

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

May 2020

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at the **Association of California School Administrators (ACSA)**. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation** is made for the institution.

**Common Standards and Program Standard Decisions
For All Commission Approved Programs Offered by the Institution**

Common Standards	Status
1) Institutional Infrastructure to Support Educator Preparation	Met
2) Candidate Recruitment and Support	Met
3) Course of Study, Fieldwork and Clinical Practice	Met
4) Continuous Improvement	Met
5) Program Impact	Met

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Clear Administrative Services	6	6	0	0

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 institutional documentation and evidence
- 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 Administrator (ACSA)

Dates of Visit: March 23-25, 2020

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
November 2011 Site Visit Report	COA Letter

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, graduates, and local school personnel. The team obtained sufficient and consistent information 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:

Preconditions

All Preconditions, both general and program-specific, have been determined to be aligned.

Program Standards

All program standards for the Clear Administrative Services Induction (CASC) program are Met.

Common Standards

All common standards for the Association of California School Administrators (ACSA) are Met.

Overall Recommendation

Based on the fact that the team found that all standards for the CASC program were met and that all Common Standards were met, the team recommends Accreditation.

On the basis of this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements:

Clear Administrative Services Credential Program

In addition, staff recommends that:

- The institution's response to the Preconditions be accepted.
- ACSA be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- 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:

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Staff to the Visit

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Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Candidate Advisement Materials
Accreditation Website

Candidate Files
Assessment Materials
Candidate Handbooks
Survey Results
Precondition Responses

Interviews Conducted

Stakeholders	TOTAL
Candidates	45
Completers	47
Employers	8*
Institutional Administration	5
Local Program Coordinators	17
Coaches	67
Program Staff (Sacramento only)	5
Advisory Team and Consultants	13
Professional Development Personnel	10
TOTAL	217

Note: In some cases, individuals were interviewed by more than one cluster 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) is a statewide professional organization with over 17,000 members. ACSA’s top priority is advocating for public school students in kindergarten through grade 12, as well as adult learners. They aspire to be the driving force of education in California and beyond. Formed in July 1971, ACSA became the first operative united administrator organization in the nation, encompassing the varied professional functions found in a district or county education office. ACSA serves administrators in 19 regions throughout California, each of which is made up of local charters.

Education Unit

In 2004, ACSA was approved to offer a Clear Administrative Services credential (CASC) program, naming it the Alternative Clear Credentialing Program that was a partnership with the University of California Santa Cruz’s New Teacher Center. This alternative program offered a guidelines-based option (which served as a precursor for today’s induction experience) for preliminary administrative services credential holders to earn their clear credential. When the CASC program standards were revised in 2010 to require a job-embedded induction experience, ACSA’s program became a standards-based program and soon thereafter, ACSA the sole sponsor. What began as a local partnership program on the Monterey area of California has today grown into a statewide program with 19 affiliate programs and three regional offices (Sacramento, Burlingame, and Ontario), serving over 500 candidates annually.

In addition to the Clear Administrative Services Induction program, ACSA partners with the Sacramento County Office of Education to provide a Preliminary Administrative Services Credentialing program in its three regional offices.

Table 1: Program Review Status

Program Name	Number of Program Completers (2018-19)	Number of Candidates Enrolled (2019-20)
Clear Administrative Services Credential	283	560

The Visit

The visit proceeded in accordance with all normal accreditation protocols with the exception of this site visit taking place during the COVID-19 crisis when Californians were practicing “social distancing” and/or were asked to stay “Safer at Home.” In response, the site visit was held via internet/electronic formats (Zoom and WebEx). Instead of having the site visit team travel to ACSA’s main offices in Sacramento, they each conducted interviews from their homes and offices. Since ACSA’s normal work protocols involve electronic formats and the team was originally scheduled to conduct both electronic and face-to-face interviews, internet interviews were successfully scheduled, monitored, and executed. Secondly, since the visit took place only a few days after the Governor’s stay at home order, many employers were unable to attend the interview sessions due to job responsibilities and attending to urgent and time sensitive matters at their school sites and in their districts related to the COVID crisis. The site visit team received strongly aligned information from the employers interviewed so no additional interviews were sought. Finally, the team was unable to interview the office staff who submit credentialing recommendations to the Commission as they were being furloughed during the week of the site visit, so the team was diligent to triangulate evidence from all stakeholder groups regarding the process and services regarding credentialing.

