

**Recommendations by the Accreditation Team and Report of the  
Accreditation Visit for Professional Preparation Programs at  
Association of California School Administrators (ACSA)**

**Professional Services Division**

**February 2012  
Overview of this Report**

**Overview of This Report**

This agenda report includes the findings of the accreditation visit conducted at Association of California School Administrators (ACSA). The report of the team presents the findings based upon reading the Site Visitation Documentation, review of supporting evidence and interviews with representative constituencies. On the basis of the report, an accreditation recommendation is made for the institution.

**Common Standards and Program Standard Decisions  
For all Programs offered by the Institution**

	<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
1) Educational Leadership	X		
2) Unit and Program Assessment and Evaluation	X		
3) Resources	X		
4) Faculty and Instructional Personnel	X		
5) Admission	X		
6) Advice and Assistance	X		
7) Field Experience and Clinical Practice	X		
8) District Employed Supervisors	NA		
9) Assessment of Candidate Competence	X		

**Program Guidelines**

	<b>Total Program Guidelines</b>	<b>Program Standards</b>		
		<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
Clear Administrative Services Program	7	7		

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Site Visitation Documentation
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing  
Committee on Accreditation  
Accreditation Team Report**

**Institution:** Association of California School Administrators (ACSA)

**Dates of Visit:** November 13-15, 2011

**Accreditation Team**

**Recommendation:** Accreditation

**Rationale:**

The unanimous recommendation of Accreditation was based on a thorough review of the site visit documentation, additional supporting documents available during the visit, interviews with administrators, trainers, candidates, graduates, and local school personnel, along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information for a single, focused, one program assessment that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards—

The entire team reviewed each of eight Common Standards and determined whether the standard was met, not met, or met with concerns. The site visit team found that all eight Common Standards are **Met**.

Program Standards –

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for the Clear Administrative Services Program. Following discussion, the team considered whether the programs standards were met, met with concerns, or not met. The site visit team found that all program standards are **Met**.

Overall Recommendation –

The team completed a thorough review of program documents, program data, portfolios, and interviews with institutional and program leadership, governance panel members, trainers, coaches, candidates, graduates, and employers. Due to the finding that all Common Standards are **Met** and all Program Standards are **Met**, the team unanimously recommends a decision of **Accreditation**.

The team commends ACSA and NTC for developing and implementing a model coaching-based credential program. This program promises to set direction for future professional clear administrative services program.

The team commends all the staff connected with the program and, in particular, the ACSA program director for their passion, enthusiasm, commitment, and support of new administrators.

The team offers these observations:

- A post-graduate survey of candidate effectiveness could be useful
- A process could be developed to provide external review of candidate portfolios that preserves the current trust and confidentiality structure between the coach and coachee.

On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

Advanced Credentials: Clear Administrative Services Program

Staff recommends that:

- the institution's response to the preconditions be accepted.
- The Association of California School Administration (ACSA) be permitted to propose new credential programs for approval by the Committee on Accreditation.
- The Association of California School Administration (ACSA) continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

#### **Accreditation Team**

**Team Leader:**

**Gary Hoban**  
National University

**Team Member:**

**Nancy Parachini**  
University of California, Los Angeles

**Staff to the Visit**

**Gay Roby**  
Consultant, CTC

#### **Documents Reviewed**

2010 Technical Assistance Review Report  
ASCA Five-Year Coaching Plan  
Biennial Report Feedback, 2009 & 2011  
Biennial Reports, 2009 & 2011  
Candidate Portfolios  
Coaching Leaders to Attain Student Success (CLASS) training binders, 2008-2010  
CLASS Network of School Leadership Coaches Training Binders, 2010 & 2011  
Common Standards Narrative  
Credentialing Packet  
Program Standards Narrative  
Trainer Resumes  
ACSA/NTC On-line Coaching Resources  
Ongoing Professional Development for School Coaches, Facilitator Guide

