



# On the Path to Leadership

## California's Administrator Induction Programs

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# Executive Summary

School administrators play a critical role in a school's success, and leaders' access to effective preparation, early-career induction, and ongoing professional support influences school, teacher, and student outcomes. A key area of leadership development is early-career induction, which typically is designed to build on the experience of administrator preparation and address the specific needs of newly credentialed administrators. The state of California, acknowledging the importance of learning for administrators, updated and substantially revised its state standards that guide induction for newly credentialed administrators, including school administrators (e.g., principals, assistant principals), as well as district and other non-school administrators (e.g., directors of professional development, truancy officers, coordinators for nontraditional education settings).

California has a two-tiered credential structure for education administrators. The first tier is the Preliminary Administrative Services Credential. An individual who has completed all requirements for a preliminary credential but does not have an offer of employment in an administrative position may apply for a Certificate of Eligibility, which does not expire. Once an individual secures an administrative position, the holder of a Certificate of Eligibility may apply for the Preliminary Administrative Services Credential. The second tier is the Clear Administrative Services Credential. To receive the Clear Administrative Services Credential, individuals must successfully complete a 2-year induction program.

The state's 2-year induction model focuses on job-embedded, individualized support that includes: (1) coaching with a trained coach for at least 40 hours per year, (2) personalized professional development for at least 20 hours per year, and (3) multiple assessments that capture competency toward the practices outlined in the state's professional standards for administrators. These assessments include an initial assessment to inform a participant's individual induction plan, benchmark assessments to measure progress over the course of the program, and a summative assessment to demonstrate that participants have completed program requirements and to support programs in recommending participants for the clear credential.

This report explores the landscape of new administrator induction in California using statewide survey data and case studies of administrator induction programs. The California Commission on Teacher Credentialing (CTC), which accredits and oversees all administrator induction programs, conducts a program completer survey asking about administrators' experiences with their induction programs and overall preparedness when they apply for their clear credential. This report analyzes 4 years of survey data from 6,812 administrators who completed induction between September 2017 and August 2021. It also draws on qualitative data from six case studies of administrator induction programs that were highly rated on the program completer surveys to highlight exemplary structures and practices. These case studies draw on interviews and focus groups with key program staff, coaches, and current and former program participants, as well as observations and documents. Together, these data sources informed an in-depth analysis of induction program design, implementation, and effects, along with implications for state policy.

## Key Findings

- 1. Induction program administration, structures, and financial supports vary across the state of California.** From 2017–18 to 2020–21, 40% of all California administrators completing induction attended a program run by a county office of education, 12% by a district, 30% by an institution for higher education, and the remaining 18% by the statewide professional organization, the Association of California School Administrators (ACSA). Although all induction programs must follow the CTC's standards of quality and effectiveness, there is considerable variation across programs. For example, some programs hire and train their own coaches, often relying on retired school leaders, which can help create a trusting relationship with an experienced coach outside of a participant's district. Other programs ask participants to choose their own coaches, who are typically practicing administrators within a participant's district, which allows the coach to know the participant's working context intimately. Likewise, some programs have structured, required professional development activities that are led by program staff, have a predetermined curriculum and schedule, and are organized so that smaller groups of program participants learn together. In other programs, participants, with support from their coaches, identify their own professional development experiences, which can, in some cases, include experiences offered by the program. Program differences may reflect useful adaptation but also indicate that not all induction participants get the same type and intensity of supports.
- 2. The frequency of coaching also varies across programs and is significantly related to administrators' reports of program effectiveness.** While over half (52%) of program completers received coaching field support once per week or more, 32% received field support twice per month, 13% received field support only once per month, and 3% received field support less than once per month. These differences matter, as there is a positive relationship between the frequency of field support from coaches and ratings of program effectiveness. Given the program standards requiring 40 hours per year, program completers reporting that they receive coaching field support once per month or less may not be getting the required level of support. Among administrator induction programs with at least five program completers reporting on their field support, there were three programs in which more than one third of completers reported such infrequent coaching.
- 3. Induction is well regarded by program completers and positively influences their sense of their knowledge, skills, and professional growth, as well as their resilience.** Over 90% of California administrators on the statewide survey rated their induction program as effective or very effective at developing the knowledge and skills needed to become an education leader, which may reflect California's high program standards. Across every leadership skill aligned with the California Professional Standards for Education Leaders (CPSEL), at least 85% of survey respondents reported being well or very well prepared for that leadership skill. In the case study programs, induction program staff, coaches, and participants reported three primary impacts of induction. One, newly credentialed administrators' leadership knowledge and skills improved because of their work with their coaches or through other professional development activities. A commonly cited improvement was in administrators' ability to reflect on their decisions in a purposeful, critical, and nuanced way. Administrators also learned how to take a broader perspective rather than getting lost in details and how to handle challenging situations. Two, participants

attributed their resilience to the personal support provided by their coaches and, in the case of programs that create small cohorts of administrators working together, fellow administrators in their program. Three, participants reported that induction advanced their professional growth and their careers through networking and support. For example, their experiences in induction gave them the tools, language, and confidence to apply for principal positions and a framework to think about their leadership in a more systematic way so they could articulate their vision and goals. Regular coaching, in particular, was seen as an important avenue for supporting new administrators.

4. **Induction works especially well when coordinated with administrators' existing professional supports and tailored to their roles.** Induction programs run by school districts are well positioned to integrate induction into the broader set of supports available for newly credentialed administrators, and completers from district-run induction programs were the most likely to rate their programs as very effective on the statewide survey. For programs run by other types of organizations, intentional partnerships between districts and induction programs facilitate integrated induction experiences for participants. With strong partnerships in place, induction staff and coaches bolstered districts' efforts to support their newly credentialed administrators. In addition, administrators who attended the same institution for both their preparation and induction programs often benefited from a more seamless learning experience and had opportunities to develop long-term relationships with program staff and coaches working across both programs. Because induction serves administrators in a wide range of roles, programs can struggle to serve participants working in nontraditional or non-school administrator roles. Also, since many participants complete induction while still serving as assistant principals, there may be a need for additional support when they are promoted to the principalship.
5. **Funding challenges affect administrators, coaches, and programs.** There is no dedicated state funding for California's administrator induction programs. The advertised cost for induction programs ranged from \$0 to \$10,000 for the 2-year program, and the actual cost paid by participating administrators depended on whether their districts or other external organizations paid some or all of the cost. Coach compensation also emerged as a challenge in many programs. At one extreme, coaches are full- or part-time employees with salary and benefits; at the other extreme, they receive no compensation whatsoever. Many programs fall in between, with coach stipends ranging from \$2,000 to \$7,500 per participant for 2 years, though in some programs coaches must pay for their own training or travel costs. At the programmatic level, program coordinators often have to make difficult decisions about program capacity given costs and coaching caseloads. For example, some programs want to increase compensation for their coaches but are hesitant to pass those costs on to participants. Districts that fund some or all of participants' programs typically use federal Title II funds and, more recently, Elementary and Secondary School Emergency Relief (ESSER) funds.



## Policy Recommendations

While California administrators overwhelmingly value their induction experiences, the implementation of the state's program standards varies across programs, as do the nature and degree of coaching supports. To strengthen induction support for all California administrators, we offer the following policy recommendations based on our analyses.

### Induction as Part of a Continuum of Learning

Induction may be most effective when it is clearly integrated into a coherent system of professional learning. The following recommendations support a tighter connection between induction and other learning opportunities and supports for California's prospective and new administrators.

- **Districts and other professional development providers can integrate induction more clearly into a continuum of supports for new administrators.** Districts can construct and communicate a connected set of supports for administrators (e.g., administrator recruitment, preparation, mentoring, and other professional learning) to help them better navigate and address their leadership needs as well as consider how these supports complement the coaching and professional development that occurs as part of induction.
- **Districts or the state can provide additional support, especially coaching, for early-career principals who have already completed their induction.** Because many newly credentialed individuals do not move immediately into a principalship, they may complete induction before they secure such a position and need support when they do. The state could allow administrators who plan on moving into a principalship to complete their second induction year once they have made the move into that position, so long as it is still within the 5-year window the state allows for completing an induction program. Alternatively, the state or districts could consider augmenting support for new principals through other supports if they complete induction before moving into a principalship.
- **Induction programs can use California Administrator Performance Assessment (CalAPA) results to inform coaching.** CalAPA results can inform individual induction plans—which all program participants develop with their coaches to set individualized goals and guide their induction experiences—so they are based on identified rather than perceived needs. In programs where participants have the same coach in their preparation and induction programs, coaches are more likely to use CalAPA data because they are involved in that assessment process. To make this practice available to other providers, the state could make CalAPA data directly accessible to induction program staff, with the consent of program completers, since the state uses a single system to store its data.

## Induction Tailored to Administrators' Needs

The following set of recommendations focuses on how the state and induction programs can better meet the varying needs of newly credentialed administrators and help newly credentialed administrators make the best choice about which induction program to enroll in.

- **The CTC can provide additional information to newly credentialed administrators about the variation in program structures and costs.** By making program structures and costs easily accessible to early-career administrators, the state could facilitate better matchmaking between administrators and programs. The CTC currently provides a directory of Commission-approved educator preparation programs on its website. It could leverage this existing infrastructure to highlight accredited administrative induction programs and their key features.
- **The CTC and induction programs can strengthen coaching by ensuring all coaches are trained and all participants receive consistent coaching.** While all of the programs we studied offer training for coaches, not all programs mandate that the coaches attend. The CTC could emphasize that coach training is mandatory and establish training programs for districts or other induction providers that are unable to consistently offer their own training. This training could perhaps be offered through the 21st Century California School Leadership Academy (21CSLA). Likewise, the CTC could clarify its requirement that coaching should occur on a “regular” basis to ensure all induction participants receive coaching at consistent intervals (e.g., every 2 weeks) to meet the minimum of 40 coaching hours per year.
- **Induction programs not run by districts can pursue program–district partnerships to reflect local priorities.** The alignment and responsiveness that come from partnerships benefit both the individual administrators and the districts. The state can encourage all non–local education agency (LEA) programs, including those housed in county offices of education and institutions of higher education, to work collaboratively with local districts to offer coherent, relevant support. The CTC could offer examples of how programs could foster and maintain partnerships, or the CTC could consider grants for induction programs to further develop district–program partnerships.
- **Programs can articulate a distinction between principal and other administrator induction programming.** Despite the individualization provided by coaching, at times there was a mismatch between what programs offered and what administrators needed. Specifically, administrators in different roles (e.g., principals, assistant principals, administrators from nontraditional schools, administrators in central office positions) may need professional development content and cohort supports more tailored to their particular responsibilities. The CTC could offer information about the various roles supported by different induction programs and offer examples of how programs meet the needs of administrators in different roles. Some states, such as Delaware, require specialized certification for different administrator roles, such as principal or assistant principal, central office personnel, superintendent or assistant superintendent, or special education director. The CTC could consider developing a more tailored approach to administrator licensure and certification.

## Funding as a Lever to Increase Accessibility

Finally, we offer recommendations related to the funding of induction.

- **The state and districts can identify ways to bolster funding so costs are not shouldered by participants and coaches.** The state, districts, and programs can identify funding sources to support administrator induction so that participants are not carrying the costs for their own induction. Funding sources can include the federal Title II funds, California's Educator Effectiveness Block Grants, and local nonprofit organizations, among others.
- **The state can consider revisions to the California State Teachers' Retirement System (CalSTRS) to make it easier for retired administrators to be coaches in programs run by LEAs without affecting their retirement benefits.** To ensure a continuous pipeline of qualified, experienced coaches, the state may want to consider revisions to CalSTRS to allow coaches to keep their full-service retirement benefit as well as additional earnings.

California has made great strides in supporting newly credentialed administrators with well-designed induction and professional standards and should continue to invest in the development of school administrators and strengthen programs so that all newly credentialed administrators are set up for success.

# Introduction

In 2014, the state of California, acknowledging the importance of learning for administrators, substantially revised its state standards that guide administrator preparation, induction, and professional learning. The result of this effort, the Administrative Services Credential Program Standards, was designed to create an aligned learning progression for administrators from classroom teacher to newly credentialed administrator to experienced administrator.<sup>1</sup> In California, these standards apply to school administrators (e.g., principals and assistant principals) as well as district and other non-school administrators (e.g., directors of professional development, truancy officers, or coordinators for nontraditional education settings). As a result of these substantial changes, California is one of 23 states that require some sort of induction experience for new principals. Of these 23 states, California is 1 of only 10 that includes induction as part of its licensure requirements, and 1 of only 4 with a two-tiered credentialing system tied to induction.<sup>2</sup>

This report focuses on an important step along this developmental continuum: induction support for newly credentialed administrators in California. Specifically, it seeks to understand the elements, administration, funding mechanisms, and effects of administrator induction; present examples of induction programs linked to positive outcomes; and provide guidance to policymakers and program coordinators to support high-quality induction for all newly credentialed administrators.

## The Importance of Administrator Learning

While California administrator induction serves individuals in all administrative positions, prior research on administrator learning focuses more specifically on school leaders. The importance of effective principals for students' and teachers' success has been well established.<sup>3</sup> A research synthesis published in 2021 by Grissom, Egalite, and Lindsay concludes that, given the scope of principal effects across an entire school, "it is difficult to envision an investment with a higher ceiling on its potential return than a successful effort to improve principal leadership."<sup>4</sup> Importantly, the learning opportunities that school leaders have—their preparation, induction, ongoing professional development, coaching and mentoring, and peer networks—make a difference in their effectiveness to realize these positive outcomes for schools, teachers, and students.<sup>5</sup>

## Professional Learning in General

Research has shown that high-quality learning opportunities focus on important content, including providing instructional leadership, leading and managing school improvement, shaping teaching and learning conditions, developing staff, and meeting the needs of all learners.<sup>6</sup> They also provide meaningful and authentic opportunities to apply learning in practice; mentoring or coaching, along with feedback and opportunities for reflection; and cohort or networking structures that create a professional learning community.<sup>7</sup> Principal learning opportunities with these features can develop principals' competence across their full range of responsibilities, enabling them to foster school environments in which students and staff thrive.<sup>8</sup>

A recent study in California examined the outcomes associated with principals' access to high-quality preparation and professional development. It found that the overall quality of principals' preparation and their learning about developing people and meeting the needs of diverse learners are positively related

to teacher retention.<sup>9</sup> Specifically, if a principal had low-quality preparation, the probability of a teacher staying in that principal's school is 78% on average, but if a principal had high-quality preparation, the probability of a teacher staying in that principal's school is 89%. In addition, principals' participation in higher-quality internships during their preparation is associated with significantly greater student learning gains in English language arts. High-quality internships feature a tight alignment between the field experience and coursework and offer candidates opportunities to lead, facilitate, and make decisions with the support of an expert mentor.

In terms of principals' professional development, the frequency and content of principals' professional learning opportunities are also significantly associated with student achievement.<sup>10</sup> Controlling for a range of student, teacher, school, and district factors, the researchers found that frequent access to professional development mattered for principal effectiveness, as did access to content focused on managing change, leading instruction, shaping a positive school climate, developing people, and meeting the needs of diverse learners.

In this study, on average, students whose principal had received more extensive professional development (a score of 9 out of 10 on the professional development index) outperformed students whose principal had little access to professional development (a score of 2 out of 10 on the index). To put the size of the effect into context, the researchers translated the difference in average academic performance into days of learning. The academic benefit of being a student in a school with a principal who had received high versus low levels of professional development equated to an additional month and a half (29 school days) of learning in English language arts and almost 3 months (55 school days) of learning in math. Notably, study findings indicate that the achievement gains associated with having a principal who received extensive professional development in instructional leadership were greatest for students from historically underserved groups (i.e., Black, Latino/a, and Native American students).

Research focused on assistant principals' professional development has likewise shown that professional learning opportunities are important for their development.<sup>11</sup> A research synthesis found that assistant principals valued formal and informal mentoring, networking, and on-the-job learning experiences, and these experiences contributed to their growth as leaders and their readiness to take on new leadership experiences.<sup>12</sup>

## Induction Support

Induction, which typically is designed to build on the experience of administrator preparation and address the needs of early-career administrators, can be a key step along administrators' career pathway. Multiple research studies have underscored the importance of principal induction. In Pennsylvania, all school principals are required to participate in the state's induction program, the Pennsylvania Inspired Leadership Program, within their first 5 years of employment. Provided by the National Institute for School Leadership, the program requires principals to take formal coursework tied to an action research project focused on the state's

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leadership standards. The coursework provides principals with training to examine school data to identify school, teacher, and individual student needs and with the strategic planning tools to implement a vision of high-quality teaching and learning. A study of this program over an 8-year period from 2008–09 to 2015–16 found that principals’ participation—especially during their first 2 years as a principal—was associated with improved student achievement and teacher effectiveness in math, with the strongest relationships concentrated among the most economically and academically disadvantaged schools in the state. In addition, in the second and third years following completion of Pennsylvania’s induction program, teacher turnover in participating principals’ schools declined by approximately 18%.<sup>13</sup>

Research also points to the important features that support newly credentialed principals’ learning, which reflect those of high-quality principal development programs more generally. A study of a state-level mentoring and induction program in Kansas found that assistant principals perceived their induction program’s strengths to be:

- mentor–mentee matching,
- networking and cohort opportunities,
- personal assistance, and
- growth-based activities.<sup>14</sup>

In another study, new assistant principals served by the Kansas Educational Leadership Institute identified important features of induction programs to be:

- opportunities to devise a personalized professional growth plan,
- peer group problem-solving and idea sharing,
- reflective feedback,
- mentoring by an experienced principal from within one’s own school system, and
- participation in professional association meetings.

The new administrators in this study also noted that induction should include multiple avenues for establishing relationships with other experienced colleagues, including mentor principals from within or outside a district, mentor principals from professional organizations, or other district personnel.<sup>15</sup> Research has also shown that professional learning for school leaders should be individualized to a leader’s needs and include goal setting and growth planning.<sup>16</sup>

In line with this research, the California Commission on Teacher Credentialing (CTC)—the state agency that approves all administrator preparation and induction programs—has recognized the importance of induction for setting newly credentialed administrators on the path to effective leadership. The CTC’s standards for administrator induction explain: “When novice [administrators] are able to improve and broaden their portfolio of skills, they are on a path to make a difference, stay in the job, and become highly accomplished leaders who use their expertise to effect successful teaching and learning.”<sup>17</sup>

## Study Focus and Methodological Overview

This study was designed to take an in-depth look at administrator induction across California and to answer the following five research questions:

1. What is the current landscape of administrator induction across California as required for a clear credential (the second credential of the state's two-tiered system for administrative credentialing)?
2. How do different induction programs design the three required elements (i.e., coaching, professional development, and participant assessment)?
3. How are different induction programs administered and funded?
4. How successful has induction been in improving the knowledge and skills of newly credentialed administrators?
5. How can California policymakers and induction program administrators support effective administrator induction?

To answer these questions, we first analyzed statewide induction program completer survey data collected by the CTC for all California administrators who had completed induction and were applying for their Clear Administrative Services Credential. The program completion survey asked administrators to report on the extent to which they felt prepared in leadership skills aligned with the California Professional Standards for Education Leaders (CPSEL) as well as to describe their coaching experiences during their 2 years in an induction program. The survey data we analyzed span 4 years, from September 2017 through August 2021, and include 6,812 induction program completers. Across these 4 years, there are survey responses from 85% of California administrators who completed induction and received their clear credential.

We then conducted case studies of six induction programs that program completers rated highly. The case studies draw on multiple data sources, including:

- interviews with key program staff (e.g., program coordinators and others involved in program development and implementation) addressing program elements and design, funding, factors that support or hinder implementation, and evidence of outcomes;
- focus groups with coaches addressing their training, support, and compensation; the support they provide to participants; and their perceptions of participants' growth;
- focus groups with administrators who are participating in, or are recent graduates of, induction programs covering induction elements, funding, and contributions of induction to administrators' practice;
- observations of induction activities, including final capstone presentations; and
- reviews of documentation such as websites, program descriptions, program-designed leadership rubrics, and program requirements.

Together, these data sources informed an in-depth analysis of induction program design, implementation, effects, and implications for state policy. We include more details on our methodological approach in [Appendix A](#).

## Overview of Report

The following section, “[Administrator Induction in California](#),” provides an overview of California’s two-tiered administrator credentialing system, induction policies, and leadership standards. Then, “[Landscape of Induction Programs Across California](#)” presents a statewide picture of induction programs, including the number of programs, their administrative entities, numbers of participants, and program costs. It also presents findings from a statewide survey of program completers about their perceptions of their programs’ effectiveness and their coaching experiences. The next section, “[Introduction to Case Study Programs](#),” provides an overview of the programs we studied more closely. The following three sections—“[Coaching](#),” “[Professional Development](#),” and “[Assessment](#)”—delve deep into the main elements of induction. Each of these sections illustrates the range of practices employed by the six case study programs. “[Program Impacts](#)” outlines how induction contributes to administrators’ knowledge, skills, professional growth, and general professional well-being. The section “[Factors Influencing Induction Experiences](#)” discusses the elements that support induction programs and allow them to best serve newly credentialed administrators. We conclude with the section “[Summary and Policy Recommendations](#),” in which we offer ideas to strengthen induction statewide.

# Administrator Induction in California

California's public schools employed over 27,000 administrators across more than 1,000 school districts as of 2018–19, the most recent year for which data are available.<sup>18</sup> At that time, California had one of the highest administrator-to-pupil ratios in the United States, partially due to large reductions in administrator staff that occurred during the Great Recession.<sup>19</sup> California's principals, on average, had less experience in their schools and higher turnover rates than principals nationally.<sup>20</sup> Principals in California's rural schools had particularly high turnover rates, with 28% of California's rural principals turning over between 2015–16 and 2016–17, compared to 19% of rural principals nationally.<sup>21</sup> One analysis of professional learning for California principals found that principals in the state's rural schools were much less likely to report that they had access to professional learning opportunities such as principal networks or coaching.<sup>22</sup>

These contextual factors, and the research demonstrating the importance of high-quality professional learning opportunities for teacher and student outcomes,<sup>23</sup> underscore the importance of strong support for California administrators, particularly for those who are early in their careers. In this section, we explain California's policies for supporting its newly credentialed administrator workforce and describe the landscape of induction programs across the state.

California has recognized the important role administrators play in establishing positive and productive school environments for teachers and students. As stated in the foreword of the California Commission on Teacher Credentialing (CTC) *Administrative Services Credential Program Standards handbook*:

At the dawn of the 21st century, the demand for high-quality school leaders has never been greater. And with such demands come new roles, responsibilities, and performance expectations. The imperative for high-quality school leaders has been stimulated by the broader national education reform agenda and by recent research regarding the centrality of effective leadership in the development and support of powerful teaching and learning in schools.<sup>24</sup>

Among other policies related to administrator preparation and ongoing professional development, this vision for administrators is supported through California's credentialing structure and induction policies.

## Administrative Credentialing Structure

California has a two-tiered credential structure for education administrators. Tier 1 is the 5-year Preliminary Administrative Services Credential, which is required for school administrators (e.g., principals and assistant principals), as well as district and other non-school administrators (e.g., directors of professional development, truancy officers, or coordinators of nontraditional education settings). To be eligible for a preliminary credential, an individual must have 5 years of full-time experience as a teacher or other student support role and participate in one of the following three pathways into administration: (1) completing a CTC-approved administrator preparation program and passing the California Administrative Performance Assessment (CalAPA), (2) working as an administrative intern while completing a CTC-approved administrator intern program, or (3) achieving a passing score on the California Preliminary Administrative Credential Examination. An individual who has completed all requirements but does not

have an offer of employment in an administrative position may apply for a Certificate of Eligibility, which does not expire. Once an individual secures an administrative position, the holder of a Certificate of Eligibility may apply for the Preliminary Administrative Services Credential.