PRECONDITION FINDINGS

After review of all relevant preconditions for this institution, all have been determined to be met.

PROGRAM REPORTS

Clear Administrative Services Induction Program

Program Design

Program staff and organizational leadership clearly explained the organizational chart and how the ACSA provides an administrator induction program designed for administrators holding a Preliminary Administrative Services Credential. Interviews with organizational leadership and a review of documents confirmed that the program is offered through 19 affiliate programs, run by local program coordinators (LPC) who in interviews confirmed that guidance and support is available and that they feel connected to the leadership in Sacramento with many opportunities for collaboration in a variety of ways.

Interviews with multiple stakeholder groups, as well as documented evidence, confirmed that communication within the ACSA credential department takes place through weekly meetings with education services program staff. Local program coordinators (LPC) and advisory board members reported that regular communication takes place through quarterly LPC meetings, LPC retreats, California Network of School Leadership Coaches (CNET) meetings, and advisory board meetings. Coaches' logs, as well as interviews with leadership coaches, revealed that coaches meet with candidates regularly and with district representatives/supervisors twice during the program to seek input and review expectations. It is the responsibility of the senior director of education services to keep apprised of the latest education research which she then uses to better align the program to the program standards and current education practice. This information also offers direction for the organization and future professional development that meet the needs of beginning administrators.

All stakeholders reported that coaches are an integral component in the candidates' acquisition and mastery of the California Professional Standards for Education Leaders (CPSEL). Interviews with both coaches and candidates confirmed each candidate is strategically matched with an experienced, educational administrator for a two-year coach-supported induction program that includes all required components. Leadership coaches reported that they work side-by-side with candidates at the school site while on the job and are available via email, phone and face to face as well. One candidate stated that the biggest plus of the program was having a thought partner when making decisions, as each time they met there was something relevant in the coach's advice and support throughout the entire process.

As evidenced by program documents and various stakeholder interviews, ACSA local program coordinators advertise, recruit, train, and select coaches for local program coordinators who are experienced and have had successful administrative experiences. Coaches and local program directors verified that coaches are provided foundational training and required to maintain ACSA Leadership Coach Certification as well as adhere to the ACSA Leadership Coach Code of Ethics and Leadership Requirements. One leadership coach stated s/he felt well-trained

and informed about current research, because as s/he continues to do the work s/he continues to receive professional development and training through various ACSA, which helps to maintain consistency for all leadership coaches and improves practice.

Review of documents and stakeholder input confirmed stakeholder input is gathered through advisory and local program coordinator meetings, surveys, observations and formal agreements. Interviews with the advisory board members, consultants, local program coordinators, and ACSA staff confirmed that quarterly meetings and a two-day annual retreat provide a multitude of opportunities to review program implementation. At these meetings they review feedback about program design, develop professional development offerings, calibrate candidate assessment information, and guide program enhancements. Current candidates and completers confirmed that there are opportunities to contribute to the design and implementation of the program in the End of Year 1 Survey, End of Program survey and through conversations with their coach and LPC.

Candidates and leadership coaches confirmed that they complete both an End of Year 1 Survey and End of Program Survey. Program leadership explained that these surveys provide the program leadership with feedback about their coaching and candidates' experiences in the CASC program and are used to make program enhancements.

Course of Study (Curriculum and Field Experience)

Stakeholders, handbooks, and documents confirmed the two-year induction program focuses three overlapping components: coaching, professional development, and candidate assessment, as documented in each candidates' Individual Induction Plan (IIP). It was reported by program leadership, local program coordinator, candidates and coaches that professional development choices were connected to the candidate's unique work setting and goals, the organization's goals, and the CPSEL. One completer stated that he felt the program was well aligned to the standards, as the learning plan, the professional development, and coaching conversations were all aligned to the standards and reflective of his growth around the standards.

