(a)(6)

Precondition 3: An entity that operates a program for the Clear Administrative Services Credential shall provide for the development of a written individualized program of professional development activities (clear 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.

Education Code Section 44270.1 (a)(3) and Title 5 of the California Code of Regulations section 80054(d)(1)

In addition to the Commission's General Preconditions as well as Precondition 1, 2, and 3 above, a Commission-approved program shall determine prior to recommendation of a candidate for a clear Administrative Services Credential that the candidate has met the following requirements established in California State laws, regulations, and/or Commission policy:

Precondition 4: Verification of two years of successful experience in a full-time administrative position as defined in Title 5 of the California Code of Regulations section 80054(g)(2)(B) with an employing agency as defined in section 80054(g)(1).

Education Code Section 44270.1 (a)(2) and Title 5 of the California Code of Regulations section 80054(g)(1) and (g)(2)(B)

Precondition 5: Has completed a Commission-approved Clear Administrative Services Credential Induction Program based on Administrative Services Credential Program Standards (rev. 6/2014).

Education Code Section 44270.1 (a)(3) and Title 5 of the California Code of Regulations section 80054(d)(3)(A)

~~Part 3: Common Standards~~

~~The Common Standards address aspects of program and institutional quality that are important across all credential programs sponsored by an institution. The program sponsor responds to each Common Standard by providing pertinent information, including information about individual programs. To support the narrative response to the Common Standards, institutions and approved programs should be prepared to submit corroborating evidence.~~

~~The Common Standards Glossary was developed and adopted by the Committee on Accreditation. The Glossary provides definitions for terms in the Common Standards. The Glossary is designed for use by both institutions and members of the Board of Institutional Reviewers (BIR).~~

~~Adopted November 2008~~

~~Standard 1: Educational Leadership~~

~~The *institution* and education *unit* create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for *programs*, *courses*, teaching, *candidate performance* and experiences, *scholarship*, *service*, collaboration, and *unit* accountability. The *faculty*, *instructional personnel*, and relevant *stakeholders* are actively involved in the organization, coordination, and *governance* of all professional preparation *programs*. *Unit leadership* has the *authority* and *institutio*nal *support* needed to create effective strategies to achieve the needs of all *programs* and represents the interests of each *program* within the *institution*. The education *unit* implements and monitors a credential recommendation process that ensures that *candidates* recommended for a credential have met all requirements.~~

~~Standard 2: Unit and Program Assessment and Evaluation~~

~~The education *unit* implements an *assessment and evaluation system* for ongoing *program* and *unit evaluation* and improvement. The system collects, analyzes, and utilizes data on candidate and *program completer* performance and *unit* operations. *Assessment* in all *programs* includes ongoing and comprehensive data collection related to *candidate* qualifications, proficiencies, and *competence*, as well as *program* effectiveness, and is used for improvement purposes.~~

~~Standard 3: Resources~~

~~The *institution* provides the *unit* with the necessary budget, *qualified personnel*, adequate facilities and other *resources* to prepare *candidates* effectively to meet the state-adopted standards for educator preparation. Sufficient *resources* are consistently allocated for effective operation of each credential or *certificate* program for coordination, admission, advisement, curriculum and *professional development*, instruction, *field-based supervision and/or clinical experiences*, and *assessment* management. Sufficient *information resources* and related personnel are available to meet *program* and *candidate* needs. A process that is inclusive of all *programs* is in place to determine resource needs.~~

~~Standard 4: Faculty and Instructional Personnel~~

~~*Qualified persons* are employed and assigned to teach all *courses*, to provide *professional development*, and to *supervise field-based and/or clinical experiences* in each credential and *certificate program*. *Instructional personnel* and *faculty* have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, *scholarship*, and *service*. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in *P-12* settings/college/university *units* and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The *institution* provides *support* for *faculty* development. The *unit* regularly *evaluates* the performance of *course instructors* and *field supervisors*, *recognizes* excellence, and retains only those who are consistently effective.~~

~~Standard 5: Admission~~

~~In each professional preparation program, applicants are admitted on the basis of well-defined *admission criteria* and procedures, including all Commission-adopted requirements. *Multiple measures* are used in an *admission* process that encourages and *supports* applicants from diverse populations. The *unit*~~

~~determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.~~

~~Standard 6: Advice and Assistance~~

~~Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The *institution* and/or *unit* provide *support* and assistance to candidates and only retains *candidates* who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.~~

~~Standard 7: Field Experience and Clinical Practice~~

~~The *unit* and its *partner*s design, implement, and regularly *evaluate* a planned sequence of *field-based* and *clinical experiences* in order for *candidates* to develop and demonstrate the knowledge and skills necessary to educate and *support* all *students* effectively so that *P-12 students* meet state-adopted academic standards. For each credential and *certificate program*, the *unit* collaborates with its *partner*s regarding the criteria for selection of school sites, effective *clinical personnel*, and site-based *supervis*ing personnel. *Field-based work and/or clinical experiences* provide *candidates* opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help *candidates* develop research-based strategies for improving student learning.~~

~~Standard 8: District-Employed Supervisors~~

~~*District-employed supervisors* are *certified* and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting *supervisors* who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. *Supervisors* are trained in *supervision*, oriented to the *supervisor*y role, *evaluate*d and *recognize*d in a systematic manner.~~

~~Standard 9: Assessment of Candidate Competence~~

~~*Candidates* preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and *support* effectively all *students* in meeting the state-adopted academic standards. *Assessments* indicate that *candidates* meet the Commission-adopted *competency requirements*, as specified in the program standards.~~

~~Common Standards Glossary~~

~~Adopted by the COA October 2008~~

~~Term~~	~~Common Standard~~	~~Definition~~
~~Admission Criteria~~	~~5~~	• ~~Candidate eligibility criteria as defined in the Preconditions for each type of educator preparation program. For example, a key admission criterion for Second Tier credential programs is that the candidate be employed in an appropriate education position.~~
~~Assessment~~	~~2, 3, 9~~	• ~~Process to evaluate, appraise, or measure an individual's knowledge, skills and ability in relation in meeting the adopted program standards.~~ • ~~Assessment processes must treat each candidate in a fair and equitable manner according to explicit guidelines published by the institution.~~ • ~~Information gained through assessment for the accreditation process is not used for employment purposes.~~
~~Assessment and Evaluation System~~	~~2~~	• ~~A comprehensive and integrated set of procedures that measure candidate performance, completer preparedness, and program effectiveness, thereby, allowing an institution to monitor candidate knowledge and skill development, manage academic programs and practica, and identify strengths and weakness of the educator preparation programs and unit.~~
~~Authority~~	~~1~~	• ~~An individual who the institution has granted the power to manage the human and fiscal resources needed to meet all educator preparation program goals. The program authority is usually the dean at an IHE, or an associate superintendent/director for a local education agency.~~
~~Candidate~~	~~1, 2, 3, 4, 5, 6, 7~~	• ~~An individual participating in a credential program, whether for an initial or advanced level credential or authorization. This includes both teaching credentials and services credentials.~~
~~Certified, Certificated~~	~~8~~	• ~~To hold a California educator credential appropriate to his/her role and/or responsibility.~~
~~Clinical Experiences~~	~~3, 4, 7~~	• ~~Student teaching, internships, or clinical practices that provide candidates with an intensive and extensive culminating activity. Within the field-based experiences, candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. Field-based experiences are provided to the candidate under the supervision or guidance of an experienced individual who has the knowledge and skills the candidate is working to attain.~~ • ~~See also Field-Based Experiences~~
~~Clinical Personnel~~	~~3, 4, 7~~	• ~~P–12 school personnel or professional education faculty responsible for instruction, supervision, support, and/or assessment of candidates during field experiences and clinical practice.~~
~~Competency Requirements~~	~~9~~	• ~~The set of knowledge, skills, and abilities that candidates are required to demonstrate, as defined in the applicable program standards.~~

~~Term~~	~~Common Standard~~	~~Definition~~
~~Course Instructors~~	~~4~~	~~• Individuals who teach courses and/or provide instruction to candidates.~~
~~Courses~~	~~1~~	~~• CTC-approved professional preparation provided to candidates under the auspices of an IHE, a local education agency, or other approved services provider. Courses may be offered through organized studies that carry units, and/or through modules, professional development settings, online, or independent study.~~
~~District-Employed Supervisors~~	~~8~~	~~• Applies only to Level I Credential Programs. The master teacher, cooperating teacher, resident teacher, coach, directing teacher, or other designated supervisory personnel who assesses student teachers.~~ ~~• In internship programs for Multiple Subject, Single Subject, and Education Specialist credentials, the site support provider, mentor, or coach is considered a district-employed supervisor.~~
~~Evaluate, Evaluation~~	~~2, 4, 7, 8~~	~~• Assess candidate knowledge, skills, and performance for the purposes of helping the candidate satisfy the relevant program competency requirements. Does not include evaluation for employment purposes.~~ ~~• Analyze data from multiple candidate assessments, program completer surveys, and other stakeholder surveys to identify program strengths and to identify areas needing improvement.~~
~~Faculty~~	~~1, 4~~	~~• Those individuals employed by a college, university, school district, county office of education, or other CTC-approved entity, including graduate teaching assistants, who teach one or more courses in education, provide services to candidates (e.g., advising, support), provide professional development, supervise clinical experiences, and/or administer some portion of the educator preparation unit.~~
~~Field and Clinical Supervisors~~	~~4, 7~~	~~• Includes both district-employed supervisors and those individuals from the CTC-approved program assigned to provide supervision and/or to assess candidates during field experiences and clinical practice.~~ ~~• Second Tier Credential Programs do not have field supervisors.~~
~~Field-Based Work or Experience~~	~~3, 4, 7~~	~~• Student teaching, internships, or clinical practices that provide candidates with an intensive and extensive culminating activity. Within the field-based experiences, candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. Field-based experiences are provided to the candidate under the supervision or guidance of an experienced individual who has the knowledge and skills the candidate is working to attain.~~
~~Governance~~	~~1~~	~~• The institutional system and structure for defining policy, providing leadership, and managing and coordinating the procedures and resources that ensure the quality of all education professionals prepared at the institution.~~
~~Information~~	~~3~~	~~• Library and/or digital media resources, as well as information and~~

~~Term~~	~~Common Standard~~	~~Definition~~
~~Resources~~		~~communication technology resources available to candidates.~~
~~Institution~~	~~1, 6~~	~~• The university, college, school district, county office of education or other entity approved by the CTC to offer educator preparation programs. An institution may be a regionally accredited (IHE) or a local educational agency (LEA) approved to sponsor educator preparation program(s).~~
~~Instructional Personnel~~	~~4~~	~~• Individuals employed by a college or university, a school district, county office of education or other approved entity who may teach one or more courses to candidates, provide services to candidates such as advising, provide professional development, supervise clinical experiences, and/or administer some portion of the unit.~~
~~*Intern Program*~~		~~• A partnership between an approved educator preparation program and an employing school district for the purpose of preparing, supervising, and supporting candidates employed at the school district as educators. Intern programs can be offered for the Multiple Subject, Single Subject, Education Specialist teaching credentials or the Pupil Personnel or Administrative Services credentials.~~
~~P-12 Student~~	~~7~~	~~• Refers to students enrolled in pre-school through 12th grade.~~
~~Multiple Measures~~	~~5~~	~~• Multiple sources of information used to determine whether an applicant possesses the requisite personal characteristics, including sensitivity to California's diverse population, communication skills, academic skills, and prior experiences that suggest a strong potential for effectiveness as a professional educator.~~
~~P-12~~	~~4~~	~~• Refers to the entire range of grades in which students are enrolled; preschool through 12th grade.~~
~~Partners~~	~~7~~	~~• Agencies, institutions and others who enter into a voluntary collaborative arrangement to provide services to educator candidates. Examples of partners include departments, schools, county offices of education, and school districts.~~
~~Professional Development~~	~~3~~	~~• Learning opportunities for individuals to develop new knowledge and skills such as in-service education, conference attendance, intra- and inter-institutional visits, fellowships, collegial work, and work in P-12 schools.~~
~~Program~~	~~all~~	~~• A planned sequence of courses and/or experiences for the purpose of preparing teachers and other school professionals to work in pre-kindergarten through twelfth grade settings, and which leads to a credential.~~
~~Program Completer~~	~~2~~	~~• An individual who has completed a credential program,~~
~~Personnel~~	~~3,7, 9~~	~~• Individuals employed by a college or university, a school district, county office of education or other approved entity who may teach one~~

~~Term~~	~~Common Standard~~	~~Definition~~
		~~or more courses to candidates, provide services to candidates such as advising, provide professional development, supervise clinical experiences, and/or administer some portion of the unit.~~ ~~• See also Instructional Personnel, Site-Based Supervising Personnel, Clinical Personnel~~
~~**Qualified Persons, Qualified Members**~~	~~**4, 6**~~	~~• Individuals whose background and experience are appropriate for the role to which they are assigned and who receive initial and ongoing professional development consistent with their assigned responsibilities.~~
~~**Recognize**~~	~~**4, 8**~~	~~• To acknowledge and to appreciate the contributions and achievements of another member of the institution or partner organization.~~
~~**Scholarship**~~	~~**1, 4**~~	~~• Systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school professionals, including but not limited to traditional research and publication, the systematic study of pedagogy, action research, and the application of current research findings in new settings.~~
~~***Second Tier Credential Programs***~~		~~• Professional preparation programs including Induction, Education Specialist Level II, and Administrative Services Tier II programs which prepare the holder of a first level/tier/preliminary credential to earn a second level credential.~~
~~**Service**~~	~~**1, 4**~~	~~• Faculty contributions to college or university activities, P-12 settings, communities and professional associations in ways consistent with the individual's specialized knowledge and the institution and unit's mission as preparers of educators.~~
~~**Site-Based Supervising Personnel**~~	~~**7**~~	~~• Those individuals from the CTC-approved program or employing district assigned to provide supervision and/or to assess candidates during field experiences and clinical practice. This does not apply to Second Tier Credential Programs.~~ ~~• See Also Field and Clinical Supervisors.~~
~~**Stakeholder**~~	~~**1**~~	~~• Any individual or institution such as a college, university, or school district that is impacted by and/or that has a professional interest in an educator preparation program or institution.~~
~~**Student**~~	~~**7**~~	~~• In the context of educator preparation programs, a student is considered to be an individual enrolled in a district or county office of education preschool, kindergarten through 12th grade, or adult education program.~~
~~**Sufficient**~~	~~**3**~~	~~• Adequate or ample to meet the need.~~
~~**Supervise**~~	**4**	~~• The act of guiding, directing, and evaluating candidates in a credential program. This activity does not apply to evaluation for employment purposes.~~
~~**Supervisor**~~	~~**4, 8**~~	~~• For intern programs, those individuals from the CTC-approved program or employing district assigned to provide supervision and/or~~

~~Term~~	~~Common Standard~~	~~Definition~~
		~~to assess candidates during field experiences and clinical practice. This does not apply to Second Tier Credential Programs.~~ ~~• See Also Field and Clinical Supervisors.~~
~~**Supervision**~~	~~**3, 8**~~	~~• Activities undertaken to evaluate a candidate's competence by a qualified person designed to assist a candidate in mastering the required knowledge, skills and abilities expected of the candidate.~~
~~**Support**~~	~~**1, 3, 4, 5, 6, 7, 8, 9**~~	~~• Aid provided by a qualified individual to a candidate in his/her early teaching or service that includes collecting evidence relating to the candidate's competence for the purpose of helping the candidate satisfy knowledge and skill requirements, but who does not supervise or evaluate the candidate.~~
~~**Unit**~~	~~**1, 6, 7**~~	~~• The college, school, department, or other administrative body in colleges, universities, school districts, county offices of education, or other organizations with the responsibility for managing and coordinating all aspects of CTC-approved educator preparation programs offered for the initial or advanced preparation of educators, regardless of where these programs are administratively housed in an institution.~~
~~**Unit Leadership**~~	~~**1**~~	~~• Individuals designated by the institution to be responsible for administering all aspects of the CTC-approved educator preparation programs offered by the institution, and who have been granted, by the institution, the authority to manage the human and fiscal resources needed to meet all educator preparation program goals. The program authority is usually the dean at an IHE, or a director of teacher education, district superintendent or county office program director.~~

~~*Italics* indicate that the term does not appear in the Common Standards.~~

Section III. The Preliminary Administrative Services Credential Program

Introduction

In California, the overwhelming majority of education administrators begin their careers in some kind of leadership position at a local school. Additionally, research studies during the last two decades have shown that school leadership plays a pivotal role in improving the quality of education, resulting in higher student achievement scores.[4] Therefore, the determination was made to focus the state's preliminary preparation program on preparing a candidate to assume leadership at a school site.