Tier 2 is the Clear Administrative Services Credential. To receive this credential, individuals must complete a CTC-approved induction program, work for at least 2 years in a full-time administrative position, and obtain the program sponsor's recommendation for the credential. Enrollment in a 2-year induction program is meant to occur no later than 1 year from activation of the preliminary credential, with coaching to begin within 30 days of program entry. Since the preliminary credential is good for 5 years, some individuals take longer to complete induction and apply for their clear credential.

## Induction Policy

With the adoption of the CTC's program standards for induction programs in 2014,<sup>25</sup> the state replaced a more traditional, coursework-based induction program with one that is job-embedded, based on the actual experience of each newly credentialed administrator, and tailored to the specific school, district, and community contexts of the administrator.<sup>26</sup> This revised induction model reflects many of the elements of high-quality administrator learning opportunities that research has found to be associated with positive administrator, teacher, and student outcomes: authentic learning opportunities that apply learning in practice; a focus on leading instruction, developing people, creating a collaborative learning organization, and managing change; mentoring or coaching, along with feedback and opportunities for reflection; and cohort or networking structures that create a professional learning community.<sup>27</sup>

California's revised induction model reflects many of the elements of high-quality administrator learning opportunities that research has found to be associated with positive administrator, teacher, and student outcomes.

The state requires induction programs to be 2 years long and contain the following elements:

- coaching on a regular basis for a minimum of 40 hours per year within the educator's context by a carefully selected and trained coach;
- personalized professional development (i.e., learning opportunities such as courses, conferences, and book studies), for a minimum of 20 hours per year, that meets individuals' goals and is integrated with school and district goals; and
- assessment to inform the individual induction plan and to verify administrators' leadership competencies that support a recommendation for the clear credential.

To meet the individual needs of program participants, the state requires participants to develop an individual induction plan collaboratively with their coach. According to program standards, this plan "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."<sup>28</sup> The CTC expects the



individual induction plan to be grounded in the California Professional Standards for Education Leaders (CPSEL) and to consider both employer priorities and individual job responsibilities. Further, the plan is intended to be a working document that the participants, together with their coaches, periodically revisit for reflection and revision.

To ensure the development and implementation of high-quality induction programs, the state developed program standards of quality and effectiveness, which are organized into three categories: program design and coordination, the nature of induction, and performance expectations for education leaders. The standards are summarized in [Table 1](#). (See [Appendix B](#) for more detail on each required program component.)

**Table 1. Induction Program Standards of Quality and Effectiveness**

Standard	Key Elements
<b>Category 1: Program Design and Coordination</b>	
<b>Program Standard 1: Program design and rationale</b>	<ul style="list-style-type: none"> <li>• Is individualized, job-embedded, and 2 years long</li> <li>• Is informed by theory and research</li> <li>• Is primarily coaching-based and includes personalized learning that complements and integrates school and/or district goals</li> <li>• Employs competency indicators with assessment grounded in the California Professional Standards for Education Leaders (CPSEL)</li> </ul>
<b>Program Standard 2: Program collaboration, communication, and coordination</b>	<ul style="list-style-type: none"> <li>• Collaborates with education organizations to create supportive structures, including admission, advisement, participant support and assessment, coach preparation, and program evaluation</li> <li>• Includes individualized professional learning opportunities and regularly assesses the quality of offerings; provides formative feedback to professional learning providers</li> </ul>
<b>Program Standard 3: Selection and training of coaches</b>	<ul style="list-style-type: none"> <li>• Selects, prepares, assigns, supports, and supervises coaches using well-defined criteria</li> <li>• Includes initial training on the development of knowledge and skills of coaching, goal setting, use of coaching instruments, and formative and summative assessment processes</li> <li>• Provides ongoing coach support and coach networking opportunities</li> <li>• Assigns coaches to participants within participants' first 30 days in the program using defined matching criteria; has procedures for reassignment of coaches if the assigned pair is not effective</li> <li>• Regularly assesses coaching and provides formative feedback to coaches</li> </ul>

Standard	Key Elements
<b>Category 2: The Nature of Induction</b>	
<b>Program Standard 4: Professional learning</b>	<ul style="list-style-type: none"> <li>Provides coaching, professional learning, and assessment, which are chronicled in the individual induction plan</li> </ul>
Section 4A. Individual induction plan	<ul style="list-style-type: none"> <li>Requires an individual induction plan developed collaboratively by participants and coaches that takes into consideration employer priorities and individual job responsibilities</li> <li>Identifies individual needs based on assignment, prior professional experiences, and assessment at the end of the preparation program, if available</li> <li>Identifies specific performance outcomes and data to be collected</li> <li>Ensures that the individual induction plan is revisited periodically for reflection and revision</li> </ul>
Section 4B. Coaching	<ul style="list-style-type: none"> <li>Individualizes coaching to develop leadership competencies</li> <li>Provides a minimum of 40 coaching hours</li> <li>Occurs primarily in person, at the site, but can be enhanced with technology</li> <li>Requires confidential coach–participant collaboration</li> </ul>
Section 4C. Professional development	<ul style="list-style-type: none"> <li>Provides a minimum of 20–30 clock hours annually addressing needs common to all beginning administrators as well as differentiated opportunities outlined in the individual induction plan</li> </ul>
Section 4D. Assessment	<ul style="list-style-type: none"> <li>Conducts initial assessment informed by multiple measures to assess entry-level competence</li> <li>Conducts formative assessment to promote reflection, document learning, and identify next steps</li> <li>Conducts benchmark assessment mid-program to evaluate progress toward competency and determine whether revisions are needed for the to goals or the individual induction plan</li> <li>Conducts a summative review to determine whether a participant has reached competence for the clear credential; includes a defensible process and an appeal process</li> </ul>
<b>Category 3: Performance Expectations for Leaders</b>	
<b>Program Standard 5: California Professional Standards for Educational Leaders</b>	<ul style="list-style-type: none"> <li>Supports participant development in the CPSEL, requiring documentation in at least one area of each CPSEL for a minimum of six areas of competence</li> </ul>

Source: Adapted from the California Commission on Teacher Credentialing. (2018). *Administrative Services Credential Program Standards handbook*.

## Leadership Standards

Alongside the program standards, the CTC also introduced updated professional standards for administrators in 2014. The focus of induction is driven by the California Professional Standards for Education Leaders (CPSEL), which describe critical areas of leadership and specify what an administrator must know and be able to do. Induction programs use the CPSEL to identify growth areas, plan professional development activities, and reflect on participants' development over their 2 years in the induction program.

The CPSEL consist of six standards:

1. Development and implementation of a shared vision
2. Instructional leadership
3. Management and learning environment
4. Family and community engagement
5. Ethics and integrity
6. External context and policy

The CPSEL ultimately serve as the basis for induction program staff to assess whether participants have met the requirements for earning a clear credential. (See [Appendix C](#) for more detail on each of the CPSEL.)

# Landscape of Induction Programs Across California

Induction programs must meet the California Commission on Teacher Credentialing (CTC) standards of quality and effectiveness to receive authorization from the CTC and recommend participants for the Clear Administrative Services Credential. However, within these standards, there is flexibility in terms of who administers the programs and the details of program design and implementation. In this section, we examine the landscape of programs statewide and variations in their costs, perceived effectiveness, and coaching.

## Programs and Administrative Entities

Between 2017–18 and 2020–21, there were 63 institutions across California approved to offer administrator induction programs. These institutions included local education agencies (LEAs), institutions of higher education, and one professional association, the Association of California School Administrators (ACSA), which works in partnership with districts and county offices of education.

According to CTC data, 8,020 administrators completed an induction program and applied for their clear credential between 2017–18 and 2020–21.<sup>29</sup> Of these, just over 7,000 completed a survey that provides information about how they fulfilled their induction requirements and how they felt about their experience. Of the survey respondents, 52% attended programs run by LEAs, 30% attended programs run by institutions of higher education, and 18% attended programs run by ACSA (see [Table 2](#)).

**Table 2. Number of Induction Programs and Completers by Institution Type**

Institution type	Number of programs	Percentage of completers (N = 7,172)
<b>Local education agencies</b>	<b>37</b>	<b>52%</b>
• Districts	15	12%
• County offices of education	22	40%
<b>Association of California School Administrators (ACSA)</b>	<b>1<sup>a</sup></b>	<b>18%</b>
<b>Institutions of higher education</b>	<b>25</b>	<b>30%</b>
• California State University	9	7%
• University of California	2	9%
• Private/independent universities	14	14%
<b>Total</b>	<b>63</b>	<b>100%</b>

<sup>a</sup> ACSA operates 18 local partnership programs.

Note: This analysis includes all administrators who completed a California-based induction program and applied for their clear credential between September 1, 2017, and August 31, 2021.

Source: Learning Policy Institute analysis of California Commission on Teacher Credentialing program completer survey data. (2023).

Within programs run by LEAs, there were 15 programs run by school districts (13 traditional districts and 2 charter organizations) and 22 programs run by county offices of education. All of the district-run programs were in midsize to large districts. Twenty-two of the state's 58 county offices of education ran their own induction programs. In California, county offices of education are intermediary agencies that provide administrative supports to districts, coordinate services for students with special needs, and provide financial oversight for districts. Programs run by LEAs ranged dramatically in size, with a handful of programs serving fewer than 5 administrators while others served more than 100 administrators per year.

Among programs based in institutions of higher education, 14 were run by private/independent universities, 9 by California State University campuses, and 2 by University of California campuses. These programs also varied considerably in size, with the two largest programs serving more than 100 administrators per year and about half of the university-based programs serving just a few administrators per year.

When looking at institution-level completion numbers, ACSA served the largest number of completers, with over 1,000 administrators earning their clear credential between 2017–18 and 2020–21. ACSA partners with districts, county offices of education, and other regional networks to administer its program. In 2022, there were 18 local ACSA partnership programs. Of these, eight were with a single district, three were with a single county office of education, and the remaining partnerships were with networks of districts or counties.

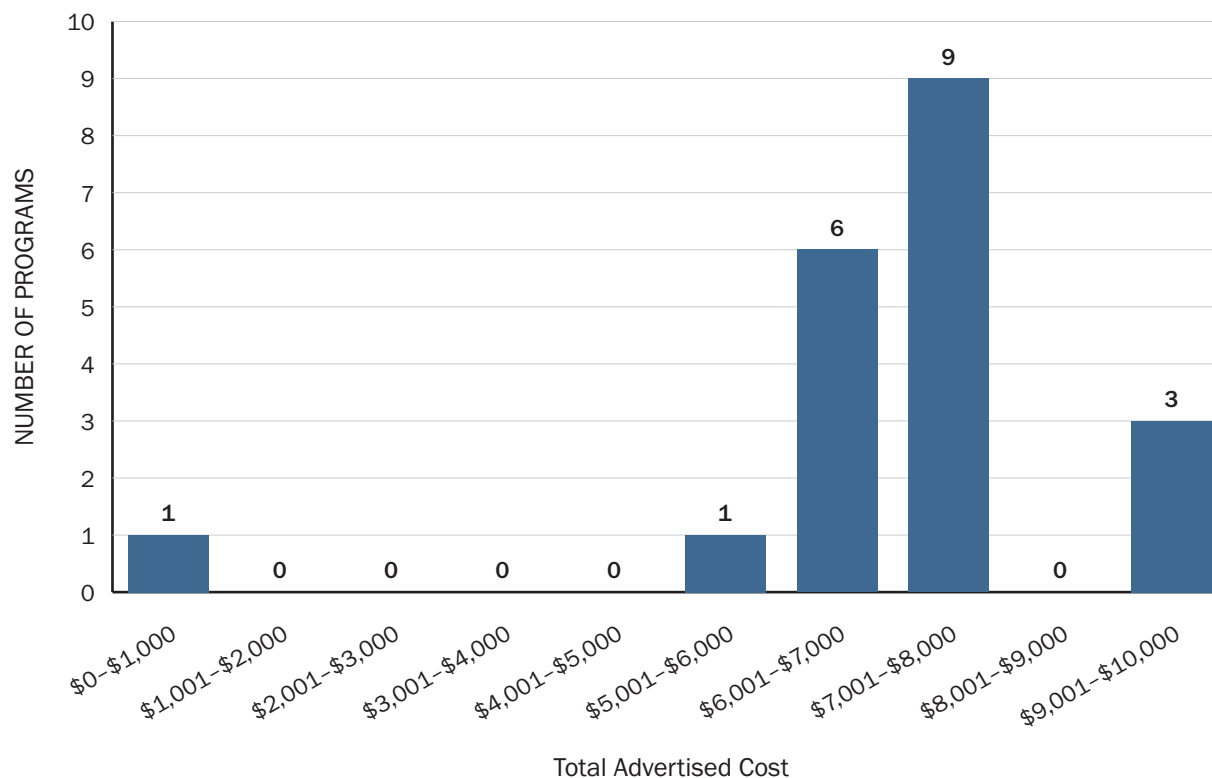
## Program Costs

Although California administrators are required to participate in induction to obtain their clear credential, there is no dedicated state funding to cover the cost of program development and program participation. We collected data on the advertised cost for the 20 largest induction programs across the state, which prepare nearly 80% of all induction completers. “Advertised cost” refers to the full program cost that programs publicly report on their website or other public documents; it does not reflect possible discounts participants may access. We found that the advertised cost of induction varies considerably (see [Figure 1](#)).<sup>30</sup> All six case study programs (described in the following section) are included in this group of 20 programs. Only one of the 20 largest induction programs—the Los Angeles Unified School District (LAUSD) program—is offered at no cost to participants. Most programs had an advertised cost between \$6,000 and \$8,000, and the most expensive programs had an advertised cost of \$10,000. However, as we discuss in more detail later, the actual cost to participants can vary even within programs, and some participants do not pay the full advertised cost (e.g., participants whose districts cover all or part of the cost or who receive a discount because they completed their preparation at the same institution of higher education).

Although California administrators are required to participate in induction to obtain their clear credential, there is no dedicated state funding to cover the cost of program development and program participation.



**Figure 1. Total “Advertised Cost” of 20 Largest Induction Programs**



Note: As described later in this report, the actual price paid by administrators varies considerably. This analysis includes the state's 20 largest induction programs, as identified by the number of completers in the California Commission on Teacher Credentialing program completer survey data. These programs served 79% of administration induction program completer survey respondents between 2017–18 and 2020–21.

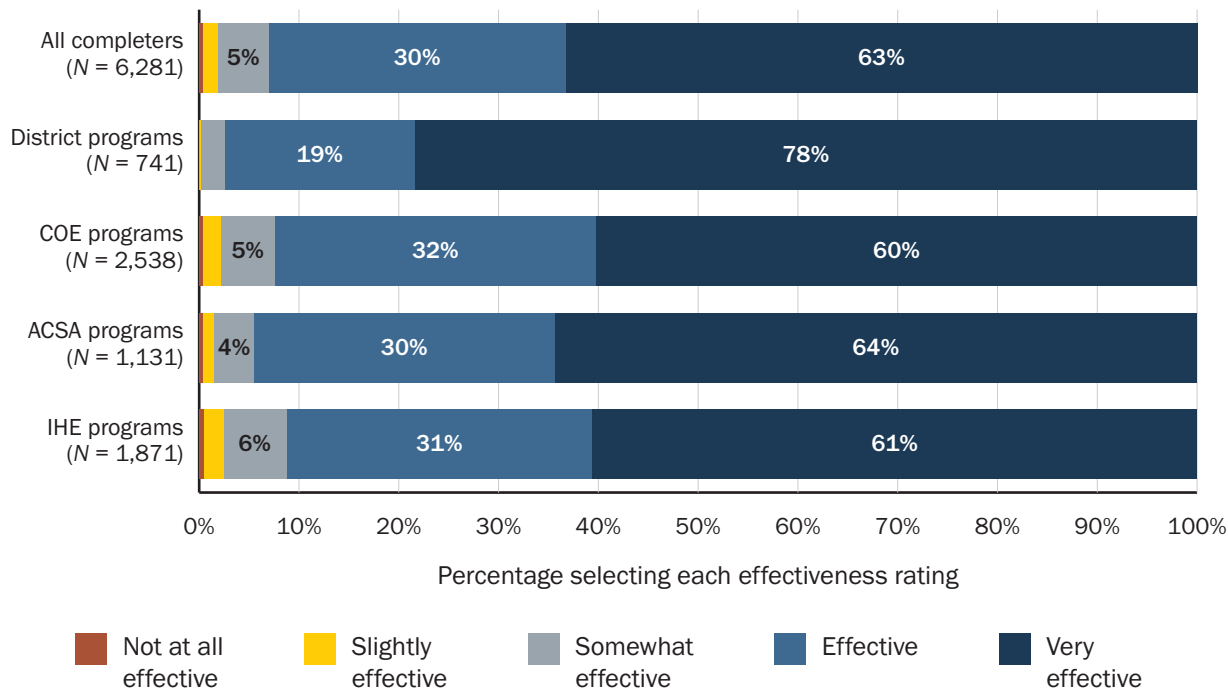
Source: Learning Policy Institute analysis of induction program websites. (2023).

## Overall Perceptions of Program Effectiveness

The CTC's program completer survey asks newly credentialed administrators to rate their induction programs' effectiveness. Overall, newly credentialed administrators were overwhelmingly positive about their induction experiences. Over 90% of survey respondents rated their induction program as effective or very effective at helping them develop the knowledge and skills needed to become an education leader, and these positive perceptions hold across institution type. Completers from district-based programs were the most likely to rate their program highly, with 78% of completers from these programs rating their program as very effective (see [Figure 2](#)).

**Figure 2. Program Completer Perceptions of Program Effectiveness by Institution Type**

How effective was your clear induction preparation program at developing the skills and tools you needed to become an educational leader?



Note: This analysis includes all induction completers who applied for their clear administrator credential between 2017–18 and 2020–21 and who replied to this effectiveness question on the California Commission on Teacher Credentialing (CTC) program completer survey. ACSA = Association of California School Administrators. COE = county office of education. IHE = institution of higher education.

Source: Learning Policy Institute analysis of CTC program completer survey data. (2023).

The program completer survey also asked administrators how well their induction program prepared them with aspects of leadership practice aligned with the California Professional Standards for Education Leaders, or CPSEL (see [Table 3](#)). Across every leadership skill included in the survey, at least 85% of survey respondents reported being well or very well prepared for that leadership skill. Induction completers reported feeling the most prepared for leadership skills related to Ethics and Integrity (i.e., act upon a personal code of ethics that requires continuous reflection and learning; guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions; and recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students). They reported being relatively less positive about their preparation related to External Context and Policy (i.e., actively structure and participate in opportunities that develop greater public understanding of the education policy environment; use your understanding of social, cultural, economic, legal, and political contexts to shape policies that lead all students to graduate ready for college and career; and engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students).

**Table 3. Program Completer Perceptions of Preparation for California Professional Standards for Education Leaders**

Please indicate the extent your program helped you ...	Not at all	Poorly	Adequately	Well	Very well
<b>Development and Implementation of a Shared Vision</b>					
1. Shape a collective vision that uses multiple measures of data	<1%	<1%	7%	26%	66%
2. Focus on equitable access, opportunities, and outcomes for all students	<1%	<1%	6%	22%	71%
3. Engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders	<1%	<1%	6%	24%	70%
4. Guide and monitor decisions, actions, and outcomes using the shared vision and goals	<1%	<1%	6%	26%	68%
<b>Instructional Leadership</b>					
5. Promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance	<1%	<1%	6%	25%	68%
6. Guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes	<1%	1%	8%	28%	63%
7. Develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes, and student learning	<1%	1%	8%	29%	63%
<b>Management and Learning Environment</b>					
8. Provide and oversee a functional, safe, and clean learning environment	<1%	<1%	7%	27%	65%
9. Establish structures and employ policies and processes that support students to graduate college and career ready	<1%	1%	8%	30%	61%
10. Facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner	<1%	<1%	6%	25%	68%
11. Align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment	<1%	1%	12%	32%	54%

Please indicate the extent your program helped you ...	Not at all	Poorly	Adequately	Well	Very well
<b>Family and Community Engagement</b>					
12. Meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs	<1%	1%	8%	27%	64%
13. Establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career	<1%	1%	9%	30%	59%
14. Leverage and integrate community resources and services to meet the varied needs of all students	<1%	1%	10%	31%	57%
<b>Ethics and Integrity</b>					
15. Act upon a personal code of ethics that requires continuous reflection and learning	<1%	<1%	4%	18%	78%
16. Guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions	<1%	<1%	5%	23%	72%
17. Recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students	<1%	<1%	5%	23%	71%
<b>External Context and Policy</b>					
18. Actively structure and participate in opportunities that develop greater public understanding of the education policy environment	<1%	1%	12%	34%	53%
19. Use your understanding of social, cultural, economic, legal, and political contexts to shape policies that lead all students to graduate ready for college and career	<1%	1%	10%	31%	58%
20. Engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students	1%	1%	12%	32%	54%

Note: This analysis includes all induction completers who applied for their clear administrator credential between 2017–18 and 2020–21 and who replied to the California Commission on Teacher Credentialing (CTC) program completer survey questions on preparedness ( $N = 6,287$  to  $N = 6,773$ ).

Source: Learning Policy Institute analysis of CTC program completer survey data. (2023).

Completer perceptions about leadership skill preparation were similarly positive across all institution types and program completer characteristics (e.g., completer race/ethnicity). Across the 4 years of the survey administration (2017–18 to 2020–21), perceptions have become slightly more positive over time.

## Reports About Coaching

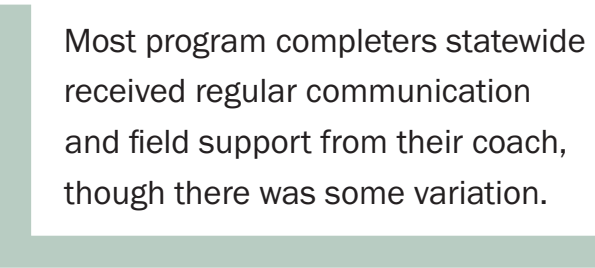
Coaching is the central component of California's administrator induction programs. At its core, coaching facilitates each participant's growth as a leader through self-reflection, feedback on practice, and critical conversation, building a participant's capacity to sustain positive learning environments and lead instructional improvement.<sup>31</sup> Research has shown that coaching can play an important role in building school leaders' capacity, and principals consistently identify coaching as the most valued of all their professional development opportunities.<sup>32</sup>

Acknowledging the importance of coaching in particular to leadership development, the CTC survey of program completers asks administrators several questions about coaching, including the frequency of communications with their coach about issues related to their practice (in person, by phone, or by email) and the frequency of "field support" from their coach. The survey also asks whether their coach engaged in certain activities (e.g., modeled collegial practices that led to the participant's success) and had certain competencies (e.g., was experienced and effective).

### Coaching Frequency

According to the CTC survey, most program completers statewide received regular communication and field support from their coach, though there was some variation.<sup>33</sup> As shown in [Figure 3](#), over half (52%) received coaching field support once per week or more, and an additional 32% received field support twice per month.