Candidates, completers, and coaches reported that the IIP is a collaboratively developed process and serves as an organizational and monitoring tool throughout the program and that the IIP considers employer's priorities and individual job responsibilities in its development. Local program coordinators confirmed that the IIP is used in determining completion of the administrative induction program and recommending candidates for a Clear Administrative Services Credential.

Candidates and completers reported that professional learning experiences are organized by the CPSEL, differentiated, and include opportunities to reflect on current practice, model problem-based practices, conduct observational visits to schools/districts/programs, and job shadowing.

Assessment of Candidates

To complete the program, candidates confirmed that they must demonstrate competency in each of the six CPSEL. Interviews with candidates and leadership coaches confirmed the CPSEL self-assessment and reflection document was completed three times during the two-year program allowing the candidate, coach and local program coordinator to track progress toward completion and of demonstrating competency in the six standards.

Completers explained that at the end of the program they participated in a final reflection of their competency and growth in the CPSEL through an exit presentation or interview presenting their end of year portfolio to the local program coordinator and the leadership coach. Local control coordinators, leadership coaches and completers confirmed that at the end of the program candidates select at least one element from each CPSEL to document their competency for program completion, and include evidence of planning, implementation, and assessment through documents such as Leadership Learning Goal(s), Collaborative Summary reflections and feedback on candidates' CPSEL Self-Assessment and Reflection.

Documentation and various testimonies confirmed a benchmark assessment, at the midpoint of a candidate's experience, allows the candidate, coach and local program coordinator to track progress toward completion of competency in the six CPSEL and identify additional support needed. Completers shared that the summative review, a collection of evidence assembled by the candidate at an end of program, is submitted through an interview or presentation to their leadership coach and local program coordinator. Interviews with completers and leadership coaches confirmed that a final self-assessment verifies competency the CPSEL, initiating recommendation for a Clear Administrative Services Credential. One coach reiterated the serious nature of the coach's signature that a candidate has completed their work--the coach has completed an intense reflection and is conveying their belief that the candidate has progressed in their knowledge and skills and are ready to be a leader.

Orientation documentation revealed evidence that during orientation candidates are provided information on how they will be assessed and how they will learn about the results. The ACSA program coordinator explained, and local program coordinators confirmed that recommendations to California's Commission on Teacher Credentialing for a Clear Administrative Services Credential come from the director's office only upon successful completion of program as measured by the Clear Administrative Services Credential Rubric and the Verification of Program Completion Form.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, providers of professional development, employers, program and institutional leadership, the team determined that all program standards are met for Association of California School Administrators (ACSA) Clear Administrative Services Induction program.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	No response needed
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.	Consistently
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	Consistently
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	Inconsistently
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field-based supervision and clinical experiences.	Consistently
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	Consistently
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	Consistently
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	Consistently
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	Consistently

Finding on Common Standard 1: Met

Summary of information applicable to the standard

ACSA's Clear Administrative Services Induction program offers a program structure where constant communication helps to ensure uniform implementation across the state. With 3 regional offices and 16 local program affiliates, ACSA prepares novice administrators by implementing a formative assessment process wherein candidates develop personalized Individual Induction Plan (IIP) goals grounded in the CTC's Clear Administrative Services Induction program standards and CPSEL. As indicated by interview results, program faculty and relevant stakeholders are actively involved in the organization, coordination, and decision making through advisory boards, local and unit surveys, and both informal and formal communication with local program coordinators. Candidates reported consistently offering feedback and seeing changes from that feedback being implemented immediately. Sufficient resources are allocated for the effective operation of the program, as affirmed through interviews with the institutional administration and electronic documentation. However, inconsistent evidence was found that ACSA partners with similar/like CASC programs for collaborative, reflective review of program design, effectiveness and input regarding program improvements. Although some interviews pointed toward informal collaboration, formal collaborative and reflective interaction with educational partners outside of ACSA could not be verified.

ACSA's CASC program design puts candidate needs at the center and focuses on the development of candidate practice as it relates to the CPSEL's six broad leadership areas. Candidates and leadership coaches confirmed they are offered a variety of professional development specific to preparing educators for California public schools and related to the candidates' self-chosen CPSEL goals. One candidate described the program's diverse professional development as individualized opportunities that support our real job assignments with nothing being generic.