### Interviews Conducted

	Team Leader	Team Member	<b>TOTAL</b>
Candidates	9	9	<b>18</b>
Graduates	2	2	<b>4</b>
Institution Administration	3	2	<b>5</b>
Program Directors	2	2	<b>4</b>
Local Program Coordinators	0	6	<b>6</b>
Trainers	2	2	<b>4</b>
Coaches	13	13	<b>26</b>
Support Staff/Credential Filing	1	1	<b>2</b>
Governance Panel Members	4	4	<b>8</b>
	<b>TOTAL</b>		<b>77</b>

*Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.*

### Background information

The Association of California School Administrators (ACSA) and the New Teacher Center (NTC) entered a partnership in 2001 to provide coaching to California's beginning educational administrators. At that time, the New Teacher Center was affiliated with the University of California, Santa Cruz; in 2009, NTC became an independent non-profit organization. In 2004, the program became a credential program, the Alternative Clear Credentialing Program (ACCP), offering a guidelines-based program option for preliminary administrative services credential holders to earn their clear credential. The program began with approximately 40 candidates and now serves about 100 candidates in its two-year required sequence of coaching and professional development

What began as a local program on the Monterey Peninsula has today grown into a statewide program with 12 affiliate programs and three more expected to add on during the 2011-2012 year. The current programs include:

- CASST (Calaveras, Amador, Stanislaus, San Joaquin, Tuolumne counties)
- Fresno COE
- Humboldt COE
- Lake/Colusa/Mendocino COE
- LEAD Network (Dublin, Pleasanton, San Ramon Valley districts)
- New Teacher Center (Santa Cruz, Santa Clara, San Mateo, San Benito, Monterey counties)
- Poway Unified School District
- Sacramento ACSA (Sacramento & foothills, remainder of CA without a local program)
- San Luis Obispo COE
- Santa Barbara CEO
- Solano COE
- Whittier Union High School District

The ACSA/NTC strongly believes that neither professional development nor individualized coaching alone can "grow" a new administrator. It is only when professional development and individualized coaching work together can maximum growth be achieved. Each credential candidate is matched with an experienced educational administrator for a two-year coaching experience that includes ongoing professional development, targeted at their growth-needed areas as identified by the California Professional Standards for Educational Leaders (CPSEL) assessment tool, *Moving Leadership Standards Into Everyday Work: Descriptions of Practice*, developed by West Ed in 2003.

**Table 1**  
**Program Review Status**

Program Name	Number of program completers (2010-11)	Number of Candidates Enrolled (10-11)	Agency or Association Reviewing Programs
Clear Administrative Services	46	55	CTC

**The Visit**

The visit was conducted at the ACSA offices in Sacramento, CA from Sunday, November 13th through Tuesday, November 15th. The review team consisted of three members - a team lead, a team member, and a state consultant.

## Common Standards

### Standard 1: Educational Leadership

Standard Met

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.

#### *Findings*

The team finds that this standard has been met. The program originally began by building on the successful coaching model implemented by the New Teacher Center (NTC), including its work with new administrators. Based on a coaching model, that includes organizational training, professional development, and ongoing support, the program addresses the practical needs of new administrators who have their preliminary administrative services credentials and have begun their first administrative position. After consulting the research, especially from the University of California and from Linda Darling Hammond at Stanford, and after reviewing the needs of school districts and school leaders in the region leaders from the NTC and the Association of California School Administrators (ACSA) joined to develop and provide an individualized Tier II program for each candidate focused around growth in instructional leadership, Learning Leadership, and Collaborative Leadership. Simply put, instructional leadership involves the development of supervision skills, recognition of quality instruction, conduction of professional conversations, and delivery of high quality professional development. Learning leadership focuses on student achievement and learning results while collaborative leadership develops the capacity for sharing leadership with teachers, classified staff, parents, and district office personnel.