Thirteen percent of completers reported receiving field support once per month, while only 3% of completers received field support less than once per month. Some induction programs require that participants select their own coaches, who may be their supervisors. While the survey specifically asks about induction support, it is possible some participants from these programs are unable to disentangle induction support from supervisory support and may overestimate the time spent specifically on coaching.

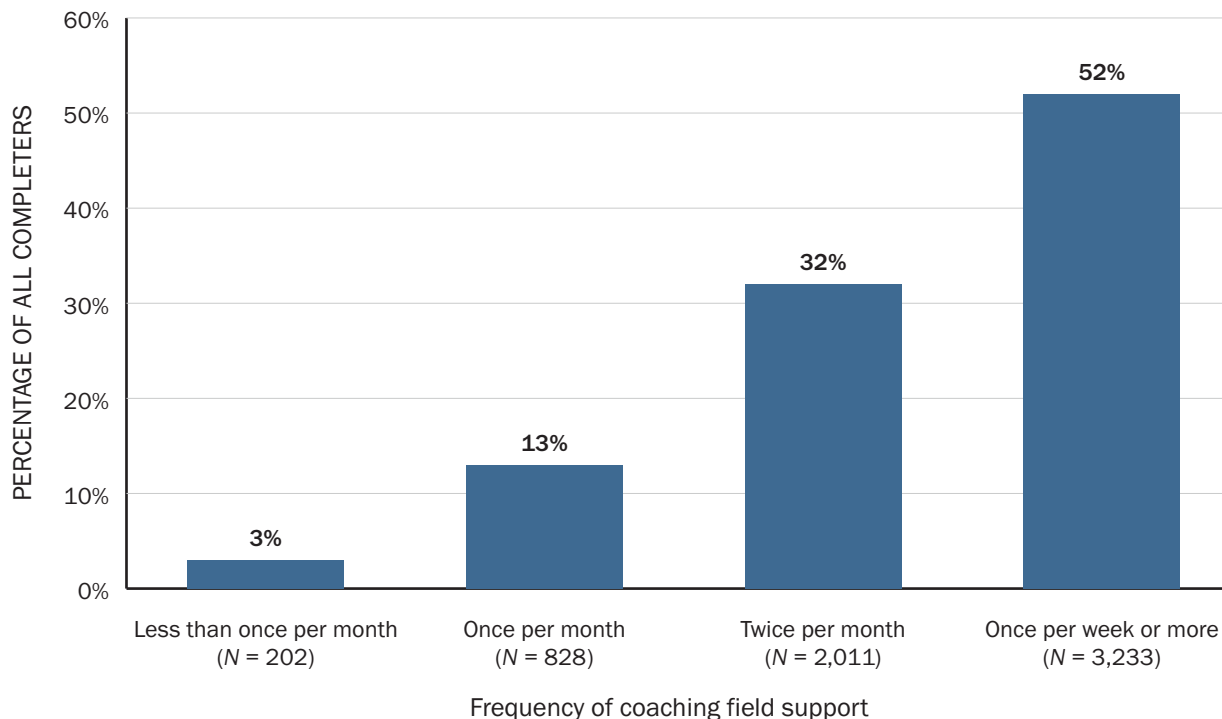


Most program completers statewide received regular communication and field support from their coach, though there was some variation.



### Figure 3. Frequency of Coaching Field Support

About how often did you receive field support from your coach?



Note: This analysis includes all completers who answered this question on coaching support frequency ( $N = 6,274$ ).

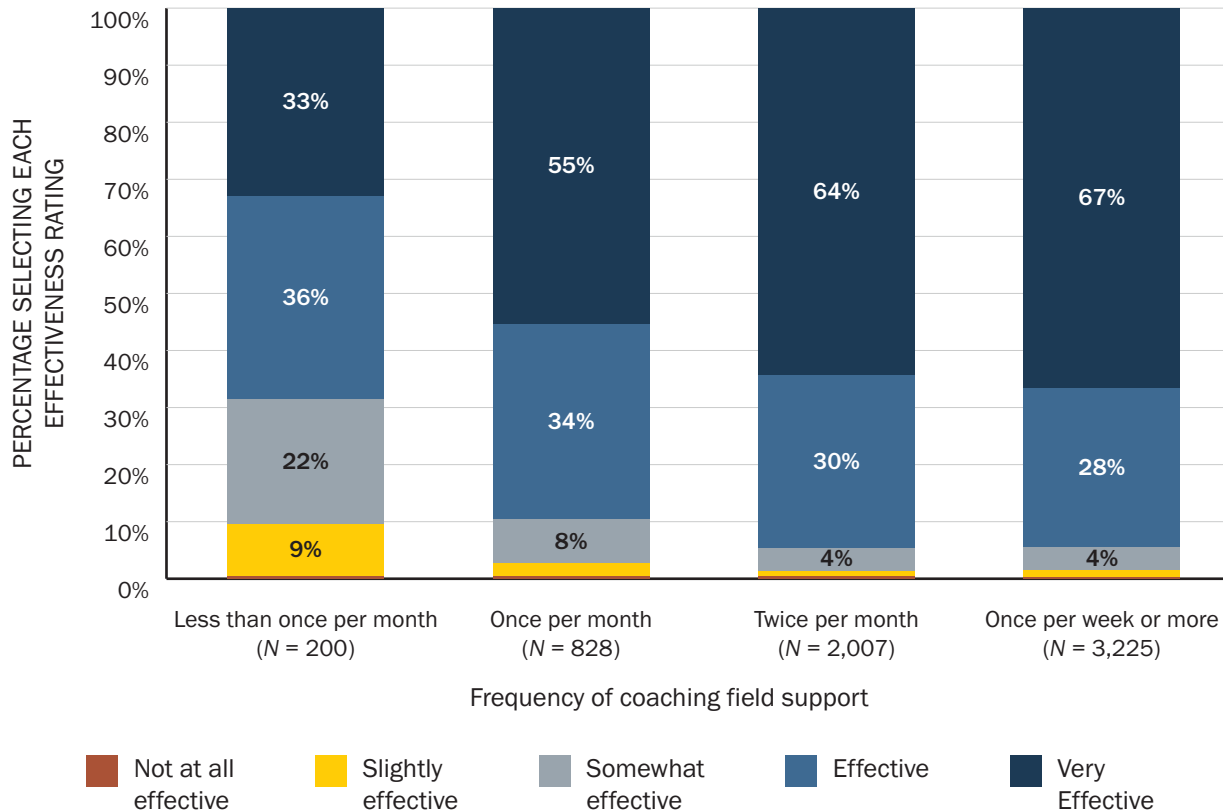
Source: Learning Policy Institute analysis of California Commission on Teacher Credentialing program completer survey data. (2023).

The reported frequency of field support varies somewhat across institution types. According to the statewide survey, only 11% of completers from ACSA programs reported that they received limited field support (i.e., once per month or less), whereas 18% of completers from programs based in LEAs or institutions of higher education reported receiving this level of limited support. When statewide institution-level results were examined, only three institutions had a much higher percentage of program completers who reported limited support. Specifically, there was one program run by a county office of education in which 48% of completers reported limited support and two programs run by institutions of higher education in which 35% and 39%, respectively, reported limited support.

The frequency of field support appears to matter, as the program completer survey reveals a positive relationship between frequency of field support and ratings of program effectiveness. As shown in [Figure 4](#), two thirds of completers who reported receiving field support at least once per week rated their induction programs as very effective, while only one third of completers receiving field support less than once per month rated their program as very effective.

**Figure 4. Frequency of Coaching Field Support and Perceptions of Preparation Effectiveness**

How effective was your clear induction preparation program at developing the skills and tools you needed to become an educational leader?



Note: This analysis includes all completers who answered these questions on coaching field support and program effectiveness (N = 6,260).

Source: Learning Policy Institute analysis of California Commission on Teacher Credentialing program completer survey data. (2023).

## Coaching Activities

The statewide survey of induction program completers also asked about specific coaching activities. Seventy percent of completers statewide reported that their coach promoted reflective practice; 66% reported that their coach modeled collegial practices; and 64% reported that their coach frequently observed their practice, met with them, and offered useful advice and strategies. [Table 4](#) illustrates how reported coaching activities varied across institution types. Overall, completers from ACSA-led programs were the most likely to report experiencing each of the three coaching activities (modeling behavior, promoting reflection, observing), while completers from programs based in institutions of higher education were the least likely to report experiencing these three activities, though there is variation even within institution type. Additionally, completers who indicated that their coaches engaged in the activities were also more likely to rate their program as preparing participants well or very well.

**Table 4. Reported Coaching Behaviors by Institution Type (2017–18 to 2020–21)**

My coach (mark all that apply):	All completers (N = 6,271)	District programs (N = 740)	County office of education programs (N = 2,533)	ACSA programs (N = 1,128)	Institution of higher education programs (N = 1,870)
Modeled collegial practices that led to my success	66%	71%	65%	72%	63%
Promoted reflective practice	70%	73%	69%	76%	67%
Frequently observed my practice, met with me, and offered useful advice and strategies about my leadership	64%	68%	63%	73%	59%

Note: This analysis includes all completers who answered these questions on coaching activities. Across the state, there are 18 programs run by districts, 22 programs run by county offices of education, and 25 programs run by institutions of higher education. The Association of California School Administrators runs 18 programs in partnership with districts or county offices of education.

Source: Learning Policy Institute analysis of California Commission on Teacher Credentialing program completer survey data. (2023).

The statewide survey also asked program completers to identify whether their coach had certain competencies. As shown in [Table 5](#), almost 9 in 10 completers reported that their coach “was an excellent and valuable role model,” while three quarters reported that their coach “was experienced and effective.” The percentage of completers reporting certain competencies varied somewhat across institution type, with completers from district-based and ACSA-run induction programs slightly more likely to report each competency than completers from programs run by county offices of education or institutions of higher education.

**Table 5. Reported Coaching Competencies by Institution Type (2017–18 to 2020–21)**

My coach (mark all that apply):	All completers (N = 6,271)	District programs (N = 740)	County office of education programs (N = 2,533)	ACSA programs (N = 1,128)	Institution of higher education programs (N = 1,870)
Was an excellent and valuable role model	88%	91%	89%	93%	84%
Was experienced and effective	76%	77%	75%	78%	74%
Understood current educational theory	67%	70%	65%	72%	66%
Was well versed in helping me work through problems in educational leadership	70%	73%	69%	76%	66%

Note: This analysis includes all completers who answered these questions on coaching qualities. Across the state, there are 18 programs run by districts, 22 programs run by county offices of education, and 25 programs run by institutions of higher education. The Association of California School Administrators runs 18 programs in partnership with districts or county offices of education.

Source: Learning Policy Institute analysis of California Commission on Teacher Credentialing program completer survey data. (2023).

While most induction completers rated their programs highly and reported that they were well prepared for the leadership skills required by the CPSEL, as the survey data show, their induction experiences varied, particularly with regard to coaching frequency and activities. These differences matter. As discussed in this section, clinical support through coaching is positively related to ratings of program effectiveness. In the following sections, we look more closely at a set of programs to better understand participants' varying induction experiences and to identify productive practices that support the leadership development of newly credentialed administrators.

# Introduction to Case Study Programs

To understand the variation in design and implementation of highly rated administrator induction programs across the state, we selected six programs to study more closely:

1. Association of California School Administrators (ACSA) Clear Administrative Credential Program – Shasta County Office of Education (ACSA–Shasta)
2. ACSA–Silicon Valley Clear Administrative Credential Program
3. California State University, Dominguez Hills (CSU Dominguez Hills) Clear Administrative Services Credential Program
4. Los Angeles Unified School District (LAUSD) Administrative Services Credential Program
5. National University (National) Clear Administrative Services Credential Induction Program
6. University of California, Berkeley’s Leadership Support Program

We chose these programs because high percentages of their completers rated the programs as very effective and reported that they received frequent coaching. From all of the highly rated programs, we narrowed our selection to represent California’s geographic diversity as well as the various institution types that are operating programs. (See [Appendix A](#) for more detail on site selection.) First, we briefly describe each program. In the following sections, we analyze the programs and their similarities and differences in more depth.

## ACSA–Shasta County Office of Education and ACSA–Silicon Valley Programs

ACSA provides support for 18 locally administered induction programs throughout California. We studied two of those programs:

1. ACSA–Shasta County Office of Education leadership induction program, which serves newly credentialed administrators in Butte, Glenn, Lassen, Modoc, Plumas, Siskiyou, Tehama, and Shasta counties—all rural counties in the northern part of the state
2. ACSA–Silicon Valley leadership induction program, which serves administrators in five counties in the Bay Area (Monterey, San Benito, San Mateo, Santa Clara, and Santa Cruz counties)

Each of the two ACSA programs we studied enrolls approximately 25 administrators per year. They each cost \$9,500 for newly credentialed administrators to participate, which may be covered in part or in full by their district. San Jose Unified School District, for example, pays the full cost for its administrators to participate in the ACSA–Silicon Valley program.

Per the ACSA model, the programs are run by local coordinators, one in the Shasta County program and two in the Silicon Valley program. The local coordinators work with regional staff and local districts to identify and recruit new program participants, coordinate and oversee enrollment, hire coaches, coordinate professional development goals and opportunities, and support and verify that participants are meeting program requirements.

**Coaching and Coach Supports.** Local coordinators assign coaches to participants, who typically travel to their participants' school sites for in-person meetings and observations. Coaches must be former administrators and complete an initial ACSA Leadership Coach training, which consists of four 3-hour sessions. Once the initial training is completed, coaches are required to participate in two annual half-day trainings through ACSA's California Network of School Leadership Coaches program to remain eligible to coach. These trainings emphasize ACSA's coaching model and the tools that ACSA provides its coaches. Though they are held online, local programs are assigned specific training dates to enable the trainers to anchor the content to local issues and have capacity for interactive activities such as role-playing and giving and receiving feedback.<sup>34</sup> ACSA–Shasta and ACSA–Silicon Valley each compensate coaches \$3,750 per year per participant, though coaches are responsible for their own travel and training costs.

**Professional Development.** ACSA allows participants to choose the professional development they attend, though that professional development must be approved by the participant's coach. One option is for participants to access professional development modules developed by ACSA through Schoology, the learning management system used by ACSA. This system allows participants who do not have many local professional development options, like those in rural settings, to engage in asynchronous online learning that supports their goals. Another option is for participants to attend ACSA Academies, which take place in person, online, or in a hybrid environment and are available for 10 leadership roles (e.g., principals, curriculum and instructional leaders, school business administrators, personnel administrators). The academies occur on weekends and include between 35 and 100 hours of professional development spanning 5 to 10 weekends, depending on the role. The academies are an additional cost, ranging from around \$1,200 to \$1,700 for ACSA members, though ACSA offers a number of \$500 and \$1,000 scholarships for its members.<sup>35</sup> Yet a third option is for participants to pursue other professional development opportunities tied to their learning goals, such as attending professional development offered by their school or district, reading a relevant book, or attending a conference. Local coordinators connect with one another to share professional development opportunities occurring across the entire ACSA network that participants can join. Coaches work with participants to log and reflect on their professional development and submit those data to local program coordinators.

**Assessment.** At the outset of the program, all administrators determine a learning goal, which they update throughout the 2 years. To demonstrate their learning at the end of the 2-year program, ACSA participants submit a portfolio of their work to the local coordinator. The portfolio includes a series of self-assessments based on the California Professional Standards for Education Leaders (CPSEL) that participants complete at the beginning, middle, and end of their program; a log of their coaching sessions; and their progress toward their learning goals. Participants also take part in an exit interview with the local coordinator in which they reflect on their progress. Based on the portfolio and the exit interview, the local coordinator decides whether to recommend the participant for their clear credential.

## California State University, Dominguez Hills Clear Administrative Services Credential Program

The CSU Dominguez Hills Clear Administrative Services Credential program is a university-run induction program that is offered primarily online, with the exception of an in-person kickoff meeting at the start of each term. The university is located in southern California, and participants typically are administrators in urban districts in the greater Los Angeles area; however, the induction program is open to administrators throughout the state. Many administrators who complete their administrator preparation program at CSU Dominguez Hills return for the induction program, which is how many participants learn about and select the program. CSU Dominguez Hills is one of the larger induction programs in the state: The 2-year program is divided into six terms, and approximately 20–30 participants enroll each term, for a total of about 120–130 administrators enrolled at any one time. The program costs \$6,800 for newly credentialed administrators to participate.

**Coaching and Coach Supports.** In the CSU Dominguez Hills program, participants select their own coaches, most of whom are participants' colleagues and can be their direct supervisors. Coaches must have an administrator credential and coaching experience, though that coaching experience can be in any professional capacity. CSU Dominguez Hills invites all coaches to an introductory session to learn about the program and the expectations of the coaching role. The program also invites coaches to attend participants' professional development sessions. Coaching typically happens in person at participants' school sites. Coaches and participants submit logs of their coaching hours and descriptions of the time they spend together to program staff to fulfill the annual 40-hour coaching requirement. Coaches are not compensated for their time.

**Professional Development.** CSU Dominguez Hills staff develop and facilitate professional development sessions, which cover a range of topics aligned to the CPSEL. These sessions occur monthly and are offered online. To complete the 20 annual professional development hours required for the clear credential, program participants can attend either these professional development sessions or professional development offered by their school or district. The only in-person professional development component to the CSU Dominguez Hills program is the program kickoff at the start of each term that all program participants attend. The main kickoff meeting lasts for 3 hours and features networking, general professional development on topics newly credentialed administrators typically face, and an overview of the program assignments and other logistics. New program participants attend an additional fourth hour during their first term to get a deeper introduction to the program and its logistics.

**Assessment.** Program participants submit their individual induction plans, coaching logs, and leadership self-assessments at the beginning, middle, and end of the program. Program staff review all of these documents to provide feedback and ensure that participants are on track to complete all requirements. Participants also administer a 360-degree survey to at least seven colleagues at the end of the program about their leadership, and they present portfolios of their work at the end of the program to their peers. Program staff assess these artifacts to make a decision on whether to recommend participants for their clear credential.



## Los Angeles Unified School District Administrative Services Credential Program

The LAUSD Administrative Services Credential program is only open to administrators working in LAUSD. It is run by a program coordinator who is an employee of LAUSD's Human Resources Division. The program admits a maximum of 60 participants per year, for a total of 120 administrators enrolled at any one time, and it has a years-long waitlist (as of spring 2022, the waitlist was about 180 people). The majority of participants are school-site administrators (e.g., assistant principals, principals), and roughly one third are school support administrators (e.g., central office staff). The cost of the program for participants is completely covered by the district using a combination of federal Title II funds and the district's general fund.

**Coaching and Coach Supports.** Eight program coordinators serve as the program's coaches. These coaches have experience in school administration, are employed full time by the district as program staff, and receive a full salary with benefits. Each coach coaches 10 to 22 participants, depending on the individual coach's other responsibilities. For example, the lead program coordinator typically coaches the fewest participants, as that person oversees the wider administration of the program. LAUSD requires coaches to go through initial training and participate in ongoing professional learning, including conferences, observations of fellow coaches, and weekly coaches' meetings. LAUSD has also developed a set of coaching competencies that are used for observations and evaluations of coaching sessions.<sup>36</sup>

**Professional Development.** In addition to their coaching responsibilities, coaches design and execute professional development for participants. LAUSD aligns its induction program's professional development to the district's School Leadership Framework, which reflects the CPSEL.<sup>37</sup> The School Leadership Framework has six focus areas: (1) leadership and professional growth, (2) change management, (3) instruction, (4) culture of learning and positive behavior, (5) family and community engagement, and (6) systems and operations. This aspect of professional development occurs online. Program participants also take part in four in-person "induction days" annually. These days last 6 hours and include both professional development and coaching. Participants can also attend professional development provided to administrators in the district more broadly, which participants log and submit to program staff. Though the program is structured, program participants pursue individualized professional development opportunities as part of their Problem of Practice project (described in the next section).

**Assessment.** Participants complete self-assessments at the beginning of the program and at the end of the first and second years. Assessments are based on both the CPSEL and the district's School Leadership Framework. Participants also complete a Problem of Practice, which mirrors a continuous improvement cycle. The Problem of Practice asks participants to identify an area of need within their school, organization, or agency; complete a root cause analysis; brainstorm ideas for how to address the need; and develop and implement an action plan or theory of action. Participants present their Problem of Practice to their peers at the end of the program. The program coordinators make a decision on whether to recommend participants for their clear credential using evidence from the Problem of Practice presentation, participants' self-assessments, and data from an exit survey.

## National University Clear Administrative Services Credential Induction Program

National's Clear Administrative Services Credential Induction Program is an online induction program open to administrators throughout the state. While the program builds on National's administrator preparation program, it is open to any newly credentialed administrators. Approximately 65 participants enroll each year. Total tuition for the program is \$8,000, though some participants may have some or all costs covered by their districts. National emphasizes flexibility as core to its model, which is why it provides fully online professional development and allows program participants to select their own coaches.

**Coaching and Coach Supports.** Program participants select their own coaches and often choose their direct supervisors for this role. Coaching typically happens in person at participants' school sites. National faculty provide comprehensive training to coaches aligned to their coaching model, and they meet with coaches monthly throughout the program. Coaches are compensated \$1,000 per participant per year. Program participants log a summary of their coaching sessions that they submit to National faculty.

**Professional Development.** Program participants attend sequenced, online professional development sessions developed by National faculty and based on the CPSEL. National faculty divide participants into cohorts of 10 to 12 and facilitate professional development sessions for their cohorts. Participants complete readings and activities in advance of professional development sessions. These sessions typically open with community-building activities anchored in problems the participants are experiencing in their schools before moving on to discussions grounded in emerging research. Faculty members also provide a monthly 1-hour online session for their cohorts that focuses on team building among cohort members and general support.

**Assessment.** Program staff collect and review participants' individual induction plans, progress toward meeting their goals, and coaching logs at the beginning, midpoint, and end of the program. Program participants use digital portfolios to house artifacts that reflect their learning process, including induction plans and coaching logs. Staff use the final documents to determine participants' readiness to clear their credential. They also initiate program changes based on data received from participants, instructors, and supervisory staff.

## University of California, Berkeley Leadership Support Program

The UC Berkeley Leadership Support Program is part of the university's Principal Leadership Institute, which is composed of three parts: leadership preparation, leadership induction, and leadership outreach. All parts have an explicit focus on social justice. The Leadership Connection Rubric, a foundational document developed by Principal Leadership Institute staff, drives program content. The rubric encompasses the CPSEL with a specific emphasis on social justice and equity. It identifies seven elements to guide administrators' learning: presence and attitude, identity and relationships, equity and advocacy, curriculum and instruction, organization and systems, change and coherence, and assessment and accountability.<sup>38</sup>

The induction program operates in partnership with the University of California, Los Angeles (UCLA) Center X and has program participants based in the San Francisco Bay Area and the Los Angeles region. Program participants often are from areas in northern California (e.g., West Contra Costa, Berkeley, Oakland, and

San Francisco Unified School Districts) or LAUSD in southern California. The program is administered at UC Berkeley, though UCLA has a site manager who oversees the cadre of coaches who serve participants in southern California. The Leadership Support Program was developed as a continuation of Berkeley's administrator preparation program; however, Berkeley's induction program is open to all administrators. Annually, the Berkeley program and the Los Angeles program each enroll between 20 and 40 participants. The cost of the program is \$10,000, though some districts may cover program costs. Students who attend UC Berkeley's administrator preparation program receive a \$1,000 scholarship.

