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Information

Professional Services Committee

Update on the Work of the Administrative Services Advisory Panel

Executive Summary: This agenda presents a summary of the work to date on the Study of the Preparation of Leaders for California Schools. At the January 2010 Commission meeting information on the plan for a one-year study on the preparation of leaders for California schools to determine what changes might be appropriate in administrator preparation to meet the needs of today's schools was presented. The Administrative Services Advisory Panel has been convened and begun meeting to study this issue.

Recommended Action: For information only

Presenter: Lawrence Birch, Consultant, and Cheryl Hickey, Acting Administrator, Professional Services Division

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

December 2010

Update on the Work of the Administrative Services Advisory Panel

Introduction

This agenda presents a summary of the work to date on the Study of the Preparation of Leaders for California Schools. At the January 2010 Commission meeting (<http://www.ctc.ca.gov/commission/agendas/2010-01/2010-01-2E.pdf>) information on the plan for a one-year study of the preparation of leaders for California schools to determine what changes might be appropriate in administrator preparation to meet the needs of today's schools was presented. The plan included the development of an Advisory Panel. The Administrative Services Advisory Panel has been convened and begun meeting to study this issue.

Background

The current standards for preliminary administrative services credential programs were adopted by the Commission in May, 2003. In October 2008, the Commission took action to modify the format of the Preliminary Administrative Services program standards to eliminate the use of the required elements and to reduce duplication of effort in the preparation of program documents. The modified standards were adopted by the Commission at its August 2009 meeting.

Although some modifications have been made as described above, nonetheless, the current structure of administrator credentialing remains largely unchanged since the inception of the single administrative credential in 1970 and the two-tier requirement in 1984.

In 2009, legislation was proposed by Assembly Member Coto (AB 148) requesting the Commission to undertake a study of administrator preparation. The Commission adopted a support position on the bill, however, the bill did not make it out of the Legislature last year due to a decision by the Senate Rules Committee to not refer any study bills during last year's legislative session. Subsequently, the Executive Director received a letter from the President Pro Tempore of the California State Senate and the Speaker of the California State Assembly asking the Commission to consider conducting the study in accordance with the bill's intent, without specific legislation asking it to do so. The letter recognized that our schools are in need of systemic change and calls for examination of the content of preparation programs and the structure of the credential itself. This study will also serve as an important initial step in the reconsideration of program standards for the Administrative Services Credential (ASC) scheduled for 2013.

Plan for a Study of the Preparation of Educational Leaders

The purposes of the study are to:

- 1) review the content, structure and requirements for administrator preparation to ensure that these remain appropriate to the needs of administrators serving in California schools

- 2) provide recommendations concerning how to effectively identify administrators who would be adept in providing instructional leadership and be able to effectively lead transformational change within California schools
- 3) determine whether or not a single administrative credential authorizing all types of administrative service is still an appropriate model to meet the complexity of the demands and expectations of administrators at this time in California
- 4) look at the range of role expectations for administrators and determine if these expectations can be met by a single individual regardless of credentialing structure
- 5) identify who should prepare administrators for California schools and which aspects of administrator preparation should be required during pre-service and which should be required during the administrator's beginning years of service

Staff members coordinated the selection process during May and June 2010. The Commission received numerous applications to serve on the Advisory Panel. The Commission's policy on Advisory Panels was followed in the review and appointment of the members. As with the selection of all Advisory Panels, consideration was given to both ensuring appropriate balance to the panel (K-12, higher education, geographic region, role, etc) as well as a range of expertise in membership. Executive Director Janssen made appointments to the Advisory Panel in mid-July. A list of the Advisory Panel members is included in Appendix A.

Advisory Panel Process

The panel has held three meetings, in August, September and November 2010, for a total of five days. The one-day meeting on August 12 was focused on deepening the panel members' engagement with the ASC -- the history of the credential, the charge to the panel, and the current challenges in California. The panel set meeting dates, discussed ways to include input from other practitioners, and received an extensive reading list to help prepare for the work of the second meeting on September 15 - 16, 2010. Agreement was reached at this first meeting that there was an expectation that each member of the committee would be in communication with their constituencies about the work of the panel and the issues it was discussing. Panel members agreed to share the perspectives of their constituencies with the panel members throughout the process.

At the second panel meeting, the group reviewed the key points of research articles and discussed their implications. Additional information items were presented to the panel by the Commission staff. The panel spent the second day exploring the members' current thinking around the structure of the administrative services credential, identifying areas where they had commonalities and areas that needed additional information and/or thinking. The panel concluded the meeting with a discussion around next steps, identifying areas where they would like more information. Commission staff continues to research these areas to provide the panel with studies, articles or presentations on the topics the panel requested. In addition to the reading, each panel member agreed to survey colleagues around a common set of questions.

