

Division VIII of Title 5 of the California Code of Regulations

Proposed Amendments to Title 5 of the California Code of Regulations Pertaining to Administrative Services Credentials Initial Statement of Reasons

Rationale for Proposed Regulations

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

This rulemaking action proposes the following:

- Amend Title 5 California Code of Regulations (CCR) section 80054.1 to allow out-of-state prepared administrators with at least three years of full-time teaching or services experience to substitute two years of out-of-state administrative experience to satisfy the five-year teaching/services experience requirement for a Preliminary Administrative Services Credential (PASC);
- Update the program standards incorporated by reference in Title 5 of the CCR section 80054 due to amendments made by the Commission since the June 2014 revision date that include the California Administrator Performance Assessment (CalAPA); and
- Make other minor amendments Title 5 of the CCR sections 80054 and 80054.1 for clarity and consistency purposes.

Necessity and Rationale for Allowing Out-of-State Administrative Experience Substitution

Amendments to Title 5 of the CCR §80054 took effect on July 1, 2013 and increased the years of required teaching/services experience for the PASC for California prepared administrators from three years to five years. Section 80054.1 was added to Title 5 of the CCR effective October 1, 2015 and details the requirements for out-of-state prepared administrators, including five years of teaching/services experience to align with the experience requirement for California prepared administrators

With very few exceptions, only three years of teaching and/or services experience is required for an individual to qualify for an administrative services credential in the other states. The increased experience requirement in California creates a potential barrier for out-of-state prepared administrators seeking certification in California. It is entirely possible that an individual with many years of successful administrative experience in another state would not qualify for an administrative services credential in California if the out-of-state administrative credential was issued on the basis of three years of teaching/services experience. Under the current regulations, an out-of-state credentialed administrator with less than five years of teaching or services experience would be required to return to the classroom (or services position) for one or two years to satisfy California's five-year experience requirement, regardless of the number of years the individual was employed in an administrative position.

There are three Education Code (EC) sections that specify the requirements for issuance of administrative services credentials to out-of-state prepared administrators (reference EC sections 44270, 44270.3, and 44270.4). Each EC section requires a minimum of three years teaching or services experience, as applicable to the credential route. The two years of additional teaching/services experience in Title 5 of the CCR section 80054.1 was added by the Commission; therefore, the Commission may define the type of experience acceptable to satisfy the additional two years of experience. The proposed regulation amendments to allow out-of-state administrative experience to satisfy the up to two years of teaching/services experience will adhere to the statutory three-year experience requirement, maintain the terms of the three credential routes available to out-of-state prepared administrators, and create a procedure for experienced administrators from other states to qualify for an administrative services credential in California.

Necessity and Rationale for Amendments to the Administrative Services Program Standards Document Incorporated by Reference

The Administrative Services Program Standards were last amended in June 2014. Since that date, the Commission has adopted several significant amendments to the program standards that are included in the version with the July 2018 revision date. Since the program standards with the June 2014 revision date are currently incorporated by reference in 5 CCR section 80054, the proposed amendments are necessary in order to incorporate by reference the current program standards document with the July 2018 revision date. Specific rationale for the amendments to the program standards document are provided in the “Program Standards” section beginning on page 5.

Necessity and Rationale for Other Amendments

Several other minor amendments to the language included in 5 CCR sections 80054 and 80054.1 have been proposed as related to referenced Education Code sections and 5 CCR sections, and to add language in the sections related to Commission-approved programs for clarity and consistency purposes.

Objectives and Anticipated Benefits of the Proposed Regulations

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

- allow administrators prepared in other states to substitute up to two years of teaching/services experience earned outside California toward satisfying the five-year experience requirement;
- update the program standards incorporated by reference due to amendments adopted by the Commission since 2014 and that include the CalAPA; and
- Make other minor amendments Title 5 of the CCR sections 80054 and 80054.1 for clarity and consistency purposes.

The Commission anticipates that the proposed amendments will increase openness and transparency in government by clarifying the requirement for California and out-of-state prepared administrators and by updating the revision date of the Administrative Services

Credential Program Standards incorporated by reference that now include passage of the CalAPA as a requirement for the PASC for individuals who complete Commission-approved preliminary programs. The Commission also anticipates that the proposed amendments will benefit the welfare of students attending public schools in the State of California and their families by assuring administrators will have completed the kind of comprehensive preparation and personal mentoring and support required to be more fully prepared to perform administrative duties in California’s public schools. The Commission does not anticipate that the proposed regulations will result in an increase in the protection of public health and safety, worker safety, or the environment, the prevention of discrimination, the promotion of fairness or social equity, or an increase in the transparency in business.

Summary of Proposed Additions and Amendments to Regulations

§80054

(a)(2)(A) through (a)(2)(C): Proposes a change to the *Administrative Services Credentials Program Standards* revision date due to updates to the program standards adopted by the Commission since June 2014.

(a)(2)(A): Subsection (a)(3) of Education Code section 44270 requires completion of an “entry-level” program as one of the minimum requirements for issuance of a PASC. The word “preliminary” has been added after “specialized and professional” to clarify that the preliminary program is the entry-level program required in statute.

(b)(1) and (b)(2): A prerequisite teaching or services credential is one of the requirements for a PASC as specified in subsection (a)(1). Subsection “(b)” has been added following “80493” at the end of the two subsections to accurately reference the 5 CCR language related to the dating of credentials requiring a prerequisite credential for clarity and for consistency with 5 CCR section 80053 that includes similar language.

(d)(4)(A): Subsection (a)(3) of Education Code section 44270.1 requires completion of a “program of advanced preparation” that is “individualized based upon individual need” as one of the minimum requirements for issuance of a Clear Administrative Services Credential. This subsection proposes amendments to replace the wording from Education Code section 44270.1 with “clear induction program” to clarify that the clear induction program is the program of advanced preparation program required in statute. The term “induction” is defined in Section IV of the program standards document, which has been incorporated by reference.

