



1  
2  
3  
4  
5  
6  
7

**COMMITTEE ON ACADEMIC PLANNING AND REVIEW**

18-19 CAPR 24  
Thursday, April 18th , 2019

**TO:** The Academic Senate

**FROM:** The Committee on Academic Planning Review (CAPR)

**SUBJECT:** 18-19 CAPR 24: Request to increase program units for the Department of Educational Leadership

**PURPOSE:** For Action by the Academic Senate

**ACTION REQUESTED:** That the Academic Senate approve the request for a request to increase program units for the Department of Educational Leadership, effective upon signature of the President

8  
9

**BACKGROUND:**

At its meeting on March 21<sup>st</sup>, 2019, CAPR members discussed the request for increase in program units for the Department of Educational Leadership (College of Education and Allied Studies (CEAS)). At that meeting, members posed questions regarding the need for an increase in units. Dr. Peg Winkelman and Dr. Ardella Daily attended this meeting to provide evidence that the Commission on Teacher Credentialing (CTC) requires that particular state standards to be met in order for students in the program to receive valid licensure. Given the increase of requirements, the department requires more time (units) in order to meet these demands. The increase in units will be amply covered by current faculty load without need for extra hiring. Drs. Winkelman and Daily met with Dr. Scharberg to review all requests to be sure all policies were met at the University and Chancellor's Office levels. Given that all questions were answered, clarified and all evidence was clear, the members of CAPR did not have any further questions at its April 18<sup>th</sup>, 2019 meeting.

Given the urgent nature of this request, with evidence provided that students will begin to meet these requirements in the Fall and course revisions are taking place currently to meet that need, there is a desire to waive the first reading of this request at the last Senate meeting for the Spring 2019 semester.

CAPR approved this proposal with a unanimous vote at its April 18, 2019 meeting.

29  
30

April 18<sup>th</sup>, 2019 18-19 CAPR 24: Ed Leadership expansion on number of units

**The Department of Educational Leadership is requesting that the Professional Learning courses: EDLD 685, 686, 687, and 688 be increased from 1 to 3 units each in order to reflect the instructional hours for each course and meet the credential requirements described in the *Commission on Teacher Credentialing Handbook Revised Administrative Services Program Standards (July, 2018)*. The increase in total units for the two-year Administrative Services Clear Credential Induction Program (from 12 to 20 units) is required to meet the California Commission on Teacher Credentialing standards for accreditation (see excerpts below).**

### **The Nature of Induction**

**Program Standard 4: Professional Learning** The induction program is a composite of the key intersecting elements of individualized coaching, professional learning opportunities, and assessment of skills, dependent upon the identified needs of each candidate, and chronicled on a common document, the individual induction plan (IIP). The induction experience is informed by ongoing assessment and is cyclical in nature. Components include initial assessment, goal setting, a plan that incorporates coaching and professional learning opportunities, ongoing formative assessment and reflection, benchmark and summative assessment and reflects ...90 clock hours annually.

**Section A. The Individual Induction Plan (IIP)** The program provides candidates and coaches opportunities to collaboratively develop professional performance goals as part of an annual Individual Induction Plan (IIP) that is grounded in the outcomes of Standard 5 and considers both employer priorities and individual job responsibilities. The IIP serves as the blueprint for the full induction experience, outlining the components of the program that will enable the candidate to meet or exceed established performance goals. In accordance with Education Code 44270.1(a)(3), the IIP identifies individual needs, based on the candidate's assignment and prior professional experiences, including the assessment that occurs at the end of the preliminary program, if available. The program ensures that the IIP identifies specific performance outcomes and data to be collected to certify demonstration of candidate proficiency in the areas of leadership articulated in Standard 5 of the Administrative Services Credential Induction Program Standards. The IIP is a working document, periodically revisited for reflection and revision. The IIP supports both the coaching and professional learning aspects of the induction program.

**Section B. Coaching** The program implements a research-based coaching model, with a sound rationale, that meets the individual needs of beginning administrators. Coaching is a process and service that is individualized for each candidate, with a common focus of developing leadership competency rather than completion of hours. The coaching based induction program provides a minimum of forty hours of job-embedded coaching activities, including site visits, face-to-face meetings, and electronic conversation (e.g. telephone, computer applications) to support the development of leadership competences in response to the complexity of the candidate's administrative position, experience, background, and IIP goals. In order to provide each candidate with the coaching service needed to attain program outcomes, additional coaching hours may be required. Coaching is regular, consistent, and ongoing throughout each year of the two-year program.

*Commission on Teacher Credentialing Handbook Revised Administrative Services Program Standards 30 July 2018*