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NOTICE | REGULATIONS

AGENCY WITH RULEMAKING AUTHORITY
Commission on Teacher Credentialing

AGENCY FILE NUMBER (If any)

A. PUBLICATION OF NOTICE (Complete for publication in Notice Register)

1. SUBJECT OF NOTICE	TITLE(S)	FIRST SECTION AFFECTED	2. REQUESTED PUBLICATION DATE
Administrative Services Credential	5	80054	10/19/12

3. NOTICE TYPE	4. AGENCY CONTACT PERSON	TELEPHONE NUMBER	FAX NUMBER (Optional)
[X] Notice re Proposed Regulatory Action [ ] Other	Terri Fesperman	(916) 323-5777	(916) 322-0048

OAL USE ONLY	ACTION ON PROPOSED NOTICE	NOTICE REGISTER NUMBER	PUBLICATION DATE
	[ ] Approved as Submitted [ ] Approved as Modified [ ] Disapproved/ Withdrawn	2012, 42-Z	10-19-2012

B. SUBMISSION OF REGULATIONS (Complete when submitting regulations)

1a. SUBJECT OF REGULATION(S)	1b. ALL PREVIOUS RELATED OAL REGULATORY ACTION NUMBER(S)
Administrative Services Credential	

2. SPECIFY CALIFORNIA CODE OF REGULATIONS TITLE(S) AND SECTION(S) (Including title 26, if toxics related)

SECTION(S) AFFECTED (List all section number(s) individually. Attach additional sheet if needed.)	ADOPT	AMEND	REPEAL
TITLE(S) 5		80054	

3. TYPE OF FILING

- [X] Regular Rulemaking (Gov. Code §11346)
- [ ] Resubmittal of disapproved or withdrawn nonemergency filing (Gov. Code §§11349.3, 11349.4)
- [ ] Emergency (Gov. Code, §11346.1(b))
- [ ] Certificate of Compliance: The agency officer named below certifies that this agency complied with the provisions of Gov. Code §§11346.2-11347.3 either before the emergency regulation was adopted or within the time period required by statute.
- [ ] Resubmittal of disapproved or withdrawn emergency filing (Gov. Code, §11346.1)
- [ ] Emergency Readopt (Gov. Code, §11346.1(h))
- [ ] File & Print
- [ ] Other (Specify) _____
- [ ] Changes Without Regulatory Effect (Cal. Code Regs., title 1, §100)
- [ ] Print Only

4. ALL BEGINNING AND ENDING DATES OF AVAILABILITY OF MODIFIED REGULATIONS AND/OR MATERIAL ADDED TO THE RULEMAKING FILE (Cal. Code Regs. title 1, §44 and Gov. Code §11347.1)
2/11/13 to 2/26/13

5. EFFECTIVE DATE OF CHANGES (Gov. Code, §§ 11343.4, 11346.1(d); Cal. Code Regs., title 1, §100)

- [X] Effective January 1, April 1, July 1, or October 1 (Gov. Code §11343.4(a))
- [ ] Effective on filing with Secretary of State
- [ ] §100 Changes Without Regulatory Effect
- [ ] Effective other (Specify) _____

6. CHECK IF THESE REGULATIONS REQUIRE NOTICE TO, OR REVIEW, CONSULTATION, APPROVAL OR CONCURRENCE BY, ANOTHER AGENCY OR ENTITY

- [ ] Department of Finance (Form STD. 399) (SAM §6660)
- [ ] Fair Political Practices Commission
- [ ] State Fire Marshal
- [ ] Other (Specify) _____

7. CONTACT PERSON	TELEPHONE NUMBER	FAX NUMBER (Optional)	E-MAIL ADDRESS (Optional)
Tammy A. Duggan	(916) 323-5354	(916) 322-0048	tduggan@ctc.ca.gov

8. **I certify that the attached copy of the regulation(s) is a true and correct copy of the regulation(s) identified on this form, that the information specified on this form is true and correct, and that I am the head of the agency taking this action, or a designee of the head of the agency, and am authorized to make this certification.**

SIGNATURE OF AGENCY HEAD OR DESIGNEE: Mary Vixie Sandy | DATE: 3-19-13

TYPED NAME AND TITLE OF SIGNATORY: Mary Vixie Sandy, Executive Director

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ENDORSED APPROVED

MAY 01 2013

Office of Administrative Law

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

Title 5 §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).