The amendments to this subsection also propose a change to the *Administrative Services Credentials Program Standards* revision date due to updates to the program standards adopted by the Commission since June 2014.

(e)(1) and (e)(2): A prerequisite teaching or services credential is one of the requirements for a clear administrative credential as specified in subsection (d)(2). Subsection “(b)” has been added following “80493” at the end of the two subsections to accurately reference the 5 CCR

language related to the dating of credentials requiring a prerequisite credential for clarity and for consistency with 5 CCR section 80053 that includes similar language.

(g)(1)(E): Education Code section 47600 referenced in this subsection reads, “This part shall be known, and may be cited, as the “Charter Schools Act of 1992.” Although that language prefaces the Education Code sections related to charter schools, it does not provide a definition for those types of schools. The proposed amendments to this subsection change “established” to “defined” and changes the Education Code referenced to 47605, which defines charter schools, for consistency with other 5 CCR sections that defined charter schools as employing agencies [reference 5 CCR sections 80021(f)(1)(E), 80021.1(f)(1)(E), 80022(f)(5), 80023.1(b)(5), 80034(c)(6), 80034.1(a)(6), and 80691(e)(3)].

§80054.1:

(b)(9)(A) and (b)(9)(B): A prerequisite teaching or services credential is one of the requirements for a PASC as specified in subsection (b)(1). Subsection “(b)” has been added following “80493” at the end of the two subsections to accurately reference the 5 CCR language related to the dating of credentials requiring a prerequisite credential for clarity and for consistency with 5 CCR section 80053 that includes similar language.

(c)(4) and (c)(6): Amendments to 5 CCR section 80054 in 2015 (reference the Office of Administrative Law file 2015-0609-03S) included new language in subsection (d)(2) to add possession of a prerequisite teaching or services credential as a requirement for the clear Administrative Services Credential. The addition of the new language caused a re-numbering of the following subsections and the subsection related to the program or examination options for the clear credential was re-numbered to (d)(4). Subsections (c)(4) and (c)(6) of 5 CCR section 80054.1 were supposed to include cross-references to the subsections in (d)(4) of 5 CCR section 80054, but the cross-reference currently references subsections in (d)(3), which was the number of the subsection before the addition of the new language in subsection (d)(2). The proposed amendments to these sections are to correct the cross-references from the subsections in (d)(3) that do not exist to the correct subsections in (d)(4) in 5 CCR section 80054.

(d)(5): Subsection (d) of Education Code 44270.4 specifies completion of an out-of-state administrative services program and issuance of an administrative credential based upon the program completed as one of the requirements for a Clear Administrative Services Credential to individuals with out-of-state teaching and administrative experience. The proposed amendments to this subsection delete the words “or eligibility for” for alignment with the current statute. Verification that an out-of-state prepared individual is eligible for an administrative credential in another state does not satisfy the requirement specified in Education Code section 44270.4(d); the individual must have been issued an administrative services credential in another state to qualify under the provisions of subsection (d) of 5 CCR section 80054.1.

(f)(1): Proposes the deletion of the language prohibiting the combination of teaching experience with other school employment and the language allowing teaching experience to be combined with experience in the specified services fields. Additionally, proposes the addition of language that will allow individuals to combine teaching experience with out-of-state administrative experience to qualify for a preliminary or clear Administrative Services Credential under the provisions provided in subsections (a) and (d) or to combine teaching experience and/or experience in the specified services fields with up to two years of out-of-state administrative experience to qualify for a preliminary Administrative Services Credential under the provisions provided in subsection (b). Also includes language explaining that administrative experience accepted in lieu of teaching experience will be excluded from the administrative experience requirement specified in subsection (d)(6). An out-of-state prepared administrator will need a minimum of four to five years of acceptable out-of-state administrative experience to qualify for the clear credential under the provisions of subsection (d) if using one to two years of the administrative experience in lieu of teaching experience.

Program Standards

Subsection (a) of Education Code section 44225 reads, “Establish professional standards, assessments, and examinations for entry and advancement in the education profession.” The Commission’s authority to establish program standards is further established in subsection (d) of Education Code section 44225. The current regulations related to the issuance of preliminary and clear administrative services credentials incorporate by reference the Administrative Services Credential Program Standards with the June 2014 revision date. The Commission has adopted amendments to several sections of the program standards since that date. The revisions included in the current July 2018 revision of the program standards are explained in the following sections.

Title Page: The outdated logo for the Commission has been replaced with the current logo that includes the California seal. In addition, the recent revision date for the preliminary program standards has been added and the handbook revision date has been updated to reflect the current program standards.

Footer: The footer on all pages has been reformatted and the revision date has been updated to the current version of the program standards.

Page iii: Governor Brown’s name has been amended to his full, legal name.

Pages v to viii: Table of Contents amended as needed to reflect the current program standards. Due to the addition of new text in underline and the removal of old text in strikethrough, the page numbers in the Table of Contents do not match the body of the program standards document. A clean copy of the current program standards document is available at <https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/asc-admin-handbook-2018.pdf>.

Brief descriptions of the amendments to the Table of Contents follow. Specific information explaining the amendments in detail are provided in the justifications for the associated sections.

Page v:

- The “Program Standards Writing Group” text has been added to the end of the first line in the Table of Contents following “Membership of the Administrative Services Credential, as two lines are not required for the group list.
- Section I: The “Credential Program Standards” text has been added to the end of the section title, as two lines are not required to preface the program standards.
- Section II: The redundant words “Preconditions for the” that preface the individual listings for the preliminary and clear preconditions has been deleted. In addition, the individual listings for each of the preconditions have been deleted, since the preliminary preconditions are provided on two pages and the clear preconditions are all provided on one page.
- Section III, Category II: Title of Program Standard 6 amended and Program Standards 7, 8, and 9 deleted due to amendments approved by the Commission.