The vision of using a coaching model to shape the program is consistent with the five year strategic vision of ACSA which endorses coaching of administrators, both experienced and new, and is committed to joining academic knowledge with on-the-job real experience coaching for new candidates. This was reaffirmed in an interview with the Executive Director of the institution who expanded on the vision in detail and confirmed that the ACSA executive board and he provide ongoing support of the program. This program vision guides not only the work of ACSA but is also consistent with the direction pursued by the NTC.

The Program Governance Committee, consisting of ACSA and NTC representatives provides statewide oversight for the Alternative Clear Credential Program (ACCP). The program is currently offered through twelve affiliates and maintains consistency and communication through Local Program Coordinator meetings four times each year at their California Network of School Leadership Coaches (CNSLC). The Local Program Coordinators work directly with the coaches within each affiliate and provide district-specific leadership, training, and professional

development. The Local Program Coordinators described in interviews how they are the "conduit" between ACSA/NTC leadership and the coaches/coaches.

The quarterly CNSLC meetings assess curriculum and coaching components and allow the ACSA executive director and executive board to both receive regular input regarding the program and to provide feedback to the program. The program's coaches, lead program coordinator, and the ACSA program director affirm that the program's multiple requirements are met over a two year period through a variety of interactive measures before a recommendation for granting a credential to a candidate is made.

## **Standard 2: Unit and Program Assessment and Evaluation**

**Standard Met**

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 complete 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.

### ***Findings:***

The team finds that this standard has been met. Both formative and summative assessments of the program are conducted during a candidate's two-year participation in the program. Over the past year and a half, the program has implemented a well-organized systematic approach to assessment that will serve it well as it expands to other districts in the future. ACSA/NTC have developed and initiated a new online data gathering and management tool that collects data from: an initial assessment of candidate competence and annual coach-candidate assessments of site-based leadership knowledge and skills, improvement in instructional practices, growth in student learning, and growth in and attainment of CPSEL competencies. Data are collected, analyzed, and reflected upon at multiple points during the two-year program in order to assess the candidate's practice. These assessment measures include Individual Development Plans/Action Plans, Collaborative Assessment Logs, 360° surveys, supervision data gathered in classroom walkthroughs, formal evaluation data from pre/post teacher observations /evaluations; and school, district, and state student achievement data. The pivotal role of the coach in the ACCP requires a verification of mentor qualifications through both initial and ongoing training in order to best meet the individual candidates' needs.

The initial responsibility for candidate assessment lies with the coaches and the candidates (also known as the coachees) through setting individual goals aligned with the standards (CPSELS). Candidates complete a portfolio over the two years assessing their progress in each of the CPSELS, which are reviewed by the coaches for completion before a recommendation is made. The individual portfolios include reflections that are confidential, with the exception of one of the twelve districts in the program. An external, yet still confidential, review of the portfolios is being considered at the midpoint of the program to provide useful formative assessment information as well as at the end of the program to provide uniform summative assessment information.

Program effectiveness is also addressed through the institution's newly developed assessment system. Surveys taken by candidates, coaches, and district level stakeholders inform the program's leadership of strength in program design, leadership, and response to candidate needs. Survey results are examined quarterly at the CNSLC meetings where input is sought from those involved with local program implementation. In addition, CTC required reports, including the Biennial Reports, which were reviewed by the team, are submitted and include analysis based on data and an improvement plan to be implemented in two-year increments.

Since the assessment system has recently been implemented, there has been no opportunity to survey graduates of the program. Plans to survey graduates will be put into effect in the spring and summer of 2012. The program is considering the development of outcome-based surveys of graduates to determine the degree to which the program actually results in improved student performance. This information will be examined by the program, included in the next Biennial Report, and an appropriate action plan developed, if needed.

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.

***Findings:***

The team found that this standard has been met. The program is consistent with the organization's vision statement and part of their established five-year plan. The program is funded by three revenue streams: districts pay coaching fees, candidates pay their professional development and credential fees, and NTC provides fiscal support. A comprehensive interview with the ACSA executive director confirmed his and the ACSA Board's commitment to the program and its fiscal requirements.