[4] Darling-Hammond, L., LaPointe, M., Meyerson, D., Orr, M.T. & Cohen, C. (2007) Preparing school leaders for a changing world: Lessons from exemplary leadership development programs. Standard, CA: Stanford University, Stanford Educational Leadership Institute. Retrieved from http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Documents/Preparing-School-Leaders.pdf

While both the preliminary and clear programs continue to be framed around California's Professional Standards for Education Leaders (CPSEL), the preliminary standards introduce a new structure for preliminary programs, the Content Expectations and the Performance Expectations. In support of preparing candidates for school site leadership, the Commission on Teacher Credentialing has identified what administrators should know and be able to do on the first day of their initial education administrator position. These expectations are to be interwoven into the candidate's coursework and fieldwork and the responsibility of the program to ensure each candidate has the opportunity to demonstrate their mastery of them through a variety of assessments throughout their preparation program. Only upon successful demonstration of these expectations will a candidate be recommended for a preliminary ASC credential and move on to the clear induction program and the related, but more complex, CPSEL.

Underscoring the need to practice administrative skills, the 2013 Administrative Services Credential Preliminary standards require institutions to prepare future administrators through traditional coursework that is enhanced by quality day-to-day fieldwork, with assignments and experiences that reflect the responsibilities of today's school leadership and the program's coursework. By serving in today's schools, in positions where candidates are asked to recall and apply the knowledge and skills being learned in their preparatory program courses, the candidates become better prepared to address 21st century administrative job responsibilities.

Finally, these standards also acknowledge the healthy, robust partnerships that must exist between program sponsors and the schools, districts, and county offices they serve. Regular communication is required with the goal of both institutions understanding the mission and goals of their partners. More than being advised of program structures and activities, the partnerships discuss program design, candidate assignments and best practices that will provide quality learning opportunities. It is only through joint collaborative efforts that candidates will be provided with quality fieldwork that brings day-to-day relevance to corresponding coursework.

~~Part 4: California Standards of Quality and Effectiveness for Preliminary Administrative Services Credential Programs~~

~~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 a program sponsor or approving its programs or schools. Preconditions determine an program sponsor's *eligibility*. The actual *approval* or *accreditation* of programs, schools, institutions, and other educational entities 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 regional accrediting body in which the institution's home campus resides. The preconditions were originally adopted by the Commission in November, 1986. Entities that intend to offer approved programs must provide a response to each precondition. Some preconditions may require a relatively brief response, while 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 were changed as a result of Commission action and the *Accreditation Framework*. For example, in 1998, General Precondition 2 was adopted to require entities to report on responsibility and authority for credential programs. Preconditions were also titled and placed in a different order than in prior documents. Preconditions established by the Commission under its general statutory authority are now listed first. These are preconditions that 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 underlined. (Included with the preconditions are clarifications which may be helpful to program sponsors.)~~

~~There were some additional revisions made to the preconditions for Administrative Services Credential Programs in 2003. These changes included adding language to General Precondition 1 for preliminary credential programs and revising language in Specific Preconditions 3 and 6 for standards-based professional clear programs to address program sponsorship by entities other than colleges and universities. Specific requirements for required hours or units in various components of professional clear programs were also removed from the preconditions. A program's length and depth must still be sufficient to meet the Commission's program standards, but a minimum number of hours or units in the program is no longer specified.~~

~~General Preconditions Established by the Commission~~

~~Pursuant to Education Code §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 of higher education that (a) is fully accredited by the Western Association of Schools and Colleges or another of the six regional accrediting bodies, and (b) grants baccalaureate academic credit or post-baccalaureate academic credit, or both. This provision does not apply to alternative (non-university based) programs, however, **such programs must include in their program proposal verification of the entity's governing board's approval of sponsorship of the program**.~~

~~**(2) Responsibility and Authority.** To be granted initial accreditation or continuing accreditation by the Committee on Accreditation, the institution or sponsoring agency shall provide the following information:~~

~~(a) **Identify the position** within the entity's organizational structure that is responsible for the **ongoing oversight of all credential preparation programs offered** by the entity (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 entity. If a reporting relationship is indirect, describe 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 entity 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 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) Practitioners' 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 applicable standards of program quality and effectiveness** that have been adopted by the Commission; and (b) include assurances that (b1) the entity will **cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member** within the four years of the initial enrollment of candidates in the program, and (b2) that the program sponsor will respond to all requests 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 entity 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) Instructor Participation. Each instructor 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 meet the Basic Skills Requirement**. The entity 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 program sponsors 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 meet the Basic Skills Requirement prior to assuming intern administrative responsibilities. Reference: Education Code Section 44252(b).

(10) Certificate of Clearance. An entity that operates a program of professional preparation **shall not allow a candidate to assume daily student teaching responsibilities or participate in field experience until a 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: The Certificate of Clearance must be obtained prior to assuming intern administrative responsibilities.~~

~~** General Preconditions 8 through 10 are not required for an Administrative Clear Program as they have been addressed in the Administrative Preliminary Program.*~~

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

~~Each program of professional preparation that leads to the issuance of a Preliminary Administrative Services Credential shall adhere continually to the following requirements of California State laws.~~

~~**(11) Prerequisite Degree and Credential.** An entity 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: An entity 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).~~

~~**(12) Experience Requirement.** An entity 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 credentials 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: An entity 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 in 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:~~

~~**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.~~

~~**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.~~

~~**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.)~~

~~**Participating Districts.** Participating districts are public school districts or county office 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.~~

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

~~**Justification of Internship Program.** Where an institution submits a program for initial and 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 ~~Standards~~

(Adopted December 2013)

Category I: Program Design~~,~~ and Coordination ~~and Curriculum~~

Program Standard 1: Program Design and Rationale

The ~~professional leadership~~ administrative services preparation program ~~includes a purposeful, developmental, interrelated sequence of learning experiences – some that are carried out in the field and some that occur in non-field settings – that effectively~~ prepares ~~candidates as~~ instructional leaders to serve effectively in a variety of public schools and school districts. The design of the program is based on a sound rationale informed by theory and research and aligned with (a) the ~~principles articulated in the Candidate Competence and Performance Standards in Category III, and (b) the~~ *California Administrator Performance Expectations* and principles of ~~various~~ adult learning theory~~ies~~. The program includes a coherent, developmental, integrated, and interrelated set of theoretical and practical learning experiences ~~is~~ designed to provide extensive opportunities ~~for~~ to engage candidates in developing knowledge, skills, and dispositions to advance teaching and learning. ~~to learn and apply, and~~ The program includes both formative and summative assessments based on the ~~Candidate Competence and Performance Standards in Category III~~ *California Administrator Performance Expectations (CAPE)*.

~~**For internship programs:**~~

~~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. The program shall ensure that interns have a basic understanding of the foundations of administrative practice and an understanding of their specific job responsibilities. Interns are given multiple, systematic opportunities to combine theory with practice. The program design clearly recognizes the particular needs of interns and provides an array of support systems designed to meet the needs of interns enrolled in the program.~~

~~*Program Planning Prompts:*~~

1. ~~The program design and its delivery form a cohesive set of learning experiences that are informed by adult learning theories and are designed to address the needs of prospective administrators enrolled in the program.~~
2. ~~The program incorporates multi-media technologies to ensure that candidates develop an understanding of the importance, role and uses of technology for instructional support and improvement, administrative decision-making and the management of data in schools.~~
3. ~~The program design incorporates the use of multi-media technologies in order to effectively prepare candidates as instructional leaders in a variety of public schools and public districts.~~

Program Standard 2: ~~Program~~ Collaboration, communication and Coordination

Each sponsor of an administrative preparation program establishes one or more partnerships that contribute substantively to the design, implementation, quality and effectiveness of ~~the design and implementation of each candidate's preparation~~program. Partnership~~s~~ agreements are

~~address significant aspects of professional preparation. An agreement between the partners is cooperatively~~ collaboratively established with each partner ~~sharing~~ and clearly define roles and expectations of all partners sharing the responsibility for the implementation and success of the program. Partners, such as advisory committees, school districts that facilitate field experiences, higher education institutions, community organizations, and other stakeholder groups establish productive working relationships, coordinate joint efforts, and communicate regularly and openly. Partners share responsibility for program quality; candidate recruitment, selection, and advisement; curriculum development; delivery of instruction; selection of field sites; design of field experiences; selection and preparation of field experience supervisors, and assessment and verification of candidate competence.

~~**For internship programs:**~~
~~Cooperating partners recognize the critical importance of administrator preparation by substantively supporting the costs of cooperation through contributions of sufficient human and fiscal resources.~~

~~*Program Planning Prompts*~~

1. ~~The sponsor of a professional leadership preparation program establishes one or more intensive partnerships with representatives of schools where candidates engage in program-based fieldwork.~~
2. ~~Partners, such as Advisory Committees, district partners in fieldwork agreements and stakeholder groups, establish working relationships, coordinate joint efforts, and rely on each other for contributions to program quality. In discussing program issues, partners value the multiple perspectives of the respective members and draw openly on members' knowledge, professional expertise and practical skills.~~
3. ~~Partners cooperate in developing program policies and reviewing program practices pertaining to the recruitment, selection and advisement of candidates; development of curriculum; delivery of instruction; selection of field sites; design of field experiences; selection and preparation of field experience supervisors; and assessment and verification of administrator competence.~~

Program Standard 3: Development of Professional Leadership Perspectives

By design, the administrative services preparation program facilitates each candidate's development of a professional leadership perspective ~~by providing extensive opportunities to analyze implement and reflect on the relationships between theory and practice concerning leadership, teaching, and learning in the context of contemporary school issues in California~~ through learning activities that promote leadership and interpersonal skills. ~~The program offers exposure to the essential themes, concepts and skills related to the performance of administrative services, including but not limited to: relationship building; communication skills; the ability to articulate, apply and evaluate theories of leadership; an understanding of and ability to apply, model, and analyze curriculum, instructional strategies, and assessment; an understanding of standards-based accountability systems; and the ability to use data to make decisions regarding program improvement. The program develops each candidate's understanding of how successful resource management affects successful instructional leadership.~~ The program curriculum and pedagogies are designed to engage candidates in learning activities that require the ability to diagnose the causes of organizational problems at both macro and micro-organizational levels

(e.g., system-wide and individual). The program provides multiple opportunities for candidates to apply skills of reasoned and objective inquiry to analyze complex problems and propose effective solutions considering the political context and its implications. In addition, the program ensures candidates understand environmental contexts, organizational culture, intra-organizational systems, and their influence on human behavior and educational outcomes. Finally, the program builds leadership perspective through learning activities that expose candidates to the both the internal and external influences, relationships, resources, and opportunities that can engender and support the vision and mission of the school and district.

Program Standard 4: Equity, Diversity and Access

By design, ~~T~~the administrative services ~~professional leadership~~ preparation program provides each candidate with an opportunity to ~~examine and reflect upon~~ understand and apply theories and principles of educational equity within the educational context, for the purposes of creating more socially just learning environments. ~~and diversity and their implementation in school sites, including access to curriculum content and school practices for all students, teachers, staff, parents or caregivers and community members. The program prepares candidates to provide all students and their parents and guardians equitable access to the school, including the curriculum and other programmatic supports in the school.~~ Through coursework and fieldwork, candidates (a) examine their personal attitudes related to issues of privilege and power in different domains including ~~toward~~ race, gender, language, sexual orientation, religion, ableness, and socio-economic status; (b) learn about ways to ~~examine and confront~~ analyze, monitor, and address these issues ~~around race, equity and diversity; and take leadership roles in discussions about equity, diversity and access.~~ at the individual and system level; (c) understand how explicit and implicit racial bias impacts instruction, classroom management, and other school policies; and (d) come to understand the role of the leader in creating equitable outcomes in schools. The program provides opportunities for candidates to learn how to identify, analyze and minimize personal bias, how policies and historical practices create and maintain institutional bias, and how leaders can address and monitor institutional-level inequity.

~~The program prepares candidates to facilitate and lead stakeholders to provide equitable access to the core curriculum and the school community. The program provides opportunities for candidates to learn how to maximize academic achievement for students for all ethnic, race, socioeconomic, cultural, academic, linguistic or family backgrounds; gender, gender identity and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs. The program includes a series of planned experiences in which candidates learn to identify, analyze and minimize personal and institutional bias.~~ The program prepares candidates to improve schooling for all students with an emphasis on vulnerable and historically underserved students by examining teaching, learning, student engagement, student discipline, school culture, family involvement, and other programmatic supports in the school for the purposes of providing effective instruction and equitable access for all students. The program ensures candidates understand pedagogical approaches that recognize the importance of building on students' strengths and assets as a foundation for supporting all students, especially historically underserved students including English learners and students with special needs.

~~*Program Planning Prompts:*~~

1. ~~The program design includes the study and discussion of the historical and cultural traditions of the major racial, religious and ethnic groups in California society and an examination of effective ways to include cultural traditions and community values in the school curriculum and school activities.~~
2. ~~The program design is explicit in developing each candidate's ability to recognize historical and philosophical forces that have given rise to institutional practices, such as systemic forms of racism and sexism, that serve to limit students' access to academic and social success and to create a safe and equitable school setting that establishes and contributes to the physical, social, emotional and intellectual safety of the diverse constituencies of the extended school community.~~
3. ~~The program is designed to develop each candidate's capacity to recognize students' specific learning needs; develop policy and practices at the school site to ascertain student needs and place students in appropriate learning contexts; collaborate with teachers in developing instructional practices that guarantee full access to the curriculum; and identify and provide resources for all students to have full access to the curriculum and opportunities to engage in extracurricular and co-curricular activities.~~
4. ~~The program is designed to develop each candidate's understanding of the legal and financial implications of serving a diverse student population.~~
5. ~~The program is designed to provide each candidate with an opportunity to (1) learn about federal, state and local laws, policies and practices that ensure appropriate accommodations for a diverse student population and (2) understand the role of the site administrator in monitoring and implementing legal and fiscal provisions.~~

Program Standard 5: Role of Schooling in a Democratic Society

By design, ~~T~~the ~~professional leadership~~ administrative services preparation program provides each candidate with an opportunity to critically examine the principles of democratic education ~~from a historical and policy perspective~~and the responsibilities of citizenship. This includes the moral imperative to provide all students with the best possible education. The program prepares each candidate to understand the role of the school in preparing K-12 students ~~as future citizens and~~ actively and productively engage in civic responsibility and to identify and critically analyze the variety of ideas and forces in society that contribute to (or constrain) a democratic society. ~~The program prepares administrators who understand their responsibility in developing and nurturing public support, family participation, community engagement, labor relations and preparing students for the challenges of the future.~~ The program includes ~~the study of~~ opportunities for candidates to learn how historical and philosophical ~~forces~~ influences, state and federal policy decisions, ~~as well as policy decisions~~ and prevailing educational practices~~, have an~~ impact ~~on~~ schooling. The program prepares candidates to understand the administrator's responsibility to develop and nurture public support, family participation, and community engagement. In addition, the program prepares administrators to establish civility through an organizational culture that promotes constructive problem solving, conflict resolution strategies, and application of ethical behaviors.

~~*Program Planning Prompts:*~~

1. ~~The program is designed to provide each candidate with an opportunity to understand the relationship between federal, state and local policy and practice with respect to the role that government policy has in ensuring democratic education for all students.~~
2. ~~The program is designed to provide each candidate with an opportunity to understand labor relations, contract compliance and collective bargaining as it relates to schooling in a democratic society.~~

Category II: Curriculum

Program Standard 6: Visionary Leadership

The administrative services preparation program helps the candidate develop an actionable and sustainable vision of teaching and learning that is responsive to the changing context of a given school and local education agency, including the ability to lead others in collaboratively developing, implementing, and evaluating the vision. The program provides multiple opportunities for each candidate to learn, practice, and reflect on visionary leadership as further defined in the adopted *Content Expectations* and *Performance Expectations*.