Page vi:

- Section III, Category II (continued): Programs Standards 10 and 11 deleted due to amendments approved by the Commission.
- Section III, Category III: Program Standard 12 renumbered to Program Standard 7 and Program Standard 13 renumbered to Program Standard 8 due to the deletion of the previous Program Standards 7, 8, 9, 10, and 11. Standards 8A, 8B, and 8C, along with their associated titles have been added.
- Section III, Category IV: Program Standard 14 renumbered to Program Standard 9 due to the deletion of the previous Program Standards 7, 8, 9, 10, and 11.
- The two lines for the preliminary program standards glossary have been combined on the same line.
- Section IV: The redundant “to the Clear Induction Programs Standards” has been removed following “Introduction,” as the title of Section IV clearly indicates that the section is related to the clear induction program standards.
- Section V, Program Standard 4: Sections A, B, C, and D, along with their associated titles, have been added.
- Section V, Program Standard 5: The titles for the first five California Professional Standards for Educational Leaders (CPSEL) have been added.

Page vii:

- Section V, Program Standard 5 (continued from Page vi): The title for the sixth CPSEL has been added.
- The two lines for the clear induction program standards glossary have been combined on the same line.
- Section VI: The title for this section has been renamed “Appendices” and the lines for the transition and initial program review processes have been deleted.
- Section VI, Appendix A: The “s” at the end of “CACE” has been deleted for consistency with other sections of the program standards.
- Section VI, Appendix B: The categories and titles for the California Administrator Performance Expectations (CAPE) 1 through 15 have been deleted. All the CAPE are provided in one table, so the individual categories and titles of each are not needed in the Table of Contents.

Page viii:

- Section VI, Appendix B (continued from Page vii): The categories and titles for the CAPE 16 thorough 20 have been deleted. All the CAPE are provided in one table, so the individual categories and titles of each are not needed in the Table of Contents.
- Section VI, Appendix C: Page number for the appendix added following the title and all the information related the CPSEL deleted for consistency with the listing of the other appendices.
- Section VI, Appendix D: New entry added for an appendix that shows how the CAPE are aligned with the CPSEL.

Section I. Forward to the Administrative Services Credential Program Standards

• ***Figure 1: The Learning to Teach System:***

- Deleted the information under the “Preliminary Credential Preparation” heading related to the Paraprofessional Teacher Training Program (PTTP). The PTTP was eliminated with the passage of Senate Bill 828 (Chap. 29, Stats. 2016) and Assembly Bill 1624 (Chap. 319, Stats. 2016).
- Deleted the asterisk following “Induction Program” under the “Clear Credential Preparation” heading and the information related to the asterisk. At the time the administrative services credential program standards were revised in June 2014, teacher induction programs were mainly offered by local education agencies (LEAs). Individuals who were unable to enroll in an induction program could seek enrollment at a California institution of higher education (IHE) that offered a Commission-approved clear credential program pursuant to EC section 44259(c)(3)(B). A separate set of program standards existed for induction program and clear credential programs. Although IHEs had the option of offering an approved induction program, an approved clear credential program, or both programs, the majority of IHEs offered only clear credential programs.

As part of the Commission’s work to strengthen and streamline the accreditation system, the Commission took action in [December 2015](#) to revise the general education induction program standards and the clear credential program standards were eliminated. Following adoption of the revised general education induction program standards, the Commission received feedback from the field requesting similar revisions to the clear education specialist education induction program standards. In [October 2016](#), the Commission adopted a unitary set of program standards that governs induction for both general education and special education teachers. In doing so, the Commission recognized that a high quality, job embedded mentoring program is the most effective means of delivering support and assistance to new teachers regardless of credential area.

Because completion of an induction program, whether offered by an LEA or IHE, is required for issuance of a clear credential for California prepared general and special education teachers, it is no longer necessary for an employer to verify that an induction program is not available to an individual who hold a preliminary teaching credential. Holders of preliminary teaching credentials may choose to complete the approved induction program through an LEA or an IHE.

• **Figure 2: The Learning to Lead System**

- Minor edits made to the Preliminary Credential Preparation column for clarity purposes.
- Edits made to the Clear Credential Preparation column for brevity purposes. The Figure is only a guide and does not need to fully explain each term. The previous 120 day induction program requirement has also been amended to the current one year requirement, which is further explained in the section related to Section V, Category 1, Program Standard 1.
- “CAPE” has been added to the first bullet in the “Alignment” box to show that the CAPE are now aligned to the CPSEL. In addition, a previous typographical error has been corrected with the addition of “al” to the end of “Professional.”
- The Budget Act of 2015 (Assembly Bill 93, Chap. 10, Stats. 2015) provided a one-time General Fund appropriation of \$3.467 million for the Streamline and Strengthen the Accreditation Process (SSAP) which included funds to support a comprehensive review and revision of educator preparation including the development and implementation of significant improvements to streamline and strengthen the Commission’s accreditation system. As a result of these improvements, several of the terms associated with the accreditation system were amended. The proposed amendments to the first two bullets in the “CTC Accreditation System” section in the “Accountability” box have been amended to reflect the current terms. In addition, the lowercase “v” at the beginning of “visit” has been capitalized and the “s” at the end of “visit” has been deleted for consistency purposes.

