

UPDATE ON PLAN TO REVISE AND RESTRUCTURE THE ADMINISTRATIVE SERVICES CREDENTIAL

EDUCATOR PREPARATION COMMITTEE

JUNE 26, 2026

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Accreditation, and Workforce Investment

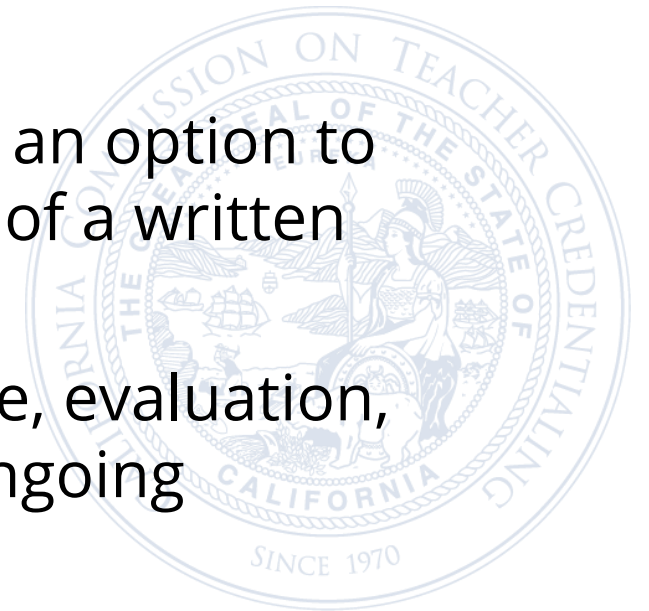
BACKGROUND – LEGISLATIVE

- AB 2725 Veto message (2024) + AB 1009 (2025)
- Bills signed in 2025:
 - AB 1454: Literacy in Administrator preparation
 - AB 959: Administrative Services Intern program preservice
 - AB 1119: Dual credentialing (Gen Ed + EdSp)



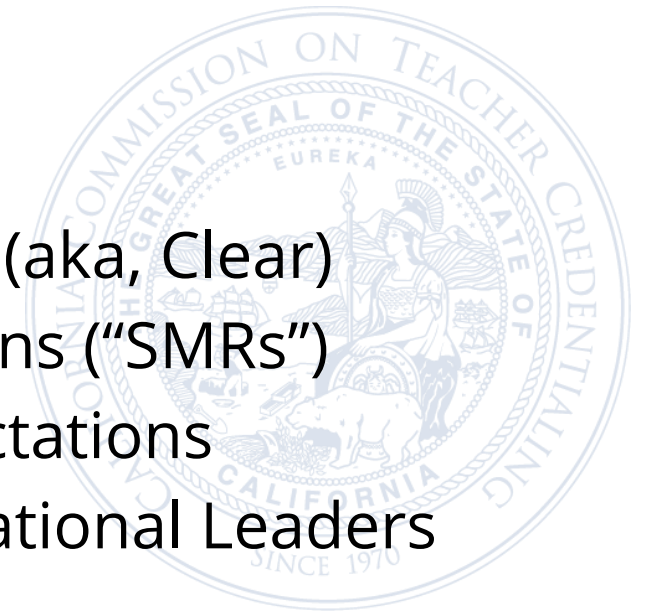
BACKGROUND – HISTORIC

- 1960s provided for separate credentials for supervision and administration
- 1970s moved to a single, broad authorization and an option to satisfy preparation requirement through passage of a written exam
- 1980s focused on preservice prep, field experience, evaluation, and established a two-tiered system to support ongoing professional development



BACKGROUND – HISTORIC, cont.

- 2011-17 standards/preparation updates
 - Continued two-level structure
 - Traditional, intern, exam routes
 - Focus on strong clinical practice
 - Emphasis on induction over coursework for Tier II (aka, Clear)
 - CACE: California Administrator Content Expectations (“SMRs”)
 - CAPE: California Administrator Performance Expectations
 - CPSEL: California Professional Standards for Educational Leaders
 - CalAPA
 - CPACE examination



CURRENT DAY

- Broad, duty-based authorization focused on the types of services that may be provided in various settings – school site, district, county office, programmatic, or specialized administrator roles.



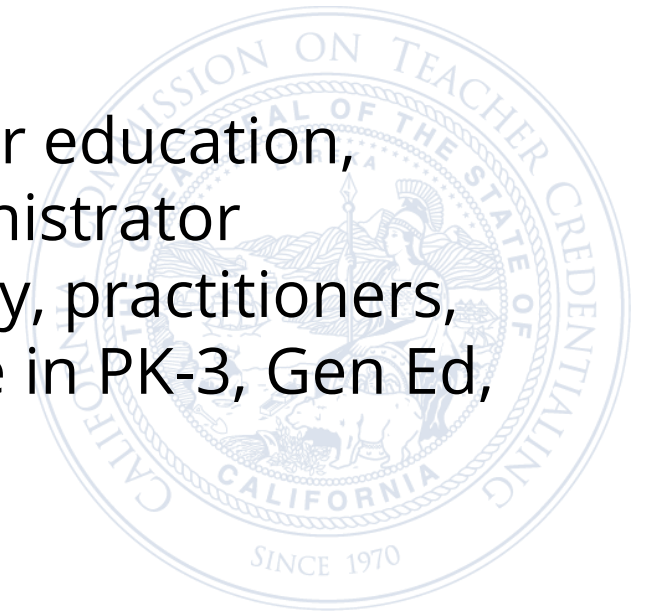
PROPOSED APPROACH, WORK PLAN, AND ENGAGEMENT