Program Standard ~~6~~7: ~~Opportunities to Learn~~ Instructional Leadership

~~The professional leadership preparation program provides multiple opportunities in the program curriculum for each candidate to learn, practice and reflect on the role of instructional leaders as delineated in Standards 10-15 of candidate competence and performance in Category III. The role of the instructional leader is central to the functioning of an effective school, and thus the program provides multiple, systematic opportunities for the candidate to connect theory to practice and develop the knowledge, skill and disposition to foster effective teaching in the service of student achievement. The program curriculum prepares each candidate to view all aspects of leadership through the lens of student learning. The program includes comprehensive, systematic formative and summative assessments that address the full range of competencies described in Category III, Standards 10-15.~~

The administrative service preparation program addresses the candidate's knowledge of California student academic content and curriculum standards, research-based instructional and assessment practices, and the candidate's ability to assess classroom instruction and provide focused, constructive feedback to teachers. The program develops candidates' knowledge of how to integrate creativity, collaboration, communication and critical thinking skills with the content standards. The program provides multiple opportunities for each candidate to learn, practice, and reflect on instructional leadership as further defined in the adopted *Content Expectations* and *Performance Expectations*.

~~*Program Planning Prompts:*~~

1. ~~The program is designed to provide knowledge, skills, guided practice and feedback so that candidates are able to promote the success of all students by:~~
   a) ~~facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (See candidate competencies in Standard 10.)~~
   b) ~~advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth. (See candidate competencies in Standard 11.)~~

c) ~~ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. (See candidate competencies in Standard 12.)~~
d) ~~collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. (See candidate competencies in Standard 13.)~~
e) ~~modeling a personal code of ethics and developing professional leadership capacity. (See candidate competencies in Standard 1.)~~
f) ~~understanding, responding to, and influencing the larger political, social, economic, legal and cultural context. (See candidate competencies in Standard 15.)~~

2. ~~The program is designed to provide opportunities for candidates to learn how to maximize academic achievement for students for all ethnic, race, socioeconomic, cultural, academic, linguistic or family backgrounds; gender, gender identity and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs. (See Program Standard 4.)~~

Program Standard 8: School Improvement Leadership

The administrative services preparation program aids the candidate in selecting and using data to identify what is working, diagnosing needs, and identifying opportunities for growth and change. The program develops the candidate's knowledge about how to strategically implement appropriate and effective school improvement theories and strategies. The program increases the candidate's capacity to communicate and lead others in continuous improvement and monitoring of these efforts based on student and school outcomes. The program provides multiple opportunities for each candidate to learn, practice, and reflect on school improvement leadership as further defined in the adopted *Content Expectations* and *Performance Expectations*.

Program Standard 9: Professional Learning and Growth Leadership

The administrative services preparation program addresses the candidate's ability to model professional growth, framed around principles of adult learning, and identify and facilitate focused developmentally appropriate professional growth opportunities to build individual and collective capacity. These capacities include collaborating with others to help achieve the school's vision through professional learning focused on improving teaching and learning. The program provides multiple opportunities for each candidate to learn, practice, and reflect on professional growth leadership as further defined in the adopted *Content Expectations* and *Performance Expectations*.

Program Standard 10: Organizational and Systems Leadership

The administrative services preparation program addresses the candidate's ability to understand, align, effectively manage, and integrate all the organizational structures, processes, and policies of a school system that impact the school's ability to achieve its vision and goals. These skills include an understanding of the regulatory and legal contexts involved with the management of human, fiscal and material resources. The program provides multiple opportunities for each candidate to learn, practice, and reflect on organizational and systems leadership as further defined in the adopted *Content Expectations* and *Performance Expectations*.

Program Standard 11: Community Leadership

The administrative services preparation program addresses the candidate's ability to advocate for the school and to communicate through a variety of media its successes, needs, and challenges

with a broad range of audiences, collaborating with parents, the community, and others in achieving the school's vision and goals. The program provides multiple opportunities for each candidate to learn, practice, and reflect on community leadership as further defined in the adopted *Content Expectations* and *Performance Expectations*.

Category III: Field Experiences in the ~~Standards~~ Program

Program Standard ~~7~~12: Nature of Field Experiences
In the ~~program of administrator~~ administrative services preparation program, candidates participate in ~~significant~~ practical field experiences that are designed to facilitate the application of theoretical concepts in ~~practical~~ authentic settings. Each candidate ~~addresses~~ is introduced to the major duties and responsibilities authorized by the administrative services credential as articulated in ~~Standards 10-15~~the *Performance Expectations*. Field experiences include ~~intensive experiences in~~ a variety of diverse and realistic settings both in the day-to-day functions of administrators and in long~~er~~-term policy design and implementation.

~~**For internship programs:**~~
~~The definition of "field experiences" includes, but is not limited to, the responsibilities of the internship assignment. 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. Specific supplementary administrative experiences are assigned to interns on the basis of the assessment.~~

~~*Program Planning Prompts:*~~

1. ~~Authentic and significant field experiences addressing a variety of school levels, settings and a wide range of the typical responsibilities of a full-time administrator are required for each candidate, including field experiences, with at least one experience at a site with a diverse school population.~~

Program Standard ~~8~~13: Guidance, Assistance and Feedback
The ~~program sponsor~~ administrative services preparation program 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 field/clinical supervisor and at least one program supervisor provide complete, accurate, and timely feedback to the candidate, including constructive suggestions for improvement ~~to the candidate~~.

~~**For internship programs:**~~
~~The definition of "field experiences" includes, but is not limited to, the responsibilities of the internship assignment.~~

Category IV~~II~~: ~~Standards of~~ Candidate Competence and Performance

Program Standard ~~9~~14: Assessment of Candidate Performance
Prior to recommending each candidate for a Preliminary Administrative Services Credential, ~~one or more persons responsible for~~ the program determines on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory knowledge and understanding of

the *California Administrator Content Expectations* and satisfactory performance on the full range of ~~standards of candidate competence and performance in Standards 10 through 15 of Category III~~ *California Administrator Performance Expectations* below. A representative of the program sponsor and at least one field/clinical supervisor provides the verification of candidate competence and performance. When available, a Commission-approved Administrator Performance Assessment may be used to satisfy this requirement. Satisfactory performance is defined as achieving competence as expected for entry-level administrators. During the program, candidates are guided and coached on their performance ~~in relation to the standards of candidate competence and performance~~ using formative assessment processes. ~~Verification of candidate competence is provided by a representative of the program sponsor and at least one field/clinical supervisor.~~

~~*Program Planning Prompts:*~~

1. ~~The assessment includes two or more assessment methods such as performance, portfolio, presentation, research project, field-experience journal, work sample, interview, oral examination and written examination.~~
2. ~~The systematic procedures that govern the summative assessment include a defensible process and criteria, such as rubrics, for evaluating performance, an appeal process, and a procedure for candidates to repeat portions of the assessment as needed.~~
3. ~~The program sponsor ensures that thorough records of each candidate's performance in the summative assessment are maintained.~~
4. ~~The program staff periodically evaluates the quality, fairness and effectiveness of assessment practices and uses assessment data as one source of information about the quality of the preparation program.~~

~~Standard 10: Vision of Learning~~

~~Each candidate is able to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.~~

~~Each candidate:~~

- ~~facilitates the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators~~
- ~~communicates the shared vision so the entire school community understands and acts on the school's mission to become a standards-based education system~~
- ~~uses the influence of diversity to improve teaching and learning~~
- ~~identifies and addresses any barriers to accomplishing the vision~~
- ~~shapes school programs, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision~~
- ~~leverages and marshals sufficient resources, including technology, to implement and attain the vision for all students and all subgroups of students~~

~~*Program Planning Prompts:*~~

1. ~~Satisfactory performance is defined as achieving competence as expected for entry-level administrators.~~
2. ~~The program is designed to provide opportunities for candidates to learn how to maximize academic achievement for students for all ethnic, race, socioeconomic, cultural, academic, linguistic or family backgrounds; gender, gender identity and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs. (See Program Standard 4).~~

~~Standard 11: Student Learning and Professional Growth~~

~~Each candidate is able to promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.~~

~~Each candidate:~~

- ~~shapes a culture in which high expectations are the norm for each student as evident in rigorous academic work~~
- ~~promotes equity, fairness, and respect among all members of the school community~~
- ~~facilitates the use of a variety of appropriate content/based learning materials and learning strategies that recognize students as active learners, value reflection and inquiry, emphasize the quality versus the amount of student application and performance, and utilize appropriate and effective technology~~
- ~~guides and supports the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards~~
- ~~provides opportunities for all members of the school community to develop and use skills in collaboration, distributed leadership, and shared responsibility~~
- ~~creates an accountability system grounded in standards-based teaching and learning~~
- ~~utilizes multiple assessments to evaluate student learning in an ongoing process focused on improving the academic performance of each student~~

~~*Program Planning Prompts:*~~

1. ~~Satisfactory performance is defined as achieving competence as expected for entry-level administrators.~~
2. ~~The program is designed to provide opportunities for candidates to learn how to maximize academic achievement for students for all ethnic, race, socioeconomic, cultural, academic, linguistic or family backgrounds; gender, gender identity and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs. (See Program Standard 4).~~

~~Standard 12: Organizational Management for Student Learning~~

~~Each candidate promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.~~

~~Each candidate:~~

- ~~sustains a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff~~
- ~~utilizes effective and nurturing practices in establishing student behavior management systems~~
- ~~establishes, monitors and evaluates school structures, and processes that support student learning~~
- ~~utilizes effective systems management, organizational development, collaboration, problem-solving and decision-making techniques~~
- ~~aligns fiscal, human and material resources to support the learning of all subgroups of students~~
- ~~recruits, selects, monitors and evaluates staff~~
- ~~manages legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff~~

~~*Program Planning Prompts:*~~

1. ~~Satisfactory performance is defined as achieving competence as expected for entry-level administrators.~~
2. ~~The program is designed to provide opportunities for candidates to learn how to maximize academic achievement for students for all ethnic, race, socioeconomic, cultural, academic, linguistic or family backgrounds; gender, gender identity and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs. (See Program Standard 4).~~

~~Standard 13: Working with Diverse Families and Communities~~

~~Each candidate promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.~~

~~Each candidate:~~

- ~~recognizes and respects the goals and aspirations of diverse family and community groups~~
- ~~values diverse community stakeholder groups and treats all with fairness and respect~~
- ~~incorporates information about family and community expectations into school decision-making activities~~
- ~~strengthens the school through the establishment of community, business, institutional, and civic partnerships~~
- ~~communicates information about the school on a regular and predictable basis through a variety of media~~
- ~~supports the equitable success of all students and all subgroups of students by mobilizing and leveraging community support services~~

~~*Program Planning Prompts:*~~

1. ~~Satisfactory performance is defined as achieving competence as expected for entry-level administrators.~~
2. ~~The program is designed to provide opportunities for candidates to learn how to maximize academic achievement for students for all ethnic, race, socioeconomic, cultural, academic, linguistic or family backgrounds; gender, gender identity and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs. (See Program Standard 4).~~

~~Standard 14: Personal Ethics and Leadership Capacity~~

~~Each candidate promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.~~

~~Each candidate:~~

- ~~models personal and professional ethics, integrity, justice, and fairness, and expects the same behaviors from others~~
- ~~protects the rights and confidentiality of students and staff~~
- ~~uses the influence of office to enhance the educational program, not personal gain~~
- ~~makes and communicates decisions based upon relevant data and research about effective teaching and learning, leadership, management practices and equity~~
- ~~demonstrates knowledge of the standards-based curriculum and the ability to integrate and articulate programs throughout the grades~~
- ~~demonstrates skills in decision-making, problem-solving, change management, planning, conflict management, and evaluation and fosters and develops those skills in others~~
- ~~reflects on personal leadership practices and recognizes their impact and influence on the performance of others~~
- ~~engages in professional and personal development~~
- ~~encourages and inspires others to higher levels of performance, commitment, and motivation~~
- ~~sustains personal motivation, commitment, energy and health by balancing professional and personal responsibilities~~

~~*Program Planning Prompts:*~~

1. ~~Satisfactory performance is defined as achieving competence as expected for entry-level administrators.~~
2. ~~The program is designed to provide opportunities for candidates to learn how to maximize academic achievement for students for all ethnic, race, socioeconomic, cultural, academic, linguistic or family backgrounds; gender, gender identity and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs. (See Program Standard 4).~~

~~Standard 15: Political, Social, Economic, Legal and Cultural Understanding~~

~~Each candidate promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.~~

~~Each candidate:~~

- ~~works with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning~~
- ~~influences and supports public policies that ensure the equitable distribution of resources and support for all subgroups of students~~
- ~~ensures that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations and statutory requirements~~
- ~~generates support for the school by two-way communication with key decision-makers in the school community~~
- ~~views him/herself as a leader of a team and also as a member of a larger team~~
- ~~opens the school to the public and welcomes and facilitates constructive conversations about how to improve student learning and achievement~~

~~*Program Planning Prompts:*~~

1. ~~Satisfactory performance is defined as achieving competence as expected for entry-level administrators.~~
2. ~~The program is designed to provide opportunities for candidates to learn how to maximize academic achievement for students for all ethnic, race, socioeconomic, cultural, academic, linguistic or family backgrounds; gender, gender identity and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs. (See Program Standard 4).~~

Glossary of Terms
Preliminary Administrative Services Program Standards

Term	Standard	Definition
Adult Learning	1, 9	The processes by which adults gain knowledge and expertise that include activities constructed upon six key principles: 1. The learners' need to know; 2. Self-directed learning; 3. Prior experiences of the learner; 4. Readiness to learn; 5. Orientation to learning and problem solving; and 6. Motivation to learn.
CAPE/Performance Expectations	1, 6, 7, 8, 9, 10, 11, 12, 14	A set of six skill categories that describe the performance expectations for candidates ready to begin service as a California educational administrator.
Civic Responsibility	5	Active participation in the public life of a community in an informed, committed, and constructive manner, with a focus on the common good.
Coach (as distinguished from mentor)	14	A formal, professional relationship between a candidate and coach, directed toward attainment of professional and organizational goals focusing, consistently, upon leadership that positively impacts learning and teaching practice. A coach is trained and skilled in applying a variety of coaching strategies, skills and resources to the context and needs of the candidate. Coaching is a complex process which can lead to changes in practice, in rethinking/re-strategizing leadership, and transforming the leader's dispositions, behaviors, and communication to build leadership capacity, instructional improvement, and growth in student learning. Administrative coaches focus on the candidate's understanding and application of CPSEL-based leadership outcomes. *(In contrast, a mentor is an experienced practitioner who has an informal relationship with a candidate, fostering an understanding of culture, expectations, and the candidate's place and possible contributions to the work environment. A mentor provides a willing, nonjudgmental ear, counsel when sought and focuses on topics determined by the candidate).*
Community/School Community	2, 5, 11	An assemblage of people and organizations intimately involved in the day-to-day activities and success of a school. The community members associate with each other and share common values about the education of children. A school community might include administrators, students, parents, guardians and families, parent-teacher organizations, city services, local businesses, social agencies.
Content Expectations	6, 7, 8, 9, 10, 11, 14	Describe the underlying content knowledge needed by the administrative services candidate to successfully meet the performance expectations outlined in the *California Administrator Performance Assessment Expectations* (CAPE).
Formative assessment	14	Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.
Interpersonal Skills	3	The ability to interact positively and productively with people through the application of emotional and social behaviors that are contextually and

Term	Standard	Definition
		circumstantially appropriate and sensitive to the needs of others.
Intra-Organizational System	3	The logical and coherent arrangement of vision, goals, policies, regulations, and practices within an organization.
Learning activities	3	Learning activities and pedagogies treat the knowledge, concepts, and content of educational administration as relational and interactive rather than discrete and separate. Programs are urged to incorporate student centered learning activities and pedagogies into their program design. These activities are developed using authentic problems of practice and that engage the learner in processes that simulate problem solving, decision making, or other management and leadership tasks as they would be applied in the real world.
Partnerships and Partnership agreements	2	Informal and formal agreements between the sponsoring institution or program leaders and other K-12 organizations (e.g. district or county offices, colleges and universities, educational organizations, professional learning groups) that outline each partner's responsibility to the program's design, implementation, evaluation, and success.
Privilege and Power	4	Power refers to the ability or official authority to decide what is best for others, the ability to decide who will have access to resources, and the capacity to exercise control over others. Privilege operates on personal, interpersonal, cultural, and institutional levels and gives advantages, favors, and benefits to members of dominant groups at the expense of members of target groups.
Professional Learning	9	The administrative services credential program provides learning opportunities through both sessions that address topics common to all candidates and individualized learning . Professional learning can be provided by coaches, colleagues, workshops, etc.
Summative Assessment	1	A process used to objectively determine if the activities and results of the object being evaluated (e.g., program, intervention, person, etc.) met the stated goals.
Supervisor	2, 13, 14	Individuals from the employing district, school or county office who support administrative induction candidates. Although they often provide input to the program (e.g., site or district goals), they remain outside the confidential coach and candidate relationship.
Vulnerable and historically underserved students	4	These students may include students of color, low income, the physically disabled, blind, deaf, deaf-blind, or hard of hearing, mentally ill, developmentally disabled, impoverished, immigrant communities limited English or non-English proficient, undocumented person, medically dependent or medically compromised, chemically dependent, homeless and shelter dependent, clients of the criminal justice system, and emerging or transient special needs.