**Coaching and Coaching Supports.** Program staff interview, select, and assign coaches from an applicant pool of mostly retired administrators. No coach has more than 10 participants, and new coaches have no more than 6. Participants who received coaching through Berkeley's leadership preparation program continue with the same coach for their induction. Coaches are compensated based on the number of administrators they support and time spent leading cohorts in professional development.

All new coaches participate in monthly meetings for 2 years to learn how the program works and how to coach according to the program's model. These meetings include role-playing, observations, and feedback from the program coordinator. All coaches, both new and experienced, also attend a monthly 4-hour meeting called the coaching support network, where they receive training on various elements of the Leadership Connection Rubric, with an emphasis on equity and identity.

**Professional Development.** Professional development follows a sequence based on the Leadership Connection Rubric. The rubric allows administrators to reflect on their knowledge, skills, and dispositions related to each element. Program participants are organized into small cohorts of 8 to 10, with whom they attend much of their professional development. In Los Angeles, synchronous professional development is administered online, whereas the San Francisco Bay Area program follows a hybrid approach.

**Assessment.** Throughout the program, participants complete monthly reflections that are aligned to their personal leadership development goals and the various Leadership Connection Rubric elements. They review and synthesize their learnings from their monthly reflections at the end of the 2-year program, which helps them consider their growth over time. Additionally, program participants complete two larger projects: one focused on instructional leadership and a second on how they use their time. At the end of the program, participants submit and present artifacts they have compiled, along with a final self-reflection to inform their recommendation for the clear credential.

## General Program Differences

All of the case study programs include the required components—job-embedded coaching, professional development, and participant assessment. There are, however, notable differences across the programs. As the following sections discuss in more detail, the most striking differences are in coach selection, the primary mode of professional development, and the advertised cost. [Table 6](#) provides an overview of the induction programs, highlighting these differences.

**Table 6. Differential Features of Case Study Programs**

Program	Coach selection		Primary mode of professional development <sup>a</sup>		Advertised cost
	Program matched	Candidate selected	Synchronous, sequenced	Asynchronous or out-of-program	
Association of California School Administrators (ACSA) Shasta and Silicon Valley	X			X <sup>b</sup>	\$9,500
California State University, Dominguez Hills		X	X <sup>c</sup>	X	\$6,800
Los Angeles Unified School District	X		X		\$0
National University		X	X		\$8,000
University of California, Berkeley	X		X		\$10,000

<sup>a</sup> While all programs encourage participants to pursue individual professional development, this column reflects whether a program provides a structured, synchronous professional learning sequence for their participants.

<sup>b</sup> ACSA provides learning modules through Schoology, its learning management system. Participants can access that program online or design their own professional development.

<sup>c</sup> CSU Dominguez Hills offers a series of synchronous learning activities open to all participants; participants can elect to attend that program or attend professional development offered by their school or district.

Sources: Learning Policy Institute interviews with program staff. (2023).

As Table 6 shows, most case study programs hired coaches that the programs matched to participants, while participants in two of the programs selected their own coaches. All programs provided structured professional development, but two programs also supported individually determined professional development. The advertised cost ranged from \$0 (LAUSD) to \$10,000 (Berkeley), though not all participants pay the advertised cost.

Although these six cases highlight considerable differences, program participants generally explained their program selection criteria in practical, rather than programmatic, terms. They repeatedly cited an existing familiarity with the program through their preparation program, word of mouth, or district connections. A few selected their programs to address logistical constraints (e.g., a need for online programming) or because of an interest in a specific program's focus, such as an emphasis on social justice or a robust local network. Many participants, however, were not aware of the differences among programs and how those differences may affect their induction experience. In the next sections, we look at each of the key program areas in depth.

# Coaching

The focus of induction is on job-embedded, real-life experiences, with coaching as the program's foundation. As described in the *Administrative Services Credential Program Standards*:

The heart of the clear credential program is a coaching-based professional induction process contextualized for whatever job the administrator currently holds while continuing to develop candidates for future leadership positions. This new structure is designed to provide the best career preparation and experiences for effective leadership in California's 21st-century schools.<sup>39</sup>

As shown above in [Figure 4](#), completers across programs reported that coaching was valuable for developing the knowledge and skills needed to be an education leader. Despite these generally consistent high ratings, however, we found a number of important differences across programs in how coaching is designed and how coaches are identified and supported. In this section, we explore these variations, their strengths, and their challenges.

## Coaching Designs

Coaching can be characterized by its frequency, setting, the content covered, and the specific approaches used to facilitate participants' learning.

### Coaching Frequency

Coaching is intended to be “regular, consistent, and ongoing throughout each year of the 2-year program,” for a minimum of 40 hours of coaching per year.<sup>40</sup> As shown in [Figure 3](#), most program completers received regular communication and field support from their coaches. In fact, when considering both the frequency of coaching and the time spent per coaching session, many coaches in case study programs reported providing over 40 hours of support annually.<sup>41</sup> Coaches in the Los Angeles Unified School District (LAUSD) induction program, for example, estimated providing participants with between 50 and 60 hours of coaching over the course of 1 year. A coach from the Association of California School Administrators Shasta program (ACSA–Shasta) recalled sharing the following with a participant: “We will always go over those 40 hours. Don’t think because we get to 40 hours in May you’re done with coaching. We are here to support you through the entire 2 school years, and you will go over that 40 hours because you will need that time.” However, as the state survey showed, not all induction participants received regular coaching. Thirteen percent of completers received field support only once per month; 3% received even less frequent coaching (see [Figure 3](#)). This lack of support is notable, given that the California Commission on Teacher Credentialing (CTC) established coaching as the centerpiece of induction and given the clear relationship between coaching frequency of field support and ratings of program effectiveness.

### Coaching Setting

While all coaching is expected to be job embedded, it can take place on-site or off-site, in person or online. While the CTC's program standards state that coaching should be primarily in person and at the site,<sup>42</sup> this expectation has changed somewhat due to the COVID-19 pandemic as programs transitioned to an online platform in response to public health concerns. Programs that were already providing parts of the induction program online (e.g., Berkeley, National) had an advantage in the near term, as they were

more immediately prepared to support participants online. While most programs are now moving back to in-person coaching, many continue to offer a mix of online and in-person coaching sessions. For example, it is common for ACSA–Shasta coaches to meet with participants twice per month in person and have additional conversations by phone, text, or Zoom.

Decisions about where coaching takes place are influenced, in part, by geography. In regions that are spread out, such as the rural communities served by ACSA–Shasta, or in places where traffic can add hours to a visit, such as Los Angeles or the San Francisco Bay Area, online coaching sessions are more likely to supplement in-person coaching sessions. An ACSA–Shasta coach appreciated the flexibility online meetings allow:

Having a participant that is 30 miles away or 40 miles away that you're in the process of driving to and all of a sudden get that call that they can't meet, that's the difficult thing. Now ... being able to say, "Okay, well, we can't meet in person, but we can hit Zoom at a certain time." Boy, that's been a huge tool. And while I am very much an in-person person, I also think that having the ability to meet and talk on Zoom, while it shouldn't be the rule, certainly should be the exception that we should embrace to say, "Look, there are times we just have to do this."

Despite the convenience of online coaching sessions, many interviewees spoke about the benefits of meeting in person. A coach from the LAUSD program described how being in person allows her to see the participant in action:

We block out 2 hours during that visit at their site. Then if they say, "I need to go to the gate for dismissal. I'll be right back. Make yourself at home," I say, "No, I'm going to follow you to the gate." And then I'm collecting observational data, seeing how they interact with students, with parents that are there, or anything that arises. Then I can give them feedback on what I've seen.

Sometimes coaching occurs in person but away from the school site. One coach purposefully met with her participant outside of school because it provided a nonthreatening environment:

On a Saturday or Sunday, we would meet up ... for coffee, and we would talk about work. I felt like it was such an organic type of process, just to help her better deal with the situation that she found herself in, being at [her] school. It was not easy for her to be there.

## Coaching Content

Coaching requires supporting participants with goal setting, self-assessment, data gathering and assessment, reflection, and documentation of growth. As a personalized endeavor, coaching content is guided by participants' individual goals and what they need to be successful as administrators as codified by the California Professional Standards for Education Leaders (CPSEL). Some programs also have their own guiding documents aligned to the CPSEL that drive coaching content. These documents include Berkeley's Leadership Connection Rubric, with its emphasis on equity and social justice, and LAUSD's School Leadership Framework.<sup>43</sup>

As a personalized endeavor, coaching content is guided by participants' individual goals and what they need to be successful as administrators as codified by the California Professional Standards for Education Leaders (CPSEL).



At the outset of coaching, participants work with their coaches to develop an individual induction plan. This plan includes personalized learning goals so that the participant can develop all of the knowledge and skills encompassed in the CPSEL. A former LAUSD program participant described the centrality of the individual induction plan to the content of her coaching:

I just feel like how we've decided our goals, it's really dependent on the individual induction plan, which is nice because ... it's job embedded. We're taking the CPSEs and then we're just looking at, "How [have we accomplished the] CPSEs in our work already? I'm not doing something extra to meet the CPSEs. These are things that I already do and so these are the goals that I'm setting." [My coach] is the one that really helped me think through my action steps.

In addition to focusing on personalized learning goals, coaches help participants solve immediate issues, which coaches report can help participants develop leadership mastery in the longer term. As one coach explained, "Sessions are often a mix between responding to current situations, figuring out how that fits in with the CPSEL, and following a plan that builds from session to session." An LAUSD coach described this experience:

If I see that someone maybe has been struggling with the work, and then we have the check-in and there have been challenges, either personal or work-wise, it helps me gauge where I'm going to go during that session and where my questioning that I have planned may have to change on the spot, depending on what challenges they may be having.

Likewise, a Berkeley participant described a coaching session in which her coach realized that, in the moment, the participant needed a sympathetic ear:

One coaching day I was like, "I can't do this, and I just want to cry." And so [my coach] just let me cry. ... She's like, "Maybe this is not the right time to discuss other things, so I'm just going to listen to you." And she just listened, and I do appreciate that. She just took the time to do that. She's like, "Okay. Yeah, the [individual induction plan] stuff, it will happen. We will figure it out."

The content covered during coaching sessions changes over the course of the 2 years of the induction program as participants become increasingly well versed in the CPSEL, their own leadership style, and their next developmental steps. As the program coordinator for ACSA-Shasta explained:

In the beginning, it's a lot of coaching. It's a lot of listening and guiding and not trying to tell them what to do but letting them work through the issues and being curious and asking them questions and getting them comfortable in their own skin. And then it's a gradual release of letting them fly on their own.



## Coaching Models

The California Commission on Teacher Credentialing (CTC) calls for programs to implement a research-based coaching model that focuses on developing leadership competencies and allows for individualization based on participants' needs. There are many research-based coaching models that can be used in induction programs. Examples include the following:

**Cognitive Coaching.** Coaches help participants own their learning through ongoing reflection and feedback from others. This process helps develop problem-solving skills as leaders examine their experience, generate alternatives, and evaluate actions.

**Instructional Coaching.** Coaches build participants' leadership capacity by bringing evidence-based practices to bear and providing tools to address day-to-day challenges.

**Blended Coaching.** Coaches combine cognitive coaching and instructional coaching. They teach specific knowledge and skills while helping participants internalize their learning. Through observation, reflection, analysis, reinterpretation, and experimentation, the coach helps program participants use constructivist strategies to create their own solutions and design a plan of action.

**Culturally Proficient Coaching.** Coaches support participants through guided conversations about effective instructional strategies with a focus on cultural proficiency. This process centers learning and student achievement and emphasizes participation in professional, collaborative learning communities and building shared knowledge and deeper understanding for addressing success for every student.

**Leadership Coaching.** Coaches support participants in accomplishing their goals through an inquiry process that involves observations and analysis of data.

**Transformational Coaching.** Coaches work to help participants explore their own beliefs, values, and assumptions to understand how they influence their practice. This process is accomplished through listening without judgment, using questioning strategies, and sharing relevant research and tools.

**Evocative Coaching.** Coaches use a person-centered, no-fault, strengths-based approach in which coaches listen to participants' stories, express empathy, ask positive leading questions that notice possibility and potential, and use design thinking to test new ideas (i.e., relying on exploration of possibilities driven by imaginative thinking).

Sources: Information on all models except the Evocative Coaching model were adapted from California Commission on Teacher Credentialing. [Program standard 4B: Questions and answers](#). Information on the Evocative Coaching model was adapted from Association of California School Administrators. (2021, May 3). [Evocative coaching uses the L.E.A.D. approach to inspire](#).

## The Coaching Relationship

Research shows that the development of a strong, trusting relationship between coaches and participants is fundamental to the coaching experience.<sup>44</sup> Program participants, coaches, and program coordinators across programs reported that coaches and participants developed relationships that successfully contributed to participants' leadership growth. As the ACSA–Shasta program coordinator said, “I believe that the program's strength lies in the relationship, the connection with the certified experienced coaches, and that you really have time to build a strong relationship over those 2 years.” A Berkeley participant expressed the same message:

[My coach] was a principal, a former well-known principal. And that experience and her trials with it ... she was honest about her own issues as a principal, and that helped me really grow as a leader. ... I learned a lot from her, and she was the most important part of [the program].

Induction program participants especially valued the longevity of the coaching relationship, with many participants working with the same coach across the 2 program years. In sites that also have an administrator preparation program with a coaching component, such as Berkeley, participants who go through both the preparation and induction programs often work with the same coach for both programs. In some sites, a continued coaching relationship may extend beyond the 2 program years. San Jose Unified School District, part of the ACSA–Silicon Valley program, provides the option of an additional year of coaching after participants finish the induction program when they begin a principalship.

While most interviewed participants expressed high satisfaction with their coach, some shared that they did not develop a strong relationship with their coach either because their coach lacked the expertise needed to meet participants' needs or because the coach's and participant's personalities did not “gel.” An instructor at CSU Dominguez Hills spoke of instances in which she had temporarily taken on the role of coach when a participant's coach had not worked out.

## Coach Characteristics

According to the CTC's program standards, induction coaches should be trained and skilled in applying a variety of coaching strategies, skills, and resources that can be customized for the context and needs of the participant.<sup>45</sup> The standards also state that programs should use a set of criteria for selecting coaches, which can include the holding of an administrative services credential, years of experience in education leadership, administrative positions held, completion of training, availability to coach, and dispositions key to coaching responsibilities.

All coaches we interviewed were dedicated professionals passionate about sharing their expertise with the next generation of administrators, and a large majority of program completers found their coaches to be highly competent. Induction programs use different approaches for selecting coaches. Three of the six case study programs—ACSA–Silicon Valley, ACSA–Shasta, and Berkeley—rely heavily on retired school administrators to fill their coaching ranks; LAUSD has full-time employees with administrator experience; and National and CSU Dominguez Hills allow participants to choose their own coaches, who must be practicing administrators.

The three programs that rely on retired administrators as coaches seek a diverse pool of coaches in terms of demographic background (e.g., gender, race, ethnicity) and professional experience (e.g., school level, school size, students served, and context) in order to match participants to coaches who are likely to understand participants' contexts and meet participants' needs. The program coordinator from ACSA–Shasta shared her approach to matching coaches to program participants:

I match them with participants with similar experiences. ... For example, if I have a K–8 new principal, I make sure that coach has that exact same experience ... and can lead them through any type of situation that they're going to have on their plate.

The extent to which these three programs are able to make appropriate matches depends on the specific characteristics of their coaching cadres. While the programs aim to provide coaches who know the participants' contexts, this is not always possible.

Program coordinators of this model note that having a coach who is an experienced administrator but who is not an immediate supervisor can be instrumental in developing a strong relationship with the participant. The leadership director for the San Jose Unified School District, one of ACSA–Silicon Valley's partners, said, "I think the coaches do a really good job of building a trusting relationship because they're not tied to the district. And I think it allows the principals really to [share their fears] at times, but they feel valued and heard in those moments."

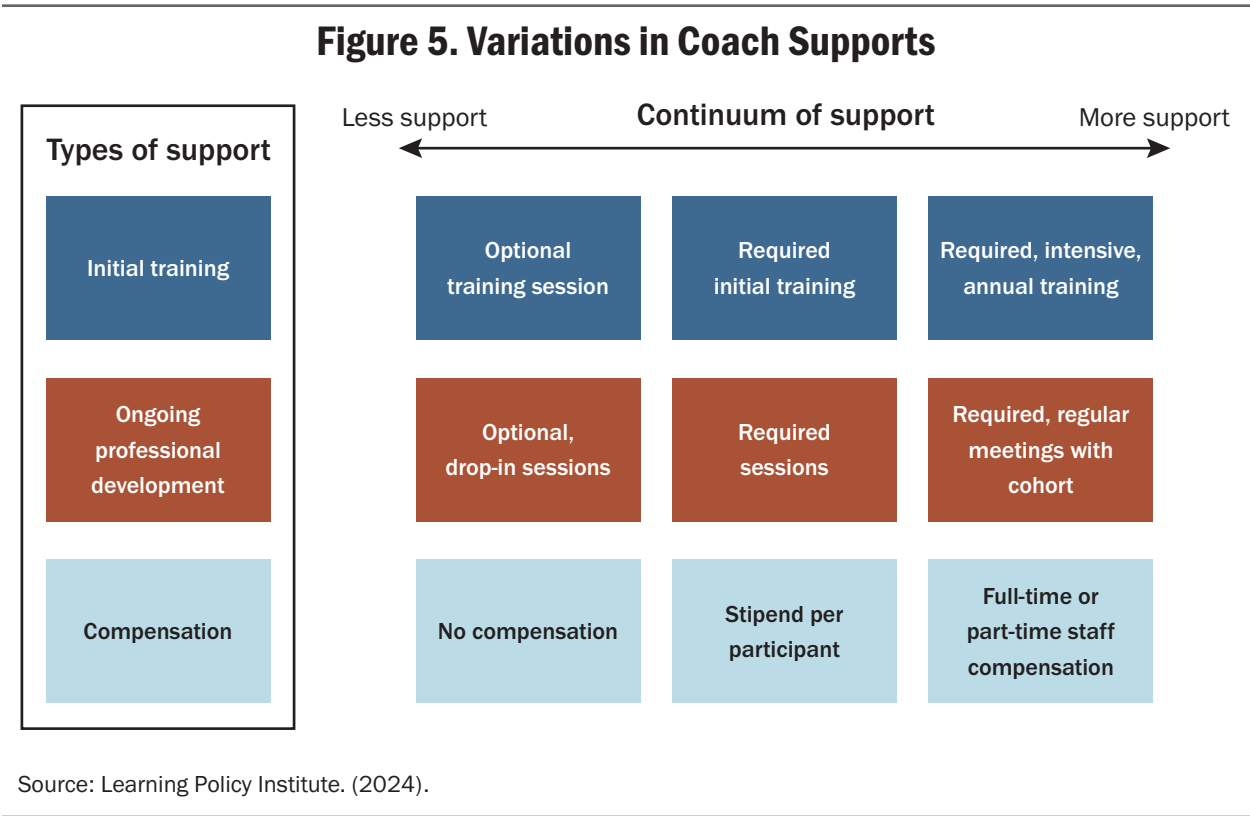
Programs in which participants select their own coaches—National and CSU Dominguez Hills—have other advantages. Coaches know participants' contexts and can align their support with the school's or district's mission and needs. Further, given that a participant's supervisor is often already playing a supportive role, there is overlap in coaching and supervision, lessening the time commitment for participants. However, having a coach from one's school or district could mean less delineation between coaching and other supervisory relationships. Prior research indicates that in this situation, the relationship between the coach and participant can be less trusting and may inhibit a participant from asking certain questions or acknowledging challenges or failures.<sup>46</sup> To address this concern, National encourages participants to identify a coach who is not their supervisor. CSU Dominguez Hills does not make this same encouragement, and as a result, CSU Dominguez Hills participants often are coached by a supervisor or other more senior administrator in their school or district. Despite the concerns related to having a supervisor serve as a coach, in the program completion survey, CSU Dominguez Hills participants largely expressed satisfaction with their coaching. Likewise, as one National program participant explained, "I think being able to select our own coaches is one of the great things about this program because I selected somebody that I was already working with and we already had rapport and I already ... viewed her as my coach."

In programs that require participants to select their own coaches, a small minority of participants reported not being able to find someone within their school, district, or organization who met the necessary qualifications. In these situations, program faculty step in to serve as a coach. Such was the case in both the National and CSU Dominguez Hills induction programs.

## Coach Support

While coaches come to their role with certain competencies and experiences, the CTC expects programs to provide coaches with preservice training that includes “the development of knowledge and skills of coaching, goal setting, use of appropriate coaching instruments, and processes of formative and summative assessment designed to support participant growth in the leadership competencies outlined in the CPSEL.”<sup>47</sup> Induction programs are also expected to facilitate networking among coaches and provide them with ongoing professional development designed to help them meet challenges they and their coaches face; reflect on their coaching; and keep current with education research, policies, and trends.<sup>48</sup>

The programs we studied differ in the professional learning opportunities provided to coaches, but most programs provide training, tools, and time for coaches to come together. [Figure 5](#) presents the variety of coaching supports provided in the six case study programs.



### Initial Training

All case study programs offer training to orient coaches, but the content and intensity of that training varies. ACSA (Shasta and Silicon Valley) requires all new coaches to participate in the initial ACSA Leadership Coach training. In this training, coaches spend 2 days learning about Evocative Coaching, the model used by ACSA, and an additional day on ACSA’s resources and Schoology, ACSA’s learning management system. Local partnerships may also require additional onboarding activities. For example, in ACSA–Shasta, the initial training is followed by one-on-one meetings with the program coordinator for additional onboarding and training in Schoology.

In Berkeley, coaches new to the program participate in a new coach support program for 2 years. The program entails monthly meetings in which coaches learn about the program and participant requirements. Coaches participate in role-plays and peer observations, and they receive feedback based on observations of their practice. They also attend monthly 4-hour, whole-group coaches' meetings with all coaches in the program.

The LAUSD program sponsors its coaches to attend external trainings on different coaching models to ensure that all coaches have the same baseline understanding. LAUSD also provides ongoing training, observations, and feedback for coaches based on its Coaching Competencies Rubric, which it uses to evaluate coaches. The rubric measures different coaching components, including planning for the coaching conversation, the interaction, follow-up questions and responses, and action and closure.<sup>49</sup>

The induction programs run by National and CSU Dominguez Hills, in which participants select their own coach, also offer training. New National coaches are required to attend a series of theoretical and hands-on training sessions to better prepare them for their coaching roles. CSU Dominguez Hills invites coaches to a professional development session for orientation to the induction program, though the program coordinator explained that not all coaches attend.

## Ongoing Professional Development

All but one case study program offers coaches ongoing opportunities for professional development.<sup>50</sup> LAUSD coaches—who are full-time employees—meet as a cohort once a week to share their coaching experiences and provide support to each other. One coach explained that these weekly meetings address questions such as the following: Does anyone have a tool that's going to help me? Has anyone encountered something similar that you might advise me on? Berkeley coaches meet with their peers monthly. They, too, use their facilitated time together to build their coaching knowledge and skills. One of the program's coaches described a typical monthly meeting:

We do a lot of discussion about coaching or about the topic of the article that we read and how it relates to our coaching. ... It helps us to keep focused on equity, to talk about our own experiences and thoughts around equity or whatever's going on in education at the moment. And we share issues that we may be struggling with, a particular situation or student, and offer support to each other.