(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, ~~library media~~ 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 Credentials Program Standards* (rev. 9/2011) available on the Commission's website and hereby incorporated by reference taken in California and accredited by the Committee on Accreditation; or

(B) ~~a professional preparation program in administrative services, including successful completion of a supervised field work or the equivalent, taken outside California that is comparable to a program accredited by the Committee on Accreditation. The program must be from a regionally accredited institution of higher education and approved by the appropriate state agency where the course work was completed; or~~

~~(C)~~ ~~one-year~~ internship program in administrative services based on the *Administrative Services Credentials Program Standards* (rev. 9/2011) 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 Credentials Program Standards* (rev. 9/2011) identified in subsections (A) and (B).

(3) ~~Passage of the California Basic Education Skills Test (CBEST)~~ Meet the basic skills requirement as described in Education Code ~~Section~~ section 44252(b), unless exempt by statute;

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

(A) ~~three~~ five years of successful, full-time teaching experience with an employing agency as defined in subsection (g)(1) ~~in the public schools, including, but not limited to, service in state- or county-operated schools, or in private schools of equivalent status~~; ~~or~~

(B) ~~three~~ five years of successful, full-time experience in the fields of pupil personnel, ~~health~~ school nurse, ~~library media~~ teacher librarian, or speech-language pathology or clinical or rehabilitative services with an employing agency as defined in subsection (g)(1) ~~in the public schools, including, but not limited to, service in state- or county-operated schools, or in private schools of equivalent status~~; or

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

(5) ~~One of the following:~~

~~(A)~~ vVerification of completion from ~~a California preliminary administrative services~~ 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); ~~or~~

~~(B) an individual who completed his or her professional preparation program outside of California as described in (a)(2)(B), may apply directly to the Commission for the preliminary Administrative Services Credential; and~~

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

(7) An individual who has completed requirements (1) through (5) but does not have an offer of employment ~~may~~ shall apply for a Certificate of Eligibility which verifies completion of all requirements for the preliminary Administrative Services Credential and ~~authorizes~~ 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 issued initially only until the date of expiration of the valid prerequisite credential, as defined in (a)(1) of this section but for not more than five years.~~ dated as follows: ~~A Preliminary Administrative Services Credential that expired in less than five years shall be renewed until the date of expiration of the valid prerequisite credential, as defined in (a)(1) of this section but for not more than five years.~~

per agency request

(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 ~~professional~~ clear Administrative Services Credential shall include (1) through (4):

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

(2) 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) ~~in a California public school or California private school of equivalent status,~~ while holding the preliminary administrative services credential;

(3) Completion of one of the following:

(A) an individualized program of advanced administrative services preparation based on the *Administrative Services Credentials Program Standards* (rev. 9/2011) available on the Commission's website and hereby incorporated by reference accredited by the Committee on Accreditation provided in Education Code section 44373(c) designed in cooperation with the employing agency and the ~~college or university~~ Commission-approved preparation program; ~~and~~ 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) ~~A recommendation from a California regionally accredited institution of higher education that has a professional clear administrative services~~ 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).

(e) A ~~professional~~ clear Administrative Services Credential issued on the basis of the completion of all requirements in subsection (d) shall be dated ~~per Title 5 Section 80553.~~ 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 ~~professional~~ 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.

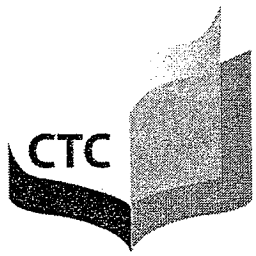
(2) The term 'full-time experience' as used in this section shall mean

(A) Full-Time Teaching Experience: This is defined as teaching 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.

(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.