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

~~An administrator seeking to complete requirements for the Clear Administrative Services Credential may select from any of four separate preparation options established by California law. Three of those options are completed through programs accredited or approved by the Commission based on standards or guidelines adopted by the Commission. A description of each of those three options is provided below, and includes the program accreditation or approval process to be used for each option and the standards or guidelines under which the review will be based. The fourth option allows the passage of an exam to satisfy the requirement. No appropriate exam has been identified, therefore, option four is not currently available.~~

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

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

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

~~Demonstration of Mastery of Fieldwork Performance Standards~~

~~This option is for administrators who at an early stage are able to demonstrate that they have reached a level of administrative competence expected to merit recommendation for the Clear Administrative Services Credential. Entities that operate the Standards-based program described above have the authority to recommend a candidate found to merit recommendation for the clear credential, regardless of whether the candidate has completed any other of the program's normal requirements for its candidates. The Commission expects that when exercising this option, programs will:~~

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

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

~~program through the periodic program reviews conducted by the Commission in its ongoing accreditation process.~~

~~Guidelines-based Clear Administrative Services Credential Program Accredited by the California Commission on Teacher Credentialing~~

~~This option was created through legislation enacted in 2002, and allows for the establishment of an individualized program focusing on support, mentoring and assistance for the new administrator. The Commission approves the alternative programs offered under this option based on the Program Provider Guidelines for Alternative Clear Administrative Services Credential Programs contained in Part 5A of this handbook.~~

~~These alternative programs were originally referred to as "approved" rather than "accredited" as they completed different processes in their initial and ongoing program reviews. Based on Commission action taken in 2006, approved Guidelines-based Clear Administrative Services Credential Programs are now included in the ongoing accreditation process and are considered accredited programs.~~

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

~~California regulations allow any entity able to demonstrate that its proposed program meets the Commission's program standards or guidelines to submit a program proposal for review and possible accreditation or approval. Institutions of higher education, local education agencies, and other educational entities thus have the option of submitting program proposals for either a standards-based traditional clear administrative services credential program or an alternative, guidelines-based clear administrative services credential program.~~

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

Section IV. Clear Induction Program Standards

Introduction to the Clear Induction Program Standards

With the adoption of the 2014 Clear Induction program standards, California joins numerous other states by requiring an induction experience as part of the credentialing of its educational leaders, providing a "strategy for novice principals that not only…supports individual transition and growth but also…enables the district to validate the quality of novice school principals. When novice [administrators] are able to improve and broaden their portfolio of skills, they are on a path to make a difference, stay in the job, and become highly accomplished leaders who use their expertise to effect successful teaching and learning."[5]

What is Induction?

During induction, Commission-approved providers shape professional learning to focus upon candidates' leadership performance--on-the-job, in real-time, and contextualized to the candidate's unique school, district, and community circumstances. This job-embedded professional development replaces a more traditional approach where learning is more theoretical and occurs in the college classroom. Induction shapes candidates' growth and attainment of leadership outcomes and must adapt to the varied needs of candidates, to respond to new research-based practices, and to respond to the evolving 21st century expectations of schools to prepare students for success beyond K-12. Figure 4, on the next page, provides a flowchart of California's induction program as outlined by the program standards, with an accompanying description of the three required components of coaching, professional learning and assessment.

The central structure of induction is the coaching experience. A qualified, trained coach is assigned to each candidate for the first two years of his/her administrative career. Selected for skills and interest in fostering today's educational leaders, coaches receive specialized training that equips them to work collaboratively with candidates and district leaders to develop professional practice. Together, they gather and examine data, set goals for leadership performance, develop candidate competence, engage in formative assessment, and evaluate both attainment of the identified goals and the candidate's demonstration of leadership.

Professional learning provides additional opportunities to learn and grow while networking with colleagues. Professional development sessions may address common leadership themes pertinent to beginning administrators, but is also responsive to the needs of each candidate and individualized work targeted in the California Professional Standards for Education Leaders (CPSEL). Novice administrators benefit from opportunities to practice pertinent skills while learning alongside other induction candidates who provide support, celebrate success, and collaboratively engage in learning.

[5] Kearney, K. (2010) *Effective Principals for California Schools: Building a coherent Leadership Development System.* San Francisco: WestEd. Retrieved from: http://www.wested.org/online_pubs/EffectivePrincipals.pdf

Figure 4: Flowchart of California's Administrator Induction Program

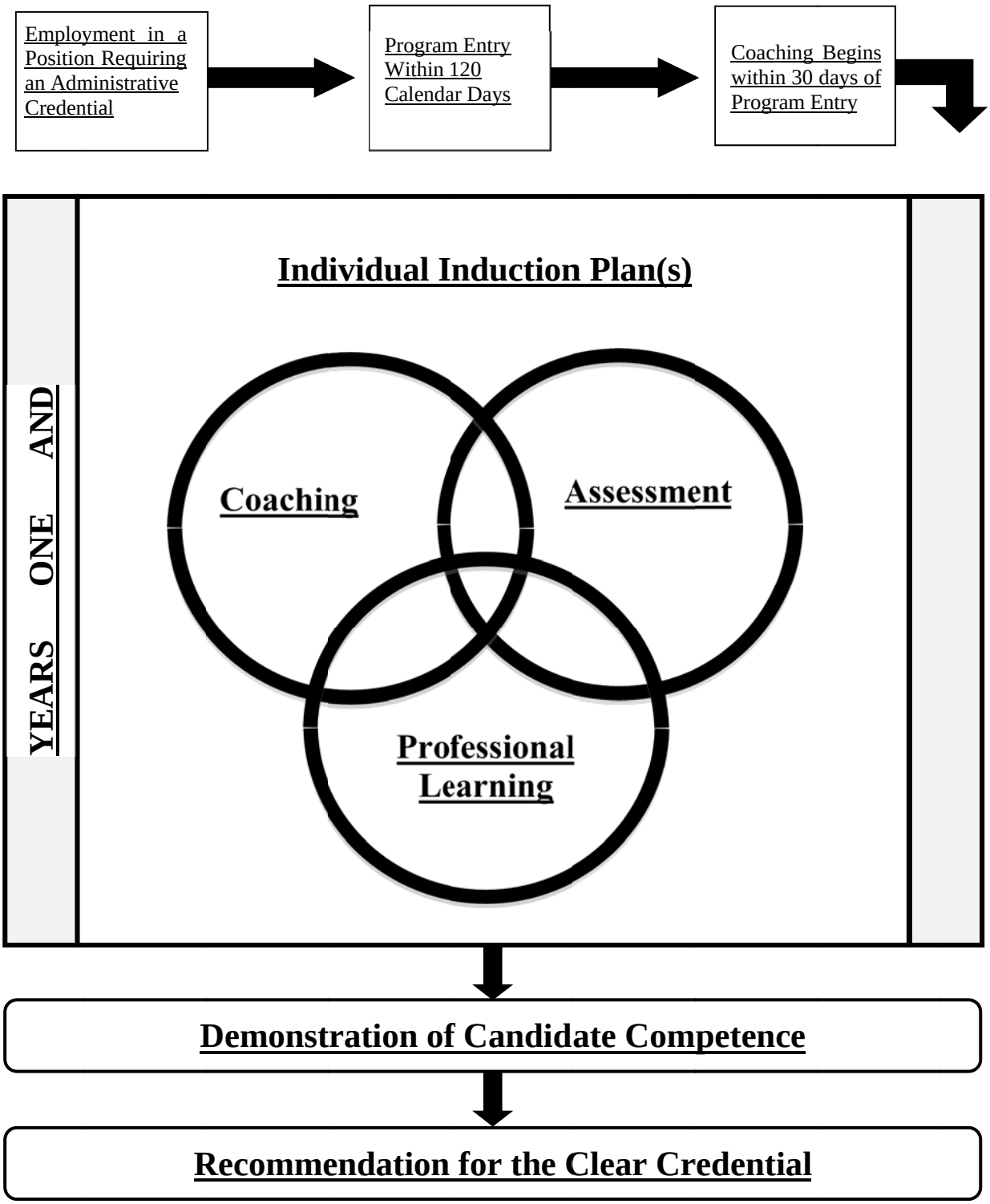


Figure 5: The Components of Induction

COACHING

- Experienced administrator coach
- Confidential relationship
- One-on-one support
- Job-embedded support
- Actionable feedback
- Develops an ongoing relationship
- Trust-building relationship
- Non-evaluative support
- Provides guidance to candidate (not direction)
- Provide leadership anticipation and reflection
- Builds leadership confidence and independence
- Receives training before being assigned to a candidate
- Possibly held a position similar to the candidate's position (program sponsor decision)

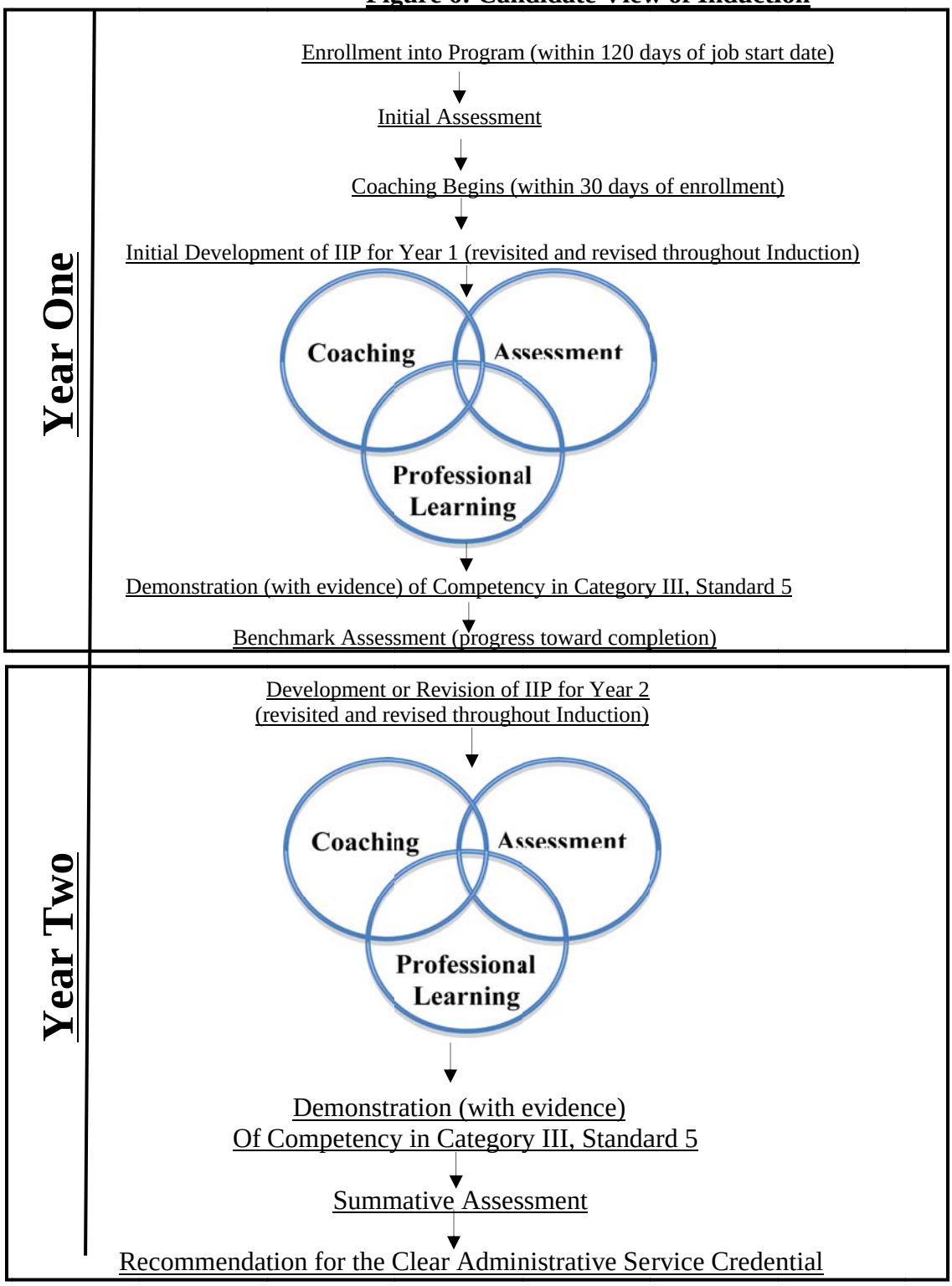
PROFESSIONAL LEARNING

- Outlined in the IIP
- Related to IIP Goals that are part of the evaluation system
- Aligned to Category III, Std. 5 of the Admin Induction Standards
- Supports growth for candidate
- Takes a variety of forms: individual or group, workshop or networking with peers, etc.
- May be individual or group
- Provides networking opportunities
- Offerings that address needs common to all beginning administrators
- Offerings that address the individual needs of each candidate

ASSESSMENT OF CANDIDATE

- Promotes leadership growth
- Based on Category III, Standard 5 of the Admin Induction Standards
- Provides feedback that promotes professional reflection
- Initial assessment as baseline for induction experience
- Formative processes employed throughout the induction experience
- Benchmark evaluation to show progress midway in program
- Summative demonstration of competence for completion
- Includes rubric-based assessment tools
- Verification of competence by program sponsor and coach

Figure 6: Candidate View of Induction



While the preliminary program uses the California Administrative Content Expectations and the California Administrative Performance Expectations (CAPE), based upon the CPSEL, California's induction program directly uses the CPSEL as a uniform guide for what a candidate should know and be able to do. Formative assessment activities built around the CPSEL assists the candidate in identifying growth areas, anticipating, planning and implementing leadership experiences, and then reflecting upon those experiences in order to grow professionally. The CPSEL also frame measurements that indicate whether/when a candidate has met requirements and can be recommended for a clear administrative services credential.

California's induction programs provide the bridge between **knowing** the research, skills, and policies behind effective educational administration and leadership **performance** in an education community focused on continuous growth and student achievement. Recommendation for the Clear Administrative Services credential validates that the candidate has successfully crossed this bridge.

