



# PROGRAM SPONSOR ALERT

Date:	December 15, 2016	Number: 16-13
Subject:	Clear Induction Administrative Services Credential: Change to 120 Day Enrollment Requirement and Clarification of Professional Learning	

## Summary

The Commission on Teacher Credentialing adopted new standards for the Clear Administrative Services Credential programs in February 2014. At the December 2016 Commission meeting, the Commission voted to revise the language related to when a candidate must be admitted to a Clear Induction program. This Program Sponsor Alert provides guidance to institutions sponsoring Administrative Services Credential (ASC) Programs regarding candidate enrollment requirements and professional learning requirements.

## Background

Clear Induction ASC Program Standard 1, as adopted in 2014, required a candidate to enroll in a program within 120 days of the start of their first administrative services position. Due to capacity and availability issues, this requirement was waived for the period of July 1, 2015 through December 31, 2016. At the December 2016 meeting, the Commission acted to revise the Clear Administrative Services Credential Program Standards to address issues of enrollment.

## Action Taken

First, the Commission voted to revise Program Standard 1: Program Design by removing the phrase that stated that administrator induction is an individualized, job-embedded, two year program, with "enrollment and initiation of coaching within 120 days of starting an initial administrative position" and replacing it with "expected upon placement in an administrative position, but no later than one year from activation of the preliminary credential." This action links the date of expected enrollment to a commission-approved program that is easily traceable and accessed by the candidate, program, and agency. The revised standard reads as following:

## **Clear Administrative Induction Program Standard 1: Program Design and Rationale**

Induction is the support and guidance provided to novice educators in the early stages of their careers. California's Administrator Induction is an individualized, job embedded, two-year program, with enrollment in a program expected upon placement in an administrative position, but no later than one year from activation of the preliminary credential. The design of the program is based on a sound rationale informed by theory and research, is primarily coaching-based, and includes personalized learning. Professional learning may be offered through formal and informal partnerships, complements and integrates school and/or district goals, and employs competency indicators that support a recommendation for the clear credential. The program design provides multiple opportunities for candidates to demonstrate growth and competence in the California Professional Standards for Educational Leaders (CPSEL) outlined in Standard 5.

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

Secondly, the Commission approved the implementation date of the wording change to be January 1, 2017. That is, beginning on January 1, 2017, any candidate serving on a preliminary Administrative Services credential should be enrolled in a clear induction program "upon placement in an administrative position, but no later than one year from activation of the preliminary credential." Administrators already serving on a preliminary Administrative Services credential (activated before January 1, 2017) will have the life of the preliminary credential to complete the requirements for a clear credential.

### **Guidance to the Field Regarding Professional Learning**

Program Standard 4 of the Clear Administrative Services Credential outlines Professional Learning as a multi-faceted composite of intersecting elements of coaching, professional development, and assessment. The program sponsor must provide opportunities for the candidate to experience each element. As the glossary states,

*Well-designed, research-based professional learning can be a primary lever for improved educator practice and student results when it:*

- *Addresses student and educator needs and assets*
- *Focuses on content and pedagogy*
- *Targets reaching equitable outcomes*
- *Is ongoing, intensive, and embedded in practice*

- *Emphasizes collaboration and shared accountability*
- *Is supported by adequate resources*
- *Aligns with other standards, policies, and programs for coherence*

*The administrative services credential programs provide learning opportunities through both sessions that address topics common to all candidates and individualized learning opportunities that are related to IIP goals. Professional learning can be provided by a variety of people and organizations (e.g. coach, colleagues, workshops) in a myriad of formats (e.g. individual, paired, group)*

The collegial aspect of professional development sessions is discussed in the introduction section of the Administrative Services Credential Handbook.

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

While a coach supplies individual training to meet the candidate's needs, professional development sessions provide group support, and assessment evidence confirms competence in the topics discussed at both coaching sessions and workshops. All three elements must be included as a structured, formal part of any administrative services induction program.

## **References**

*Administrative Services Handbook* <http://www.ctc.ca.gov/educator-prep/standards/SVC-Admin-Handbook-2014.pdf>

## **Contact Information**

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