Section II. Preconditions for the Administrative Services Credential Programs:

- The redundant phrase “Preconditions for the” prefacing “Preliminary Administrative Services Credential Programs” on page 13 has been deleted as the title of the section includes the word “Preconditions.”
- The information related to intern programs that is displayed in underline is not new text. The program standards document is formatted with the intern program information underlined for emphasis.
- The revision date referenced in Precondition 4 on page 14 has been amended to the date of the current program standards.
- The reference to subsection (a)(6) of Title 5 of the CCR section 80054 in Precondition 5 on page 14 has been amended to subsections (a)(7) and (a)(8) due to amendments to that section that took effect on October 1, 2015. Subsection (a)(7) of section 80054 is the current location of the language requiring an administrative offer of employment for issuance of a PASC. Subsection (a)(8) of section 80054 is the current location of the language that states an individual who meets all requirements for the preliminary credential but does not yet have an offer of employment in an administrative position shall apply for a Certificate of Eligibility.
- The redundant phrase “Preconditions for the” prefacing “Administrative Services Clear Induction Program” on page 15 has been deleted as the title of the section includes the word “Preconditions.”
- The reference to subsection (a)(6) of Title 5 of the CCR section 80054 in Precondition 2 on page 15 has been amended to subsection (a)(7) due to amendments to that section that took effect on October 1, 2015. Subsection (a)(7) of section 80054 is the current location of the verification of employment in an administrative position requirement.
- The reference to subsection (d)(1)(A) of Title 5 of the CCR section 80054 in Precondition 3 on page 15 has been amended to subsection (d)(4)(A), as that is the current location of the language requiring completion of an approved clear induction program.
- The revision date referenced in Precondition 5 on page 15 has been amended to the date of the current program standards.
- The reference to subsection (d)(3)(A) of Title 5 of the CCR section 80054 in Precondition 5 on page 15 has been amended to subsection (d)(4)(A) due to amendments to that section that took effect on October 1, 2015. Subsection (d)(4)(A) of section 80054 is the current location of the language requiring completion of an approved clear induction program.

Section III. The Preliminary Administrative Services Credential Program:

- The underlined text in Category 1, Program Standard 1 on page 17 for the California Administrator Performance Expectations (CAPE) are hyperlinks (not new text).
- Category II: Curriculum (beginning on page 18) - Stakeholder feedback related to the development of the administrator performance assessment (APA), which is explained in

Category III below, suggested that the alignment of the CAPE governing PASC programs and the CPSEL governing clear induction programs needed to be reviewed prior to finalizing the development of the assessment. The Commission directed staff to review the alignment of the CAPE and the CPSEL at the [December 2015](#) meeting. The alignment of the CAPE to the CPSEL was adopted by the Commission at the [June 2016](#) meeting, with slight modifications made at the [September 2017](#) meeting. Additional information related to the alignment of the CAPE and the CPSEL is provided in Appendices section below.

The titles of the revised CAPE, as adopted by the Commission in June 2016, now mirror the titles of the CPSEL. Category II in the previous version of the program standards document was comprised of Standards 6 through 11 that were organized around the titles of the six CAPE as adopted in 2013. The same language for the CAPE provided in Standards 6 through 11 were also provided in Appendix B of the previous program standards document.

Rather than listing the CAPE in Category II and Appendix B, the Commission took action at the [September 2016](#) meeting to replace Standards 6 through 11 with a single standard that references the CAPE as the foundation for curriculum, fieldwork, and assessment for all candidates. This amendment is consistent with the manner in which the Teaching Performance Expectations are referenced in the [Preliminary Multiple Subject and Single Subject program standards](#) and the [Education Specialist](#) program standards. Listing the CAPE in one section of the program standards will reduce redundancy in the document and necessitate editing of only the one section when future amendments are adopted by the Commission.

The action adopted by the Commission at the September 2016 meeting renamed Category II, Program Standard 6 and deleted Standards 7, 8, 9, 10, and 11. In addition, the language previously included in Standard 6 was replaced by language that references the CAPE. Slight modifications to the language provided in the September 2016 agenda item that were made during the meeting are specified in the [September 2016 Minutes](#). The language approved at the September 2016 meeting has been further modified in the revised program standards to correct a typographical error by removing the 's from the end of California and to change the lowercase "p" and "a" prefacing "Performance" and "Assessment" as related to the CalAPA to reflect the correct name of the assessment. The words "when available" as related to the CalAPA have also been omitted from the program standards document, as the assessment is now available.

- Category III: Field Experiences in the Program (beginning on page 19) - In August 2012, the Commission granted approval for a small writing panel to be convened for the purpose of reviewing, updating, and writing Administrative Services Credential Program Standards for both preliminary and clear credential programs. At the same meeting in [August 2012](#), an Information Item was presented to the Commission exploring the concept of developing a performance assessment that candidates enrolled in approved PASC programs would be required to pass for program completion and ultimate issuance of the PASC or Certificate of Eligibility (depending on whether or not they had an administrative offer of employment at the time). An additional Information/Action item was presented to the Commission at the [September 2012](#) meeting continuing the discussion related to the development of an APA;

however, no action was taken by the Commission at that meeting. A third item, presented at the [December 2012](#) meeting, seeking direction from the Commission to explore the viability of requiring an APA for all future PASC candidates was adopted. Under the authority of subsection (a) of Education Code 44225, the Commission took action at the [September 2013](#) meeting to require passage of an APA by all candidates for a PASC.

Several agenda items were presented over the next couple of years that provided updates on, or sought direction from, the Commission related to the development and implementation of the APA as follows:

- [December 2014](#) – Information
- [April 2015](#) – Information/Action
- [October 2015](#) – Action
- [December 2015](#) – Action

The design and program implementation standards for the APA were adopted by the Commission at the [February 2016](#) meeting following much research and stakeholder feedback. An update on the efforts to develop the APA, officially named the California Administrative Performance Assessment (CalAPA) was presented to the Commission at the [October 2016](#) meeting and the results of the CalAPA pilot study that ran from January 2017 through May 2017 were presented at the [June 2017](#) meeting.

Once the CalAPA design was completed, field tested, and ready for implementation, it was necessary to amend Category III and Category IV of the PASC program standards to address the program level responsibilities and administration of the CalAPA, thereby requiring passage of the assessment for issuance of the PASC or Certificate of Eligibility. Proposed amendments to the program standards were presented to the Commission as an Information item at the [April 2018](#) meeting for discussion and public input and the final proposed amendments, that included slight modifications following input from the April 2018 meeting, were adopted by the Commission at the [June 2018](#) meeting.