~~Part 5, Option A: California Standards of Quality and Effectiveness for Clear Administrative Services Credential Programs~~

~~Preconditions~~

~~Program Design and Curriculum~~

~~Support and Mentoring Plan~~

~~Candidate Competence and Performance~~

~~Preconditions for Standards-based Clear Administrative Services Credential 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 Preliminary Administrative Services Credential Programs also apply to the Clear Administrative Services Credential Programs and must be addressed in program proposals. In addition, the following preconditions specific to the Clear Credential must be addressed:~~

~~Specific Preconditions Established by the Commission for the Clear Administrative Services Credential~~

~~**(1) Initial Employment Requirement**. An entity that operates a program for the Clear 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).~~

~~**(2) Prerequisite Credential.** An entity that operates a program for the Clear 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).~~

~~**(3) Individualized Induction Plan.** An entity that operates a program for the Clear Administrative Services Credential shall provide for the development of a written individualized program of professional development activities (clear 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).~~

~~**(4) Non-university Activities Option**. A college or university that operates a program for the Clear Administrative Services Credential may allow approved non-university activities to be included in the clear credential induction plan in consultations among the candidate, employer's representative and university representative. Statutory basis: Education Code Section 44270.1 (a)(3).~~

~~**(5) Administrative Experience Requirement.** An entity that operates a program for the Clear 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).~~

~~**(6) Inclusion of University Coursework.** An entity that operates a program for the Clear Administrative Services Credential shall ensure that clear credential induction plan developed for each candidate includes university coursework among the required professional development activities. Statutory basis: Education Code Section 44270.1(a)(3).~~

~~** Guidelines-based clear administrative services programs need only address Precondidtions1, 2, 3, and 5.*~~

Section V. Standards of Quality and Effectiveness: ~~for Standards-based Clear~~ Administrative Services Credential Clear Induction Program~~s~~ Standards

(Adopted February 2014)

Category I: Program Design and ~~Curriculum~~Coordination

Program Standard 1: Program Design~~,~~ and Rationale ~~and Coordination~~

~~**The clear 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 the program sponsor's other departments, and between the program sponsor, 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).~~
- ~~Any non-university activities included a university-based program are deemed appropriate by the candidate, the employer's representative and the university advisor. The clear credential induction plan specifies which non-university activities will be included and the expected learning that will occur from the activities.~~
- ~~All programs include university coursework in the clear credential induction plan for each candidate. Required coursework is responsive to the candidate's needs and addresses content identified in Standard 3.~~
- ~~The program meets other factors related to this standard of quality that are brought to the attention of the team by the program sponsor.~~

Induction is the support and guidance provided to novice educators in the early stages of their careers. California's Administrator Induction is an individualized, job-embedded, two-year program, with enrollment and initiation of coaching within 120 days[6] of starting an initial administrative position. The design of the program is based on a sound rationale informed by theory and research, is primarily coaching-based, and includes personalized learning. Professional learning may be offered through formal and informal partnerships, complements and integrates school and/or district goals, and employs competency indicators that support a recommendation for the clear credential. The program design provides multiple opportunities for candidates to demonstrate growth and competence in the California Professional Standards for Educational Leaders (CPSEL) outlined in Standard 5.

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

~~Standard 2: Design of the Clear Credential Induction Plan~~

~~**The candidate, the university advisor, and the employer's representative(s) work together to develop a clear 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 clear 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 clear 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 clear 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 clear 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.~~

[6] *Standard 4 further clarifies this timeline to be 120 days for candidate enrollment, followed by 30 days in which coaching must commence.*

- ~~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 clear credential induction plan.~~
- ~~The program meets other factors related to this standard of quality brought to the attention of the team by the program sponsor.~~

~~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~~~~:~~

- ~~Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community~~
- ~~Advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth~~
- ~~Ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment~~
- ~~Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources~~
- ~~Modeling a personal code of ethics and developing professional leadership capacity~~
- ~~Understanding, responding to, and influencing the larger political, social, economic, legal and cultural context~~

~~Rationale~~

~~The principles outlined in these broad thematic areas are intended to suggest a holistic, integrated approach to instructional 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.~~

~~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 clear 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 program sponsor.~~

~~Standard 4: Scope and Delivery of the Clear Credential-Level Curriculum~~

~~The curriculum for the university and non-university components of the Clear 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 clear 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 program sponsor.~~

~~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 program sponsor.~~

Program Standard 2: Program Collaboration, Communication, and Coordination

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

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

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

Program Standard 3: Selection and Training of Coaches

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

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

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

~~Category II: Support and Mentoring Plan~~

~~Standard 6: Provision of Mentoring Experiences~~

~~The beginning administrator's clear 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 clear 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 clear 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 program sponsor.~~

~~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 clear 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 program sponsor.~~

Category II: The Nature of Induction

Program Standard 4: Professional Learning

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

Section A. The Individual Induction Plan (IIP)

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

Section B. Coaching

The program implements a research-based coaching model, with a sound rationale, that meets the individual needs of beginning administrators. Coaching is a process and service that is

individualized for each candidate, with a common focus of developing leadership competency rather than completion of hours.

The coaching based induction program provides a minimum of forty hours of job-embedded coaching activities, including site visits, face-to-face meetings, and electronic conversation (e.g. telephone, computer applications) to support the development of leadership competences in response to the complexity of the candidate's administrative position, experience, background, and IIP goals. In order to provide each candidate with the coaching service needed to attain program outcomes, additional coaching hours may be required. Coaching is regular, consistent, and ongoing throughout each year of the two-year program. Coaching is enhanced with technology supports, however it should be primarily in person and at the site.

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

Section C. Professional Development

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

Section D. Assessment

The induction program develops assessments to measure candidate competence and take into account the highly variable nature of administrative responsibilities. Assessment tools such as rubric based scales, are based on outcomes from Standard 5 of the Administrative Services Credential Induction Program Standards, identified by the program to measure leadership performance, and used to determine candidate growth and competence. Initial, formative, and summative assessments are collaborative, based on data gathered by the candidate, coach, and program.

The **initial induction** assessment is designed to measure a candidate's entry-level competence in each of the program-selected outcomes from Standard 5 of the Administrative Services Credential Induction Program Standards as baseline information that can be compared in future

assessments to determine the candidate's growth over time and overall competency. The initial assessment is informed by multiple measures.

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

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

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

~~*Category III: Candidate Competence and Performance*~~

~~Standard 8: 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 3, and included in the individual induction plan.**~~

~~**Rationale**~~

~~Six areas related to principles of administrative practice were identified in Standard 3 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 clear 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 six themes related to administrative practice (Standard 3).~~

- ~~Areas of special emphasis are recognized and defined in appropriate ways in each candidate's clear 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 program sponsor.~~

~~Standard 9: Assessment of Candidate Competence~~

~~Prior to recommending each candidate for a Clear Administrative Services Credential, the program advisor and the mentor verify that the candidate has met the expectations for excellence in candidate performance that are outlined in the clear 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 clear 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 program 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 program sponsor.~~

Category III: Performance Expectations for Leaders

Program Standard 5: California Professional Standards for Educational Leaders

Induction programs support candidate development and growth in the following areas of educational leadership, requiring documentation in at least one area of each CPSEL, for a minimum of six areas of competence.

CPSEL 1. Development and Implementation of a Shared Vision

Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students**.**

Element 1A: Student–Centered Vision

Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.

Element 1B: Developing Shared Vision

Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.

Element 1C: Vision Planning and Implementation

Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.

CPSEL 2. Instructional Leadership

Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

Element 2A: Professional Learning Culture

Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.

Element 2B: Curriculum and Instruction

Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.

Element 2C: Assessment and Accountability

Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes and student learning.

CPSEL Standard 3. Management and Learning Environment

Education leaders manage the organization to cultivate a safe and productive learning and working environment.

Element 3A: Operations and Facilities

Leaders provide and oversee a functional, safe, and clean learning environment.

Element 3B: Plans and Procedures

Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.

Element 3C: Climate

Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.

Element 3D: Fiscal and Human Resources

Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.

CPSEL 4. Family and Community Engagement

Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

Element 4A: Parent and Family Engagement

Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.

Element 4B: Community Partnerships

Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.

Element 4C: Community Resources and Services

Leaders leverage and integrate community resources and services to meet the varied needs of all students.

CPSEL 5. Ethics and Integrity

Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

Element 5A: Reflective Practice

Leaders act upon a personal code of ethics that requires continuous reflection and learning.

Element 5B: Ethical Decision-Making

Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.

Element 5C: Ethical Action

Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.

CPSEL 6. External Context and Policy

Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

Element 6A: Understanding and Communicating Policy

Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.

Element 6B: Professional Influence

Leaders use their understanding of social, cultural, economic, legal and political contexts to shape policies that lead to all students to graduate ready for college and career.

Element 6C: Policy Engagement

Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.

See Appendix C for the CPSEL Standards, Elements and Example Indicators

Candidates should use the CPSEL Handbook during the Induction program: http://www.ctc.ca.gov/educator-prep/standards/CPSEL-booklet-2014.pdf

Glossary of Terms
Administrative Services Credential Clear Induction Program Standards

Term	Standard	Definition
Assessment Tool	4d	The instruments used to gather data about candidate learning. Tools can be both quantitative and qualitative, and refer to both traditional paper-and-pencil tests, as well as to alternative forms of assessment such as oral examinations, group problem-solving, performances and demonstrations, portfolios, peer observations, and others.
Coach/coaching	1, 3, 4	A formal, professional relationship between a candidate and coach, directed toward attainment of professional and organizational goals focusing, consistently, upon leadership that positively impacts learning and teaching practice. A coach is trained and skilled in applying a variety of coaching strategies, skills and resources to the context and needs of the candidate. Coaching is a complex process which can lead to changes in practice, in rethinking/re-strategizing leadership, and transforming the leader's dispositions, behaviors, and communication to build leadership capacity, instructional improvement, and growth in student learning. Administrative coaches focus on the candidate's understanding and application of CPSEL-based leadership outcomes. (In contrast, a mentor is an experienced practitioner who has an informal relationship with a candidate, fostering an understanding of culture, expectations, and the candidate's place and possible contributions to the work environment. A mentor provides a willing, nonjudgmental ear, counsel when sought and focuses on topics determined by the candidate).
Criteria for selection of coaches	3	A set of qualifications and skills that all possible candidates are assessed against, designed to help make the most accurate match between the requirements of a coaching position and the skills of an applicant. Possible coach criteria for an ASC position include • holding of an administrative services credential • years of experience in educational leadership • administrative positions held • completion of training • availability to coach • dispositions key to coaching responsibilities
Hours of coaching	3	The standards call for a range of 40-60 coaching hours annually per participating candidate. While the program is expected to set a minimum number of coaching hours, it should also recognize that different candidates need differing number of hours of support and provide a structure that allows for additional support with no additional fees being charged.
Coaching Skills	1, 3	Coaching skills are myriad and designed to support each participating candidate. These skills include listening, questioning, observation, constructively challenging, holding to account, seeing different perspectives, encouraging and supporting, trusting and using intuition, and maintaining the focus on the candidate
Community/School Community	2	An assemblage of people and organizations intimately involved in the day-to-day activities and success of a school. The community members associate with each other and share common values about the education of children. A school community might include administrators, students, parents, guardians

Term	Standard	Definition
		and families, parent-teacher organizations, city services, local businesses, social agencies.
CPSEL	5	The California Professional Standards for Educational Leaders (CPSEL) lay out quality standards for site and district leaders, providing an overview of what successful leaders do.
Defensible process	4D	In order to earn the credential recommendation, candidates preparing for a clear credential recommendation must provide evidence that demonstrate their competency in at least one area in each of the six Professional Standards listed in Category III, Standard 5.
Equity and Diversity	5	Equity and diversity are woven throughout the candidates' administrative services credential experiences, aiming to create a fairer society, where everyone can participate and have the opportunity to fulfill his/her potential (equity) and recognize individual as well as group differences, treating people as individuals, and placing positive value on diversity in the community and in the workforce (diversity).
Formative assessment	4	Formative assessment is a process used by coaches and candidates during program participation that provides feedback to improve ongoing learning and demonstration of competency within the areas outlined by Category III, Standard 5.
Professional Learning	1-5	Well-designed, research-based professional learning can be a primary lever for improved educator practice and student results when it is: • Addresses student and educator needs and assets • Focuses on content and pedagogy • Targets reaching equitable outcomes • Is ongoing, intensive, and embedded in practice • Emphasizes collaboration and shared accountability • Is supported by adequate resources • Aligns with other standards, policies, and programs for coherence The administrative services credential programs provide learning opportunities through both sessions that address topics common to all candidates and individualized learning opportunities that are related to IIP goals. Professional learning can be provided by a variety of people and organizations (e.g. coach, colleagues, workshops) in a myriad of formats (e.g. individual, paired, group)
Multiple Measures of Assessment	4D, 5	Tools used to evaluate a candidate's level of expertise, such as self-assessments, observation data, and employer input.
Partnerships	1, 2, 5	Education entities (both PreK-12 and IHE), invested in candidate success as education administrators, who join together to offer advice and continuously improve a program leading to a clear administrative credential.
Partnership agreements		Informal and formal agreements between the sponsoring institution or program leaders and other PreK-12 organizations (e.g. district or county offices, colleges and universities, educational organizations, professional learning groups) that outline each partner's responsibility to the program's design, implementation, evaluation, and success.
Professional networks	4C	A structure of strategies, techniques, and systems for communicating, sharing, informing, learning, and interacting within and across professional

Term	Standard	Definition
		groups.
Reflection	3, 4, 5	The practice of examining both retrospectively and prospectively the conduct of one's behaviors, dispositions, and values and their outcomes, impact, or presumed effects (e.g., on others, organizations, or self).
Summative Assessment	3, 4	A process used to objectively determine if the activities and results of the object being evaluated (e.g., program, intervention, person, etc.) met the stated goals.

Section VI: Transition Plans and Initial Program Review

When new program standards are adopted, the Commission also determines whether those credential programs already approved and operating will be allowed to undergo a transition process to the new standards or have to take part in Initial Program Review. Typically, this decision is based upon the extent to which the new standards differ from the previous standards. The chart below indicates the required process for currently approved Administrative Services Credential programs.

Previously Adopted	**Recently Adopted**	**Transition or Initial Program Review**
Preliminary Credential	Preliminary	Transition
Professional Clear Standards Based	Clear Induction	IPR
Professional Clear Guidelines Based	Clear Induction	Transition

Transition Process for Currently Approved Preliminary and Clear Guidelines Based Programs

For both Preliminary Administrative Services Programs and Guidelines Based Professional Clear programs that have been approved prior to the adoption of the new (2013 and 2014) program standards, information on the transition process will be provided in the form of a Program Sponsor Alert (PSA) and posted on the Commission's website.

Initial Program Review Process

All prospective Administrative Services Programs (Preliminary and Induction credential programs) as well as those Professional Clear Standards Based Administrative Services programs approved prior to adoption of the new 2014 standards that wish to offer a Clear Induction Administrative Services credential program will need to participate in Initial Program Review (IPR). To facilitate the review and approval process, Commission staff has detailed instructions on the Initial Program Review website. This website includes information on Submitting a Proposal for an Educator Preparation Program in California. It is essential that these instructions be followed accurately including Submission Guidelines, Document Formatting and Transmission Requirements. Failure to comply with these procedures can result in a proposal being returned to the prospective program sponsor for completion, reformatting and/or revision prior to being forwarded to program reviewers. As outlined in the guidelines, the program sponsor should first notify CTC of their intent to submit a new program and the anticipated date of their submittal. Additional information including expected timelines will be available in a Program Sponsor Alert posted on the Commission's website.

This process involves a cost recovery fee in accordance with state regulations outlined in Program Sponsor Alert 13-11. Please review this PSA prior to submitting the document for review.

