

CACP Program Standards

Program Standard 1: Program Design and Rationale

The ACOE CACP is designed to help guide new administrators in the early stages of their administrative careers as they delve deep into the California Professional Standards for Educational Leaders (CPSEL).

The Candidate Manual, pages 7-8, clearly delineates the program design and rationale. [Link here.](#)

Program Standard 2: Collaboration, Communication and Coordination

The ACOE CACP partners with local universities to establish a professional learning community that is structured to facilitate and support our novice administrators in new educational trends and standards.

One such partner is the one between ACOE and California State University East Bay in the joint work around the New Generation Science Standards (NGSS) through a fund granted by CalEd. Teachers and new administrators were encouraged to participate to further develop their knowledge and skills around the new standards.

The partnership description can be found (#1) [here](#). The partnership includes a detailed professional development plan where teachers and administrators are planning and working together. The PD details can be found (#2) [here](#).

We also will continue our partnership with Lead Learners (currently through ACSA), as they provide our professional development for coaches with regards to our Evoking Greatness coaching model.

ACOE's [CACP](#) is designed to support candidates to successfully develop their leadership skills, reflective of their local needs and aligned with state standards. As such, close partnerships between ACOE and local districts is required to ensure that candidates have the support they need to navigate their specific contexts while also building a network of colleagues from across the county.

As a County Office of Education, the ACOE prioritizes its relationships with the districts it serves. The ACOE collaborates with its school districts to measure, monitor, and improve student learning and to deliver tailored services based on individual district needs. These services are designed to support school leader and teacher development in areas that improve measurable student success.

Examples of this localized support include:

- Partnerships to provide leadership coaching for new leaders in five districts: Newark, Castro Valley, Pleasanton, Hayward and San Lorenzo.
- Collaboration with local colleges and universities, including California State University, East Bay to develop training in diversity and inclusion.
- Technical assistance to develop local strategies in the face of challenges, including recent and ongoing support to respond to COVID-19.

Specific to ACOE's CACP, each candidate's local contexts are evaluated and incorporated into participant's learning goals. The ACOE encourages an open and collaborative relationship between coaches, candidates, ACOE CACP leadership, and local districts. This collaboration is particularly evident during the Initiation Phase of the CACP, where the coach and participant review local contexts in the development of participants' learning goals and meet with the participants' supervisors to review and refine their goals to reflect local priorities and needs. Please see pages (15-16, and 26-28) in our updated [CACP Manual](#) for evidence of this collaboration, including in the Coach-Client contract affirming that the coach will collaborate with local district leadership to monitor participant growth over time.

Finally, local collaboration is also supported through professional development activities during the summer institutes and mid-year professional development sessions and through coaching. In the PD sessions, participants are provided training on leading in an inclusive and culturally-relevant manner and are supported to develop, reflect on, and refine their Leadership Learning Goal(s) reflective of their capacity to effectively lead in their local contexts. Between professional development sessions, CACP coaches meet with participants at their work locations and provide ongoing feedback and support that is context-specific.

Program Standard 3: Selection and Training of Coaches

All ACOE Leadership Coaches are trained in a researched-based coaching model, ACSA Leadership Coaching (ALC) or CLASS, CACP outcomes and tools, complete a rigorous certification process and are qualified to coach all credential candidates.

Coaches who have not earned a certification outlined above must complete ACSA or ACOE's

Leadership Coaching two-day training and ACOE Coach Program Orientation prior to the start of their coaching assignment. They also commit to ongoing training and must submit a ACOE Coaching Portfolio before the candidate they are coaching completes the program (within two years).

A complete [Coach Manual](#) is provided to the coaches with all the details they will need to be successful leadership coaches, it includes selection (page 13), preparation (page 13), assignments (page 14), supports (page 20), and supervision (page 21-22) of coaches.

Program Standard 4: Professional Learning

The ACOE two-year Clear Administrative Credential Program (CACP) includes three professional learning components required for administrator induction programs: professional development, research based-coaching, and self-assessments. These three components are organized into an Individual Learning Plan (ILP). The CACP components and outcomes are job embedded and not just another thing to do.

Section A: Individual Induction Plan

In the first year, candidates are actively involved in deepening understanding and applying CPSELs to current job responsibilities.

- The coach provides one-on-one support in developing the candidate's Individualized Learning Plan (ILP)
- The learning goal uses the SMART-ER approach
- There is an initial self-assessment and end-of-year one benchmark

In the second year, the candidates evaluate their ILP with their coach to evaluate and revise as needed (-ER part of the goal).

- The coach continues to provide one-on-one support to assist the candidate in meeting their goal.
- A final self-assessment is completed at the end of year two to measure growth throughout the entire program.

Section B: Coaching

Coaching is the cornerstone element in the CACP program. It allows for personal, confidential work between the candidate and coach. Candidates meet one-on-one with their coaches, approximately every two weeks for two to three hours at the school site/district. The coaching meetings are documented through the coaching log that the coach writes in collaboration with the candidate. The time spent face-to-face allows for a structure to enable a high level of trust

to be built in the relationship.

ACOE uses a researched-base model (see page 12). The model includes regular professional development for the coaches to keep up-to-date on educational trends and changes.

All the leadership coaches are former site administrators, certified, and informed about current research, trends, and policy issues. The matching of candidates and coaches is purposeful and intentional to ensure that the candidate receives targeted coaching. The coaches are committed to supporting the candidate's leadership development for long-term success. The coaching focus is to develop leadership competency around the CPSELs rather than on completing the hours.