National coaches meet with other coaches once every 2 months and with a faculty member during the alternate months. A National coach described the professional development offered:

It is a good deal of practicing coaching and mentoring techniques. ... And we'll do that oftentimes in a fishbowl kind of situation. A situation will be presented, and we'll ask for somebody to serve as coach, somebody to serve as participant. And then we'll switch those folks' roles with other [coaches] that are on the Zoom call for them to get that experience.

ACSA (Shasta and Silicon Valley) coaches attended the twice-yearly California Network of School Leadership Coaches trainings with their fellow ACSA coaches. These trainings include two 4-hour workshops: one in the fall and one in the spring. The trainings are required annually for certification as a coach in all ACSA-affiliated programs and offer continuous professional development of coaching knowledge and skills beyond certification.<sup>51</sup> ACSA coaches are also required to complete a portfolio,

first for approval from their regional ACSA director and then from the central ACSA office. For both the ACSA–Shasta and ACSA–Silicon Valley programs, the formal coaching training is augmented by additional professional development sessions provided by regional office leadership. Shasta’s director spoke of using this time to support coaches who were retired administrators and needed training in recent education policy and technology.

Coaches across programs valued the opportunity to work with, and learn from, their colleagues. A Berkeley coach shared:

We meet monthly together. I get to meet with these amazing educators [to] co-facilitate and co-create the curriculum. So, we learn together. We learn about ourselves. We think about coaching, we observe each other, and we talk about topics related to equity and deepen our knowledge. And I just feel like it’s such a privilege to continue to learn and grow.

With a similar sentiment, a coach from the LAUSD induction program explained:

I think there’s also power in the fact that the entire team coaches; we’re able to push each other in a positive way to continue to refine our skill set and our knowledge base. ... You have to be knowledgeable and up-to-date on everything in order to have the background to coach our folks. I think having a team of eight folks, who have all been principals and all have been in leadership positions and have experience in coaching, is a very powerful dynamic in and of itself that helps us to constantly refine our skill set and move the program forward.

## Coach Compensation

While coaching is central to induction programs, the CTC does not reference compensation for coaches in their guidance. The six programs we studied had very different approaches to compensating coaches.

- The LAUSD program is completely funded by the district, and coaches are full-time district employees with salary and benefits.
- Berkeley pays coaches who are hired as full- or part-time staff members according to their full-time equivalent, which is based on their coaching load and other responsibilities (e.g., facilitating professional development).
- ACSA (Shasta and Silicon Valley) compensates coaches \$3,750 per year per participant. Coaches’ expenses, such as travel for training and certification fees, are not included in compensation. Coaches must pay the \$650 in registration fees for the initial ACSA Leadership Coach training and \$185 annually for ACSA’s California Network of Leadership Coaches program.
- National compensates its part-time coaches \$500 per semester, equivalent to \$2,000 for the 2-year program. This compensation is understood to be an honorarium to say “thank you.”
- CSU Dominguez Hills does not offer any compensation to coaches selected by its participants. The CSU Dominguez Hills program coordinator explained:

We want to keep the costs as low as possible for our students to make sure it is accessible. And if we were to start paying coaches, that would have to increase the tuition. And so, that was ... a creative way to ensure that [students] have a coach and continue to receive coaching from our instructors without having to pay a lot more for that coaching.

A number of coaches who were compensated per participant shared in interviews their views that compensation was not commensurate for the amount of work they were doing. One coach noted, “We have one of our coaches who’s doing some private coaching for someone who’s in trouble, and he’s charging a district \$20,000. ... If we were doing this in business and industry, [our current compensation] would not be anything close to what you would charge.” Programs face a dilemma: Compensate coaches more for their critical role, or keep costs affordable for participants. We discuss this dilemma later in the section “[Factors Influencing Induction Experiences.](#)”



# Professional Development

The California Commission on Teacher Credentialing (CTC) program standards for clear administrator programs require that all participants engage in at least 20 hours annually of professional development “addressing needs common to all beginning education administrators as well as providing differentiated learning opportunities as outlined in the participants’ [individual induction plan].”<sup>52</sup> Professional development supplements coaching and provides additional training on leadership competencies outlined by the California Professional Standards for Education Leaders (CPSEL).

There are two different models for providing professional development in the case study programs. In one model, the program provides a structured set of professional development sessions with specific activities, readings, and assignments. In the second model, participants, with support from their coaches, primarily identify their own professional development experiences, which can, in some cases, include experiences offered by the program. Both models allow participants to focus on their self-identified goals. In the first model, participants tailor their assignments and discussion topics to their specific growth areas; in the second model, they choose activities related to their growth areas. In many programs, networks and cohorts developed and nurtured through professional development further support and enhance administrator learning.

## Professional Development Structures

Three of the case study programs—Los Angeles Unified School District (LAUSD), National University, and UC Berkeley—have structured, required professional development sessions throughout the 2-year induction program. These professional development sessions are led by program staff, have a predetermined curriculum and schedule, and are organized so that smaller groups of program participants learn together. For example, National’s professional development occurs monthly in an evening online session that is led by National faculty. LAUSD requires quarterly “induction days” that are full-day, in-person professional development sessions led by coaches and monthly or bimonthly “coffee with the coaches” sessions, which are shorter sessions focused on a single topic. Berkeley organizes its professional development into monthly 2.5-hour seminars led by trained facilitators.

While the first professional development model is characterized by its structured curriculum and schedule, the programs allow for some differentiation. LAUSD, for example, offers certain sessions that are differentiated according to the participants’ school level (e.g., elementary vs. secondary) or role. Berkeley facilitators are responsive to the conversations and needs of participants, and each session has a structured activity in which one participant brings a current problem they are facing to discuss with a group. As one participant in the Berkeley program explained, “Our sessions [were] very interesting, very relevant, and also supportive in whatever we needed.”

The Association of California School Administrators (ACSA)—Shasta, ACSA—Silicon Valley, and CSU Dominguez Hills use the second professional development model, in which professional development is not prescribed. Instead, participants, often with support from their coaches, choose their professional development opportunities to fulfill the 20-hour annual requirement. For example, ACSA’s program coordinators and coaches help participants identify useful professional development relevant to their needs and goals. Participants can choose to complete ACSA’s asynchronous professional development

modules that are housed in ACSA's learning management software, Schoology, or they can find other professional development opportunities offered by ACSA, their county office of education, or their district. In this instance, professional development outside of Schoology is not included in the costs to participants.

CSU Dominguez Hills requires a kickoff session for all participants, but the rest of the professional development is identified by the participants. They have the option of attending monthly online professional development sessions provided by the program, or they can identify other professional development focused on their growth areas. The flexibility to opt in or out of monthly sessions was valued by participants because of their heavy workloads and unpredictable schedules. One CSU Dominguez Hills participant explained that “the flexibility [was] helpful” because she often had to miss the monthly sessions when they conflicted with mandatory school board meetings.

## The Modality of Professional Development

Some induction programs were designed to be fully online, while others were originally designed as hybrid or in-person programs. National University offered online professional development prior to the COVID-19 pandemic, along with in-person coaching. All other programs offered in-person or hybrid coaching and professional development prior to the pandemic. All programs shifted to online professional development and coaching during the pandemic, although most were moving back to in-person sessions by spring 2022.

Some participants considered modality when choosing a program. For example, one participant from National sought out a 100% online program “so that I didn’t have to commute or drive somewhere or have to be somewhere at a specific time when sometimes we end up in our offices until late at night and can’t make a class.” In contrast, a graduate from the Association of California School Administrators (ACSA)–Shasta program noted that “I can’t learn online. I’m not disciplined enough.”

Participants also had different reactions to online programming. One Los Angeles Unified School District participant who attended during the pandemic found online-only programming to be a challenge: “We have actually never had an in-person meeting with my cohort ever. I have actually never met any of them live. And the networking part has been more difficult because the only time you really get to talk to them is in a Zoom room.” In contrast, a participant from the UC Berkeley program felt they were able to forge strong and supportive connections with their cohort even though they never met in person. That participant noted that members of the cohort had many similarities in years of experience and the administrative positions that they held, in addition to the common experience of leading a school during the pandemic, which helped them bond despite their solely online experience.

## Professional Development Content

Professional development focuses on knowledge- and skill-building aligned with the CPSEL and the needs of early-career administrators. Berkeley, for example, covers its Leadership Connection Rubric while also scaffolding content aligned to what participants typically encounter in their new administrator roles. In the first year, Berkeley's professional development seminars introduce a rotation of topics relevant to newly credentialed school administrators, such as teacher supervision and evaluation. In the second year, participants complete two change projects that build on their developing knowledge and skills.

Professional development is also meant to be responsive to ongoing challenges facing new administrators. Berkeley integrates two protocols into its monthly sessions—a storytelling protocol and a consultancy protocol—that offer a structured way for participants to engage in conversation about ongoing challenges or leadership decisions. National's facilitators also create space for participants to discuss ongoing challenges. As explained by a participant in the National program, “[Our facilitator] would have us talk about a couple things that had happened to us during the week that we wanted to share with the group in terms of the problem to solve.”

While all of the case study programs include modules or conversations about social justice and equity, certain programs, including LAUSD and Berkeley, have a particularly strong emphasis on these issues, which also drives professional development content. As explained by an LAUSD coach:

Equity and access [are] really at the core of all the work that we do. So, we really see that as the foundation of our program in that we are in Los Angeles Unified, and we do work with a very diverse student population, diverse stakeholders. And so, any decision, even if you're thinking it's just operational, is something that needs to be based in those decisions and thought around equity and access.

Similarly, Berkeley's program coordinator explained that “our mission really is to support leaders who are working with underserved communities to be equity minded, to be centered on social justice.” Many Berkeley participants specifically sought out the program for this reason. For example, one Berkeley participant explained how they decided to pay out of pocket for the Berkeley program because of its social justice and equity focus, rather than complete the induction program that would have been paid for by their district.

Programs vary in the extent to which the content of professional development is aligned with coaching. In ACSA-led programs, coaches typically work with participants to identify appropriate professional development and often incorporate discussions about professional development and assessment into their coaching sessions. For example, a coach from the ACSA–Silicon Valley program explained, “My biggest question is, What do you do with [professional development]? Because some leaders come back and reflect that it was a wonderful training and have a really hard time talking about how that will impact their students.” In the LAUSD program, the coaches also provide all the professional development; in the Berkeley program, some coaches are also seminar facilitators. With overlapping roles, these coaches are easily able to incorporate professional development content into their coaching sessions. Further, one Berkeley coach explained that the program maintains a calendar of professional development topics that “shares what's going on in seminars so that the coaches can always bring that up in their sessions just to check in, make sure everybody's staying up-to-date with what they need to do or think about or read.”

While they are generally seen as a benefit, not all participants felt the professional development sessions were a good use of their time or spurred improvement. Participants from multiple case study programs sometimes felt they were merely fulfilling program requirements. One participant explained, “I felt like I was completing work just to get it done. I did get quite a bit from it, don’t get me wrong, but I just felt as though I had to get this done. It didn’t integrate as seamlessly into my daily work.” Others described how the challenges of the COVID-19 pandemic meant they had many urgent job responsibilities that made it more difficult to leave time for reflection or to fully engage in projects that were embedded in their professional development.

## Connecting to Peers Through Professional Development

One benefit of professional development is the networking and shared learning it can provide, a key ingredient that research has identified as important for high-quality principal professional development.<sup>53</sup> Some programs formed small cohorts of participants to cultivate supportive relationships and learning opportunities.

In both the National and Berkeley programs, cohorts consist of groups of 5–10 participants who start their programs at the same time and have the same instructor or facilitator for their professional development sessions. Many participants emphasized how this small-group setting helped foster a trusting and supportive environment. For example, a participant from National noted that “the cohort was small, which was very nice. And that way it was easier to interact with other peers and have a more intimate setting.” A participant from Berkeley echoed this sentiment, explaining that the cohort structure, along with intentional sharing of cohort members’ dilemmas, “increased the trust and increased the camaraderie” among that specific cohort.

One benefit of professional development is the networking and shared learning it can provide, a key ingredient that research has identified as important for high-quality principal professional development.

Participants also noted that the cohort structure was professionally beneficial to them; hearing about other participants’ experiences from their work provided meaningful insight. For example, one participant from National said:

I learned so much from people that were in our cohort, and the format [of the classes] and the specific projects that we had to do working together. I learned so much from my teammates. It was because of the way that National, and specifically [my instructor], structured those classes and those discussions. ... Every time, someone had something to offer that was beneficial for me as a professional.

Berkeley’s program coordinator explained that they considered community-building, with participants intentionally organized into small groups for peer learning, to be a key program component:

One of the hallmarks of our program is that we are cohort-based. ... During the year, they’re in small group seminars, so groups of 10 people or so. The idea is that they stay with that group for 2 years. So, we build relationships, we build teams, we build trust so that they learn as much from each other as anything that we provide.

Participants in the Berkeley program noted how this cohort structure led to strong relationships with their facilitator and other members of their small group. As one participant explained, “We got to know each other in and out.” Another participant noted, “We all clicked really, really fast, and I felt like we became family really, really fast.”

As with other program components, while most participants we interviewed spoke highly about their cohorts, a few did not have such positive experiences. One participant, for example, was frustrated by differences in context and an unwillingness of others to engage in conversations about racial identity and positionality—how participants’ race, class, educational attainment, income, ability, gender, citizenship, and other identities impact their lived experience.<sup>54</sup> Despite these challenges, many participants in both the Berkeley and National programs reported that their cohort offered an important source of relational support during challenging times of growth.

While not all programs create small cohorts like Berkeley and National, they do offer opportunities for administrators to connect with each other. In the LAUSD program, all participants attend in-person induction days where they engage with local peers who know the district’s policies and procedures. In the CSU Dominguez Hills program, participation in monthly professional development sessions is voluntary, so attendees vary from month to month. Still, participants reported it to be a valuable experience. As one participant explained, “You might be with students that are toward the end of the program or the beginning, so you just learn different things, and then you are creating networks and just talking with school leaders across southern California.”

ACSA-led programs do not provide online synchronous professional development, so there are fewer opportunities for networking across administrators in those programs. Leaders of the ACSA–Silicon Valley program explained that the individualized nature of their program helps administrators focus on what they personally need, but there is a trade-off because the program orientation is the only opportunity for administrators in their program to meet. One leader explained, “It’s a benefit of a program because it does get to be tailored, but it’s also a weakness because they don’t get to learn from each other.”

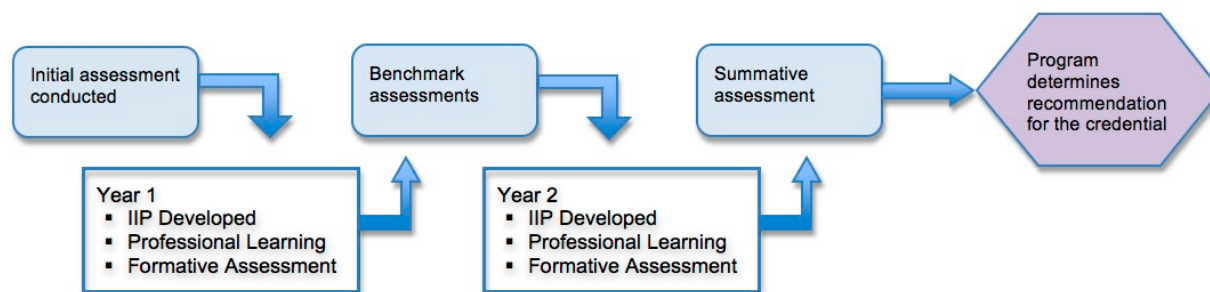
## Assessment

The California Commission on Teacher Credentialing (CTC) induction standards require assessments throughout the program for both formative and summative purposes. According to the CTC: “Assessment tools such as rubric-based scales, are ... identified by the program to measure leadership performance and used to determine candidate growth and competence. Initial, formative, and summative assessments are collaborative, based on data gathered by the candidate, coach, and program.”<sup>55</sup>

All programs begin with an initial assessment, which can be completed individually or in partnership with a participant’s coach and is used to inform a participant’s individual induction plan. Throughout the program, participants engage in formative and benchmark assessments that support them in reflecting on their progress and adjusting their individual goals to meet their emerging needs. Programs culminate with a summative assessment, often a portfolio, which program staff use to determine recommendations for whether a participant should receive their clear credential (see Figure 6).

As we discuss in more detail in the following sections, assessments can be more or less formal, and they may include items such as self-reflections, coaching logs, and specific assignments.

**Figure 6. Individual Induction Plan and Assessment Timeline**



Note: IIP = individual induction plan.

Source: California Commission on Teacher Credentialing. (2018). *Administrative Services Credential Program Standards handbook*.

## Initial Assessments and the Individual Induction Plan

At the beginning of each program, participants, with the support of their coaches, self-assess their strengths and areas for growth in relation to the California Professional Standards for Education Leaders (CPSEL) and any standards or rubric that their program uses (e.g., the Los Angeles Unified School District [LAUSD] School Leadership Framework, UC Berkeley’s Leadership Connection Rubric). The results of these self-assessments, along with personal or local priorities, form the foundation of participants’ individual induction plans and determine each participant’s initial goals. The Association of California School Administrators (ACSA)–Shasta program coordinator described the steps that go into the plan’s development process:

They sit down with their coach, and they’re looking at those six CPSELs and all the sub-elements of the CPSELs. And they are doing a real intensive self-reflection and talk-through with their coach about where they are in the initial stages of their learning. ... They are going back and looking at their district goals, the overall goals of their school, and then they are writing that goal.



Whether using the CPSEL or program-specific rubrics, program participants overwhelmingly identified having a “grounding” document as useful to their development as leaders. Program staff also reflected that using a rubric can help participants analyze and interpret critical feedback and enable richer, more reflective practice. Although participants reported that adjusting to a program’s rubric can take time, the structure that it provides can connect newly credentialed leaders’ seemingly disconnected experiences and create common language and expectations across districts and school settings. As one participant from Berkeley noted, “The Leadership [Connection] Rubric basically was the guide. It drove a lot of the conversation. My coach also knew the rubric really well ... and as I would talk, he would guide me through where the pieces [of my experience] might fit.”

## Connections to the California Administrator Performance Assessment

The California Administrator Performance Assessment (CalAPA) is the summative performance assessment at the end of an administrator preparation program that allows participants to qualify for their preliminary administrative credential. Piloted in 2018 and fully adopted in 2019, the CalAPA consists of three leadership cycles that ask participants to demonstrate a set of proficiencies: analyzing data to inform school improvement and promote equity, facilitating communities of practice, and supporting teacher growth. The CalAPA addresses the state’s Administrator Performance Assessment Design and Program Implementation Standards as well as key elements of the California Administrator Performance Expectations (CAPE), which are aligned with the California Professional Standards for Education Leaders (CPSEL). To complete each leadership cycle, participants submit annotated videos demonstrating the proficiencies outlined in that cycle to a digital portfolio. Trained scorers assess the videos.

Most of the induction programs in this study do not formally use data from the CalAPA in personalizing newly credentialed administrators’ support, which may be, in part, because the assessment is relatively new and there is less familiarity around how to use the information it provides. One coach from the Association of California School Administrators (ACSA)–Silicon Valley program explained, “[CalAPA data is] in the background as a reference for me in coaching [induction participants], but ... I don’t focus on it.” In programs where participants have the same coach in their preparation and induction programs, such as the UC Berkeley program, coaches are more likely to use CalAPA data because they are involved in the assessment process.

## Benchmark Assessments

Participants continue to engage in self-assessment at predetermined intervals over the course of the program. The most common benchmark assessments include participants’ initial, midpoint, and final individual induction plans, as well as their coaching and professional development logs. Benchmark assessment may also include written reflections on problems the participants are experiencing and coaching conversations, professional development assignments, or reflections on participants’ progress and decision-making. For example, in the Berkeley program, participants identify a monthly action step that can move them toward the goals they have identified in their individual induction plan. They produce



a written reflection on their progress toward that action step and what they have learned, which they then discuss with their coaches. These assessments can anchor conversations in real challenges and help generate meaningful solutions.

Benchmark assessments provide opportunities for participants, coaches, and staff to reflect on participants' progress and plan future learning opportunities based on their evolving needs. In this regard, they provide important information for participants and coaches as the participants revise their individual induction plans over the course of the 2-year program. Benchmark assessments also identify participants who may need added support (e.g., flexibility with deadlines, more coaching) to complete the program in a timely manner and to meet the program standards.

Benchmark assessments provide opportunities for participants, coaches, and staff to reflect on participants' progress and plan future learning opportunities based on their evolving needs.

Some programs have developed their own benchmark assessments that go beyond the CTC guidelines. For example, CSU Dominguez Hills participants complete and reflect on the results of a questionnaire on their leadership dispositions at three standard intervals during their program. This questionnaire aligns to the 360-degree survey that participants administer to their colleagues, families, students, and community members at the end of the program. At Berkeley, participants complete two benchmark assessments in their second year: an instructional change project and a time use project. The instructional change project asks participants to implement a change at their school and evaluate what worked, what did not work, and what they learned. For the time use project, participants log their actions every 15 minutes during a typical day. They reflect on their logs with their coaches and analyze the time spent on “non-urgent but important activities” like instructional support and observations, which can become deprioritized in the face of more time-sensitive issues. They then set goals around how to use their time differently to align their activities to their leadership values and vision.

Generally, benchmark assessments are designed to be consistent with and integrated into participants' job responsibilities. The goal of these assessments is to ensure that participants are progressing in their leadership knowledge and skills and are on track to complete the learning necessary to be recommended for a clear credential. Though assessments can be a lot of work, participants generally understood the rationale behind them and appreciated their utility. As one LAUSD participant noted, “It doesn't feel like busywork. And I understand as a person who has to do compliance at the school that I'm like, 'Of course, I have to document my growth and my goals and my evidence.' That all makes sense to me.”

## Summative Assessments

All programs culminate in a final summative assessment that allows participants to demonstrate their growth over the course of the 2-year program, reflect on their learning, and evaluate where they will continue to develop as leaders. For most programs, the summative assessment consists of a portfolio of work that participants present to their cohort or program staff. As the program coordinator for ACSA–Shasta described, “At the end of 2 years, you have this beautiful portfolio that shows your

longitudinal growth.” Participants may also complete additional program-specific components, such as an exit interview with program staff, a 360-degree survey and reflection, or another check to ensure they are ready to move forward with their responsibilities.

Variations within the summative assessment are program specific and align to each program’s focus and curriculum. In LAUSD, for example, participants complete a presentation on their individually determined Problem of Practice, which follows a continuous improvement cycle. As part of the Problem of Practice, participants:

1. Identify an area of need—a problem within the core of their institution or agency
2. Conduct a root cause analysis to understand the source of the problem identified
3. Brainstorm ideas for how to solve the problem
4. Develop an action plan or theory of action
5. Implement or plan to implement that action plan
6. Present to their cohort at the end of the program to share their problem of practice, the steps they took to work on it, and what they learned in addressing this problem

One program participant, for example, focused their Problem of Practice on increasing the percentage of students reaching proficiency by supporting teachers’ instruction. To this end, they designed professional development in which teachers collaboratively analyzed student work, reviewed data, and developed action plans. Additionally, the participant worked with their school administrative team to conduct regular classroom visits, all using the same observation form, and provided regular feedback to teachers. After seeing student achievement increase, the participant concluded, “Professional development alone does not change practice. Professional development with regular classroom observation and feedback does change practice.”

Another program completor reflected on their experience with the Problem of Practice:

My [Problem of Practice] was within attendance. And after going through a year and a half, 2 years of the program, I was able—at the school where I was at and the project I was leading—[to] drop chronic [absenteeism] from 14% down to 7.5%. And a lot of that work was [due to] the continuous refinement [process in the LAUSD program].