ACSA's recruitment and faculty development support hiring and retention of faculty who represent diversity as evidenced across stakeholder interview findings. Interviews with program administrators indicated professional development providers and leadership coaches effectively support candidates' abilities to assess and implement research-based strategies. Study of handbooks, website information, and stakeholder interviews by the site visit team confirm the program systematically ensures recommended candidates have met all requirements by having multiple stakeholder checks throughout the two-year program. Guided by the leadership coach and the program staff, and in conjunction with the program elements and the Descriptions of Practice, the candidate develops competency in leadership knowledge, skills and attitudes through job-embedded coaching, professional development and periodic assessment.

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	No response needed
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	Consistently
The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.	Consistently
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	Consistently
Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.	Consistently

Finding on Common Standard 2: Met

Summary of information applicable to the standard

ACSA’s Administrative Induction program recruits candidates who hold valid preliminary credentials and attempts to match the diversity of administrative candidates to the diversity of the student population as demonstrated in interviews with administrators. Institutional leadership shared that the program strategically and actively recruits Hispanic and African American male teachers and administrators in creative ways. Interviews with candidates and other stakeholders confirmed that ACSA purposefully recruits and admits candidates to diversify the educator pool in California by posting information on the website, publishing articles in Ed Cal, distributing brochures at workshops and conferences, and by using media tools.

Through ‘onboarding’ support, candidate advice and assistance are provided to promote successful entry and retention in the profession. On-line recruitment via the website and orientations done by local program coordinators are part of this process. Various interviews confirmed that the ACSA credential analysts review candidates’ credentials and experience, and then connects them to their local induction program.

Candidate growth, through coach support and professional development events, are consistently seen as the overarching goal of program implementation in order to ensure candidate competency. Interviews affirmed that the local program coordinators oversee the day-to-day activities of the program, while the full-time central office-based personnel within the program support the leadership coaches and the candidates’ personalized learning needs. Feedback from the leadership coach, candidate, and candidate supervisor interviews

triangulated the program’s approach to assisting candidates in their growth and success. Interviews with local program directors and coordinators and review of multiple documents confirmed the program utilizes multiple measures to ensure candidate performance expectations are met—collection and analysis of survey data, monitoring of monthly activity logs, recording candidates’ self-assessment of the CPSEL, and review of electronic document files.

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	Consistently
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	Consistently
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	Consistently
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	Consistently
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	Consistently
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	Consistently
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	Consistently
All programs effectively implement and evaluate fieldwork and clinical practice.	Consistently
For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the opportunity to work with the range of students identified in the program standards.	Consistently

Finding on Common Standard 3: Met

Summary of information applicable to the standard

ACSA's Clear Administrative Services Induction program prepares educators by implementing a formative assessment process wherein candidates develop a personalized Individual Induction Plan (IIP) with goals grounded in the CTC's CASC program standards and CPSEL. After gathering baseline data on their professional practice, candidates develop and maintain a plan to track their personalized goals, induction experiences, and progress toward leadership competency and expected performance. Specific goals and details for each candidate depend on what s/he needs to be successful in his or her current administrative position. Over the span of two years, collaborative, evocative coaching activities are the foundation of the program. This collaboratively created plan ensures that the candidate has the site-based experiences to be successful working with their current student population or for any assignment in the future. Candidates and coaches reported offering feedback and seeing changes implemented. Sufficient resources are allocated for the effective operation of the program, as affirmed through interviews and electronic documentation. Study by the site visit team of handbooks, website information, and stakeholder interviews confirm the program systematically ensures that candidates have the support and educate a diverse student across P-12 programs. ACSA's CASC program provides a highly-regarded coach-based candidate support system. Local programs advertise and recruit for qualified coaches. Requirements are consistent and maintained to ensure quality of coaches across affiliates. Once selected, all coaches receive initial and ongoing unified CNET training (Coach Network) in mentoring and coaching. During their first assignment year, each coach must complete a leadership portfolio as part of their certification process. Wherever possible, coaches are assigned to candidates with similar job placements, consistent with the candidates assigned responsibilities.