Section C: Professional Development

Clear Credential candidates must complete twenty hours of professional development for each of the two years in the Clear Administrative Credential Program (CACP). The professional development component consists of high-quality professional learning opportunities and choices. These professional development choices are guided by the candidate's unique work setting, the organization's goals, individualized goals and the California Professional Standards for Education Leaders (CPSEL) program outcome attainment. Professional development options are flexible and are determined by the needs of each candidate. ACOE offers various seminars on current topics and the candidates pick two of the four to attend. The rest of the hours will be determined by the candidate in conversation with the coach and in alignment with their ILP.

Through our two-day Summer Institute and two Saturday workshops per year, participants in CACP receive professional development on:

- Issues of equity (CPSEL Standards 3, 5)
- Creating inclusive spaces for staff and family (CPSEL Standards 1,4)
- Growing and retaining teachers (CPSEL Standard 2)
- Navigating central office systems in support of one's school (such as HR, Facilities, Business/Ops) (CPSEL Standards 3, 6)

This professional development is reinforced through individual coaching sessions.

In addition, we offer seminars related to topical issues such as Social-Emotional Learning and School Leadership, and Foundations of Racial Bias.

Section D: Assessments

Candidates are given the opportunity to establish a baseline with regards to their leadership competence as it relates to the CPSELs. The program incorporates initial, benchmark, and summative assessments into the program design which provides opportunities for the candidate

to demonstrate competencies in all areas of the CPSELs. The initial assessment data is used to identify areas of strength and growth for the attainment of the clear credential. In collaboration with their coaches, the candidate incorporates the data into their ILP, hence establishing a direct link from the assessment to the learning plan. The data is reassessed at the end of year one with the benchmark assessment, in order to evaluate and revise the plan as needed. A final summative assessment is given at the end of the program, year two.

To assist candidates in demonstrating growth over time, they will use a 1-4 scale to self-assess their competencies on the CPSELs. The goal is for an overall average score of three (3) to demonstrate proficiency in each of the CPSELs. This scale is the one use WestEd's Descriptions of Practice continuum.

- Level 1: practice that is directed toward the standard
- Level 2: practice that approaches the standard
- Level 3: practice that meets the standard
- Level 4: practice that exemplifies the standard

The coach assists and supports the candidate in increasing their proficiencies with the CPSELs.

Overview of Assessments

	Category	Assessment	Timing	Responsible
Year 1	Formative	Initial - CPSEL self-assessments	Within 90 days of starting the program	<ul style="list-style-type: none"> ● Candidate completes it and discuss/shares with coach
	Formative	Coaching Summary	Completed during every coaching session	<ul style="list-style-type: none"> ● Coach completes and reviews with candidate
	Formative	Professional reflection logs	Completed every time candidates completes professional learning	<ul style="list-style-type: none"> ● Candidate completes and shares with coach
	Formative and Summative	Benchmark – CPSEL self-assessments	At the end of the first year before beginning of year 2	<ul style="list-style-type: none"> ● Candidate completes it and discuss/shares with coach to measure progress ● Reviewed by CACP director
Year 2	Formative	Coaching Summary	Completed during every coaching session	<ul style="list-style-type: none"> ● Coach completes and reviews with candidate
	Formative	Professional reflection logs	Completed every time candidates completes professional learning	<ul style="list-style-type: none"> ● Candidate completes and shares with coach
	Summative	Final – CPSEL self-assessments	At the completion of the program	<ul style="list-style-type: none"> ● Candidate completes and shares with coach to analyze end of program ● Reviewed by CACP director

Here is a (#3) [link](#) to the Candidate CPSEL Self-assessment.

All of the above and more details about professional learning, coaching, and assessments can be found in our complete Candidate Manual [here](#).

Program requirements for successful completion of ACOE's CACP are as follows:

- End of Year 1:
 - Signed Coaching Agreement
 - Evidence of a supervisor meeting (documented by a meeting agenda)
 - IIP with pre-, mid- and post-assessments (conducted both by the candidate

- and the coach)
- Participation in the two-day Summer Institute and two half-day PD sessions in January and June (with attendance in 90% of the time commitment as validated by sign-in and sign-out sheets)
- 40 hours of coaching (as documented by the coaching log)
- Submission of an end-of-year reflection
- End of Year 2:
 - Participation in the two-day Summer Institute and two half-day PD sessions in January and June (with attendance in 90% of the time commitment as validated by sign-in and sign-out sheets)
 - Submission of a digital portfolio
 - Letter of verification of successful service as an administrator
 - Exit presentation

Close collaboration between ACOE and partner districts will be established to discuss any challenges or concerns with specific candidates and their progress towards meeting program guidelines. Failure of a candidate to fully participate in the CACP professional development activities and/or to complete the annual 40-hour coaching requirement will result in suspension of the candidate's inclusion in the program. Reasonable accommodations will be made to support candidate's successful completion of the program, to the extent to which it is feasible. These accommodations will be made in collaboration between the participating district, assigned coach, and ACOE CACP leadership.

Candidates who do not successfully meet the requirements identified above will be eligible to appeal for a review, conducted by the partnering district and ACOE. This review will investigate the specific details of the candidate's appeal and determine an appropriate resolution.

It is ACOE's hope that the appeals process will be a worst-case scenario as the ongoing coaching, mid-year and end-of-year reviews, and professional development opportunities will serve as touch-points where candidate progress can be monitored and proactive steps can be taken to support successful completion of the CACP.

Program Standard 5: California Professional Standards for Educational Leaders

As stated above under assessments, candidates must show documentation of growth in all of the CPSELs with at least a "3" on a 1 to 4 scale to demonstrate competency in each standard.

Candidates take the CPSEL self-assessment three times throughout the program: initial, benchmark, and final. The responses to the assessments are used by both the candidate and

coach to inform their Leadership Learning Goal as well as the entire ILP.

Here is a (#3) [link](#) to the Candidate CPSEL Self-assessment.