About the Problem of Practice in general, one participant noted, “One thing I’m able to do more effectively is reflect, [and] I’m able to change practice.”

In all six of the case study programs, participants must submit their summative assessments to the program coordinator, who is responsible for confirming that participants have completed the requirements of the program and recommending participants for the clear credential.

# Program Impacts

In both the statewide program completer survey and the case study participant focus groups, newly credentialed administrators were overwhelmingly positive about their experiences in their induction programs. Over 90% of survey respondents rated their induction program as effective or very effective at developing the knowledge and skills needed to become an education leader (see [Figure 2](#)). In interviews and focus groups, induction participants, coaches, and program coordinators reiterated these positive views about the value of induction, although there was some variation in how program participants described the impact and value of the programs.

Participants and coaches in the case study programs identified three primary impacts from participating in induction: (1) administrators developed their leadership knowledge and skills; (2) administrators received personal, social, and emotional support that helped sustain their leadership work; and (3) administrators prepared for professional advancement through networking and support. In the following sections, we describe each impact in more detail. While we provide illustrative examples for each impact, it is important to note that not all participants reported experiencing each impact.

## Development of Leadership Knowledge and Skills

Administrators reported that their leadership knowledge and skills improved because of their work with their coaches or through other professional development offered by their induction program. One commonly cited improvement was in leaders' ability to reflect on their decisions in a purposeful, critical, and nuanced way. Working one-on-one with coaches often provided opportunities for reflection, as did structured assignments that were integrated into the induction program. Participants reported that these experiences required them to step back and reflect on their leadership in ways that they may not have made time for outside the induction program, given all the job responsibilities they needed to fulfill. These reflection opportunities opened up a new way of approaching problems and taught participants how to reflect in a productive manner.

When discussing their coaching experience, many participants emphasized how their coaches created opportunities for them to think through a challenge, offered support and follow-up, and brought up considerations that they otherwise would not have thought of. For example, one UC Berkeley program participant, who described the one-on-one coaching as the best part of the program, explained:

What I appreciated the most about [my coach] is that he was really great at pushing my thinking. And I could always tell that when we met, he had reviewed whatever I had written. He was very prepared and ready to not question, but just push my thinking in some way. And I really appreciated that because in that moment you need someone to find other holes in your plan. ... So, he was really supportive, very positive, and very knowledgeable.

Through prompting from their coaches, administrators learned how to take a broader lens, which one participant described as “when I got stuck in the weeds.” She said her coach provided “wisdom and perspective” and asked a lot of questions “to make me come up with my own solution to a lot of the things that I have happening.” As one coach from the Los Angeles Unified School District (LAUSD) program explained, “The power of coaching conversations [is] that [participants] get to reflect and hear themselves go through that professional learning process.”

Through just-in-time coaching—in which coaches helped administrators work through issues that arise in the short term—participants also learned how to handle challenging situations. Participants noted the value in having someone with expertise to turn to when faced with such challenges. For example, a participant from the National University program explained, “Whether it was a parent situation [or a] disciplinary situation, it was very helpful to have someone there who I could call and talk through situations.” By offering their expertise, providing valuable perspectives, or finding and sharing resources, coaches expanded leaders’ ability to handle the everyday challenges they face.

Coaches also anticipate the challenges that arise and prepare their participants for new situations they would face. A participant from the Association of California School Administrators (ACSA)–Shasta program described how their coach would help them identify important factors that they had not considered yet, explaining:

They bring up some of those things that you, as a new administrator, would be like, “I had no idea that would be coming to my way.” And they would bring those things up so they were coming to your forefront, and you’d go, “Okay, be prepared.” ... They’d give you these scenarios, and you’d give them a response, and they’d say, “That would probably work” or “Maybe you want to try a different approach.” And I know my coach provided that for me.

Participants also noted that their program assignments or activities helped them build knowledge and skills that they could use after the program ended. Multiple participants from the Berkeley program, for example, described how the time use project they completed helped them reconsider their leadership priorities. One described her growth in this area:

I did come in [to the induction program] with an idea of, “I need to get into the classroom more, and I need to understand why I want to do that. And I need to have some sort of system and someone to be accountable to so that I can do this because ... I need to do this.” So, with my [induction] facilitator, with my team, we started sharing literature ... and then that time management piece was awesome. It seemed that we do have the power to control our time and avoid spending so much of it turning off fires or extinguishing fires. So, it impacted me in that, the second time around, not only was I in the classroom far more than before, and I could still handle all my other responsibilities, but I was in the classroom with a purpose.

Another Berkeley participant noted that the program’s leadership rubric and time management exercises allowed them “to get in touch with their values and see that their values are reflected in their work and in their priorities.”

Participants in the other programs similarly explained how program requirements created time and structure for them to evaluate their leadership and/or create targeted plans and goals. One participant in the National program had just moved into a new, very challenging position as they began working on their leadership portfolio for the induction program. The participant explained, “I could have just been flying by the seat of my pants ... but it forced me to make time in my schedule to step back, kind of take a global look at my school and the organization, develop a plan and put it in writing, and set up goals and meet with my staff and make goals for them.”

Participants across programs also valued activities or structures that they could bring back to their school or keep using after the induction program ended, such as learning how to implement a continuous improvement cycle or participating in professional development through induction that they would then share with their own school staff members.

## How Induction Supported One Principal's Professional Growth

A high school principal in the Los Angeles Unified School District (LAUSD) completed the LAUSD induction program in spring 2022. Initially working as an assistant principal when she got off the program's waitlist and started the program in fall 2020, she ascended to the principalship during the program. She chose the LAUSD program because she had friends who recommended it, it cost her nothing, and she thought it would be helpful to have coaches and fellow participants who understood LAUSD. She explained, "The coaches know LAUSD. ... I think that's really important because I don't want to have to constantly re-explain my context." She joked how the LAUSD staff call it "not free, but priceless," and she commented, "I got really lucky that I got picked up off the waitlist to come into this."

The principal attributes the program's focus on the California Professional Standards for Education Leaders (CPSEL), the individual induction plan, the professional development, and its emphasis on critical reflection to her improvement as a leader. She explained how she learned to categorize principal thinking into procedural concerns and big ideas:

The procedural stuff is the stuff that, just like new teachers, we're trying to figure out. "Okay, how do I call everybody for COVID? How do I make sure that the bell schedule is on point? How do I make sure I do my incident report correctly?" ... But the stuff that moves you forward are those big ideas, those big conversations, the conceptual stuff. ... A lot of the CPSELs are about policy, about vision, about mission, about moving instruction forward. ... [The induction program] focuses on the big-picture stuff, which I do appreciate because that's the stuff that, I think, is harder to build and focus on, and it's harder to make concrete because it's so conceptual sometimes.

She explained that her individual induction plan offered her a chance to reflect on her leadership because she had to think critically about evidence to demonstrate her leadership for each CPSEL. After describing many of the aspects of induction, she concluded, "I really feel like they've helped me grow in just being aware of the things that I need to do and need to know about and be aware of to be the best leader that I can be for any organization that I'm at."

The principal completed induction during the COVID-19 pandemic and was hesitant about completing coaching mostly via Zoom. Yet she reported that her coaching experience was extremely supportive and aligned with her professional goals. She said, "It's truly coaching. It's not like just consultation, like, 'Oh, I think you should do this,' and then she tells you all the things to do. She really respects me as a professional and my ability to think and to move forward and to grow, and I really appreciate that." The principal also described how her coach had been an incredible resource and support for her, both during and outside of her regularly scheduled coaching sessions:

I saw her every month through our coaching conversations, but she's the person that when I'm excited and I'm proud of myself, I text her. I text her, and she's genuinely happy for me. Or when I have an issue that I need to talk about and I text her beyond our regular meetings, she's happy to respond to me. And it means a lot because she really is available for me. She is there to support me.

The principal also noted that her coach, and the induction program more broadly, attended to her social and emotional needs. She explained how her coach would “give me the space to be like, ‘Okay, you want to complain today? Complain today. You want to vent? You want to cry? All right. Let’s vent and cry, and then we’ll get to work.’”

The principal explained that her coach had been instrumental in her seeking the principalship and being named principal in the final semester of the induction program. As she said, “The reason why I am a principal is because [my coach] pushed me so hard.” The coach told her, “You’ve got to try, you’re great, you’re going to be able to do this.” When the principal position became open in her school, she decided to apply. She described how her coach “helped look at my resume, she helped look at my cover letter [and] gave me feedback on that, we practiced questions.” Her coach also provided critical support as she transitioned into the principalship during spring 2022.

Originally an English language development teacher, the principal focused her capstone Problem of Practice project on understanding how to help teachers increase their efficacy when working with dual language learners. She created a professional learning community of teachers who represented different content areas. She first surveyed them about their confidence in working with dual language learner students, their instructional strategies, and their knowledge of the standards. From the survey, she determined that teachers had low to moderate levels of confidence and in their ability to differentiate instruction for dual language learner students. As a result, she developed a course of study in which teachers in the learning community looked at the standards, wrote objectives related to language growth, and developed instructional strategies. The teachers observed each other in their classrooms and provided feedback to one other. After a few months, the principal surveyed the teachers again and found that many had increased their confidence and their ability to differentiate instruction. After seeing the success of this effort, she had the teachers in the learning community present their learning to the rest of the school staff and model their instructional strategies.

At her capstone presentation, she shared the results of her effort: Her school had one of the highest reclassification rates of dual language learners in the entire district. Her goal was to reclassify 20 of the 89 dual language learner students, which she exceeded by reclassifying 24 students. She summarized her learning from the Problem of Practice:

I learned we really do need a dedicated block of time for our English learner teachers. ... They cannot just be expected to know how to plan for these English learners, especially newer teachers. ... It’s space to explore and get feedback, to say, “I’m trying this strategy, but I don’t really know how. How would you do it?” or “I saw this strategy in your classroom and I really liked it. How do you think I can use it in my classroom?” And to be able to do that in a small group and in a safe place was important. And finally, for them to feel accountable for their results. It was important for them to see the evaluation from the professional development: “Oh, we were efficacious. Our teachers understood what we were trying to communicate.” And with our [English language development] reclassification rate, they see the efforts they are putting forth are growing something, that there are outcomes from that [work].

The principal noted that the COVID-19 pandemic has made leadership even harder and that “becoming a principal this year was, frankly, just insanity.” However, she echoed the joke about her program with sincerity, saying her experience in induction had been “priceless—it’s been really valuable for me.”



## Personal, Social, and Emotional Support

Participants also reported that the support they received through their induction programs helped them tackle some of the personal challenges facing new leaders. Support often came from multiple sources, including their coach, professional development facilitator, or other participants in their cohort. These relationships provided social and emotional support during the transition into their leadership role—which many described as stressful and lonely—as well as offered additional people to help them work through leadership challenges.

Support often came from multiple sources, including their coach, professional development facilitator, or other participants in their cohort. These relationships provided social and emotional support during the transition into their leadership role—which many described as stressful and lonely.

Participants attributed their resilience to the personal support their coaches provided and the trusting, confidential relationships they developed with their coaches. This sentiment was especially true for participants who completed the program during the COVID-19 pandemic. One principal who had recently completed the LAUSD program explained how coaching sessions offered an important opportunity to recharge amid a really challenging time:

These last 2 years were so hard. So amazingly hard. I mean, it's just different than anything I've ever had to deal with. And a lot of times it was not just because of the amount of work, it was because of the emotional things that other people are going through, but I'm needing to be the one to support them. So you made time [for coaching] because it's almost like you needed a release, and I sometimes felt like I was behind on things. And so I was like, "Oh no, [my coach] is going to ask me about this or that." But it was always encouraging, the way he asked, "Okay, what do we need to do now to get you to a place where you feel good about it?"

Many program participants described their coaches as "a real lifesaver," "so supportive," and "amazing."

Participants also discussed the impact of having strong support provided by other members of their cohort. As one participant in the Berkeley program explained, "I started [induction] as a second-year administrator, and it was such a lovely relief from my first year, where I really felt like I was all alone, and I didn't have that network." Another leader in the Berkeley program explained, "I was so glad I was able to lean on [my small group] monthly and listen to them, and they would listen to me. It's exactly what I needed during a very difficult year." Another leader from the LAUSD program—who completed their induction program about 5 years ago—emphasized how they are still in touch with other administrators from their induction cohort, explaining the value of "having that network of folks that are constantly helping each other out."



## Professional Advancement

Finally, participants reported that induction advanced their professional growth and their careers. In some cases, coaches offered participants personalized support as they were applying for new leadership positions. For example, one coach from the LAUSD program described how she supports her participants around professional advancement even after they've finished the program:

Being one of the [coaches] that's been out doing this for a while, I've had a lot of people already complete their 2 years, and you have no idea how many people still reach out to [ask you to] help them with their letter of intent, their resume, and to help them [get] promoted.

One participant from the National program explained how she selected her coach with her professional career goals in mind: Because she was interested in moving into human relations at the district level, she asked her district's director of human relations to serve as her coach. Participants also described how their coach or program coordinator offered support or guidance as they sought out new professional opportunities. Participants in the ACSA-Shasta program noted that the program coordinator serves as a great connection point when administrators are looking for new positions. Participants also described how the professional networking available through their induction program helped them forge more connections within or across districts.

Participants also reported that their experiences in induction gave them the tools, language, and confidence to apply for principal positions. Since all induction programs required participants to set goals and formalize their leadership vision or values, participants developed confidence to better articulate themselves as leaders. For example, one participant in the Berkeley program explained:

All this stuff from the rubric and all the readings that we've done—I was so confident in the principal interviews. And just all the different protocols that we talked about and all the difficult situations that came up through [my induction program], I just had such a wider bag of experience to talk about that it made it so much easier to get not only called back for interviews, but get second-round interviews, and ultimately sealing the deal for a principalship. I feel like I'm much more intentional in terms of my focus on equity. And I feel as though I'm clear on who I am as a leader in that respect.

In addition to building confidence, participants noted that their induction gave them a framework to think about their leadership in a more systematic way and that they felt well prepared for the principalship or other roles. Many participants in the case study programs were assistant principals who aspired to the principalship, and, as one participant explained, "The program makes you feel you are definitely prepared and as though you know how to move forward."

It is likely there are other impacts of administrator induction not captured in this analysis, such as increased administrator retention and shifts in administrator practice that could improve schools for students and teachers. Both the focus groups and the statewide survey data capture only perceptions of preparedness at the end of induction and cannot capture changes over time in administrators' knowledge and skills. In addition, completers were overwhelmingly positive on the survey. These positive evaluations may partially reflect California's high standards for induction, but they make it more difficult to discern quality differences across programs.

Programs varied in their approaches to measuring program impact beyond assessing the progress of individual administrators as they progressed through the program. Many case study programs rely on exit surveys and interviews to capture program impacts, and some program coordinators expressed a desire to collect more information on their administrators after they finish induction.<sup>56</sup> For example, the program coordinator for the CSU Dominguez Hills program explained that their program has mostly relied on exit surveys, but they are hoping to start collecting additional data: “What happens at Year 3? ... What support do [administrators] need beyond—once they are out of an induction program? What are the real challenges that they start to face, and where are the spaces that they receive support?” Such analyses, especially if shared across induction programs, could clarify whether, how, and under what conditions participation in induction can lead to specific outcomes for administrators and their schools.

# Factors Influencing Induction Experiences

Newly credentialed administrators benefited the most from induction when they could build a strong, trusting relationship with an effective coach and engage in meaningful, job-embedded induction activities that supported their professional growth. We identified multiple factors that enabled or inhibited effective induction experiences: the extent of alignment between districts and induction programs; the extent of alignment between administrator preparation and induction programs; the extent of alignment between program content and staff and participants' roles; the ability of programs to hire high-quality coaches from racially diverse backgrounds; program costs for participants; and program-level challenges around funding.

## District Alignment

Ideally, induction experiences are well integrated into administrators' broader professional experiences. With their hectic and challenging schedules, administrators noted the difficulties they experienced when induction felt redundant or disconnected from their other work. District-based induction programs are well situated to integrate induction into other supports and professional development opportunities offered to newly credentialed administrators. As shown in [Figure 2](#), completers from induction programs run by districts were more likely to rate their induction program as very effective compared to completers from all other programs.

In case study interviews and focus groups, coaches and participants from the Los Angeles Unified School District (LAUSD) program repeatedly mentioned the benefit of having induction run by coaches who themselves are part of the same district. One LAUSD coach explained, "Because we're LAUSD full-time coaches, we know the structures, the systems, the way the district operates. ... We have recency. We're so embedded in the work that we know it like the back of our hands." Participants in the program explained how helpful it was that coaches and participants all "speak the same language." Coaches in the program regularly meet to discuss common challenges facing their participants, and coaches are often tapped to provide professional development throughout the district, not just for those administrators in the induction program.

Intentional partnerships between districts and induction programs also helped facilitate integrated induction experiences for participants. The Association of California School Administrators (ACSA) regional programs partner with county offices of education or districts to offer induction. In the ACSA–Silicon Valley program, there were multiple mechanisms to create strong relationships between districts and the induction program. ACSA–Silicon Valley coaches meet with their participants and their participants' supervisors twice per year. As one coach explained, they facilitate these meetings to "align the goals that [participants] have with their supervisor and the goals that they're going to do for the program" as well as discuss their working relationship and other professional development supports currently offered to participants. ACSA–Silicon Valley also has a formal partnership with the San Jose Unified School District in which the induction program offers extended coaching for administrators in the district beyond the induction program, at the district's expense. (See "[Partnerships Enhance Induction: San Jose Unified School District and ACSA–Silicon Valley](#).") Both LAUSD and San Jose Unified completely cover the cost of induction for their administrators and believe this investment is a valuable recruitment and retention tool.

## Partnerships Enhance Induction: San Jose Unified School District and ACSA–Silicon Valley

ACSA–Silicon Valley and the San Jose Unified School District have developed a strong partnership to support San Jose Unified’s newly credentialed administrators. The district fully covers the cost of the induction program and pays Association of California School Administrators (ACSA) coaches to provide additional support for the district. As described by the district’s leadership director, “We know, as a district, that principals are definitely a core element in student achievement and culture and climate on a campus.” The district has worked with ACSA to facilitate the following additional supports:

- Beyond the coaching embedded in the induction program, San Jose Unified supports additional coaching by ACSA coaches for all of their new principals. Since most of San Jose Unified’s administrators complete the induction program while working as assistant principals, most administrators are getting at least 3 years of coaching. As the ACSA–Silicon Valley program coordinator explained, “They believe in the program so much that they want to provide that as an ongoing service.”
- Coaches attend district leadership meetings and meet quarterly with district leaders to learn about district initiatives and provide feedback. ACSA coaches working with San Jose Unified receive a larger stipend than other ACSA coaches to cover these additional responsibilities. The district has prioritized working consistently with a small set of coaches because, as the district’s leadership director said, they want “coaches that know the district, that work with us, that work with [our administrators].”

As described by the district’s leadership director, the close working relationships between district leaders, the ACSA–Silicon Valley induction program coordinators, and coaches help ensure that early-career administrators are getting appropriate supports. She explained, “I just think it’s a really positive, healthy relationship that we have. ... Everyone at ACSA [is] so flexible with us, and they’re always working to try to find any kind of solution that’s needed.”

## Alignment Between Preparation and Induction Programs

Alignment between administrator preparation and induction also creates a more seamless experience for participants as they transition from preservice learning into in-service learning. Across a number of case study programs, many participants had completed their induction at the same institution where they completed their administrator preparation.

UC Berkeley’s induction program was designed to build on the content and framework of its preparation program, and Berkeley participants and program staff identified benefits of having strongly aligned preparation and induction programs. As explained by the program coordinator, the induction program “grew out of the desire to provide induction and support for our preparation master’s program folks.” Berkeley’s preparation and induction programs focus on equity and social justice leadership and use the same Leadership Connection Rubric. Similarly, the director of the program at CSU Dominguez Hills explained how they designed their preparation and induction programs around the state’s leadership

standards and for the induction program to build on the preparation program. She explained that participants learn about the California Professional Standards for Education Leaders (CPSEL) in their preparation program, and then in their induction program “they’re really putting it into action, [considering what that looks] like in their roles and in their jobs.”

Strengthening the alignment across preparation and induction experiences, program staff tend to work in both their institution’s preparation and induction programs. For example, many Berkeley coaches work across both programs, and participants are likely to have the same coach in their preparation and induction programs. As one Berkeley participant explained, her coach was able to help her reflect on her leadership growth after having worked with her for 3 years:

I don’t know that I would’ve recognized my growth as much as having her be there ... because she knew me the whole time. And I remember the very first day she came to one of the very first professional developments I led. I remember how nervous [I was]. Then she showed up for the last [professional development session]. And I can reflect with her because she could see my growth over time. That was definitely super valuable.

There are clear benefits of coaching relationships that bridge preparation and induction programs. As the Berkeley program coordinator explained, “When you have people who support you, who’ve had a relationship with you [since you were] just stepping into [administration], and who’ve been there for you this whole time, that is a really powerful base on which to build learning and growth.”

Other case study programs also had common staff between their preparation and induction programs. National University’s program coordinators noted the benefits of having university staff that work across both programs. As one of their directors explained, “We work as a team. So, although they’re two different programs, our [preparation] and our induction programs, we’ve really tried to look at it as well from a 1,000-foot level. So, we’re looking at the evolution of our aspiring administrators as they move through.” One of LAUSD’s coaches also runs the district’s preparation program.

In the case of ACSA–Shasta, the Shasta County Office of Education runs its own preparation program and then works in partnership with ACSA for the induction program. Both programs share the same program coordinator, and many of the program completers from Shasta’s induction program who were interviewed also attended the preparation program. Many participants were drawn to the program because of the strong support offered by the program coordinator. As one participant explained:

I had known [the program coordinator] for years. ... What ultimately drew me to [the program] is that knowing what [she] could offer and what the team that was there was providing and not having to go to a lot of distance to do all this. ... [That] made it extremely valuable.

Attending preparation and induction programs with the same institution, especially with shared staff, offered a chance for administrators to form longer-term supportive relationships with program staff and have a more seamless experience between preparation and induction.

## Participant Roles

The California Clear Administrative Services Credential (CASC) is required for administrators in a wide range of roles: assistant principals, principals, supervisors, coordinators, deans, district administrators, human resource staff, truancy officers, administrators in nontraditional education settings, and others. Currently, data are unavailable on the distribution of roles among those who receive a clear credential. Since administrators advance at different speeds and through different pathways, some induction participants are already in a principalship, while others are just beginning in other administrator roles. Despite the job-embedded nature of induction and the personalization of coaching, induction programs sometimes have struggled to serve participants working in nontraditional or non-school administrator roles, and some participants felt they were not always getting support at the time that they most needed it.

Participants in specialized roles described how the CPSEL, leadership rubrics, or induction program structures did not always align with their work. For example, an administrator working in adult education explained, “The rubric is very K–12 focused. ... I was really having to be creative to figure out how my work fit within the different domains.” Another participant who worked in a county office of education supporting curriculum and instruction explained how parts of the induction program did not seem as relevant to her current role but did support her general leadership development:

Family and community engagement was part of [the CPSEL]. Running a program not being on a site [created] a bit of a disconnect for me personally. But, as an administrator, your role is likely not going to stay the same. So to be able to have the skills and the knowledge of all of the different aspects of leading as it relates to educational scenarios was beneficial to think beyond just the job I was doing.