The third meeting, held on November 15-16, provided a forum for discussion of documents read by panel members between September and November and results from a survey of selected California administrators. Presentations included information from the California Teachers

Association and California Federation of Teachers, a preview of the upcoming report on school leadership by the Center for the Future of Teaching and Learning, and California Department of Education and CTC staff on the multiple pathways for the Tier II administrative credential. Panel members talked about current expectations for site administrators, and developed questions they would like to explore in January with other representatives of Georgia who have recently completed a review of their administrative services credential.

Examples of Issues Being Discussed

With the complexity of the administrative role in today's educational system, the panel has begun to delve deeply into a range of issues consistent with its charge. It is important to note that no consensus or resolution has been reached at this point as information is still being gathered, analyzed, and discussed by the panel. Some of these issues include, but are not limited, to the following:

- the changed role of and expectations for administrators in today's schools including an increased focus on being an instructional leader, on fostering effective professional learning communities and implementing distributed leadership models
- consideration of a greater focus on ensuring a competency-based system for Tier I
- consideration of the California Professional Standards for Educational Leaders (CPSELS) and possible recommendations around their contents, use, and assessment
- consideration of whether the ASC should remain a single credential or whether there is a need for different credentials for different administrative roles (principal, superintendent, district administrator) or different levels (elementary, secondary)
- ensuring a focus practical application of theory and best practices in ASC fieldwork
- consideration of pipeline issues such as number of years required in an educational setting; teacher leaders; the numerous base credentials that can serve as entry into the administrative services credential; and eliminating barriers to the profession while still ensuring quality, maintaining flexibility in the hiring process
- consideration of specific Tier II issues such as the importance of ensuring a strong mentoring aspect at this level of credentialing, ensuring that mentorship takes place soon after the individual is employed, and consideration of the multiple pathways to the credential
- consideration of the examination option for the preliminary credential

To research specific topics at a deeper level, at the November meeting the group divided into 6 workgroups of 4 members each to investigate Initial Preparation, Fieldwork, Preparation of Principals, Induction, Preparation of Superintendents, and Assessment of Candidates. Each workgroup shared their work plan with the whole panel, gathering additional input, ideas, research, and possible contacts. Reports from each subcommittee will comprise the majority of the agenda at the January 24-25 meeting.

As the group is finalizing the input-gathering stage and working toward agreements and recommendations, an organizing matrix of topics was introduced. The matrix is an organizational tool to help the advisory panel track key topics that have been raised, options that have been discussed, and eventually, final recommendations about those topics.

A webpage has been established for the panel's work. All the research articles and public documents read and discussed by the panel are listed here, as well as agendas for each meeting. The webpage may be accessed at <http://www.ctc.ca.gov/educator-prep/ASC.html>

Next Steps

The Advisory Panel's next three meetings are scheduled for January 24-25, 2011, March 31-April 1, 2011, and July 21-22, 2011. In accordance with the plan presented to the Commission in January 2010, it is expected that recommendations from the Administrative Services Advisory Panel will be presented to the Commission in late summer/early fall 2011 with an additional update to the Commission during spring 2011.

Appendix A
Administrative Services Credential Advisory Panel

Advisory Panel Member	Employer	Representing
Danette Brown, Academic Coach	La Habra City School	CTA
Franca Dell'Olio, Director	Loyola Marymount University	AICCU
Patrick Godwin, Superintendent	Folsom Cordova USD	ACSA
Kristen Hardy, School Psychologist	Ventura COE	AFT
Beth Higbee, Assistant Superintendent	San Bernardino County	CCESSA
Gary Kinsey, Associate Dean	Cal Poly Pomona	CSU
Christopher Maricle, Senior Consultant	CSBA	CSBA
Nancy Parachini, Principal Leadership Institute	UC Los Angeles	UC
Richard Bray, Superintendent	Tustin Unified School District	
Chiae Byun-Kitayama, Principal	Los Angeles Unified School District	
Charlene Cato, Teacher	Lancaster Unified School District	
Joseph Davis, Deputy Superintendent	Rialto Unified School District	
Stephen Davis, Professor	Cal Poly Pomona	
Patrick Faverty, Director ¹	UC Santa Barbara	
Peggy Johnson, Assistant Professor	CSU, Northridge	
Karen Kearney, Director/Leadership Initiative	WestEd	
Randall Lindsey, Emeritus Professor	CSU, Los Angeles	
Judy Moe, Administrator/Special Education	Los Angeles Unified School District	
Viki Montera, Assistant Professor	Sonoma State University	
Thelma Moore-Steward, Professor	CSU, San Bernardino	
Cynthia Pilar, Director Assistant Center	Sonoma COE	
Olivia Sosa, Director/Multilingual Education	San Joaquin COE	
Doris Wilson, Associate Professor	CSU, San Bernardino	
L. Steven Winlock, Director/Leadership Institute	Sacramento COE	

¹Has since resigned from the panel effective 11/10 citing personal reasons