The amendments to Category III related to the PASC program standards include the amendments adopted by the Commission at the June 2018 meeting. Standards 12 and 13 were renumbered to 7 and 8 due to the amendments made to Category II explained earlier in this document.

- Category IV: Candidate Competence and Performance (page 22):
 - Underlined references to the CACE and CAPE are hyperlinks (not new text).
 - Additional amendments to the preliminary program standards adopted by the Commission at the [June 2018](#) meeting (see information provided above for Category III: Field Experiences in the Program) indicating that an approved administrator performance assessment may be used to verify a candidate’s competence and performance “when available” has been deleted because the CalAPA is now available.

The reference to the formative assessment process has also been deleted, as candidates will verify their competence and performance through passage of the CalAPA.

- Language clarifying the components (program coursework, fieldwork, and passage of a Commission-approved APA) that must be satisfied prior to receiving recommendation for a credential has been added for clarity purposes.
- Footnote at the bottom of page 22 related to Category IV. Candidate Competence and Performance – Following requests from approved PASC program sponsors for additional time to prepare for implementation of the CalAPA, the Commission took action at the [June 2017](#) meeting to designate the 2018-19 school year as a non-consequential year for implementation of the assessment. The non-consequential year will be utilized by PASC program sponsors to establish memorandums of understanding with school districts, prepare faculty, revise curriculum and catalogs, review aggregate and individual data for individuals who take the assessment in order to make any necessary adjustments before the CalAPA becomes a credential requirement, etc. Candidates are not required to pay for the assessment or scoring during the non-consequential year, as passing scores will not be required until the 2019-20 school year. Footnote 5 clarifies that the 2018-19 school year is a non-consequential year.
- Glossary of Terms beginning on page 23:
 - A colon (:) has been added following “Glossary of Terms” for consistency with other titles in the program standards document.
 - The “Standard” column has been amended to reference the appropriate standard due to the amendments made to Category II explained earlier in this document.

Section IV. Clear Induction Program Standards:

- The redundant phrase “to the Clear Induction Program Standards” following “Introduction” on page 25 has been deleted as the title of the section indicates the purpose of the section.
- The underlined text in the last paragraph on page 25 related to the California Professional Standards for Education Leaders (CPSEL) is a hyperlink (not new text).

Figure 4: Flowchart of California’s Administrator Induction Program-Page 26

- The middle box at the top of the flowchart has been amended to indicate that entry into a clear induction program is to occur within one year from the issue date of the Preliminary Administrative Services Credential (PASC). The amendment from “within 120 days” to “within one year” is explained in detail in the section related to Section V, Category 1, Program Standard 1.

Figure 5: The Components of Induction-Page 27

- The third bullet in the Professional Learning section has been amended to spell out the words “Standard” and Administrative.” The words “Clear” and “Services” as related to the credential have been added to clarify that the information applies to the standards for the

Clear Administrative Services Credential. Lastly, “CPSEL” has been added to the end of the bullet, as the referenced standard includes the information related to the CPSEL.

- “CPSEL” has also been added to the end of the third bullet in the Assessment of Candidate section, as the referenced standard includes the information related to the CPSEL.

Figure 6: Candidate View of Induction-Page 28

- The note at the top of the Year One box has been amended to indicate that enrollment into an induction program is to occur within one year from the issue date of the PASC. The amendment from “120 days of job start date” to “one year of PASC credential issuance” is explained in detail in the section related to Section V, Category 1, Program Standard 1.
- The underlined text in the first paragraph on page 29 are hyperlinks to the California Administrative Content Expectations (CACE) and the CAPE (not new text).

Section V. Standards of Quality and Effectiveness: Administrative Services Credential Clear Induction Program Standards:

- At the [December 2015](#) Commission meeting, staff recommended that the requirement of enrollment in an administrative induction program occur within 120 days of starting an initial administrative position which took effect on July 1, 2015 be retroactively waived from July 1, 2015 through December 31, 2015. The last date for enrollment in a previously approved standards-based or guidelines-based program that would lead to issuance of a Clear Administrative Services Credential was June 30, 2015. Effective July 1, 2015, enrollment in an approved administrative induction program was the only available option. Because the administrative induction programs were new and program sponsors had not fully transitioned to the new program standards, individuals issued a PASC on or after July 1, 2015 experienced difficulties enrolling in a program within 120 days from the start of their initial administrative positions, such as availability (programs were not available in the individuals’ areas or the enrollment deadlines had passed), capacity (the administrative induction programs approved at the time did not have space for any additional enrollees), and accountability (program sponsors were reluctant to admit individuals who may have been issued their PASCs prior to July 1, 2015 but who had not yet sought enrollment in a program for the clear credential because they had served in their positions for more than 120 days).

Also included in the [December 2015](#) were proposed amendments to the language included in Section V, Category 1, Program Standard 1 that would have required program sponsors to make every effort to enroll candidates within their first year in an administrative position. Although the Commission approved the recommendation to waive the 120-day program enrollment requirement from July 1, 2015 through December 31, 2015, the proposed amendments to the program standards were not approved.

One year later at the [December 2016](#) Commission meeting, amendments to Section V, Category 1, Program Standard 1 were again proposed to permanently modify the language

requiring candidates to enroll in an administrative induction program within 120 days of starting an initial administrative position. A survey of the active administrative induction programs revealed that the capacity issues previously identified had been resolved in most areas; however, other issues, such as the program enrollment deadlines, administrators who had been employed more than 120 days, program of choice not available when needed which caused individuals to have to enroll in different programs that may have been more expensive, and compliance to the 120-day requirement by program sponsors in order to maintain their accreditation status still remained. The Commission approved the proposed amendments to Program Standard 1 effective January 1, 2017 allowing an individual issued a PASC up to one year to enroll in an approved administrative induction program. The amendments to Section V, Category 1, Program Standard 1 on page 30 mirror the amendments approved by the Commission at the December 2016 meeting.