There are two paid ACSA professional staff and two NTC-paid professional staff. At ACSA, the Director of Leadership Coaching is responsible for the day-to-day administration of the program, including the collaboration of responsibilities between the program office and its Local Program Coordinator while a director in the New Administrator Program at NTC provides leadership in program implementation and professional development. Coaches are identified by the individual affiliate districts, but to ensure quality and calibration, are trained by statewide staff. Initial training is a three-day program entitled Coaching Leaders to Attain Student Success (CLASS), based upon NTC's strong understanding of coaching models. The training is required of each ACCP coach. Ongoing training is provided by the Local Program Director, but coordinated through the quarterly CNSLC meetings. The Director of Leadership Coaching, the director of the New Administrator Program, and the Local Program Coordinators all confirmed that this dual-support model provides program-wide/statewide leadership while allowing for local contextual needs to be addressed.

Admission of candidates to the program and ongoing advisement regarding progress toward completion is the responsibility of the local affiliate district, with the support of the administrative assistant at the program office. Support staff is provided by ACSA in the form of a half time person. Communication with the CTC regarding credentials and the recommendation for the credential are the responsibility of the program office by the administrative assistant. An interview with the administrative assistant confirmed a strong knowledge of credentialing and an ongoing relationship with CTC staff.

Professional development is a program requirement for candidates as well. ACCP offers a two-year ten-module program called the Leadership Institute that provides information on many topics common to the new administrator from vision-setting to facilitation skills to managing professional development opportunities. Embedded into these modules are networking structures, allowing time to work with other new administrators in a collegial manner. Should a candidate wish to complete a different professional development option, the candidate works with the coach and local program director to ensure that quality professional development is found.

Candidate interviews highlighted the strength of the modules in helping them address the myriad of tasks asked of a new administrator while interviews with Local Program Coordinators verified their adherence to program-wide professional development that also allowed for the inclusion of local needs.

**Standard 4: Faculty and Instructional Personnel**

**Standard Met**

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

***Findings:***

The team finds that this standard has been met. A review of the resumés of the program directors in both ACSA and NTC reveals that they are experienced and highly respected administrators who have served in California school districts. On occasion, coaching candidates are rejected despite their successful work as administrators because of their lack of coaching skills.

Every candidate has a coach, all of whom are thoroughly screened before being assigned to a candidate. The coaches are retired, successful school administrators who must complete the ACCP course in coaching (CLASS) and be certified as coaches by the program leadership, followed by ongoing participation in CNSLC to refine their skills and have current contextual knowledge of issues facing today's educational administration. Peer shadowing for coaches is also encouraged by the program to provide additional professional development opportunities.

Coaches, above all, must be able to establish a bond of trust with candidates and be willing to devote a great deal of time to candidates' professional welfare. The coach-candidate pairs meet regularly, on average 2-3 times per month in face-to-face situations. Many pairs also hold phone conversations and video-conferences between meetings. Interviews with candidates revealed the wide range of topics discussed by coach-candidate pairs and the candidates' confidence in the coaches experience and mentoring in these areas as well as their accessibility at any time.

Coaches are evaluated by lead program coordinators and their coachees. Also, coaching contact records are kept in the coachees' portfolios. In interviews with candidates, it was unanimous that all coaches meet with their coachees the requisite amount of expected time, often more, and sometimes after travelling great distances. They are available 24/7 for any of their coachees' needs. Professional development presenters are also evaluated by program participants and the program directors use these data to determine future presenter assignments.

**Standard 5: Admission****Standard Met**

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.

***Findings:***

The team finds that this standard has been met. All program and CTC requirements to enter the alternative ACSA/NTC Professional Clear Credential program are verified by the affiliate district sponsoring the candidates as well as by the coach and the lead program coordinator.

The ACSA program director has also implemented additional cross checks to assure that the admission requirements are uniformly addressed throughout the affiliate districts. Once the district has joined the ACCP, that district agrees to provide the ACCP program to all employees needing to clear their administrative credential. Interview with Local Program Directors verified that all candidates in their respective districts are included in the program.