Appendix A: California Administrator Content Expectations

A. Visionary Leadership	
Associated CAPE	**Content Knowledge Expectations**
1. Developing and Articulating a Vision of Teaching and Learning for the School Consistent With the Local Education Agency's Overall Vision and Goals 2. Developing a Shared Commitment to the Vision Among All Members of the School Community 3. Leading by Example to Promote Implementation of the Vision 4. Sharing Leadership with Others in the School Community to Help Accomplish the Vision	A-1. Major theories and concepts in educational leadership A-2. Relationships between leadership theory and practice in the context of contemporary educational issues in California A-3. Skills and strategies for facilitating the development of a shared, student-centered vision with and across multiple constituencies A-4. Components and characteristics of a sound and sustainable school vision, including applying data from multiple measures of student learning to developing a vision of teaching and learning for all students A-5. Skills and strategies for facilitating the alignment of the school's vision with the LEA's vision and goals A-6. Identify and understand the political, social, economic, and cultural contexts of education at the local, regional, state, and federal levels that affect California public schools and how to respond to and influence these contexts A-7. Public school governance in California, including the structure and organization of public schooling and the roles and responsibilities of various individuals and system components A-8. The relationships between federal, state, and local educational policies and practices and the role of specified policies and practices in ensuring equitable, democratic public education for all students A-9. Examine and respond to equity issues related to race, diversity, and access, using inclusive practices A-10. Identify potential barriers to accomplishing the vision and effective ways to work with others to address and overcome barriers A-11. Shape school programs, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision A-12. Facilitate the comprehensive integration of technology to support achievement of the vision A-13. Communicate about, model, and hold oneself and others accountable for the exhibition of personal and professional ethics, integrity, justice, and fairness A-14. Skills and strategies for leveraging and marshaling sufficient resources to implement and attain the vision for all student groups A-15. The importance of communicating information about the school on a regular and predictable basis to all families through a variety of media, and ensuring that all constituents have ample access to information sources A-16. Effective, professional, and interactive communication with various audiences and for various educational purposes, including consensus building and decision making A-17. Network with other professionals to improve personal knowledge and skills necessary for the job of a school administrator A-18. Understand the roles of a broad range of support staff and mental health professionals.

A. Visionary Leadership	
Associated CAPE	**Content Knowledge Expectations**
	A-19. Understand how to facilitate a strong network of support of all school staff including physical and mental health professionals A-20. Understand how to identify and access resources to help address difficult or complex problems and issues that may arise

B. Instructional Leadership	
Associated CAPE	**Content Knowledge Expectations**
5. Promoting Implementation of K-12 Standards, Pedagogical Skills, Effective Instructional Practices and Student Assessments for Content Instruction 6. Evaluating, Analyzing, and Providing Feedback on the Effectiveness of Classroom Instruction to Promote Student Learning and Teacher Professional Growth 7. Demonstrating Understanding of the School and Community Context, Including the Instructional Implications of Cultural/Linguistic, Socioeconomic, and Political Factors	B-1. Understand how to advocate, nurture, and sustain a positive culture of learning that emphasizes high expectations and an instructional program that promotes success for all student groups. B-2. Recognize and identify mental health conditions that support or hinder student achievement. B-3. California's K-12 student academic content standards and state-adopted assessment systems for measuring student performance B-4. K-12 standards-based curricula and adopted/articulated instructional programs and materials throughout the grades and/or content areas, including instructional uses and applications of technology within the educational program for all teachers and student B-5. Teacher observation and evaluation systems grounded in standards-based teaching and learning B-6. Appropriate and "best" instructional practices for all learners, including English learners, students with special needs, and students who are gifted/talented B-7. Types of evidence need to support making evidence-based decisions regarding instructional improvement, including changes in practice B-8. Data Analysis and Use techniques for identifying, collecting, analyzing, evaluating, and using various types of data to engage staff in looking at their instructional effectiveness and making data-based instructional and programmatic decisions B-9. Methods/approaches to providing constructive feedback to teachers based on classroom observations and analysis of student work and/or assessments B-10. Promote student engagement in understanding learning objectives, student understanding of how they will be able to achieve the learning objectives, and multiple ways for students to access the curriculum B-11. Valid processes for developing appropriate and effective classroom assessments as one source of multiple data about teacher effectiveness and student learning B-12. Understand the purpose, role and use of multiple assessments to continuously evaluate student learning B-13. Barriers to learning such as discriminatory practices, personal and institutional bias and steps to minimize or eliminate these barriers B-14. Knowledge of appropriate, effective college and career readiness and co-curricular activities

B. Instructional Leadership	
Associated CAPE	**Content Knowledge Expectations**
8. Communicating with the School Community about Schoolwide Outcomes Data and Improvement Goals	B-15. Skills and strategies for engaging all parents/guardians in the instructional program and in behavior management systems in ways that support high expectations B-16. Principles of adult learning and their use in designing, facilitating, and implementing effective, motivating, and data-driven professional development programs and opportunities that focus on authentic problems and student outcomes B-17. Induction programs for beginning teachers, including BTSA B-18. Support methods such as mentoring, coaching, observation, and feedback, to promote effective teaching and improve performance for all faculty and staff B-19. Effective uses of data to assess and diagnose instructional needs, define staff goals for continuous improvement, and collaboratively design differentiated professional development to meet needs and achieve goals B-20. Strategies for building staff capacity through systems of support and development, integrating opportunities for continuous learning into the educational environment, and engaging faculty and staff in ongoing reflection, self-assessment and self-directed change and improvement B-21. Effective uses of staff time for purposes of professional development for both individual and school purposes and goals B-22. Strategies for self-improvement and planning for continuous learning in order to serve as a role model for others B-23. Classroom structures, schedules, instructional materials, and grouping practices that support teaching and learning goals and that facilitate active learning and promote student reflection and inquiry B-24. Understands how to create a dynamic learning environment that appropriately integrates technology to facilitate student learning, creativity, and collaboration B-25. Policies and practices for determining student learning needs, placing students in appropriate learning contexts, and ensuring full access to the curriculum for all students B-26. Understand and maximize the relationships between student behavior management systems and student success B-27. Understand how to develop and implement positive and equitable behavior management systems that promote and support a collaborative, positive culture of learning B-28. Understand how to establish a culture of individual and collective accountability among students, teachers, and other staff by developing and implementing an accountability system grounded in standards-based teaching and learning B-29. Understand how to use the influence and power inherent in a leadership position to enhance the educational program, promote learning for all student groups, and make fair and appropriate decisions B-30. Strategies for creating a positive, safe, and supportive learning environment

B. Instructional Leadership	
Associated CAPE	**Content Knowledge Expectations**
	for all student groups by promoting equity and respect among all members of the school community B-31. Principles of educational equity and diversity, and how to provide equitable access to the school, the curriculum, and available programmatic supports to all groups of students and their parents/guardians B-32. Identify and recognize discriminatory practices in education and how to identify, analyze, minimize, and eliminate potential personal and institutional bias

C. School Improvement Leadership	
Associated CAPE	**Content Knowledge Expectations**
9. Working With Others to Identify Student and School Needs and Developing a Data-Based School Growth Plan 10. Implementing Change Strategies Based on Current, Relevant Theories and Best Practices in School Improvement 11. Identifying and Using Available Human, Fiscal, and Material Resources to Implement the School Growth plan 12. Instituting a Collaborative, Ongoing Process of Monitoring and Revising the Growth Plan	C-1. Theories and strategies for instituting, managing, and evaluating a school change process C-2. Theories and strategies for communicating with and involving multiple constituencies in identifying student and school needs and in working with others to improve student learning opportunities and outcomes for all students, including English learners and students with special needs C-3. Culturally responsive, research-based, student centered classroom management and school-wide positive discipline intervention and prevention strategies that address the social and mental health needs of the child with the goal of keeping all students in school and on course toward graduation C-4. Strategies for involving multiple constituencies in sharing and using data to assess and diagnose instructional needs, define student, staff, and community goals for continuous improvement, problem solve, and collaboratively design a school growth plan consistent with the school's vision and goals C-5. Strategies for building staff capacity to bring about school improvement through implementing systems of support and development, integrating opportunities for continuous learning into the educational environment, and engaging faculty and staff in ongoing reflection and self-assessment relative to student outcomes C-6. Strategies for building community capacity to bring about school improvement through involving the community in school improvement activities and engaging with the community in ongoing reflection relative to student outcomes C-7. Use time and technology effectively to help manage the school improvement process C-8. Understand how to coordinate the identification, acquisition, development and use of internal and external resources, including human, fiscal, and material resources to provide support for implementing the school growth plan C-9. Strategies for continuous progress monitoring of the school's growth plan

C. School Improvement Leadership	
Associated CAPE	**Content Knowledge Expectations**
Based on Student Outcomes	and outcomes, and for using those data for updating the school growth plan as needed

D. Professional Learning and Growth Leadership	
Associated CAPE	**Content Knowledge Expectations**
13. Modeling Life-Long Learning and Job-Related Professional Growth 14. Helping Teachers Improve Their Individual Professional Practice Through Professional Growth Activities 15. Identifying and Facilitating a Variety of Professional and Personal Growth Opportunities for Faculty, Staff, Parents, and Other Members of the School Community in Support of the Educational Program	D-1. Principles of adult learning and their use in designing, facilitating, and implementing effective, motivating, and data-driven professional development programs and opportunities that focus on authentic problems and on improving student learning outcomes consistent with the school growth plan D-2. Skills and strategies for providing opportunities for all staff to develop and use skills for collaboration, distributed leadership, reflection, shared decision making, and problem solving in support of student learning and for inspiring higher levels of performance, commitment, and motivation D-3. Model self-improvement and related professional growth activities, and demonstrating monitoring of improvement in one's own performance D-4. Understand how to use professional development for faculty, staff, and self to promote lifelong learning and the success of all student groups. D-5. Understand how to implement effective induction plans for new teachers and use a variety of methods, such as mentoring, coaching, observation, and feedback, to promote effective teaching and improve performance for all faculty and staff D-6. Understand how to use data to assess and diagnose instructional needs, define staff goals for continuous improvement, and collaboratively design differentiated professional development to meet needs and achieve goals D-7. Strategies for building individual staff capacity through systems of support and development, integrating opportunities for continuous learning into the educational environment, and engaging faculty and staff in ongoing reflection and self-assessment D-8. Model how to develop and implement a plan for self-improvement and continuous learning; use various types of activities and resources to engage in effective professional development; and reflect on personal leadership practices and their influence on others D-9. Understand how to use time and technology effectively to improve instructional leadership and promote personal and professional growth D-10. Understand how to support, motivate, and provide recognition to staff at various stages in career development D-11. Strategies and opportunities to involve parents and the community in identifying and providing targeted professional and personal growth activities to support student achievement as well as increase adults' knowledge and skills

E. Organizational and Systems Leadership	
Associated CAPE	**Content Knowledge Expectations**
16. Understanding and Managing the Complex Interaction of All of the School's Systems to Promote Teaching and Learning 17. Developing, Implementing and Monitoring the School's Budget 18. Implementing California School Laws, Guidelines, and Other Relevant Federal, State, and Local Requirements and Regulations	E-1. Understand federal, state, and local laws, regulations, and guidelines relating to public schools and the educational process E-2. School finance in California, including relevant laws and regulations (e.g., state and local revenue sources, capital and operational funding, federal funding) E-3. Understand constitutional rights and protections for students and staff (e.g., due process, equal access, free speech, harassment) in various educational contexts and the role of the educational administrator in monitoring and ensuring compliance with these rights and protections E-4. Understand and apply principles of conflict resolution, student discipline, school disciplinary procedures, including manifestation determination for serious offenses and overall management of the school climate to promote a school culture that is safe and welcoming for all students E-5. Understand school-wide intervention strategies E-6. Understand legal issues and responsibilities related to an evolving technological culture (e.g., ensuring equitable access to digital tools and resources to meet all students' needs, implementing policies for the safe and appropriate use of information technology, promoting responsible use of technology) E-7. Understand how district policies and specific laws (e.g., related to students with disabilities, English learners, parents/guardians, mandated reporting, confidentiality, liability) at the federal, state, and local levels affect individuals and schools, and how to ensure that the school operates consistently within the parameters of applicable laws, policies, regulations, and requirements E-8. Understand, develop, and monitor the school's budget and expenditures, including involving stakeholders in budgeting processes and procedures for communicating and reporting accurate financial information to a variety of audiences (e.g., school boards, community members) E-9. Prioritize use of school resources, including the budget, to support the school's vision, goals, and growth plan E-10. Research-based strategies and best practices for establishing, monitoring, and evaluating organizational structures, processes, and systems that promote a culture of collaboration and respect and that maintain a focus on continuous improvement and enhanced achievement for all student groups E-11. Understand how to apply systems thinking to set priorities and manage organizational complexity E-12. Principles and procedures for evaluating and using technology to facilitate effective and timely communication, manage information, enhance collaboration, and support effective management of the organization E-13. Effective, legal, equitable, and ethical procedures for recruiting, selecting, hiring, inducting, developing, and retaining staff E-14. Effective, legal, equitable, and ethical procedures for evaluating, supervising, disciplining, and dismissing staff

E. Organizational and Systems Leadership	
Associated CAPE	**Content Knowledge Expectations**
	E-15. Skills and strategies for coordinating and aligning human resources, including making appropriate staffing and teacher placement decisions, to support organizational goals and promote equitable learning opportunities for all student groups E-16. Understand processes of labor relations and collective bargaining as they relate to education in California, and contract implementation and management within the local setting E-17. Understand how to manage legal and contractual agreements and records in ways that foster a professional work environment and ensure privacy and confidentiality for all students and staff, including using appropriate technological tools E-18. Practices and procedures (e.g., record keeping, repair and maintenance, custodial services) and legal requirements (e.g., fire safety codes, OSHA regulations, Civic Center Act) for sustaining a safe, efficient, clean, well-maintained, and productive school environment E-19. Legal and policy requirements related to school safety and how to develop and implement district and school plans and procedures for ensuring student and staff safety and building security, including principles and practices related to crisis planning and emergency management E-20. Effective and equitably applied student behavior management principles and practices, including tiered disciplinary measures, that promote a safe and productive learning environment for all students E-21. Understand the effective use of outside support organizations for student health, safety, and well-being E-22. Space to meet instructional needs and accommodate extended learning programs (e.g., intervention programs, before/after-school programs, summer school programs, volunteer programs) E-23. Use of technological systems and tools to support the management of school operations E-24. Procedures, practices, and legal requirements for managing auxiliary services (e.g., federal and state regulations related to food services, health services, student transportation, free and reduced-price meals) E-25. Understand how to use planning and problem solving to allocate fiscal and material resources effectively, legally, equitably, ethically, and in ways that align with teaching and learning goals for all student groups E-26. Types of financial records, procedures for accurate record keeping and reporting, including legal requirements, and the use of current technologies for financial management and business procedures E-27. Strategies for responding effectively to the unpredictable circumstances or unintended consequences of decisions and/or school events

F. Community Leadership	
Associated CAPE	**Content Knowledge Expectations**
19. Representing and Promoting the School's Accomplishments and Needs to the LEA and the Public 20. Involving the Community in Helping Achieve the School's Vision and Goals	F-1. Defining an inclusive "school community" F-2. Understand the multiple connections between school, families, and the community F-3. Skills and strategies for effectively communicating the shared vision, helping all stakeholders understand the vision, and encouraging the entire school community to work toward achieving the vision F-4. Strategies for developing, nurturing, mobilizing and leveraging community support for the school, its programs and activities to promote equity and success for all student groups F-5. How to learn about and address the diverse expectations, needs, goals, and aspirations of family and community groups and incorporate this knowledge as a basis for planning and decision making F-6. Skills and strategies for trust building, team building, consensus building, and conflict resolution and for promoting a sense of shared responsibility among all members of the multicultural educational community F-7. Strategies for addressing the concerns of stakeholders who may find change threatening and to overcome barriers to change F-8. Strategies for reaching out to the broader community, including families, agencies, and community organizations, to promote the health, safety, and well-being of all students F-9. Public speaking, advocacy, diplomacy, writing and presentation skills necessary to advocate for the school, its accomplishments and its needs F-10. Expository, persuasive, and narrative writing skills necessary to advocate for the school, its accomplishments and its needs

Appendix B: California Administrator *Performance Expectations* (CAPE)

Category A: Visionary Leadership

CAPE 1: Developing and Articulating a Vision of Teaching and Learning for the School Consistent with the Local Education Agency's Overall Vision and Goals

The principal is able to facilitate the development of a vision of teaching and learning specific to the school and its political, social, economic, and cultural context that is consistent with the local education agency's vision and goals. The vision is student-centered and based in data from multiple sources. The principal facilitates the development of a mission statement to help guide the school community towards implementation of the vision. School program, plans and activities are integrated, articulated through the grades, and consistent with the vision.

CAPE 2: Developing a Shared Commitment to the Vision Among All Members of the School Community

The principal works collaboratively with all members of the school community to develop a shared commitment to the achievement of the school's vision. The principal understands the nature of school governance in California, including the roles, responsibilities and relationships of the individual and organizational entities within the California educational system. The principal communicates effectively with various audiences and for various educational purposes, including consensus building and decision making, to help promote a shared sense of responsibility for the school mission and vision.