- The last part of paragraph 1 and all references to Standard 5 on page 30 displayed in underline are hyperlinks (not new text).
- A note has been added to the bottom of page 30 prefaced by an asterisk (*) to indicate when the new administrative induction enrollment requirement took effect.
- The footnote at the bottom of page 30 has been deleted due to the amendments to the 120-day administrative induction program enrollment deadline.
- All references to Standard 5 on pages 31 and 32 are hyperlinks (not new text).

Section VI: Appendices

- The information included in the previous program standards explaining the transition plan from programs approved under the pre-2104 program standards and the information related to Initial Program Review (page 38) has been deleted. The transition dates from the pre-2014 programs standards have passed and information related to Initial Program Review is not commonly included in program standards documents. The information was previously provided only because of the major changes made to the program standards in 2014. Initial Program Review information for potential program sponsors is provided on the Commission’s website at <https://www.ctc.ca.gov/educator-prep/elig-inst-become>.
- Section VI is now devoted to the appendices that include information related to the “expectations” candidates enrolled in Commission-approved administrative services credential programs are expected to know upon program completion. There are three sets of expectations included in the program standards. The California Administrator Performance Expectations (CACE) and the California Administrator Performance Expectations (CAPE) are foundational sets of expectations that guide the preliminary programs in the development of coursework, practice experiences, and assessments and represent the knowledge and skills expected of beginning administrators. The CACE identify the basic knowledge and understanding needed in order to successfully perform what is included in the CAPE. The third set of expectations is the California Professional Standards for Education Leaders (CPSEL), which apply to administrators during participation in the clear induction program and throughout their administrative careers.

Stakeholder feedback related to the development of the CalAPA suggested that the alignment of the CAPE and the CPSEL needed to be reviewed prior to finalizing the development of the assessment. The Commission directed staff to review the alignment of the CAPE and the CPSEL at the [December 2015](#) meeting.

An action item presented to the Commission at the [February 2016](#) included a proposed realignment of the CAPE to the CPSEL. The item included a reorganization of the CAPE into six main categories with titles that match the titles of the six CPSEL, which was adopted by the Commission. However, the Commission directed staff to meet with stakeholders and return with any proposed edits for potential adoption at a future meeting. Commission staff held a two-day CAPE alignment meeting in April 2016, had the revised CAPE reviewed by the Commission's Bias Review Committee in May 2016 to address any potential bias issues, held six "think tank" meetings throughout the state in May 2016, and coordinated an online job analysis and validity survey with the Commission's technical contractor, Evaluation Systems, in May and June 2016.

Revisions to the CAPE and the alignment of the CAPE to the CPSEL were adopted by the Commission at the [June 2016](#) meeting as presented in the [agenda insert for item 2C](#), with the proposed CAPE preamble and the additional text at the end of CAPE 5B1. as presented in the [agenda handout for item 2C](#).

Once the CAPE had been aligned to the CPSEL, Commission staff next reviewed the CACE for realignment with the newly adopted CAPE. With assistance from the California Comprehensive Center at WestEd, a small informal group that included individuals who helped write and design the 2014 program standard revisions, the California Preliminary Administrative Credential Examination (CPACE), and the CalAPA, as well as individuals with expertise in preparing school administrators reviewed the CACE and CAPE. An online survey that included the revisions suggested by the group was then sent to the Commission's stakeholders asking if the proposed CACE were still clearly written and important to a novice administrator. The proposed realignment of the CACE to the CAPE was then presented to the Commission as an information item at the [June 2017](#) meeting. Based on feedback received at the June 2017 meeting, additional revisions were made to the proposed realignment of the CACE to the CAPE. The final draft, along with suggested edits to the CAPE Preamble (agenda insert for item 4E), were presented to and adopted by the Commission at the [September 2017](#) meeting.

The adopted realignment of the CACE to the CAPE included additional revisions to CAPE 2 and CAPE 3 to achieve stronger alignment. No new concepts related to the CAPE were added in the revisions. The revisions only represent a rearrangement of the previous content for clarity purposes.

The adopted realignment of the CACE included revisions to align the titles of the categories with the title of the six CPSEL and CAPE. In addition, the workgroup reviewed the CACE to identify and revise statements written as performance rather than content expectations;

duplications within a category; statements needing rewriting for clarity; and missing content. However, the substance of the CACE was not changed. The organization of the CACE was revised only to clarify the alignment and coherence among the two sets of expectations.

The specific amendments to the appendices adopted by the Commission, as explained above, are described below.

- Appendix A:
 - The title “Section VI: Appendices” has been added to the top of page 39 and the acronym “(CACE) has been added to the end of the title for Appendix A for consistency with the titles of the other appendices.
 - The CACE and CAPE Preamble initially adopted by the Commission in [June 2016](#) for only the CAPE and amended in [September 2017](#) to apply to both the CACE and the CAPE has been added to the top of page 39.
 - The titles of the six CACE categories have been amended to align with the titles of the CAPE and the CPSEL.
 - The column displaying the associated CAPE has been deleted, as the CAPE are now aligned to the CPSEL (discussed in the section for Appendix D).
 - The “Content Knowledge Expectations” column header has been deleted, as the entire appendix is related to the CACE.
 - The previous language related to the CACE has been deleted and replaced with the revised language adopted by the Commission at the [September 2017](#) meeting.
- Appendix B:
 - The appendix has been amended to reflect the reorganization of and revisions to the CAPE as adopted by the Commission in [June 2016](#) along with the revisions adopted in [September 2017](#).
- Appendix C:
 - A colon (:) has been added following “Appendix C” for consistency with the titles of the other appendices.
- Appendix D:
 - This is a new appendix added to display the alignment of the CAPE to the CPSEL as adopted by the Commission in June 2016 along with the revisions adopted in September 2017. The alignment of the CAPE to the CPSEL, rather than the CACE to the CAPE, was necessary to ensure that the performance expectations required to earn a PASC are aligned to the work that the PASC holder will do in the clear induction program.