Since the initial admission of a candidate is primarily at the district level, with a few exceptions in which individuals apply directly to ACSA, proper attention to respecting and promoting diversity is attained at that level. With all twelve districts being public school entities, they adhere to federal and state fair employment practices. Additionally, the district is responsible, through the hiring process, to address the need for candidates to have the experiences and characteristics that suggest a strong potential for success.

**Standard 6: Advice and Assistance****Standard Met**

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. 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 retain 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.

***Findings:***

The team finds that this standard has been met. Since the program is developed using a coaching model, the coach is the center of advice and assistance and relays information for the records being kept at the local district level by the Local Program Coordinator. In addition, program directors and Local Program Coordinators guide the candidates regarding their concerns about program deadlines, policies and procedures. A half-time ACSA support person serves as a

credential and registration aide, providing technical assistance in filing paperwork and in providing candidates with important calendar dates.

Because the coach tracks the candidate's every step in developing goals, setting targets for accomplishment of tasks, guiding the action plan, and in assessing candidate performance, the coach is the central person providing advisement to the candidate. Candidates complete a rubric-based self-assessment developed by ACSA and WestEd at the beginning, middle and end of the program; the coach provides feedback on the self-assessment and provides the information to the local program director for program record-keeping needs. Coaches provide input on the candidate's selection of CPSEL targets and aids in the development of the action plan tasks that address each CPSEL. They chronicle the meetings held with the candidate and the completion of activities that address the key CPSELS. At the completion of the program, the coach verifies the completion of the portfolio and all program requirements, allowing the program to recommend for a credential. Candidate interviews repeatedly verified their belief in the coach as the central, indispensable feature of the program.

Both ACSA and The New Teacher Center maintain websites that offer both program design information and participant-specific information regarding training times, locations, and options. All required forms are housed online as well, easily accessible to candidates. Both coaches and candidates affirmed during interviews that they were very aware of program requirements and deadlines pertaining to them.

### **Standard 7: Field Experience and Clinical Practice**

### **Standard Met**

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.

#### ***Findings:***

The team finds that this standard has been met. This program is primarily field based and job-embedded, with required coordination among the coach, the candidate's supervisor, and the candidate to develop a plan that provides growth opportunities for candidates while meeting program requirements. The central feature of the program is the matching of the candidate with an experienced administrator who serves as a coach and guides the candidate through individualized activities based upon the CPSELS while performance input is provided by the candidate's supervisor via the 360° survey. Goals for each candidate are based on actual job requirements thus providing individualized experiences and outcome expectations. Regular mentoring meetings center on the completion of identified tasks, the elements of learning found in the tasks and the candidate's growth. Ongoing field experience is augmented by required professional development either through completion of ACCP's ten leadership training modules (called the Leadership Institute) or alternatives prescribed by the candidate's sponsoring district.

The selection of school sites, clinical personnel and site-based personnel is the responsibility of the Local Program Coordinator and the local district. As affiliate districts, and part of the overall program, the signed MOU outlines criteria used to guide these selections. Interviews with stakeholders verified that these criteria are well-known and used throughout the program.

The overall emphasis of the program is to improve the novice administrator's skills that will ultimately result in the improvement of instruction and student learning. Interviews with candidates and coaches verify that this emphasis is observed in individual coaching sessions and in professional development workshops. Also, an examination of a sample candidate portfolio, confirmed that the experience was job-embedded, highly individualized and addressed each of the key CPSEL elements.

Fieldwork in California schools today naturally involves strategies to address the diversity found in its schools. CLASS training and CNSLC meetings equip the coaches to introduce diversity issues in their work with candidates. In addition to the coach-coachee work, the Leadership Institute addresses diversity at multiple points throughout the modules. Both interviews with stakeholders and a review of portfolios highlighted that diversity issues are discussed and addressed, providing growth for each candidate in this arena.

**Standard 8: District-Employed Supervisors**

**Not applicable to Tier II programs**

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**

**Standard Met**

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.