CAPE 3: Leading by Example to Promote Implementation of the Vision

The principal examines and responds to equity issues related to race, diversity, and access in order to help the school achieve the mission and vision. The principal identifies potential barriers to accomplishing the vision and effective ways to work with others to address and overcome barriers. The principal holds him/herself and others accountable for exhibiting personal and professional ethics, integrity, justice, and fairness.

CAPE 4: Sharing Leadership with Others in the School Community

The principal build trust and provides opportunities for shared and distributed leadership among all members of the school community, and promotes opportunities for all members of the school community to engage in shared decision making and problem solving in support of the school's vision and student learning.

Category B: Instructional Leadership

CAPE 5: Promoting Implementation of K-12 Standards, Pedagogical Skills, Effective Instructional Practices and Student Assessments for Content Instruction

The principal is knowledgeable about all of the K-12 student academic content standards and the appropriate pedagogical skills for teaching the content of the standards to K-12 students. As the instructional leader of the school, the principal promotes the use of the state-adopted K-12 standards as the primary basis for classroom instruction and for student assessments. The principal helps teachers, students, parents, and community members understand the K-12 standards and their relationship to accomplishing the school's vision and goals. The principal understands and can articulate principles of effective instruction and appropriate student assessment processes. The principal is also knowledgeable about the state's student assessment program and can explain the assessment program and its intended outcomes to staff, students, parents and the community. The principal identifies and takes action to mitigate potential and actual barriers to student learning.

CAPE 6: Evaluating, Analyzing, and Providing Feedback on the Effectiveness of Classroom Instruction to Promote Student Learning and Teacher Professional Growth

The principal uses his/her knowledge of the K-12 student academic content standards and appropriate instructional practices to observe and evaluate classroom planning and instruction in accordance with LEA policy and practices. As part of the evaluation process, the principal analyzes evidence of teacher effectiveness based on student work and student learning outcomes. The principal communicates evaluative feedback effectively, equitably, and on a timely basis to help teachers improve instructional practices. The principal models self-reflection and use of evidence to help teachers develop these skills and practices as part of their daily planning, instruction, and assessment activities with students. The principal uses his/her knowledge of available instructional resources and technologies to help provide support for improvements in teaching and learning based on teacher and student needs. The principal is knowledgeable about valid student assessment processes and the development and use of appropriate classroom assessment measures within a multiple measures, data-driven decision making process.

CAPE 7: Demonstrating Understanding of the School and Community Context, Including the Instructional Implications of Cultural/Linguistic, Socioeconomic, and Political Factors

The principal understands the demographics of the school community, including socioeconomic context, students and family characteristics, cultural and linguistic diversity, and political issues and uses this knowledge to help improve teaching and learning. The principal is knowledgeable about both culturally-relevant instructional practices and instructional practices grounded in first and second language acquisition theories to support effective instruction for English learners, economically, culturally, and/or linguistically diverse students, and students with special needs, and others. The principal helps teachers and staff access community resources, including parents and other community members, to promote learning about students and families, and to promote culturally and linguistically inclusive instructional practices. The principal helps teachers, staff, and others understand the political factors within the community that may affect the school's instructional program, and is proactive in providing information about the schools, its needs and accomplishments, within the larger political environment. The principal understands how classroom structures, school and class scheduling, and grouping practices affect student learning.

CAPE 8: Communicating With the School Community about Schoolwide Outcomes Data and Improvement Goals

The principal communicates the school's improvement goals to students, teachers, parents, and the community and engages in ongoing dialogue with all members of the school community about progress towards meeting the goals. The principal identifies, collects, analyzes, and uses multiple sources of data to provide information for decision making in a variety of contexts, including but not limited to student achievement, teacher professional learning, the school climate, and the school's progress in achieving its goals. The principal organizes data relating to achieving schoolwide goals and outcomes in a manner understandable to students, teachers, parents and the community, and analyzes the data to indicate the degree of progress being made towards the school's goals. The principal presents and discusses these data, including but not limited to standardized achievement data, classroom and other local assessments, with all members of the school community. The principal helps all members of the school community articulate revised school improvement goals based on continuous data analysis and reporting.

Category C: School Improvement Leadership

CAPE 9: Working with Others to Identify Student and School Needs and Developing a Data-Based School Growth Plan

The principal understands and implements strategies to institute, manage, and evaluate a school change process, including facilitating the development of a data-based school growth plan. The principal involves, encourages and supports multiple constituencies in sharing and using data to assess and diagnose instructional needs, define student, staff and community goals for continuous improvement, and collaboratively design the school growth plan consistent with the school's vision and goals. The principal uses technology effectively to help support and manage the school growth and improvement processes.

CAPE 10: Implementing Change Strategies Based on Current, Relevant Theories and Best Practices in School Improvement

The principal is knowledgeable about theories and strategies as well as best practices related to school improvement and the management of change to accomplish the school growth plan. The principal determines an appropriate evaluation process to document progress towards achieving the school growth plan and is able to work collaboratively with others to identify and make needed changes based on multiple sources of data, including student outcomes.

CAPE 11: Identifying and Using Available Human, Fiscal, and Material Resources to Implement the School Growth Plan

The principal is knowledgeable about a wide range of resources to help implement the school growth plan, including but not limited to human, fiscal, and material resources. The principal identifies and seeks additional resources as needed from a variety of sources both within and outside of the local community to support the implementation of the school growth plan.

CAPE 12: Instituting a Collaborative, Ongoing Process of Monitoring and Revising the Growth Plan Based on Student Outcomes

The principal uses strategies for continuous progress monitoring of the school's growth plan and outcomes, and collaboratively engages others in the school community in using those data for updating the school growth plan as needed. The principal engages all members of the school community on an ongoing basis in reflecting about student outcomes.

Category D: Professional Learning and Growth Leadership

CAPE 13: Modeling Life-Long Learning and Job-Related Professional Growth

The principal models his/her own self-improvement and professional learning and growth activities, and demonstrates monitoring of improvement in his/her own performance over time. The principal uses multiple sources of data to help inform his/her own job-related professional growth plan. The principal understands how to support, motivate, and provide recognition to staff at various stages in their professional careers.

CAPE 14: Helping Teachers Improve Their Individual Professional Practice Through Professional Growth Activities

The principal is knowledgeable about adult learning principles and their use in designing, facilitating, and implementing effective, motivating, and data-driven professional growth activities for teachers. Professional growth activities are focused on authentic situations and problems and on improving student learning outcomes

consistent with the school growth plan. The principal is knowledgeable about induction programs and support systems for beginning teachers, and about individualized teacher support processes such as mentoring and coaching. The principal uses data effectively to collaboratively design differentiated professional development to meet the needs of individual teachers as well as overall school improvement goals.

CAPE 15: Identifying and Facilitating a Variety of Professional and Personal Growth Opportunities for Faculty, Staff, Parents, and Other Members of the School Community in Support of the Educational Program

The principal involves all members of the school community in identifying and providing targeted professional and personal growth activities to support student achievement as well as increase adults' knowledge and skills. The principal is knowledgeable about and actively seeks resources for accessing and providing a variety of professional and personal growth opportunities for all members of the school community.

Category E: Organizational and Systems Leadership

CAPE 16: Understanding and Managing the Complex Interaction of All of the School's Systems to Promote Teaching and Learning

The principal understands how to apply systems thinking to set priorities and manage organizational complexity. The principal applies research-based strategies and best practices for establishing, monitoring, and evaluating organizational structures, processes and systems that promote a culture of collaboration and respect, and that maintain a focus on continuous improvement and enhanced achievement for all student groups. The principal understands how to use technology effectively to facilitate communication, manage information, enhance collaboration, and support effective management of the organization. The principal has the skills and strategies to coordinate and align human resources within the school context, including making appropriate staffing and teacher placement decisions to support organizational goals and promote equitable learning opportunities for all student groups. The principal understands strategies for allocating and using space to meet instructional needs and accommodate a variety of learning programs as well as co-curricular programs. The principal recognizes and addresses potential personal biases as well as potential and actual inequities within the educational system and the school site that can negatively impact student achievement, such as, the effect of class scheduling on student achievement and on equitable access to learning opportunities for all students, including English Learners and students with special needs.

CAPE 17: Developing, Implementing, and Monitoring the School's Budget

The principal understands school finance in California, including relevant laws and regulations. The principal works collaboratively with others in the school community to develop, implement and monitor the school's budget and expenditures, and reports accurate and timely fiscal information to the LEA and the school community. The principal prioritizes the use of school resources, including the budget, to support the school's vision, goals, and growth plan. The principal understands financial recordkeeping and accounting processes, and the use of current technologies for financial management and business procedures.

CAPE 18: Implementing California School Laws, Guidelines, and Other Relevant Federal, State, and Local Requirements and Regulations

The principal understands and implements federal, state, and local laws, regulations and guidelines relating to public schools and the educational process. The principal understands constitutional and related legal rights and protections for students and staff and the administrator's role in monitoring and ensuring compliance with these

rights and protections. The principal understands legal issues and responsibilities related to evolving technologies and the use of technology within the instructional system. The principal implements legal, equitable, and ethical procedures for evaluating, supervising, disciplining, and dismissing staff. Where applicable, the principal establishes legal, equitable, and ethical procedures for recruiting, selecting, hiring, inducting, developing, and retaining staff. The principal understands processes of labor relations and collective bargaining in California, and contract implementation and management in the local setting. The principal ensures that school practices and procedures meet legal maintenance, health and safety requirements, including ensuring student and staff safety, building security, crisis planning, and emergency management. Where applicable, the principal understands and implements legal requirements relating to procedures and practices for managing auxiliary services such as food service and student transportation. The principal understands strategies for responding effectively to unpredictable circumstances or unintended consequences of decisions and/or school events.

Category F: Community Leadership

CAPE 19: Representing and Promoting the School's Accomplishments and Needs to the LEA and the Public

The principal serves as the spokesperson for the school, its accomplishments and its needs, and advocates for the school within the school community as well as to the external community and the public. The principal demonstrates public speaking, presentation, diplomacy, writing and advocacy skills necessary to represent and promote the school, its accomplishments and its needs to a wide variety of audiences and contexts

CAPE 20: Involving the Community in Helping Achieve the School's Vision and Goals

The principal understands the multiple connections between the school, families and the community. The principal encourages the involvement of the entire school community in working towards achieving the school's mission, vision and goals. The principal understands and addresses the diverse expectations, needs, aspirations, and goals of family and community groups and uses this knowledge as a basis for planning and decision making. The principal understands and uses communication strategies effectively to reach out to the broader community, including families, agencies, and community organizations, to promote educational and organizational improvement. The principal demonstrates skills and strategies for trust building, team building, consensus building, and conflict resolution and for promoting a sense of shared responsibility among all members of the educational community.

Appendix C

California Professional Standards for Education Leaders (CPSEL) Standards, Elements, and Example Indicators

STANDARD 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION
Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

Element 1A: Student–Centered Vision
Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.

Example Indicators:

1A-1 Advance support for the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learner.
1A-2 Cultivate multiple learning opportunities and support systems that build on student assets and address student needs.
1A-3 Address achievement and opportunity disparities between student groups, with attention to those with special needs; cultural, racial, and linguistic differences; and disadvantaged socio-economic backgrounds.
1A-4 Emphasize the expectation that all students will meet content and performance standards.

Element 1B: Developing Shared Vision
Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.

Example Indicators:

1B-1 Embrace diverse perspectives and craft consensus about the vision and goals.
1B-2 Communicate the vision so the staff and school community understands it and uses it for decision-making.
1B-3 Build shared accountability to achieve the vision by distributing leadership roles and responsibilities among staff and community.
1B-4 Align the vision and goals with local, state, and federal education laws and regulations.

Element 1C: Vision Planning and Implementation
Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.

Example Indicators:

1C-1 Include all stakeholders in a process of continuous improvement (reflection, revision, and modification) based on the systematic review of evidence and progress.
1C-2 Use evidence (including, but not limited to student achievement, attendance, behavior and school climate data, research, and best practices) to shape and revise plans, programs, and activities that advance the vision.

1C-3 Marshal, equitably allocate, and efficiently use human, fiscal, and technological resources aligned with the vision of learning for all students.

STANDARD 2: INSTRUCTIONAL LEADERSHIP
Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

Element 2A: Professional Learning Culture
Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.

Example Indicators:
2A-1 Establish coherent, research-based professional learning aligned with organizational vision and goals for educator and student growth.
2A-2 Promote professional learning plans that focus on real situations and specific needs related to increasing the learning and well-being of all staff and students.
2A-3 Capitalize on the diverse experience and abilities of staff to plan, implement, and assess professional learning.
2A-4 Strengthen staff trust, shared responsibility, and leadership by instituting structures and processes that promote collaborative inquiry and problem solving.

Element 2B: Curriculum and Instruction
Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.

Example Indicators:
2B-1 Develop a shared understanding of adopted standards-based curriculum that reflects student content and performance expectations.
2B-2 Promote and monitor the use of state frameworks and guides that offer evidence-based instructional and support strategies to increase learning for diverse student assets and needs.
2B-3 Provide access to a variety of resources that are needed for the effective instruction and differentiated support of all students.
2B-4 Guide and monitor the alignment of curriculum, instruction, assessment, and professional practice.

Element 2C: Assessment and Accountability
Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes and student learning.

Example Indicators:
2C-1 Define clear purposes, goals, and working agreements for collecting and sharing information about professional practice and student outcomes.
2C-2 Guide staff and the community in regular disaggregation and analysis of local and state student assessment results and program data.
2C-3 Use information from a variety of sources to guide program and professional learning planning, implementation and revisions.

2C-4 Use professional expectations and standards to guide, monitor, support, and supervise to improve teaching and learning

2C-5 Apply a variety of tools and technology to gather feedback, organize and analyze multiple data sources, and monitor student progress directed toward improving teaching and learning.

STANDARD 3: MANAGEMENT AND LEARNING ENVIRONMENT

Education leaders manage the organization to cultivate a safe and productive learning and working environment.

Element 3A: Operations and Facilities

Leaders provide and oversee a functional, safe, and clean learning environment.

Example Indicators:

3A-1 Systematically review the physical plant and grounds to ensure that they are safe, meet Americans with Disabilities Act (ADA) requirements, and comply with conditions that support accessibility for all students.

3A-2 Collaborate with the district to monitor and maintain student services (e.g., food, transportation) that contribute to student learning, health and welfare.

3A-3 Manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students.

3A-4 Work with stakeholders and experts to plan and implement emergency and risk management procedures for individuals and the site.

Element 3B: Plans and Procedures

Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.

Example Indicators:

3B-1 Develop schedules and assign placements that are student-centered and maximize instructional time and staff collaboration.

3B-2 Manage legal and contractual agreements and storage of confidential records (both paper and electronic) to insure student security and confidentiality.

3B-3 Set clear working agreements that support sharing problems, practices and results within a safe and supportive environment.

3B-4 Engage stakeholders in using problem solving and decision-making processes and distributed leadership to develop, monitor, evaluate and revise plans and programs.

Element 3C: Climate

Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.

Example Indicators:

3C-1Strengthen school climate through participation, engagement, connection, and a sense of belonging among all students and staff.

3C-2 Implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, culturally responsive, and celebrate student and school achievement.

3C-3 Consistently monitor, review and respond to attendance, disciplinary, and other relevant data to improve school climate and student engagement and ensure that management practices are free from bias and equitably applied to all students.

Element 3D: Fiscal and Human Resources

Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.

Example Indicators:

3D-1 Provide clear rationale for decisions and distribute resources equitably to advance shared vision and goals focused on the needs of all students.

3D-2 Work with the district and school community to focus on both short and long-term fiscal management.

3D-3 Actively direct staff hiring and placement to match staff capacity with student academic and support goals.

3D-4 Engage staff in professional learning and formative assessments with specific feedback for continuous growth.

3D-5 Conduct personnel evaluations to improve teaching and learning, in keeping with district and state policies.

3D-6 Establish and monitor expectations for staff behavior and performance, recognizing positive results and responding to poor performance and/or inappropriate or illegal behavior directly and in a timely and systematic manner.

STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT

Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

Element 4A: Parent and Family Engagement

Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.

Example Indicators:

4A-1 Establish a welcoming environment for family participation end education by recognizing and respecting diverse family goals and aspirations for students.

4A-2 Follow guidelines for communication and participation established in federal and state mandates, district policies, and legal agreements.

4A-3 Solicit input from and communicate regularly with all parents and families in ways that are accessible and understandable.

4A-4 Engage families with staff to establish academic programs and supports that address individual and collective student assets and needs.

4A-5 Facilitate a reciprocal relationship with families that encourages them to assist the school and to participate in opportunities that extend their capacity to support students.

Element 4B: Community Partnerships
Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.

Example Indicators:
4B-1 Incorporate information about family and community expectations and needs into decision-making and activities.
4B-2 Share leadership responsibility by establishing community, business, institutional and civic partnerships that invest in and support the vision and goals.
4B-3 Treat all stakeholder groups with fairness and respect and work to bring consensus on key issues that affect student learning and well-being.
4B-4 Participate in local activities that engage community members and staff in communicating school successes to the broader community.

Element 4C: Community Resources and Services
Leaders leverage and integrate community resources and services to meet the varied needs of all students.

Example Indicators:
4C-1 Seek out and collaborate with community programs and services that assist students who need academic, mental, linguistic, cultural, social-emotional, physical, or other support to succeed in school.
4C-2 Build mutually beneficial relationships with external organizations to coordinate the use of school and community facilities.
4C-3 Work with community emergency and welfare agencies to develop positive relationships.
4C-4 Secure community support to sustain existing resources and add new resources that address emerging student needs.

STANDARD 5: ETHICS AND INTEGRITY
Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

Element 5A: Reflective Practice
Leaders act upon a personal code of ethics that requires continuous reflection and learning.

Example Indicators:
5A-1 Examine personal assumptions, values, and beliefs to address students' various academic, linguistic, cultural, social-emotional, physical, and economic assets and needs and promote equitable practices and access appropriate resources.
5A-2 Reflect on areas for improvement and take responsibility for change and growth.
5A-3 Engage in professional learning to be up-to-date with education research, literature, best practices and trends to strengthen their ability to lead.
5A-4 Continuously improve cultural proficiency skills and competency in curriculum, instruction, and assessment for all learners.
5A-5 Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.

Element 5B: Ethical Decision-Making
Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.

Example Indicators:
5B-1 Consider and evaluate the potential moral and legal consequences of decisions.
5B-2 Review multiple measures of data and research on effective teaching and learning, leadership, management practices, equity and other pertinent areas to inform decision-making.
5B-3 Identify personal and institutional biases and remove barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, or other sources of educational disadvantage or discrimination.
5B-4 Commit to making difficult decisions in service of equitable outcomes for students, staff and the school community.

Element 5C: Ethical Action
Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.

Example Indicators:
5C-1 Communicate expectations and support for professional behavior that reflects ethics, integrity, justice, and equity.
5C-2 Use a variety of strategies to lead others in safely examining personal assumptions and respectfully challenge beliefs that negatively affect improving teaching and learning for all students.
5C-3 Encourage and inspire others to higher levels of performance, commitment, and motivation by modeling transparent and accountable behavior.
5C-4 Protect the rights and appropriate confidentiality of students, staff, and families.
5C-5 Promote understanding and follow the legal, social, and ethical use of technology among all members of the school community.

STANDARD 6: EXTERNAL CONTEXT AND POLICY
Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

Element 6A: Understanding and Communicating Policy
Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.

Example Indicators:
6A-1 Operate consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.
6A-2 Understand and can explain the roles of school leaders, boards of education, legislators and other key stakeholders in making education policy.
6A-3 Welcome and facilitate conversations with the local community about how to improve learning and achievement for all students, including English Learners, and students needing additional support.

6A-4 Facilitate discussions with the public about federal, state and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.

6A-5 Work with local leaders to assess, analyze and anticipate emerging trends and initiatives and their impact on education.

Element 6B: Professional Influence

Leaders use their understanding of social, cultural, economic, legal and political contexts to shape policies that lead to all students to graduate ready for college and career.

Example Indicators:

6B-1 Advocate for equity and adequacy in providing for students' and families' educational, linguistic, cultural, social-emotional, legal, physical, and economic needs, so every student can meet education expectations and goals.

6B-2 Support public policies and administrative procedures that provide for present and future needs of all children and families and improve equity and excellence in education.

6B-3 Promote public policies that ensure the equitable distribution of resources and support services for all students.

Element 6C: Policy Engagement

Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.

Example Indicators:

6C-1 Work with the governing board, district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.

6C-2 Actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.

6C-3 Collaborate with community leaders and stakeholders with specialized expertise to inform district and school planning, policies and programs that respond to cultural, economic, social and other emerging issues.

~~Part 5, Option B: California Guidelines for Clear Administrative Services Credential Guidelines-based Programs~~

~~Guidelines~~

~~And~~

~~Related Expectations~~

~~Program Provider Guidelines for Alternative Clear Administrative Services Credential Programs~~

~~Guideline 1: Program Design and Coordination~~

~~The program sponsor identifies the basis upon which decisions will be made in determining developmental objectives for each candidate in the program and for assessing the advancement of each candidate toward those objectives during the course of the program. The program is coordinated effectively, and key program personnel are identified and their responsibilities are clearly defined.~~

~~Guideline 1 Expectations:~~

- ~~The program sponsor identifies general administrator performance expectations for use in identifying each candidate's strengths and weaknesses, setting developmental objectives, and measuring progress. These general expectations may be the California Professional Standards for Educational Leaders or a similar set of administrator performance expectations that focus on instructional leadership.~~

- ~~The program sponsor provides its general administrator performance expectations to each candidate at the outset of the candidate's participation in the program and explains the performance expectations.~~

- ~~The program identifies the individual responsible for coordination of the program, key personnel involved in program implementation, and the reporting relationships between the identified personnel. The program identifies the person or entity to whom the authority to certify program completion is designated.~~

~~Guideline 2: Evaluation of Program Quality~~

~~The program sponsor conducts ongoing evaluation of the quality and effectiveness of the program for the purpose of identifying needs for program improvement and to ensure that the program is providing mentoring, support and assistance of high quality that is targeted to meet individual candidates' needs. The program sponsor maintains records of services provided to candidates, candidate assessments and other documentation of program and candidate activities for use in external program assessment activities to be conducted by the Commission.~~

~~Guideline 2 Expectations:~~

- ~~The program evaluation process includes an opportunity for candidates to provide the program sponsor with their perceptions of the quality of the various aspects of the program, including those areas in which the program successfully provided appropriate mentoring, support and assistance, and those areas in which candidates perceived program deficiencies.~~

- ~~The program evaluation process includes an opportunity for mentors to provide information on their perceptions of the quality of various aspects of the program, including the appropriateness and sufficiency of mentor training requirements, the effectiveness of criteria for mentor assignment, and the quality of the mentor evaluation process.~~

- ~~The program sponsor uses information obtained through the program evaluation process to identify areas in need of improvement and takes appropriate actions to improve and ensure program quality.~~

- ~~The program sponsor maintains records of program policies and procedures, services provided to candidates, candidate assessment data, number of mentors, number of participants, and other data related to the program's value, scope and content.~~

- ~~The program sponsor consents to providing program information to the Commission upon request and to cooperate with program audit and reporting activities conducted by the Commission.~~

~~Guideline 3: Initial Assessment of Candidate Competence~~

~~Within the candidate's first 90 days of employment in a position requiring possession of an administrative services credential, the program sponsor initially assesses candidates based on the program's general administrator performance expectations. This initial assessment includes a candidate self-assessment component in which the candidate describes current job responsibilities and challenges, and perceived personal strengths and weaknesses. The results of this initial assessment inform decisions concerning the administrator's needs and developmental objectives to be met during the course of the program. Mentoring, support and assistance activities initially focus on those areas in which the initial assessment indicates additional support is needed for the candidate to be successful in his/her current assignment.~~

~~Guideline 3 Expectations:~~

- ~~The program's initial assessment is designed to measure a candidate's initial level of competence in each of the program's general administrator performance expectations in a way that can be compared to future assessments of candidate competence so that the program sponsor can determine the candidate's progress and increased administrative effectiveness over time.~~

- ~~The results of the initial assessment are shared with the candidate and individual(s) assigned to provide the candidate with mentoring, support and assistance to ensure that all parties have a clear understanding of the candidate's initial strengths, weaknesses, and areas of focus for the mentoring, support and assistance to be provided to the candidate.~~

- ~~The program sponsor maintains a record of each candidate's initial assessment results for comparison with subsequent assessments to determine candidate progress over the course of the program.~~

- ~~The assessment examines candidate competence authentically, systematically and fairly, and takes into account the highly variable nature of administrative responsibilities.~~

~~Guideline 4: Individualized Mentoring Plan~~

~~The program sponsor establishes a process through which a mentoring plan is created for each administrator served by the program. The plan addresses the mentoring, support and assistance needs of each administrator, and may identify additional learning activities needed for the administrator's professional development. The plan includes developmental objectives that the individual administrator is expected to meet over the course of the program.~~

~~Guideline 4 Expectations:~~

- ~~The program sponsor initially assesses each candidate's strengths and weaknesses based on the program's general administrator performance expectations, and uses the results of this assessment to create an appropriate individualized mentoring plan.~~

- ~~The candidate's developmental needs and current work context are considered and addressed in the development of the plan.~~

- ~~The candidate, employer, and a program representative participate in the development of the plan and provide written approval of the initial plan.~~

- ~~The program sponsor provides an opportunity to review and amend the plan as necessary to meet the administrator's needs or address changes in the administrator's assignment or other aspects of the administrator's work context. The candidate, employer, and a program representative review and approve any changes to the individualized mentoring plan.~~

~~Guideline 5: Provision of Mentoring, Support and Assistance~~

~~The program sponsor provides mentoring, support and assistance that is designed to meet the individual administrator's needs, and is conducted on a regular, ongoing basis throughout the course of, at minimum, the administrator's first two years of administrative service while possessing the Preliminary Administrative Services Credential.~~

~~Guideline 5 Expectations:~~

- ~~The program sponsor, an employer representative, and the administrator collaborate to identify the mentoring, support and assistance needs of the administrator and appropriate means for providing these services.~~
- ~~The administrator's individual mentoring plan identifies an administrator meeting the qualifications described in Guideline 6 who will serve as the lead mentor* for the administrator.~~
- ~~The administrator's individual mentoring plan identifies the frequency of regularly scheduled meetings between the administrator and lead mentor. Communication formats for these meetings may be varied (e.g. phone, e-mail, teleconference) but must allow reasonable access for the administrator to the individual(s) assigned to provide support.~~
- ~~The program sponsor ensures that the administrator has access to mentoring and support in crises or other sensitive situations that occur at times other than the regularly scheduled meetings between the administrator and lead mentor.~~
- ~~The program sponsor identifies other individuals, in addition to the lead mentor, who have expertise in specific areas applicable to the administrator's current assignment and who will be available to the administrator as needed to provide additional information and guidance.~~
- ~~The program sponsor provides a list of additional resources that may assist the administrator in succeeding in the current administrative assignment.~~
- ~~The program sponsor provides opportunities for communication between administrators served by the program to allow for peer engagement and support.~~

~~* "Lead mentor" refers to the individual who will serve in the primary mentoring role for the candidate. These guidelines encourage the use of other qualified individuals to assist in the mentoring role, but require that the program assign a lead mentor to serve as the administrator's primary contact and to lead in the coordination of all mentoring activities.~~

~~Guideline 6: Mentor Qualifications and Assignment~~

~~The program sponsor establishes specific qualifications for the selection of lead mentors* and criteria to be used in determining the appropriate assignment of lead mentors to individual administrators served by the program. Qualifications for lead mentors include appropriate mentor training and experience. The program sponsor establishes an evaluation process for lead mentors and uses the evaluation results to amend mentor selection qualifications and/or training requirements, and to reassign or replace mentors as needed.~~

~~Guideline 6 Expectations:~~

- ~~The program sponsor creates a list of prospective lead mentors of sufficient number to serve all administrators served by the program. All mentors listed meet the qualifications for lead mentors established by the program sponsor.~~

- ~~Lead mentor qualifications address the number of years of administrative experience and other teaching and services experience; the level and quality of training in support and mentoring; special skills and/or experiences applicable to administrative responsibilities; and other characteristics conducive to successful mentoring, support and assistance.~~

- ~~The program sponsor's criteria of assignment of lead mentors to individual administrators consider similarities in their current responsibilities and work contexts; geographic proximity; ease of interaction; and other characteristics likely to result in a positive mentoring relationship.~~

- ~~The program sponsor creates a mechanism for each administrator in the program to evaluate his/her lead mentor. The evaluation provides information on each lead mentor's strengths and weaknesses, identifies areas in which additional training may be required, and rates the overall performance of the mentor from the perspective of the administrator being mentored.~~

- ~~The program sponsor uses the results of the lead mentor evaluations to make any necessary changes to lead mentor selection qualifications, amend training requirements, and reassign or replace mentors who receive unsatisfactory evaluations.~~

~~* "Lead mentor" refers to the individual who will serve in the primary mentoring role for the candidate. These guidelines encourage the use of other qualified individuals to assist in the mentoring role, but require that the program assign a lead mentor to serve as the administrator's primary contact and to lead in the coordination of all mentoring activities.~~

~~Guideline 7: Assessment of Candidate Competence~~

~~The program sponsor conducts ongoing assessment of the candidate's competence based on the program's general administrator performance expectations, and provides the results to the candidate and the candidate's lead mentor to be used as an indicator of candidate progress, and to redirect the focus of mentoring, support and assistance, if needed. Prior to certifying that each candidate has completed program requirements, the program sponsor conducts a culminating assessment of the candidate's competence based on the program's general administrator performance expectations and the developmental objectives identified in the candidate's individualized mentoring plan. Through this assessment the program sponsor and the lead mentor verify that the candidate has met the developmental objectives established in the individualized mentoring plan and has reached a level of administrative competence appropriate to merit recommendation for the Clear Administrative Services Credential.~~

~~Guideline 7 Expectations:~~

- ~~Candidates are provided feedback on their progress at multiple points in the program.~~
- ~~Each candidate's individualized mentoring plan is reviewed periodically on the basis of the assessment results and amended as necessary to respond to changes in the candidate's needs for mentoring, support and assistance.~~
- ~~The assessment examines candidate competence authentically, systematically and fairly, and takes into account the highly variable nature of administrative responsibilities.~~
- ~~A culminating assessment forms the basis for certifying that the candidate has successfully completed the program and has reached a level of competence meriting possession of a Clear Administrative Services Credential~~

Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 (916) 323-5454 Fax (916) 322-0048 www.ctc.ca.gov

Attn: Tammy A. Duggan, Consultant
Certification Division

Title: Proposed Addition and Amendments to Title 5 of the California Code of Regulations Pertaining to Administrative Services Credentials

Section: 80054 and 80054.1

Response to the Attached Title 5 Regulations

To allow the Commission on Teacher Credentialing to more clearly estimate the general field response to the attached regulations, please return this response form to the Commission office, attention Tammy A. Duggan, at the above address or fax to her attention at (916) 322-0048. The response must arrive at the Commission by 5:00 pm April 20, 2015 for the material to be presented at the April XX, 2015 public hearing.

1. ☐ Yes, I agree with the proposed Title 5 Regulations. Please count me in favor of these regulations.
2. ☐ **No**, I do not agree with the proposed regulations for the following reasons:
   PLEASE LIST THE SPECIFIC SECTION. If additional space is needed, use the reverse of this sheet or additional page.

3. ☐ Personal opinion of the undersigned and/or
   ☐ Organizational opinion representing: (Circle One) School District, County Schools, College/University, Professional Organization, Other _____
4. ☐ I shall be at the public hearing. Place my name on the list for making a presentation to the Commission.
   ☐ No, I will not make a presentation to the Commission at the public hearing.

Signature: _____ Date:_____
Printed Name:_____
Title: _____ Phone: _____
Employer/Organization: _____
Mailing Address: _____

Route to tad