Multiple administrators in non-school administrator positions described their coaching as helpful and supportive but explained that their coach often had to gather additional resources to support them since their coach did not have personal experience in their type of position.

Another factor that came up in conversations with program staff, coaches, and participants was the timing of induction. Coaching ends with participants earning their clear credential, but some interviewees reported a desire for ongoing coaching support after the 2 induction years. Since many participants complete induction while they are still an assistant principal, there may be a need for additional support when they are promoted to the principalship. Prior research suggests that the responsibilities assigned to assistant principals vary considerably, as do the on-the-job training and supports provided to these leaders.<sup>57</sup> As a result, some administrators may enter a principalship less prepared than others and could benefit from increased support during the transition. As described earlier, the San Jose Unified School District sought to alleviate this problem by offering an additional year of coaching to principals who cleared their credentials while working as assistant principals.

## Program Staffing

Many program coordinators, especially those who hire coaches directly, noted that they have challenges finding enough coaches to serve the participants in their programs. They explained that current administrators working in California schools often cannot commit to working with more than one participant given the time commitment required by the CTC's program standards. As a result, many programs, such as Berkeley and ACSA, rely on hiring retired administrators who work part time or full time as coaches. As the director of ACSA–Shasta described:

Many program coordinators, especially those who hire coaches directly, noted that they have challenges finding enough coaches to serve the participants in their programs.

Because of the expectation of 40 hours of coaching each year, it's hard sometimes to get coaches, and most of [the administrators who are well positioned to serve as coaches] are already working [full time], so it's hard to get them to commit to that level of coaching. So, I have to lean into coaches that are retired.

Both Berkeley and ACSA, serving large geographic areas, also can face challenges finding coaches who can serve all parts of an area. For example, the program coordinator of ACSA–Shasta explained, “The travel to do the one-on-one coaching can be a barrier. So, I have to find people in [each] area.”

Since many programs rely on retired administrators to work as coaches, the requirements of the California State Teachers' Retirement System (CalSTRS) also affect staffing. Former employees of the California public school system cannot earn more than their annual postretirement savings limit without affecting their CalSTRS retirement benefit (in 2022–23, that limit was \$49,746). Further, retirees who received additional service credit under the CalSTRS Retirement Incentive Program must give up this credit if they return to work within 5 years of retirement with the employer that offered the credit.<sup>58</sup> These rules specifically affect retired administrators being hired by programs run by local education agencies, as the public university system and private organizations are exempt from these rules.

The LAUSD program hires full-time coaches, but it also struggles with staffing. The program's coaches are often asked to take on additional responsibilities beyond coaching, and many have been recruited into other administrator roles across the district. As the program coordinator in LAUSD explained, the success of their coaches has led to high turnover among them:

We've had higher turnover among our coaches. And part of it, I think, is just because of our success. We're so good at coaching, and we understand that, and we're very good at facilitating professional development for leaders. In the last year, four of our coaches, which is half the team, left because they were offered promotions in other positions. Obviously, we're not going to say, “Don't go,” but it's kind of like we were victims of our own success.

LAUSD's program coordinators also indicated that they would like to hire more coaches to be able to serve more administrators, but they are limited by funding and by rules about administrator-to-teacher ratios.<sup>59</sup> California state law stipulates that districts must maintain an 8:100 administrator-to-teacher ratio, and this stipulation can restrict districts from hiring additional administrator staff.



Another challenge some programs experience is a lack of racial diversity among coaches. Three of the four programs in this study that provide coaches to participants were concerned that many of their coaches are White and do not reflect the racial diversity represented by the newly credentialed administrators they are serving or that of the students those administrators are serving. The director of the ACSA–Silicon Valley program explained:

A lot of the people who are in a place in their career where they're retiring tend to not reflect the student diversity to the degree that we would like it yet. And I would say that we're seeing—definitely, thankfully—a great increase in the number of new administrators who do reflect student diversity. I don't know what more I can say about that except that it's like in hiring—it's a challenge.

Ideally, racial and ethnic diversity will increase as more administrators of color enter and remain in administrator positions and thus develop the expertise to coach the next generation of administrators. California's administrator workforce has become more racially and ethnically diverse over time, with 39% of all administrators in 2018–19 identifying as people of color.<sup>60</sup> Based on the statewide completer survey, 45% of new administrators completing induction in 2020–21 identified as people of color (see [Table A1 in Appendix A](#)). Having a racially and ethnically diverse administrator workforce has many potential benefits. For example, past research has found that schools with a principal of color tend to hire and retain more teachers of color and can have better outcomes for students of color.<sup>61</sup> Although there is no research on how coaching for new administrators varies based on the racial or ethnic identity of the coach and administrator, prior work on principals and teachers has found that teachers of color tend to have better professional outcomes when they work for principals who share their racial or ethnic identity.<sup>62</sup>

## Costs for Participants

In the six case study programs, the actual cost to participants varied greatly. Only one program, LAUSD, had no cost for all participants. To receive this benefit, participants must work in LAUSD for 2 years after program completion or else pay back a prorated portion of their program costs. The program has a multiyear waiting list; it currently enrolls 60 new administrators per year and had approximately 180 people on the waitlist as of spring 2022. Participants noted that this high demand reflects both the program cost and its reputation for high quality. “It feels like you win the jackpot when you're able to be part of [the LAUSD] program,” said one participant.

Some districts and programs found ways to mitigate costs, though they were often borne, in part or in full, by participants. Various models present among participants in this study include:

- districts (such as LAUSD or San Jose Unified School District, which partners with ACSA) covering the full program cost, which serves as a recruitment incentive and retention lever;
- districts covering a portion of the program, often either the coaching fee or a set amount of their participants' annual costs;
- programs providing a discount for participants who completed their preparation program at the same institution;
- programs providing a discount to participants working in a school or district in which the district or school has a formal agreement with the program for a discounted cost; and
- candidates covering the full program costs themselves.

These models were combined in some instances. Berkeley provides students who completed its administrator preparation program at the university with a \$1,000 scholarship to complete the clear credential program, some participants' districts covered the cost, some participants received funding support from local nonprofit organizations, and some participants paid for the program themselves.

Participants who receive support from their district not only get the financial benefit but also sometimes develop a deeper commitment to the district because they feel the district is invested in their success. As one participant reflected:

[My district] paid for half of my opportunity to be a part of the program, as long as I said I was going to dedicate 3 years. I am now going into my 10th year with them. And [this investment] definitely ... built that "we are going to be there for you if you want to be here for us" [attitude].

San Jose Unified, working in partnership with ACSA–Silicon Valley, covers the cost of induction and sees their contribution as a wise investment. As the leader of the district partnership noted, "We've invested heavily in those folks, but we also know that they'll be invested heavily with kids in our neighborhoods ... and I think that's just really important."

Ultimately, participants who do not receive any financial support pay out of pocket, which might include taking out loans or adjusting completion timelines while they save money to pay for program costs. One participant who pays the full program cost noted, "I could look at taking out loans or perhaps borrowing from my 401(k), but I haven't gotten to that need yet, and I'm hoping I don't need to. But I can see how for some it's a barrier—it's a thousand bucks every few months."

Some participants responsible for the full program cost find that the nature of the clear credential makes induction program costs more reasonable. One noted, "You have to have a position to be able to clear [the credential]. So, you're often new in a position and a desired participant for that position. It's a job-required situation." They recognized that becoming an administrator comes with a higher earning potential than not pursuing an administrative position, which helps justify the investment.

Even with future earning potential in mind, the costs to participants sometimes influenced which programs they selected. For example, one participant from Berkeley's Los Angeles cohort, who had received a scholarship from a local nonprofit organization called the Partnership for Los Angeles Schools to cover most of the cost of induction, explained, "I have older children—they are either in college or getting ready to go—so definitely financials were huge. It was a big factor that informed our decision."

## Program Funding

Program coordinators and coaches also mentioned funding as a persistent challenge. At the programmatic level, directors often must make difficult decisions about program capacity given costs and coaching caseloads. For example, some want to increase compensation for their coaches but are hesitant to pass those costs on to participants. One program coordinator explained, "I want to pay [coaches] well, but I also don't want to cause districts to go in debt or to have participants have to go in debt when they're just coming off of being in the [preparation] program."

Compensation was also an issue for coaches. Multiple coaches explained that compensation is low, especially since travel costs and mileage are often not reimbursed. For example, one coach described how they love their work as a coach but feel they are not earning compensation that is commensurate with the importance of their role. They explained:

It's valuable work that we do. ... I want to make sure people are paid what they should be paid, and that goes along with coaches, too. Sometimes we do see people who say, "Oh well, I'm going to go consult over here because I can make more, and so I'm not sure if I want to coach."

Where districts fund some or all of participants' programs, they typically use federal Title II funds and, more recently, Elementary and Secondary School Emergency Relief (ESSER) funds. For example, San Jose Unified School District, part of ACSA–Silicon Valley, uses Title II funds to cover the costs for the full ACSA program and to provide an additional third year of coaching for participants who require more support. LAUSD funds its program through a combination of the district's general fund and Title II funding. It considered using money from the Educator Effectiveness Block Grant—a block grant provided to local education agencies by the state of California—in 2022 to fund additional coaches, but due to the district's hiring freeze, this was not possible.

Some programs use private funding to reduce participant costs. For example, some participants in Berkeley's Los Angeles cohort receive partial funding through the Partnership for Los Angeles Schools and reported that they individually paid approximately \$2,000 for the program, with the Partnership paying the rest of the \$10,000 total program cost.

Differential costs for participants, varying program funding structures, and the absence of state funding for induction may contribute to inequitable access to high-quality and affordable induction for administrators. These variables particularly affect administrators whose districts do not run their own program and do not cover any induction costs. Smaller, less-resourced districts likely do not have the capacity to run their own programs and may have a harder time identifying funding to cover the costs of induction. At the individual administrator level, paying for induction—especially after administrators may have paid a substantial amount for their administrator preparation program—could create financial hurdles for prospective administrators. Broader research on educator salaries and debt—mostly focused on teachers—indicates that educators of color are more likely to take out loans to cover the cost of preparation, borrow more on average, and are more likely to report that their salaries are inadequate.<sup>63</sup> There are not data available to examine differential costs of induction by administrator or district characteristics, but it is important to consider these potential inequities given that induction is required for California administrators to remain in their roles and clear their credentials.

# Summary and Policy Recommendations

Through its standards, policies, and expectations, California has committed to strengthening and supporting its administrator workforce. This focus is important, as research studies across states have found that high-quality principal learning is related to principal retention, teacher retention, and student achievement.<sup>64</sup> Across the United States, 23 states require early-career principal induction; of those, only 10—including California—link induction to licensure requirements.<sup>65</sup> Plus, California's induction model—with its job-embeddedness, personalized coaching, and alignment with the California Professional Standards for Education Leaders (CPSEL)—reflects many elements of high-quality administrator development.<sup>66</sup> Using both statewide survey data and case studies of six induction programs, this report explores the features, administration, funding mechanisms, and effects of administrator induction.

## Summary

California's induction programs must be approved by the Commission on Teacher Credentialing (CTC) and follow the CTC's program standards. Yet within these broad guidelines, there is room for local design and innovation.

## Statewide Landscape of Induction

Between 2017–18 and 2020–21, there were 63 institutions across California approved to offer induction programs: 37 by local education agencies (15 by school districts and 22 by county offices of education), 25 by institutions of higher education (14 private/independent universities, 9 California State University campuses, and 2 University of California campuses), and 1 by the Association of California School Administrators (ACSA), which works in partnership with districts and county offices of education. Programs ranged considerably in size, from serving fewer than 5 to more than 100 administrators per year.

Overall, induction program completers regard their induction experiences positively, with 93% of the statewide survey respondents describing their induction program as effective or very effective at helping them develop the skills and tools they needed to become an education leader. Likewise, at least 85% of survey respondents reported being well or very well prepared for certain aspects of leadership practice aligned with the CPSEL.

Overall, induction program completers regard their induction experiences positively.

Coaching, in particular, was highly valued by case study program participants, and there is a positive relationship between the frequency of coaches' field support and ratings of induction program effectiveness on the statewide completer survey. Completers who received field support from their coach at least once per week were twice as likely to rate their induction program as very effective compared to completers who received field support less than once per month.

These differences and others exist across the six case study programs, where there is considerable variation in how programs enacted the CTC standards for the three required program elements: coaching, professional development, and assessment.

## Coaching

While the CTC standards state that coaching should primarily take place in person at the site, the COVID-19 pandemic opened up online coaching as a viable option. Having flexibility in where coaching occurs has been especially useful in sprawling rural communities and in populous urban centers with congested traffic, both of which can add hours to coaches' travel times. Despite the convenience of online coaching, both coaches and participants noted the benefits of meeting in person and only supplementing those meetings with online sessions.

Coaching content, too, varies by design to address participants' individual goals for meeting the CPSEL. Some programs rely solely on the CPSEL to determine coaching content; others use their own documents that are aligned to the CPSEL. In addition to focusing on personalized learning goals, coaches also help participants solve immediate problems.

There also are notable differences in how programs select, train, and compensate coaches. In some programs, coaches are hired by the program, assigned to candidates, and receive initial and ongoing training. In other programs, candidates self-select their coach from administrators in their school or district, and some programs offered more limited training and support for coaches. While coaching is central to induction programs, how coaches are compensated ranges considerably. In some programs, coaches are full- or part-time employees with salary and benefits; in others, they receive no compensation whatsoever. Many programs fall in between, with coach stipends ranging from \$2,000 to \$7,500 for 2 years, though in some programs coaches must pay for their own training and travel costs.

Looking across programs, program participants and coaches highlighted several productive coaching structures and practices:

- support strong relationships between newly credentialed administrators and their coaches over the 2 program years through thoughtful coach selection and frequent coaching sessions;
- focus on the CPSEL but remain flexible to support the newly credentialed administrators through challenges that arise, including providing social and emotional support;
- ensure initial and ongoing training for coaches; and
- compensate coaches adequately for their time, training, and travel expenses.

## Professional Development

In terms of professional development, some programs offer structured courses in which candidates learn alongside a small cohort of peers, while other programs allow candidates to self-select professional development based on their needs. Like coaching, professional development is aligned with the CPSEL, but many programs also provide content that is responsive to ongoing challenges facing new administrators. Some programs also build in their own focus areas, such as social justice and equity. One benefit of professional development is the networking and shared learning it can provide, in which participants learn from one another, support each other, and develop professional relationships that can last beyond the program years.

Productive professional strategies:

- focus on the CPSEL and other challenges newly credentialed administrators typically face;
- integrate well with administrators' daily work and coaching; and
- connect peers to learning communities through cohorts or other networks.

## Assessment

In terms of assessment, there is slightly less variation because the CTC clearly outlines the expectations and timeline for the individual induction plan process. Programs rely on the CPSEL or program-specific rubrics to guide newly credentialed administrators in self-identifying their strengths and areas for development. Having a grounding document helps participants analyze and interpret critical feedback and enables richer, more reflective practice. Programs also vary in the assessments that they require to supplement the individual induction plan (e.g., requiring candidates do a time use study or investigate a problem of practice) in order to recommend candidates for the clear credential. Depending on the nature of the supplemental assessment, program participants could often directly and immediately apply their learnings to their leadership practice.

Productive assessment strategies:

- rely on a grounding document to assess leadership knowledge and skills and
- are tied directly to participants' work and can be immediately applied in practice.

## Factors Influencing Induction Experiences

Different program structures represent useful adaptation and may appeal to certain newly credentialed administrators based on their preferences (e.g., candidates seeking out a more flexible, online program). At the same time, programmatic differences suggest that not all administrators are getting the same type and intensity of support. Given the many challenges facing new administrators, induction appears to work best when it is integrated into administrators' broader professional experiences and relevant to their job and school or district context. Induction programs run by districts are well positioned to integrate induction into a broader set of supports for newly credentialed administrators. In the statewide survey data, induction completers from programs run by districts were the most likely to rate their program as very effective, although ratings were positive for all program types. Across the state, only 13 districts and 2 charter school organizations run their own induction programs, while other districts partner with programs run by county offices of education, institutions of higher education, and the statewide professional organization, ACSA. Such partnerships may be particularly important for small districts that may lack the staffing and funding to operate their own programs. Among the case study programs, multiple examples of strong partnerships between districts and induction programs emphasized the important supporting role that induction program staff and coaches can play in districts' efforts to support their beginning administrators. Another opportunity for alignment emerged among institutions that offer both administrator preparation and induction programs. Candidates who

attend the same institution for both programs can benefit from a more seamless learning experience, and they may be able to develop long-term relationships with program staff and coaches who work across both programs.

Induction also works best when it is tied directly to newly credentialed administrators' roles. However, because induction programs serve administrators in a wide range of roles, from assistant principals to principals to district administrators and administrators in nontraditional education settings, induction programs sometimes struggle to serve all participants. Sometimes there are no coaches with relevant experience; the professional development is not sufficiently specialized; or guiding documents, including the CPSEL, do not align with their jobs. Further, some administrators take on new challenging roles after completing their induction and find they need additional support later. Many assistant principals, for instance, complete induction and later move into a principalship lacking the tailored support necessary to hit the ground running.

One-on-one coaching is a costly model for professional learning, and funding emerged as a common challenge for programs, coaches, and participants across case study programs. In our scan of the 20 largest induction programs in the state, only 1 program—the induction program offered by the Los Angeles Unified School District—was free of charge for participants. The total advertised cost for the other 19 induction programs ranged from \$5,350 to \$10,000 for the 2-year program. There is no state funding specifically allocated for induction programs, so districts and candidates themselves are left to figure out how to cover the costs. There were a variety of models that ranged from districts fully covering the cost of induction for their administrators to administrators paying the full cost themselves.

Productive induction strategies:

- create partnerships so that induction is well integrated with participants' jobs;
- tailor support to participants' various administrator roles; and
- find ways to alleviate costs for participants while maintaining adequate compensation for coaches.

## Recommendations

Induction matters for newly credentialed administrators. Participants consistently rated their experiences highly on the program completion survey, and induction program staff, coaches, and participants in the case study programs reported that induction develops administrators' knowledge and skills, provides valuable social and emotional support during the transition into their administrator roles, and offers support for professional advancement. However, the findings indicate that while California administrators overwhelmingly value their induction experiences, the implementation of the CTC's induction program standards and the nature and degree of coaching supports varies based on the institution type (e.g., district, university, professional organization), the resources available to support induction (e.g., district funding, partnerships), and programs' different approaches to coach selection and training and professional development. To strengthen induction support for all California administrators, we offer the following policy recommendations for the state, districts, and induction programs.



## Induction as Part of a Continuum of Learning

California's Administrative Services Credential Program Standards were designed to create an aligned learning progression for administrators from classroom teacher to newly credentialed administrator to experienced administrator. The case studies highlight how induction may be most effective when it is clearly integrated into a coherent learning progression for those moving into administration. Therefore, the following recommendations support a tighter connection between induction and other parts of the continuum of learning for prospective and current administrators.

Induction may be most effective when it is clearly integrated into a coherent learning progression for those moving into administration.

**Districts and other professional development providers can integrate induction more clearly into a continuum of learning supports for new administrators.** For some administrators, induction aligned closely with the other supports provided by their district for new administrators (e.g., administrator recruitment, preparation, mentoring, or other professional learning). In other cases, induction operated separately and was seen as an additional activity needed to comply with state requirements. In addition, not all eligible administrators were aware of no- or low-cost professional learning and coaching opportunities available beyond induction, such as ACSA's professional learning options, opportunities provided by county offices of education, or the 21st Century School Leadership Academy. Districts can construct and communicate the full set of supports for administrators to help them better navigate and address their leadership needs as well as consider how these supports complement the induction coaching and professional development. This integration may be best accomplished by intentional collaboration at the leadership level between induction program coordinators and district or county office of education leadership overseeing administrator support. For example, leadership directors at county offices of education or districts often serve as the local coordinator for ACSA's induction programs. In addition, districts and county offices of education could consider using human capital development and management plans or leadership tracking systems to systematically assess how induction fits into the local education agency's (LEA) plans for administrator recruitment, preparation, and support.<sup>67</sup>

**Districts or the state can provide additional support, especially coaching, for early-career principals who have already completed their induction.** Some school administrators completed some or all of their induction program while serving as assistant principals and found they needed additional support when they later became principals. For administrators who plan on moving into a principalship, the state could allow these administrators to complete their second induction year once they have been promoted to a principalship, so long as it is still within the 5-year window. Alternatively, the state or districts could consider augmenting support for first-time principals through other methods. The San Jose Unified School District, for example, funds a third year of coaching support for all new principals who require it, which is provided by the ACSA coaches who provide the induction program.

**Induction programs can use California Administrator Performance Assessment (CalAPA) results to inform coaching.** Few, if any, programs used CalAPA results to guide their coaching or programming. This seems like a missed opportunity, especially for participants who enter an induction program soon after completing their preparation program. CalAPA results can inform individual induction plans so that plans

are based on identified, rather than perceived, needs. Since CalAPA is completed while administrators are completing their preparation program, using these results during induction offers another avenue to create more alignment between preparation and induction. CalAPA uses a single system to store its data, which the state could choose to make directly accessible to induction programs and their staff, with the consent of program completers.

## **Induction Tailored to Administrators' Needs**

One of the strengths of California's induction approach is the balance between clear, shared standards across programs and the flexibility that those programs have to reflect local and individual needs. The following set of recommendations focuses on how the state and induction programs can better meet the varying needs of newly credentialed administrators and help newly credentialed administrators make an informed choice about which induction program may best fit their needs.

**The CTC can provide clear information to newly credentialed administrators about the variation in program structures and costs.** Newly credentialed administrators choose induction programs based on proximity, district partnerships, institutional history, or word of mouth. However, knowing about important programmatic differences could help newly credentialed administrators identify the best programs for their contexts and developmental needs. While all induction programs include certain required elements, they vary in terms of the sponsoring institution, how coaches are selected and trained, how professional development opportunities are structured, and advertised cost to participants, among other differences. By making program structures and costs easily accessible to early-career administrators, the CTC could facilitate better matchmaking between administrators and programs, especially for administrators whose districts do not offer induction programs. While some induction programs explicitly identify what differentiates their programming from other induction programs, not all do. The CTC already hosts an online database of induction programs that includes some basic programmatic details visible to the public. Clarifying key differences between programs on the CTC's website and other promotional materials would benefit administrators in the selection process.

**The CTC and induction programs can strengthen coaching by ensuring all coaches are trained and all participants receive consistent coaching.** While all of the programs we studied offer training for coaches, not all programs mandate that the coaches attend. The CTC could emphasize that coach training is mandatory and establish training programs for districts or other induction administrators that are unable to consistently offer their own training. This training could perhaps be offered through 21CSLA. Likewise, to support a more consistent frequency of coaching within and across programs, the CTC could clarify its requirement that coaching should occur on a "regular" basis. For example, the CTC could require that all induction participants receive coaching at consistent intervals (e.g., every 2 weeks) to meet the minimum of 40 hours per year for coaching hours.