***Findings***

The team finds that this standard has been met. A review of assessment measures shows that a variety are used throughout the program to determine candidate growth, candidate competence, and fulfillment of program requirements. An initial self-assessment where the candidate measures skills and knowledge against the Description of Practice (a rubric tool) is coupled with input from the candidate's supervisor via the 360° survey. The information from these documents leads to an individualized mentoring plan based on key CPSEL elements. A coach, trained in coaching skills and use of the rubric assessment is assigned to work with the candidate in fulfilling the mentoring plan and help document the candidate's growth and progress towards completion. Reflection on practice is employed throughout the program to enable the candidate

to consciously identify growth, challenges, and accomplishments. The self-assessment is revisited at the program's mid-point and end-point to verify growth in the CPSEL. Interviews verify that each coaching pair employs these measures on a regular basis.

The candidate compiles a portfolio to demonstrate both the activities they have completed and the growth they have experienced throughout the program. At the completion of the program, the coach verifies program requirements have been met before the name is forwarded to the program office for referral for a clear credential. Beginning in Spring, 2012, the local program coordinator will also ascertain that program requirements have been met before completion is determined. An examination of online documents, candidate portfolios and interviews with stakeholders shows this process is followed by each of the affiliate districts.

The primary assessor of candidate competence is the coach, because of their knowledge of the candidate, the rigorous training each has completed and the certification of their coaching skills. The coach uses Collaborative Assessment Logs during each mentoring meeting that document activities, skill levels, results of decisions, and reflections by the candidate. Coupled with the Descriptions of Practice and the candidate portfolios, the coach is able to determine that the candidate meets required competency requirements. The coach is then responsible to utilize the numerous data points built into the program's design to affirm that candidate is meeting the standards or if remediation is needed.

Program staff members are working on newer measures that actually relate candidate competency to student achievement. Other than using group test scores, this is an area of inquiry that is still open to question for everyone in education. The program is to be commended for recognizing this difficulty and working to resolve it.

## **Clear Administrative Services Program**

### ***Program Design***

The program design and coordination is informed by the California Professional Standards for Educational Leaders (CPSEL). The Alternative Clear Credential Program (ACCP) is initiated with a signed "Participation Agreement" between the program sponsor, the Association of California School Administrators, New Teacher Center (ASCA/NTC), and the candidate or local affiliate program. The program's hallmark feature is ensuring high quality and consistency of the coach-candidate relationship. MOUs between local affiliates and ASCA/NTC assure that in responding to locally identified needs, ACCP services provide uniform, quality coaching and training. MOUs between local program affiliates and each of their coaches define the level and type of high quality support required for each candidate. The MOUs, other program documents, and interviews highlight the amount of time coaches dedicate to their coachees which is typically, 2-3 hours twice a month, as well as "24/7" availability through electronic means. The ACCP, currently offered through twelve affiliates, maintains consistency and communication through Local Program Coordinator meetings four times each year. The Local Program Coordinators work with the coaches within each affiliate. The Program Governance Committee consisting of ASCA and NTC representatives provides statewide oversight. The Local Program Coordinators described in interviews how they are the "conduit" between ASCA/NTC and the coaches/coachees.

ACSA and NTC enjoy a long history of success based on program research. Both entities work collaboratively on evaluation of program quality. Program evaluation includes qualitative and quantitative data. Aggregated data from findings inform program improvement. ASCA/NTC have developed and initiated a new online data gathering and management tool that collects data from: an initial assessment of candidate competence and annual coach-candidate assessments of site-based leadership knowledge and skills, improvement in instructional practices, growth in student learning, and growth in and attainment of CPSEL competencies. Data are collected, analyzed, and reflected upon at multiple points during the two-year program in order to assess the candidate's practice, including Individual Development Plans/Action Plans, collaborative logs, 360° surveys, supervision data gathered in classroom walkthroughs, formal evaluation data from pre/post teacher observations /evaluations; and school, district, and state student achievement data. The pivotal role of the coach in the ACCP requires verification of mentor qualifications through both initial and ongoing training in order to best meet the individual candidates' needs.