Documents Incorporated by Reference:

Administrative Services Credential Program Standards (rev. 7/2018):

<https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/asc-admin-handbook-2018.pdf>

The Commission on Teacher Credentialing awards credentials and certificates on the basis of completion of programs that meet Standards for Educator Preparation and Educator

Competence. For each type of professional credential in education, the Commission has developed and adopted standards which are based upon recent research and the expert advice of many professional educators. Each standard specifies a level of quality and effectiveness that the Commission requires from programs offering academic and professional preparation in education.

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

Documents Relied Upon in Preparing Regulations:

August 2012 Commission agenda item 4B – Exploration of the Concept of a Preliminary Administrative Credential Candidate Performance Assessment:

<https://www.ctc.ca.gov/docs/default-source/commission/agendas/2012-08/2012-08-4b-pdf>

Approval of August 2012 Minutes:

<https://www.ctc.ca.gov/docs/default-source/commission/agendas/2012-09/2012-09-1a-pdf>

September 2012 Commission agenda item 2D – Continuation of the Discussion of Examination Options relating to the Preliminary Administrative Services Credential:

<https://www.ctc.ca.gov/docs/default-source/commission/agendas/2012-09/2012-09-2d-pdf>

Approval of September 2012 Minutes:

<https://www.ctc.ca.gov/docs/default-source/commission/agendas/2012-09/2012-09-1a-pdf>

December 2012 Commission agenda item 4E – Further Discussion of Assessment Options for the Preliminary Administrative Services Credential:

<https://www.ctc.ca.gov/docs/default-source/commission/agendas/2012-12/2012-12-4e-pdf>

Approval of December 2012 Minutes:

<https://www.ctc.ca.gov/docs/default-source/commission/agendas/2013-01/2013-01-1a-pdf>

September 2013 Commission agenda item 4E – Update on Administrator Performance Assessments:

<https://www.ctc.ca.gov/docs/default-source/commission/agendas/2013-09/2013-09-4e-pdf>

Approval of September 2013 Minutes:

<https://www.ctc.ca.gov/docs/default-source/commission/agendas/2013-12/2013-12-1a-pdf>

December 2014 Commission agenda item 3B – Update on Administrator Performance Assessment Development:

<https://www.ctc.ca.gov/docs/default-source/commission/agendas/2014-12/2014-12-3b-pdf>

Approval of December 2014 Minutes:

<https://www.ctc.ca.gov/docs/default-source/commission/agendas/2015-02/2015-02-2a-pdf>

April 2015 Commission agenda item 4C (Revised) – Update on Work Relating to Administrator Preparation:

<https://www.ctc.ca.gov/docs/default-source/commission/agendas/2015-04/2015-04-4c-pdf>

Approval of April 2015 Minutes:

<https://www.ctc.ca.gov/docs/default-source/commission/agendas/2015-06/2015-06-3a-pdf>

October 2015 Commission agenda item 2F – Update on the Development of Administrator Performance Assessment Design and Implementation Standards and Plans to Develop an Administrator Performance Assessment:

<https://www.ctc.ca.gov/docs/default-source/commission/agendas/2015-10/2015-10-2f-pdf>

Approval of October 2015 Minutes:

<https://www.ctc.ca.gov/docs/default-source/commission/agendas/2015-12/2015-12-1a-pdf>

December 2015 Commission agenda item 2F – Update on the Development of Administrator Performance Assessment Design and Program Implementation Standards:

<https://www.ctc.ca.gov/docs/default-source/commission/agendas/2015-12/2015-12-2f-pdf>

December 2015 Commission agenda item 2H – Proposed Revision of the Enrollment Requirement for the Clear Administrative Services Credential Standards:

<https://www.ctc.ca.gov/docs/default-source/commission/agendas/2015-12/2015-12-2h-pdf>

Approval of December 2015 Minutes:

<https://www.ctc.ca.gov/docs/default-source/commission/agendas/2016-02/2016-02-1a-pdf>

February 2016 Commission agenda item 3F – Update on the Alignment of the CAPEs and CPSEL and Proposed Adoption and Approval of Administrator Performance Assessment Design and Program Implementation Standards:

<https://www.ctc.ca.gov/docs/default-source/commission/agendas/2016-02/2016-02-3f-pdf>

February 2016 Commission agenda item 3F Insert:

<https://www.ctc.ca.gov/docs/default-source/commission/agendas/2016-02/2016-02-3f-insert.pdf>

Approval of February 2016 Minutes:

<https://www.ctc.ca.gov/docs/default-source/commission/agendas/2016-04/2016-04-2a-pdf>

June 2016 Commission item 2C – Adoption of Revised California Administrator Performance Expectations:

<https://www.ctc.ca.gov/docs/default-source/commission/agendas/2016-06/2016-06-2c-pdf>

June 2016 Commission agenda item 2C Handout:

<https://www.ctc.ca.gov/docs/default-source/commission/agendas/2016-06/2016-06-2c-handout.pdf>

June 2016 Commission agenda item 2C Insert:

<https://www.ctc.ca.gov/docs/default-source/commission/agendas/2016-06/2016-06-2c-insert-apa.pdf>

Approval of June 2016 Minutes:

<https://www.ctc.ca.gov/docs/default-source/commission/agendas/2016-09/2016-09-2a-pdf>

September 2016 Commission agenda item 3F – Proposed Revision to the Preliminary Administrative Services Program Standards to Align with the Recently Adopted CAPEs:

<https://www.ctc.ca.gov/docs/default-source/commission/agendas/2016-09/2016-09-3f-pdf>

Approval of September 2016 Minutes:

<https://www.ctc.ca.gov/docs/default-source/commission/agendas/2016-10/2016-10-1a-pdf>