**Induction programs not run by districts can pursue strong program–district partnerships to reflect local needs.** For programs that are not directly run by school districts, partnering closely with districts enabled the programs to tailor their support to district priorities and leadership needs. They also tapped into a pipeline of coaches who were familiar with the local induction program and the district context. In addition, program–district partnerships provide supports beyond induction, such as using district professional development funding to support administrators even after they complete their formal induction and to create administrator networks. The alignment and responsiveness that come from

partnerships benefit both the individual administrators and the districts. The state can encourage all non-LEA programs, including those housed in county offices of education and institutions of higher education, to work collaboratively with local districts to offer the most coherent, relevant support possible. This priority could include leveraging or revising the program standards to emphasize the importance of local priorities and partnerships. Current program standards include “collaboration, communication, and coordination,” which require that each induction program have partnership agreements with “education organizations,” identify key personnel for coordination, and regularly communicate with those partners. The CTC could consider more specific standards or offer examples of how programs could foster and maintain these partnerships at the program and participant levels (e.g., requiring that coaches meet with supervisors or that individual induction plans must incorporate district or school priorities). The CTC could also consider grants for induction programs to further develop district–program partnerships that can serve as models for alignment.

### **Programs can articulate a distinction between principal and other administrator induction programming.**

Participants in induction programs include principals, assistant principals, instructional coaches, district program coordinators, and others. Despite the individualization provided by coaching, at times there was a mismatch between what the programs offered (e.g., professional development content, cohort supports) and what participants needed. Specifically, administrators in different roles (e.g., principals, assistant principals, administrators from nontraditional schools, administrators in central office positions) may need professional development content and cohort supports more tailored to their particular responsibilities. There may be value in further tailoring induction for the various administrative roles of participants within programs. ACSA, for example, offers professional development institutes tailored to different administrator roles. The induction program run by the Los Angeles Unified School District (LAUSD) offers certain professional development sessions that are differentiated by administrator role. The CTC could offer information about the various roles supported by different induction programs and offer examples of how programs meet the needs of administrators in different roles. Additionally, some states, such as Delaware, require specialized certification for different administrator roles, such as principal or assistant principal, central office personnel, superintendent or assistant superintendent, or special education director.<sup>68</sup> CTC could consider developing a more tailored approach to administrator licensure and certification.

## **Funding as a Lever to Increase Accessibility**

Finally, we offer recommendations related to the funding of induction. California’s model for induction, which relies heavily on one-on-one coaching, is costly to implement, and the state does not cover any of these implementation costs. Multiple states—including Alaska, Missouri, and Pennsylvania—have state-run or state-funded induction programs for newly credentialed administrators that include professional learning, networking, and mentoring.<sup>69</sup>

**The state and districts can identify ways to bolster funding so costs are not shouldered by participants and coaches.** Costs vary considerably for participants. Some districts fully fund induction for newly credentialed administrators; in other cases, newly credentialed administrators pay as much as \$10,000 to participate. Likewise, some programs provide coaches with a stipend; in other programs, coaches receive no compensation. Federal Title II funds and other funding streams, such as California’s Educator Effectiveness Block Grants, can be used to support induction, and many programs use these funds to subsidize some or all participant program costs.<sup>70</sup> Programs also tap local nonprofit organizations

(e.g., Partnership for Los Angeles Schools) to support program costs. The state, districts, and programs can identify funding sources to support administrator induction so that participants are not carrying the costs for their own induction.

**The state can consider revisions to the California State Teachers' Retirement System (CalSTRS) to make it easier for retired administrators to be coaches in programs run by local education agencies without affecting their retirement benefits.** Coaches can continue to receive their full CalSTRS service retirement benefit if they work in the private sector, public schools outside of the state, or public state universities, but not if they continue to work for California public schools. These regulations can inhibit district-sponsored programs from hiring retired administrators as coaches, thus excluding a valuable source of coaches across programs. To ensure a continuous pipeline of qualified, experienced coaches, the state should consider revisions to CalSTRS to allow coaches to keep their full-service retirement benefit as well as additional earnings from coaching in induction programs.

## Conclusion

Induction contributes to the knowledge, skills, self-efficacy, and satisfaction of newly credentialed administrators, which matters for student and teacher success. California has made great strides in supporting newly credentialed administrators with well-designed induction and should continue to invest in their development so that all newly credentialed administrators are set up for success.

# Appendix A: Technical Documentation

This mixed-methods study combined two primary data sources to understand the landscape of administrator induction in California: (1) quantitative survey data collected by the California Commission on Teacher Credentialing (CTC) and (2) qualitative data collected through interviews and focus groups with program coordinators, coaches, and participants from six induction programs. We used an explanatory sequential mixed-methods design in which the analysis of the quantitative survey data informed the sampling, data collection, and analysis of the qualitative data.<sup>71</sup> In this section, we explain our procedures in detail and discuss limitations to our methodological approach.

## Program Completer Survey Data

**Data.** In 2016, the CTC began implementing a new accreditation framework for educator preparation and induction programs statewide, including a new accreditation data system. As part of this new framework, the CTC integrated a program completer survey for all educators completing a preparation or induction program. The administrator induction survey was introduced in 2017. The survey was integrated into the application process for administrators who have finished induction and are applying for their Clear Administrative Services Credential.

The survey included questions asking completers about induction program quality, their preparedness, and their coaching experience. There was also a set of questions asking completers to rate their preparedness for leadership tasks aligned with the California Professional Standards for Education Leaders (CPSEL). It also asked completers to self-identify their race, ethnicity, gender identity, and role prior to becoming an administrator. Completers' responses were linked to their induction program and the year they were recommended by their program and then applied for their clear credential.

**Sample.** This analysis included 7,136 California administrators in the program completer survey data file across 4 years of survey administration, 2017–18 to 2020–21. Because the survey was embedded into the CTC's application process for the clear credential, the response rate was very high among administrators receiving the survey. Given that 8,020 California administrators received a clear credential for the first time after completing an induction program between 2017–18 and 2020–21, not all qualifying administrators received the survey. Across the 4 years of data, 6,784 administrators responded to the survey (a survey respondent is defined as responding if they answered at least one nondemographic question), indicating that 85% of California administrators receiving their clear credential for the first time are in the survey sample. [Table A1](#) includes descriptive information about the survey sample by year, including demographic information for all survey respondents. It is important to note that the survey sample only includes administrators who have completed induction and applied for their clear credential; it does not capture perspectives of administrators who did not finish induction or who chose not to apply for their clear credential.

**Analysis.** The primary goal of this analysis was to describe overall trends in completer responses. We examined overall responses and then looked at differences in responses by year and by completer and program characteristics. We also explored relationships between survey items, such as the relationship between experiences with coaching and overall perceptions of program quality. The program completer characteristics include gender identity (i.e., female, male, nonbinary) and racial/ethnic identity (i.e., American Indian/Alaska Native, Asian/Pacific Islander, Black, Latino/a of any race, multiracial, White). The primary program characteristic was institution type. We grouped programs into six categories: California State University

(CSU), University of California (UC), private institutions of higher education, Association of California School Administrators (ACSA), school districts (including both traditional public districts and charter management organizations), and county offices of education. For certain analyses, we group together all university-based programs—including the CSU programs, UC programs, and private university programs—into an “institution of higher education” category and school districts and county offices of education into a “local education agency” category. We also calculated program-level survey results and explored patterns across programs.

**Table A1. Program Completers and Survey Respondents by Year**

Completer characteristics	All years		2017–18		2018–19		2019–20		2020–21	
All completers receiving survey	7,136	100%	2,192	100%	1,800	100%	1,583	100%	1,561	100%
Survey respondent	6,784	95%	2,078	95%	1,717	95%	1,487	94%	1,502	96%
<b>Institution type</b>										
<b>Local education agencies</b>										
• District	829	12%	247	11%	192	11%	182	12%	208	13%
• County office of education	2,876	40%	865	39%	755	42%	613	39%	643	41%
Association of California School Administrators	1,273	18%	424	19%	332	18%	290	18%	227	15%
<b>Institutions of higher education</b>										
• California State University	524	7%	155	7%	126	7%	137	9%	106	7%
• University of California	635	9%	169	8%	138	8%	152	10%	176	11%
• Private universities	989	14%	332	15%	257	14%	208	13%	192	12%
<b>Demographic characteristics</b>										
<b>Racial/ethnic identity</b>										
• Asian/Pacific Islander	431	6%	121	6%	108	6%	88	6%	114	7%
• Black	452	6%	141	6%	97	5%	109	7%	105	7%
• Latino/a of any race	1,702	24%	505	23%	411	23%	340	21%	446	29%
• Multiracial	187	3%	58	3%	49	3%	44	3%	36	2%
• Native American	21	<1%	**	<1%	**	<1%	**	<1%	**	<1%
• White	3,375	47%	1,031	47%	845	47%	726	46%	773	50%
• Decline to state/Not reported	968	14%	328	15%	284	16%	273	17%	83	5%
<b>Gender identity</b>										
• Female	4,310	60%	1,299	59%	1,027	57%	910	57%	1,074	69%
• Male	1,864	26%	583	27%	500	28%	401	25%	380	24%
• Nonbinary	**	**	**	**	**	**	**	**	**	**
• Decline to state/Not reported	**	**	**	**	**	**	**	**	**	**

Note: Between September 1, 2017, and August 31, 2021, 8,020 California administrators completed induction and received a clear credential. This table only includes those who appear in the California Commission on Teacher Credentialing survey file ( $N = 7,136$ ). All percentages are column percentages.

\*\* Cell sizes are suppressed due to small group sizes.

Source: Learning Policy Institute analysis of CTC program completer survey data. (2023).



## Program Case Studies

**Case Selection.** We used a purposeful sampling strategy to identify highly rated programs across different institution types.<sup>72</sup> The sampling for case studies was informed by the survey data analysis described above as well as nominations from state-level leaders who work with administrator induction programs. We specifically used the program-level survey results to identify programs for potential inclusion in the study (with the exception of the individual ACSA sites). The CTC's program completer survey cannot distinguish between ACSA program sites, so we used nominations from ACSA's central leadership to identify potential ACSA sites for inclusion. For all other institution types, we first grouped programs by institution type (i.e., CSU, private university, UC, and local education agency), program size, and whether they served rural communities.<sup>73</sup> Within each program type, we identified programs that had relatively higher program quality ratings and more frequent coaching support. We focused on relatively larger programs (at least 20 completers per year) because of potential challenges with recruiting participants at smaller programs, and we purposefully sampled to include at least one site in a rural community. Within each institution type, we identified two potential sites and reached out to program coordinators to gauge their willingness to participate. Three programs either declined to participate or never returned our communication about participation. We had originally planned to include two programs run by local education agencies: one based in a school district and one based in a county office of education. We were not able to recruit either of the two county office programs we had identified based on survey data. Instead, we opted to include two ACSA sites, one of which was a partnership with a county office of education.

**Data Collection.** At each site, we first interviewed the program coordinator(s) to better understand the program's design and goals, coach selection and training, participants served by the program, professional development structure, and strengths and challenges of program administration. We then conducted interviews or focus groups with other program staff (i.e., coaches or professional development instructors) to ask about their background, their selection and training, their coaching and instruction, and strengths or challenges with induction. Finally, we conducted interviews or focus groups with program participants and graduates to ask about their experiences in induction, the impact of induction on their leadership, and strengths or challenges with induction. These participants and graduates had a variety of administrator roles, with the majority serving as school leaders (e.g., principals or assistant principals). Program coordinators helped identify relevant program staff and participants or graduates for these focus groups. Interviews and focus groups lasted approximately 60 minutes, and the size of the focus groups varied from three to eight participants.

The number of interviews and focus groups depended on the program's structure and the availability and accessibility of various groups. For example, we were not able to conduct a focus group with coaches from the CSU Dominguez Hills program because the program does not regularly communicate with coaches, but we did interview a professional development instructor who has served as a coach in the program. In total, 62 people across the six programs participated in a focus group or interview.

In addition, we collected informational documents from most programs, including documents that explained their coaching approach, described their leadership rubrics, or offered additional information about their assessment strategies. We used these documents to provide detailed information throughout



the report. In the case of one program, we also observed candidates presenting their Problem of Practice during a program event. We added notes from these observations to the focus group and interview data for further analysis.

**Data Analysis.** We audio recorded all focus groups and interviews with the permission of participants and then transcribed them. We used an iterative coding process that combined a priori codes developed from the research questions and the induction program structure (e.g., broad codes on coaching, professional development, funding) with inductive codes added during the initial coding based on patterns in the data (e.g., peer support/networking).<sup>74</sup> We completed two rounds of practice coding in which members of the research team independently coded transcripts, compared coding, and discussed the coding. We then coded all the remaining transcripts individually. We used these codes to develop overall themes as well as to compare cases generally and themes across cases specifically.

## Methodological Strengths and Limitations

There are strengths and limitations to these methodological approaches, which should be considered with respect to our findings and implications.

**Strengths.** This analysis draws on multiple forms of data to understand how administration induction programs operate in California. The survey data, which include responses from approximately 85% of all California administrators applying for their clear credential from 2017–18 to 2020–21, allow us to clearly describe both program enrollment (e.g., what percentage of all induction completers attended university-based programs) and to explore broad perspectives of program completers (e.g., how satisfied induction completers are with overall program quality). The focus groups and interviews with program coordinators, coaches, and program participants offer a more nuanced understanding of program implementation and highlight both strengths and challenges facing programs and program participants.

**Limitations.** As with any research design, there are limitations to these approaches for understanding the implementation of California's administrator induction programs. First, the CTC program completer survey data only capture self-reported experiences and perceptions of preparation and cannot capture administrators' actual skills and behaviors. The survey also does not include any questions about completers' experiences with professional development or assessment, so we cannot provide any statewide perspectives on those aspects of induction.

Second, survey responses and program completers in our focus groups were overwhelmingly positive about their induction experiences. This positivity may be partially due to response bias, such as social desirability bias, in which respondents feel compelled to give more positive responses. However, the triangulation from multiple data sources (statewide surveys and focus groups with induction participants or graduates) gives us increased confidence in our results.<sup>75</sup>

Third, our case study sampling strategy did not include an induction program run by a county office of education. We contacted several county office programs about participating in our study but were unable to secure participation from a county office of education that sponsored its own induction program. Instead, we included the ACSA–Shasta County Office of Education program, which is one of ACSA's local partnership programs.

## Appendix B: Required Induction Components

**Table B1. Required Induction Components**

Component	Description
<b>Coaching</b>	<ul style="list-style-type: none"> <li>• Experienced administrator coach</li> <li>• Confidential relationship</li> <li>• One-on-one support</li> <li>• Job-embedded support</li> <li>• Actionable feedback</li> <li>• Develops an ongoing relationship</li> <li>• Trust-building relationship</li> <li>• Non-evaluative support</li> <li>• Provides guidance to participant (not direction)</li> </ul> <ul style="list-style-type: none"> <li>• Provides leadership anticipation and reflection</li> <li>• Builds leadership confidence and independence</li> <li>• Receives training before being assigned to a participant</li> <li>• Possibly held a position similar to the participant's position</li> </ul>
<b>Professional learning</b>	<ul style="list-style-type: none"> <li>• Outlined in the individual induction plan</li> <li>• Related to individual induction plan goals that are part of the evaluation system</li> <li>• Aligned to Category III, Standard 5 of the Clear Administrative Services Induction Standards (CPSEL)</li> <li>• Supports growth for participant</li> </ul> <ul style="list-style-type: none"> <li>• Takes a variety of forms: individual or group, workshop or networking with peers, etc.</li> <li>• May be individual or group</li> <li>• Provides networking opportunities</li> <li>• Offerings that address needs common to all beginning administrators</li> <li>• Offerings that address the individual needs of each participant</li> </ul>
<b>Assessment of candidate</b>	<ul style="list-style-type: none"> <li>• Promotes leadership growth</li> <li>• Based on Category III, Standard 5 of the CPSEL</li> <li>• Provides feedback that promotes professional reflection</li> <li>• Initial assessment as baseline for induction experience</li> <li>• Formative processes employed throughout the induction experience</li> </ul> <ul style="list-style-type: none"> <li>• Benchmark evaluation to show progress midway in program</li> <li>• Summative demonstration of competence for completion</li> <li>• Includes rubric-based assessment tools</li> <li>• Verification of competence by program sponsor and coach</li> </ul>

Source: California Commission on Teacher Credentialing. (2018). *Administrative Services Credential Program Standards handbook* (p. 26).

# Appendix C: California Professional Standards for Education Leaders

**Table C1. California Professional Standards for Education Leaders and Specific Elements**

Standard	Elements
<b>1. Development and implementation of a shared vision: Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.</b>	<p>1A. Student-Centered Vision: Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.</p> <p>1B. Developing Shared Vision: Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.</p> <p>1C. Vision Planning and Implementation: Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.</p>
<b>2. Instructional leadership: Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.</b>	<p>2A. Professional Learning Culture: Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.</p> <p>2B. Curriculum and Instruction: Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.</p> <p>2C. Assessment and Accountability: Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes, and student learning.</p>
<b>3. Management and learning environment: Education leaders manage the organization to cultivate a safe and productive learning and working environment.</b>	<p>3A. Operations and Facilities: Leaders provide and oversee a functional, safe, and clean learning environment.</p> <p>3B. Plans and Procedures: Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.</p> <p>3C. Climate: Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.</p> <p>3D. Fiscal and Human Resources: Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.</p>

Standard	Elements
<b>4. Family and community engagement: Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.</b>	<p>4A. Parent and Family Engagement: Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.</p> <p>4B. Community Partnerships: Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.</p> <p>4C. Community Resources and Services: Leaders leverage and integrate community resources and services to meet the varied needs of all students.</p>
<b>5. Ethics and integrity: Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.</b>	<p>5A. Reflective Practice: Leaders act upon a personal code of ethics that requires continuous reflection and learning.</p> <p>5B. Ethical Decision-Making: Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.</p> <p>5C. Ethical Action: Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.</p>
<b>6. External context and policy: Education leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices.</b>	<p>6A. Understanding and Communicating Policy: Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.</p> <p>6B. Professional Influence: Leaders use their understanding of social, cultural, economic, legal and political contexts to shape policies that lead all students to graduate ready for college and career.</p> <p>6C. Policy Engagement: Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.</p>

Source: California Commission on Teacher Credentialing. (2014). *California Professional Standards for Education Leaders*.

## Appendix D: Survey Results

**Table D1. California Commission on Teacher Credentialing  
Program Completer Survey Results on Program Experience**

Question and responses	N	%
<b>Would you recommend your clear induction preparation program to potential participants?</b>		
• Yes, without reservation	5,685	91%
• Yes, with reservation	496	8%
• No	58	1%
• Don't know	42	1%
<b>Overall, how well do you think your clear induction preparation program prepares participants to be education leaders?</b>		
• Not at all	13	0%
• Poorly	40	1%
• Adequately	464	7%
• Well	1,586	25%
• Very well	4,157	66%
<b>How effective was your clear induction preparation program at developing the skills and tools you needed to become an educational leader?</b>		
• Not at all effective	22	0%
• Slightly effective	95	2%
• Somewhat effective	318	5%
• Effective	1,867	30%
• Very effective	3,966	63%

Question and responses	N	%
<b>About how often did you communicate with your coach in person, by phone, or by email about issues related to your practice?</b>		
• Less than once per month	73	1%
• Once per month	272	4%
• Twice per month	1,452	23%
• Once per week	2,435	39%
• 2–3 times per week	1,552	25%
• Daily	486	8%
<b>About how often did you receive field support from your coach?</b>		
• Less than once per month	202	3%
• Once per month	828	13%
• Twice per month	2,011	32%
• Once per week	1,737	28%
• 2–3 times per week	1,047	17%
• Daily	449	7%
<b>My coach (mark all that apply):</b>		
• Modeled collegial practices that led to my success	4,158	66%
• Promoted reflective practice	4,423	70%
• Frequently observed my practice, met with me, and offered useful advice and strategies about my leadership	4,039	64%
• Was an excellent and valuable role model	5,542	88%
• Was experienced and effective	4,753	76%
• Understood current educational theory	4,211	67%
• Was well versed in helping me work through problems in educational leadership	4,380	70%

Note: This analysis only includes all induction completers who replied to the California Commission on Teacher Credentialing (CTC) program completer survey questions on program experiences (range of  $N = 6,274$  to  $N = 6,281$  for each question).

Source: Learning Policy Institute analysis of CTC program completer survey data. (2023).

**Table D2. California Commission on Teacher Credentialing  
Program Completer Survey Results on Preparedness for  
California Professional Standards for Education Leaders**

Survey question: Please indicate the extent your program helped you...	Not at all		Poorly		Adequately		Well		Very well	
	N	%	N	%	N	%	N	%	N	%
<b>Development and Implementation of a Shared Vision</b>										
1. Shape a collective vision that uses multiple measures of data	12	<1%	24	<1%	503	7%	1,761	26%	4,473	66%
2. Focus on equitable access, opportunities, and outcomes for all students	<10	<1%	24	<1%	395	6%	1,520	22%	4,821	71%
3. Engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders	<10	<1%	22	<1%	398	6%	1,626	24%	4,698	70%
4. Guide and monitor decisions, actions, and outcomes using the shared vision and goals	<10	<1%	16	<1%	419	6%	1,730	26%	4,575	68%
<b>Instructional Leadership</b>										
5. Promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance	<10	<1%	24	<1%	380	6%	1,711	25%	4,620	69%
6. Guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcome	10	<1%	37	1%	516	8%	1,913	28%	4,251	63%
7. Develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes, and student learning	10	<1%	48	1%	521	8%	1,941	29%	4,203	63%



Survey question: Please indicate the extent your program helped you...	Not at all		Poorly		Adequately		Well		Very well	
	N	%	N	%	N	%	N	%	N	%
<b>Management and Learning Environment</b>										
8. Provide and oversee a functional, safe, and clean learning environment	12	<1%	29	<1%	466	7%	1,749	27%	4,142	65%
9. Establish structures and employ policies and processes that support students to graduate college and career ready	19	<1%	37	1%	524	8%	1,932	30%	3,875	61%
10. Facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner	<10	<1%	26	<1%	367	6%	1,618	25%	4,377	68%
11. Align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment	19	<1%	83	1%	744	12%	2,075	32%	3,471	54%
<b>Family and Community Engagement</b>										
12. Meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs	13	<1%	39	1%	507	8%	1,749	27%	4,084	64%
13. Establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career	19	<1%	50	1%	606	10%	1,919	30%	3,783	59%
14. Leverage and integrate community resources and services to meet the varied needs of all students	24	<1%	61	1%	666	10%	1,981	31%	3,653	57%

Survey question: Please indicate the extent your program helped you...	Not at all		Poorly		Adequately		Well		Very well	
	N	%	N	%	N	%	N	%	N	%
<b>Ethics and Integrity</b>										
15. Act upon a personal code of ethics that requires continuous reflection and learning	<10	<1%	10	<1%	266	4%	1,134	18%	4,896	78%
16. Guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions	<10	<1%	10	<1%	330	5%	1,445	23%	4,516	72%
17. Recognize and use professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students	<10	<1%	12	<1%	335	5%	1,470	23%	4,485	71%
<b>External Context and Policy</b>										
18. Actively structure and participate in opportunities that develop greater public understanding of the education policy environment	28	<1%	68	1%	744	12%	2,119	34%	3,339	53%
19. Use understanding of social, cultural, economic, legal, and political contexts to shape policies that lead all students to graduate ready for college and career	19	0%	54	1%	630	10%	1,956	31%	3,637	58%
20. Engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students	37	1%	82	1%	779	12%	1,994	32%	3,395	54%

Note: This analysis includes induction completers who replied to the California Commission on Teacher Credentialing (CTC) program completer survey questions on preparedness (range of  $N = 6,287$  to  $N = 6,773$  for each question).

Source: Learning Policy Institute analysis of CTC program completer survey data. (2023).

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