Generally, mentor "coaches" are recruited by the Local Program Coordinators and are assigned based on the identified needs of each candidate. The majority of coaches are retired administrators who have been highly successful in their field. Coaches are required to engage in a rigorous certification process that is renewed each year. The responsibility for the coach certification training and process is through the New Teacher Center. Coaches meet with the candidates on a regular basis, two to three times per month. In addition, coaches are evaluated by the candidates at the end of each year. In interviews, and surveys, candidates and completers acknowledged the coaches were the most valuable aspect of the ACCP experience. The Local Program Coordinators hold on-going training and peer shadowing experiences for coaches every six weeks. These data are included in the program evaluation information and inform the subsequent cycle of support.

### ***Course of Study***

Initially, the candidate is assessed through an expanded version of a self-assessment designed by ASCA and WestEd, based on the California Professional Standards for Educational Leaders (CPSEL). Subsequently additional modes of measurement are used on a continuous basis such as written reflections, 360° evaluations, site/district supervisor evaluations, student achievement results, and teacher evaluation data.

An individualized mentoring plan, called the Individualized Development Plan (IDP), and its subsequent detailed Action Plan incorporates S.M.A.R.T. (Specific, Measurable, Attainable, Realistic and Timely) goals. The IDP is informed by initial assessment data identifying the candidate's strengths and areas for growth and will respond to the individual needs of each candidate's job responsibilities. Action outcomes, strategies, collaborative partners, resources, knowledge and skills, and timelines required for the candidate's attainment of IDP goals and CPSEL-based growth are identified in the Action Plan, giving candidates opportunities to build upon and extend leadership capacity to become autonomous, confident, reflective, life-long learners. The IDP and Action Plan, function as a living document, amended as necessary to meet the growing needs of each candidate. During the interviews with first year, second year and completers, candidates indicated that they participated in professional development to compliment the coaching component. The professional development can be obtained either through attending the candidate's district required sessions or through the ten ACSA Leadership modules that are provided by the program annually.

In order to meet the requirements of provision of mentoring, support and assistance, the Leadership Coach, the candidate's supervisor, and the candidate collaborate throughout the process by identifying resource personnel to assist them. These support people also assist the candidate in monitoring his or her progress. Both the level and type of support needed is further defined by shadowing the candidate. Leadership Coaches follow the Blended Coaching Model, moving in and out of instructive, collaborative, and facilitative roles. Reflective inquiry meetings between the leadership coach and candidate are held to adjust the plan of support in order to meet candidate needs over the two-year span of the program. Communication between the candidate and coach occurs and is documented through collaborative logs, on-going phone and email communication and written and oral reflections.

### ***Candidate Competence***

Assessment of candidate competence is a multifaceted process. Candidates are assessed through reflective inquiry meetings, coach feedback on the IDP, the candidate self-assessment on the CPSEL at multiple points during the program experience. The coach and coachee collaboratively complete online reflections in the fall of year one, the spring of year one, and the spring of year two, to provide on-going assessment of candidate growth. Certification of program completion is based on post-assessment results by the candidate and the coach's evaluations of the candidate. The Local Program Coordinator verifies the candidate's completion of the credential requirements and forwards the recommendation to ACSA for submission. The final candidate assessment evaluation currently rests with the candidate's coach. A candidate portfolio is required of all candidates and is reviewed by the each candidate's coach along with the Collaborative Learning Logs and Individual Development Plans/Action Plans. During the CTC interviews with the ASCA/NTC directors, they stated they are designing an evaluation component for the candidate's portfolio as a summative assessment. As a result, the completed

candidate portfolio will be evaluated by both the coach and the Local Program Coordinator to ensure program verification and consistency across all sites.

***Findings on Standards:***

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, employers and district representatives, and program personnel, the team determined that all program standards are **Met**.