October 2016 Commission agenda item 2F – Update on the Development of the California Administrator Performance Assessment (CalAPA):

<https://www.ctc.ca.gov/docs/default-source/commission/agendas/2016-10/2016-10-2f.pdf>

Approval of October 2016 Minutes:

<https://www.ctc.ca.gov/docs/default-source/commission/agendas/2016-10/2016-10-1a.pdf>

December 2016 Commission agenda item 3A – Proposed Revision of the Enrollment Requirement for the Clear Administrative Services Credential Standards:

<https://www.ctc.ca.gov/docs/default-source/commission/agendas/2016-12/2016-12-3a.pdf>

Approval of December 2016 Minutes:

<https://www.ctc.ca.gov/docs/default-source/commission/agendas/2017-02/2017-02-1a.pdf>

June 2017 Commission agenda item 3E – Update on the Development of the California Administrator Performance Assessment (CalAPA) and Pilot Study and Request for a Non-consequential Administration Year (2018-19):

<https://www.ctc.ca.gov/docs/default-source/commission/agendas/2017-06/2017-06-3e.pdf>

June 2017 Commission agenda item 3F – Realignment of the Preliminary Administrative Services Content and Performance Expectations:

<https://www.ctc.ca.gov/docs/default-source/commission/agendas/2017-06/2017-06-3f.pdf>

Approval of June 2017 Minutes:

<https://www.ctc.ca.gov/docs/default-source/commission/agendas/2017-09/2017-09-3a.pdf>

September 2017 Commission agenda item 4E – Realignment of the Preliminary Administrative Services Content and Performance Expectations:

<https://www.ctc.ca.gov/docs/default-source/commission/agendas/2017-09/2017-09-4e.pdf>

September 2017 Commission agenda item 4E Insert:

<https://www.ctc.ca.gov/docs/default-source/commission/agendas/2017-09/2017-09-4e-insert.pdf>

Approval of September 2017 Minutes:

<https://www.ctc.ca.gov/docs/default-source/commission/agendas/2017-10/2017-10-2a.pdf>

April 2018 Commission agenda item 3D – Proposed Preliminary Administrative Services Credential Program Standards Additions:

<https://www.ctc.ca.gov/docs/default-source/commission/agendas/2018-04/2018-04-3d.pdf>

April 2018 Commission agenda item 3D Insert:

<https://www.ctc.ca.gov/docs/default-source/commission/agendas/2018-04/2018-04-3d-insert.pdf>

Approval of April 2018 Minutes:

<https://www.ctc.ca.gov/docs/default-source/commission/agendas/2018-06/2018-06-2a.pdf>

June 2018 Commission agenda item 4C – Proposed Preliminary Administrative Services Credential Program Standards Additions:

<https://www.ctc.ca.gov/docs/default-source/commission/agendas/2018-06/2018-06-4c.pdf>

Approval of June 2018 Minutes:

<https://www.ctc.ca.gov/docs/default-source/commission/agendas/2018-08/2018-08-1a.pdf>

Economic Impact Assessment/Analysis

The proposed amendments implement, interpret, and make specific Education Code sections 44270, 44270.1, 44270.3, and 44270.4 pertaining to Administrative Services Credentials.

The purpose of the proposed addition and amendments are to clarify and make specific the following as related to Administrative Services Credentials:

- Amend Title 5 California Code of Regulations (CCR) section 80054.1 to allow out-of-state prepared administrators with at least three years of full-time teaching or services experience to substitute two years of out-of-state administrative experience to satisfy the five-year teaching/services experience requirement for a Preliminary Administrative Services Credential (PASC);
- Update the program standards incorporated by reference in Title 5 of the CCR section 80054 due to amendments made by the Commission since the June 2014 revision date that include the California Administrator Performance Assessment (CalAPA); and
- Make other minor amendments Title 5 of the CCR sections 80054 and 80054.1 for clarity and consistency purposes.

In accordance with Government Code section 11346.3(b), the Commission has made the following assessments regarding the proposed regulation amendments:

Creation or Elimination of Jobs Within the State of California

The proposed amendments pertain to the requirements for Administrative Services Credentials for California and out-of-state prepared individuals. Clarifying the requirements for Administrative Services Credentials will not create or eliminate jobs in California.

Creation of New or Elimination of Existing Businesses Within the State of California

The proposed amendments pertain to the requirements for Administrative Services Credentials for California and out-of-state prepared individuals. Clarifying the requirements for Administrative Services Credentials will not create or eliminate existing businesses in California.

Expansion of Businesses or Elimination of Existing Businesses Within the State of California

The proposed amendments pertain to the requirements for Administrative Services Credentials for California and out-of-state prepared individuals. Clarifying the requirements for Administrative Services Credentials will not cause the expansion or elimination of existing businesses in California.

Benefits of the Regulations

The Commission anticipates that the proposed amendments will increase openness and transparency in government by clarifying the requirement for California and out-of-state prepared administrators and by updating the revision date of the Administrative Services Credential Program Standards incorporated by reference that now include passage of the CalAPA as a requirement for the PASC for individuals who complete Commission-approved preliminary programs. The Commission also anticipates that the proposed amendments will benefit the welfare of students attending public schools in the State of California and their

families by assuring administrators will have completed the kind of comprehensive preparation and personal mentoring and support required to be more fully prepared to perform administrative duties in California’s public schools. The Commission does not anticipate that the proposed regulations will result in an increase in the protection of public health and safety, worker safety, or the environment, the prevention of discrimination, the promotion of fairness or social equity, or an increase in the transparency in business.

Consideration of Alternatives

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

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

Evidence Relied Upon to Support the Initial Determination That the Regulation Will Not Have a Significant Adverse Economic Impact on Business: The proposed regulations will not have a significant adverse economic impact upon business. The proposed regulations apply only to individuals seeking Administrative Services Credentials that authorize service in California’s public schools.