A pivotal element to the coaching in this program is that candidates come to appreciate that not only is their locally assigned coach knowledgeable and highly experienced but also has a depth of knowledge regarding the unique ins and outs of the districts in which they work. Across interviews, the team heard overwhelming praise for coaches; one candidate stated his coach wasn't a feel-good coach, but one that pushed him past comfort zones and held him accountable. Another program completer shared that they had hard, real, conversations that stretched the candidate and took her to uncomfortable places where she needed to go. Using the Evocative Coaching model, coaches guide their candidates in the completion of evidence-based IIP that include cycles of appreciative Inquiry, growth reflections, collaborative discussions of progress towards meeting CPSEL aligned goals, and identification of next steps in developing practice. It was reported that candidates can choose focus areas that are meaningful to them. With both employer and coach input, candidates establish individualized goals based on the CPSEL that are aligned with site/district initiatives. One program completer shared that in the beginning, her IIP goal was focused on completing a small project; however, under the guidance of her coach, the IIP developed into a program that will serve special education students in the district for years to come.

Common Standard 4: Continuous Improvement	Team Finding
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	Consistently
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	Consistently
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	Consistently
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation.	Inconsistently

Finding on Common Standard 4: Met

Summary of information applicable to the standard

ACSA’s Clear Administrative Services Induction program’s approach to continuous improvement includes data collection and feedback from all stakeholder groups, gathering evidence from candidate assessments, surveys, portfolio reviews, professional development evaluations, as well as coach and stakeholder surveys and feedback. Their calendar of assessment for continuous improvement is designed to promote program evaluation and improvement. This tool assists staff, coaches, local program coordinators, and advisory board members in meeting timelines when working with candidates while reminding other stakeholders when the data will be reviewed for potential program improvements. One coordinator shared and others echoed that this process is not a short-item on the agendas—the program allocates significant time to thoroughly analyze and identify trends through intense group discussion. For example, the candidate’s surveys taken at the end of year one and the end of their program provide feedback regarding coaching services, program support and competency in the CPSEL. The data from this survey as well as the CTC surveys are analyzed by ACSA staff, local program coordinators and the advisory board during quarterly meetings. To promote participation candidates must include verification that they have completed the survey in their portfolio. Data from this survey is analyzed to identify program effectiveness and make appropriate modifications. For example, over the past few years, data review identified that candidates and coaches had difficulty keeping to deadlines and maintaining adequate candidate progress. As a result, two years ago a more formal mid-year check-was added to ensure that the candidate and coach were on track.

The candidates’ self-assessment and reflection on their growth in the CPSEL are analyzed by the candidate and their coach as part of their regular collaboration. Last year, the data from these self-assessments and reflections were collected at the unit level and analyzed by the ACSA staff,

local program coordinators and the advisory team to provide monitoring of candidate growth and examine program effectiveness. Plans are now in place to regularly collect and analyze this data on an electronic platform where results can be more easily compiled.

In order to gather additional information on program effectiveness, the Program Impact Survey was developed in the 2018-2019 year. The majority of the 33 responders were coaches and LCP with few employer and no community partner responses, raising the possibility that these results may not be representative of how external stakeholders view the program. Additionally, a wealth of anecdotal evidence was presented regarding the rich collaboration that exists between program staff and the coaches, coordinators and local district personnel. Interviews indicated that the result of this collaborative work benefits the affiliated schools as well as the ACSA program and is one of the foundational pieces of strong lasting relationships between these two the program and its participating schools. Yet little evidence was found of a formalized systematic approach to collecting key feedback from external stakeholders such as employers and community partners across the 19 affiliates--attempts to secure input from these two sources is needed.

Many local program coordinators and affiliates use additional locally designed surveys to obtain additional feedback from candidates about their just-in-time needs. Candidates verified their feedback was valued as they cited instances where changes were made in the program design, based upon their feedback. Finally, the induction program staff interviews confirmed that key program leaders meet weekly to discuss and review anecdotal and formally collected data, resulting in the implementation of minor program changes. Local program coordinators, coaches, and candidates all reported the program was very agile in making program changes as items were identified.

