

Program Components

California Professional Standards for Education Leaders (CPSEL)

The California Commission on Teacher Credentialing (CCTC) sets program standards for all approved Administrative Services Clear Induction Programs. The CCTC program standards require Clear Administrative Service Credential candidates to demonstrate competency in each of the six California Professional Standards for Education Leaders (CPSEL). WestEd's Descriptions of Practice (DOP) (2015), "Moving Leadership Standards INTO EVERYDAY WORK" is the manual that candidate and coaches will use together to address expectations for effective practice.

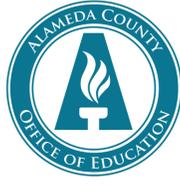


Each standard includes elements and samples indicators of practice. It contains a continuum of growth that matches the levels candidates will use to self-assess. A complete list of the standards, elements and indicators is found in Appendix A. The six CPSEL are:

California Professional Standards for Education Leaders

- Standard 1: Development of a Shared Vision
- Standard 2: Instructional Leadership
- Standard 3: Management and Learning Environment
- Standard 4: Family and Community Engagement
- Standard 5: Ethics and Integrity
- Standard 6: External Context and Policy

The ACOE CACP is founded in these CPSELs and uses them as an assessment of competence.



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 the up-to-date on educational trends and changes.

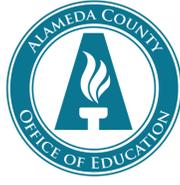
All the leadership coaches are former site administrators, certified, and informed about current research, trends, and policy issues. The matching of candidates and coaches is purposeful and intentional to ensure that the candidate receives targeted coaching. The coaches are committed to supporting the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

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 needs of each candidate. ACOE offers various seminars on current topics and the candidates picks 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.

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 providing 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.

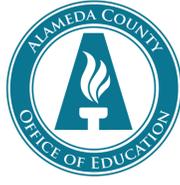
Program Completion and Demonstration of Competency

Program Completion

Candidates must demonstrate competency in each of the six California Professional Standards for Education Leaders (CPSEL). Candidates will engage in all standard elements; however, they must select at least one element from each standard to document competency for program completion. The evidence must be job-embedded, linked to their ILP, and must clearly indicate the candidate's direct involvement or authorship. Evidence may be in the form of PowerPoint presentations, videos, meeting agendas, authored policy, professional readings and reflections, artifacts from interventions or initiatives, and data used to justify initiatives. All documents and evidence of the program progress is collected and stored in a digital portfolio.

Digital Portfolio

The assessments, along with all other documentations, are kept by the coach and candidate in a digital portfolio on Canvas LMS. Candidates include their reflection on each standard, describing what each standard means (in their own voice) and how



the standard will be applied, while noting and documenting examples as evidence. Candidates upload artifacts as evidence of their roles in action steps toward meeting the goals and reaching proficiency for each standard. While candidates received ongoing feedback from their coach on their documents throughout the two-year program, at the end of the candidate's second year two, the digital portfolio will be assessed by the Director of Leadership Development. The candidate program portfolio is shared at the end of the program during an exit presentation or interview. If a candidate fails to meet all standards she/he is provided additional time, direction, and support to address any growth areas. More information about program completion, portfolio requirements, and recommendation for a Clear Administrative Services Credential can be found on page 27.