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

per agency request



COMMISSION ON
TEACHER CREDENTIALING

Ensuring Educator Excellence

Standards of Quality and Effectiveness for Administrative Services Credentials

Commission on Teacher Credentialing

Revised September 2011

January 2004, updated December 2009

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California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95814
(916) 445-7254
(916) 445-7256
(888) 921-2682 (toll free)

This handbook is available
on the World Wide Web
http://www.ctc.ca.gov/

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

(Professional) Clear Standards and Guidelines adopted November 2003

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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: 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.

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.

Part 2: Key Concepts in California's Educator Preparation Program Standards and Approval Structure

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.

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 *institutional 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 *unit*s 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 *partners* 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 *partners* regarding the criteria for selection of school sites, effective *clinical personnel*, and site-based *supervising* 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 *supervisory* role, *evaluated* and *recognized* 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 Resources	3	• Library and/or digital media resources, as well as information and communication technology resources available to candidates.

Term	Common Standard	Definition
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 or more courses to candidates, provide services to candidates such as advising, provide professional development, supervise clinical

Term	Common Standard	Definition
		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 to assess candidates during field experiences and clinical practice. This does not apply to Second Tier Credential Programs.

Term	Common Standard	Definition
		• 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.

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 <u>initial</u> accreditation, others apply only to <u>continuing</u> accreditation and others apply to <u>both</u>.) 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 <u>underlined</u>. (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

Category I: Program Design, Coordination and Curriculum

Standard 1: Program Design and Rationale

The professional leadership 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 prepare candidates as instructional leaders 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 aligned with (a) the principles articulated in the Candidate Competence and Performance Standards in Category III, and (b) the principles of various learning theories. The program is designed to provide extensive opportunities for candidates to learn and apply, and includes both formative and summative assessments based on the Candidate Competence and Performance Standards in Category III.

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.

Standard 2: Program Coordination

Each sponsor of an administrative preparation program establishes one or more partnerships that contribute substantively to the quality and effectiveness of the design and implementation of each candidate's preparation. Partnerships address significant aspects of professional preparation. An agreement between the partners is cooperatively established with each partner sharing the responsibility for the implementation and success of the program.

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.

Standard 3: Development of Professional Leadership Perspectives

By design, the 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. 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.

Standard 4: Equity, Diversity and Access

The professional leadership preparation program provides each candidate with an opportunity to examine and reflect upon principles of educational equity 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 examine their personal attitudes toward race, gender and socio-economic status; learn about ways to examine and confront issues around race, equity and diversity; and take leadership roles in discussions about equity, diversity and access. 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.

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.

Standard 5: Role of Schooling in a Democratic Society

The professional leadership preparation program provides each candidate with an opportunity to examine the principles of democratic education from a historical and policy perspective. The program prepares each candidate to understand the role of the school in preparing students as future citizens and to identify and analyze the variety of ideas and forces in society that contribute to 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 how historical and philosophical forces, as well as policy decisions and prevailing practices, have an impact on schooling.

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.

Standard 6: 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.

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.)

Category II: Field Experiences in the Standards

Standard 7: Nature of Field Experiences

In the program of administrator preparation, candidates participate in significant field experiences that are designed to facilitate the application of theoretical concepts in practical settings. Each candidate addresses the major duties and responsibilities authorized by the administrative services credential as articulated in Standards 10-15. Field experiences include intensive experiences in a variety of diverse and realistic settings both in the day-to-day functions of administrators and in longer-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.

Standard 8: Guidance, Assistance and Feedback

The program sponsor 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 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 III: Standards of Candidate Competence and Performance

Standard 9: Assessment of Candidate Performance

Prior to recommending each candidate for a Preliminary Administrative Services Credential, one or more persons responsible for the program determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of standards of candidate competence and performance in Standards 10 through 15 of Category III. 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).

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.

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 Preconditions 1, 2, 3, and 5.*

Standards of Quality and Effectiveness for Standards-based Clear Administrative Services Credential Programs

Category I: Program Design and Curriculum

Standard 1: Program Design, 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.

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.
- 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.

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 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.

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.

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* "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