Common Standard 5: Program Impact	Team Finding
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	Consistently
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students.	Consistently

Finding on Common Standard 5: Met

Summary of information applicable to the standard

ACSA ensures that all candidates are meeting completion requirements before being recommended for the clear credential through a multi-step process that also verifies candidate impact on the school and/or district. First the candidate compiles evidence of competency which is confirmed by their coach and is presented to school/district administrators during an exit interview. The induction program personnel then verify that candidates demonstrate competence in each of the CPSEL via IIP completion and exit presentation work. Local program directors commented that the verification and recommendation process worked smoothly and efficiently, adding that the compiled exit interview evidence confirmed to the districts' administrators the impact of each candidate's work.

The program is collaboratively customized to meet the diverse needs of students in their local districts. Systems have been created allowing site-based and district supervisors the opportunity to provide input so that the work of all candidates aligns with district academic initiatives and as a result has an impact on teaching and learning.

The Program Impact Survey, implemented for the first time in 2019, is given to coaches, local program coordinators and employers to gather information as to whether completers demonstrate the knowledge and skills necessary to educate all students. The survey is one way the institution maintains ongoing communication with stakeholders to ensure candidates are prepared to enter the profession and have a positive impact on teaching and learning. As shared by site administrators, the program is constantly refining to better meet needs of candidates. One responder stated ACSA is a great program that truly supports new administrators. An advisory board member shared that conversations with local school district administrators highlighted how pleased they are with the growth and leadership of candidates in ACSA's "platinum program." Evidence shows that local districts retain a high percentage of ACSA's candidates once they have completed the program, with growth shown in both the school's academic standing and behavioral indicators when ACSA candidates are present and focused on their leadership learning goals, actions and strategies.

CCTC Program Completer Survey data confirms the positive program impact on candidate competence as well as continuous program improvement over time. Across interviews with candidates and completers, they shared being well prepared to be successful their current roles and future roles in education. One confirmed that everything learned in the program could be used today *and* tomorrow. Another shared that ACSA CASC completers are prepared to serve their community's schools as administrators skilled in meeting the unique and diverse population of students in California.

INSTITUTION SUMMARY

Through interviews and study of documents, it is clear that ACSA's Clear Administrative Services Induction program is highly valued by all stakeholders. Candidates and completers reported they experience a truly job-embedded program, facilitated by powerful coaches. One completer shared that they chose the ACSA program because of its "platinum model of face-to-face

coaching.” Another shared he was not just jumping through hoops with this program; instead it is making him better at my real job, noting he will be sad when it ends. The program design supports the needs of the individual candidate participants. Candidates extend their leadership knowledge, skills, and attitudes through coaching, professional development, and assessment. Each credential candidate is matched with an experienced coach for a two-year induction program that addresses all required components in the CPSEL. Coaches applauded the program’s focus on coaching and the relationships built between coaches and candidates, and the focus on mastery of the CPSEL to grow leaders that transition from knowing the right things to do to *doing* the right things.

ACSA’s credential program is comprised of nineteen affiliate sites, each led by a local program coordinator. These coordinators reported they feel connected to the program leaders in Sacramento, with many opportunities for collaboration. Informal collaboration and calibration occur consistently through networks these local program coordinators have created, and occur formally through quarterly meetings and two-day retreats provided by the program leaders.

Interviews confirm that the program provides candidates the opportunity to individualize professional development, using district, employer and professional development resources which are available through ACSA’s new learning management system. Candidates felt that the opportunity to choose professional development that fits their needs was another powerful component of the program.

Those interviewed reported the program is responsive to feedback from stakeholders and makes adjustments to the program design based on participant feedback. Minimal stakeholder input is gathered through advisory and local program coordinator meetings, surveys, and observations. While some individual stakeholders could provide specific examples of changes made based on their feedback, no evidence was found that ACSA systematically partners with similar administrator induction programs for collaborative, reflective reviews of program design, examination of program effectiveness and providing external input for program improvements.