- Recruitment, selection, and logistics
- Project sequence and Commission engagement
- Workgroup charge



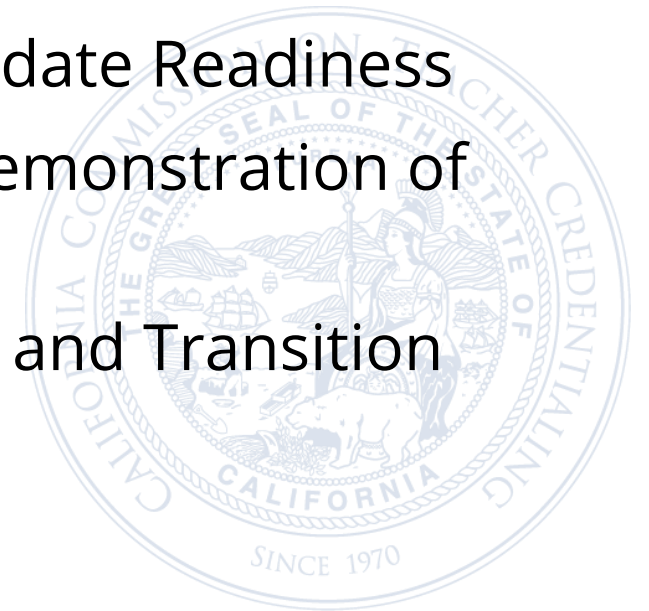
RECRUITMENT, SELECTION, AND LOGISTICS

- Workgroup selection began in March 2026. Applications and nominations were accepted through April 6.
- Includes representation from institutions of higher education, county offices of education, school districts, administrator preparation programs, induction programs, faculty, practitioners, and education partners with experience/expertise in PK-3, Gen Ed, and Special Ed



FOCUS AREAS FOR POLICY CONSIDERATION

- Focus Area 1: Credential Structure and Authorization
- Focus Area 2: Preparation Expectations and Candidate Readiness
- Focus Area 3: Clinical Practice, Supervision, and Demonstration of Competence
- Focus Area 4: System Alignment, Implementation, and Transition



PROJECT SEQUENCE AND COMMISSION ENGAGEMENT

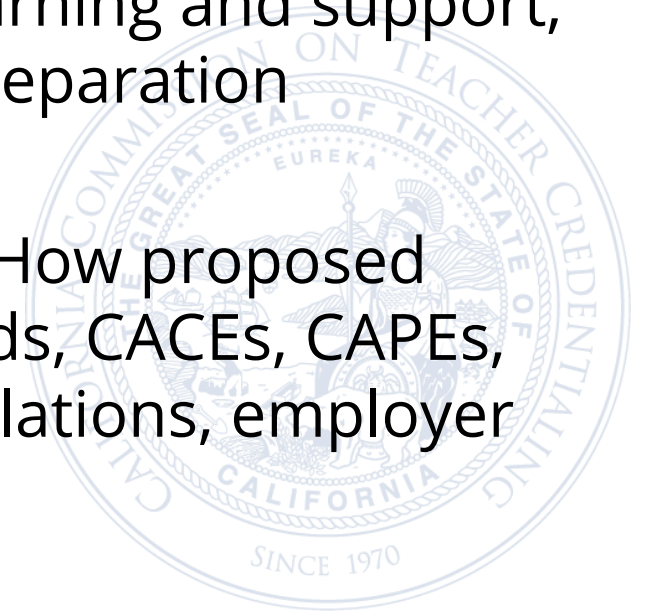
- Initial inquiry phase focusing on statutory direction, current research and state examples, the current ASC structure, prior Commission work, current standards and expectations, and the four focus areas.
- Possible changes and recommendation themes using field engagement to test emerging ideas and identify implementation concerns.
- Focus on refining recommendation themes, incorporating workgroup and field feedback, identifying any standards, authorization statements, assessment revisions, regulations, or implementation materials that may need to be developed by staff for future Commission consideration.

PROPOSED WORKGROUP CHARGE

- Credential Structure and Authorization: Potential differentiated ASC pathway structures, authorization statements, bridge options, and the relationship between pathway design and administrative responsibilities.
- Preparation Expectations and Candidate Readiness: What preparation should remain common across ASC pathways, what preparation may need to be pathway-specific, and how existing preparation should be updated, clarified, or differentiated in relation to literacy, inclusive campus leadership, support for teachers and classified staff, workforce management, appropriate assignment of certificated staff, and role-specific expectations.

PROPOSED WORKGROUP CHARGE

- Clinical Practice, Supervision, and Demonstration of Competence: Fieldwork, clinical practice, internship requirements, preservice preparation, supervision, ongoing job-embedded learning and support, assessment, and the respective responsibilities of preparation programs and employing agencies.
- System Alignment, Implementation, and Transition: How proposed changes may affect preconditions, program standards, CACEs, CAPEs, CPSEL, CalAPA, CPACE, induction, accreditation, regulations, employer guidance, communication, and transition timelines.



STAFF RECOMMENDATION

That the Commission review and, if appropriate, approve the proposed charge of the Administrative Services Credential Workgroup.

That the Commission provide any feedback on the proposed focus areas, project plan, and initial questions for inquiry that will guide the first phase of the work.

