Credential Program Completer Survey Questions
Clear Administrator Services

The California Commission on Teacher Credentialing (Commission) is interested in your views on the scope and quality of your administrator preparation program. Your participation in this survey will help improve the preparation of future administrators for California's schools and students. Thank you in advance for sharing your valuable insights.

Please note that this survey is not intended to be an evaluation of your competence, but rather an opportunity for you to tell the Commission what you think about the quality of the administrator preparation program you recently completed.

Informed Consent
Participation in this survey is voluntary but the information is very important to help improve the preparation of school administrators in California. The Commission will use this information within its quality review processes for accredited preparation programs.

Your decision whether or not to participate in the survey will not affect the processing of your credential application. Every measure will be taken to ensure the confidentiality of your response; the Commission will not use your name or other identifying information when reporting the results.

Thank you for your time and your responses.

I. Performance Expectations for Leaders

The following set of questions contain administrator preparation program outcomes that each program is expected to achieve.

Development and Implementation of a Shared Vision

Please indicate the extent your preparation program helped you facilitate the development and implementation of a shared vision of learning and growth of all students.

1. Shape a collective vision that uses multiple measures of data
    - Very well
    - Well
    - Adequately
    - Poorly
    - Not at all
    - Don't know
2. Focuses on equitable access, opportunities, and outcomes for all students
    - Very well
    - Well
    - Adequately
    - Poorly
    - Not at all

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- Don’t know

3. Engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders
    - Very well
    - Well
    - Adequately
    - Poorly
    - Not at all
    - Don’t know
4. Guide and monitor decisions, actions, and outcomes using the shared vision and goals
    - Very well
    - Well
    - Adequately
    - Poorly
    - Not at all
    - Don’t know

Instructional Leadership

To what degree did your preparation program prepare you to shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth?

5. Promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance
    - Very well
    - Well
    - Adequately
    - Poorly
    - Not at all
    - Don’t know
6. Guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcome
    - Very well
    - Well
    - Adequately
    - Poorly
    - Not at all
    - Don’t know
7. Develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes and student learning
    - Very well
    - Well
    - Adequately
    - Poorly

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- Not at all
- Don't know

Management and Learning Environment

To what degree did your preparation program prepare you to manage the school organization to cultivate a safe and productive learning and working environment?

8. Provide and oversee a functional, safe, and clean learning environment
    - Very well
    - Well
    - Adequately
    - Poorly
    - Not at all
    - Don't know
9. Establish structures and employ policies and processes that support students to graduate college and career ready
    - Very well
    - Well
    - Adequately
    - Poorly
    - Not at all
    - Don't know
10. Facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner
    - Very well
    - Well
    - Adequately
    - Poorly
    - Not at all
    - Don't know
11. Align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.
    - Very well
    - Well
    - Adequately
    - Poorly
    - Not at all
    - Don't know

Family and Community Engagement

To what degree did your preparation program prepare you to collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources?

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12. Meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs
    - Very well
    - Well
    - Adequately
    - Poorly
    - Not at all
    - Don't know
13. Establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career
    - Very well
    - Well
    - Adequately
    - Poorly
    - Not at all
    - Don't know
14. Leverage and integrate community resources and services to meet the varied needs of all students
    - Very well
    - Well
    - Adequately
    - Poorly
    - Not at all
    - Don't know

Ethics and Integrity

To what degree did your preparation program prepare you to make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standards?

15. Act upon a personal code of ethics that requires continuous reflection and learning
    - Very well
    - Well
    - Adequately
    - Poorly
    - Not at all
    - Don't know
16. Guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions
    - Very well
    - Well
    - Adequately
    - Poorly
    - Not at all
    - Don't know

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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
    - Very well
    - Well
    - Adequately
    - Poorly
    - Not at all
    - Don't know

External Context and Policy

To what degree did your preparation program prepare you to influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices?

18. Actively structure and participate in opportunities that develop greater public understanding of the education policy environment
    - Very well
    - Well
    - Adequately
    - Poorly
    - Not at all
    - Don't know
19. Use your understanding of social, cultural, economic, legal and political contexts to shape policies that lead to all students to graduate ready for college and career
    - Very well
    - Well
    - Adequately
    - Poorly
    - Not at all
    - Don't know
20. Engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students
    - Very well
    - Well
    - Adequately
    - Poorly
    - Not at all
    - Don't know

II. Nature of Induction

21. Would you recommend your clear induction preparation program to potential candidates?
    - Yes, without reservation
    - Yes, with reservation

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- No
- Don't know

22. Overall, how well do you think your clear induction preparation program prepares candidates to be education leaders?
    - Very well
    - Well
    - Adequately
    - Poorly
    - Not at all
    - Don't know
23. How effective was your clear induction preparation program at developing the skills and tools you needed to become an educational leader?
    - Very effective
    - Effective
    - Somewhat effective
    - Slightly effective
    - Not at all effective
    - Don't know
24. About how often did you communicate with your coach in person, by phone, or by email about issues related to your practice?
    - Daily
    - 2-3 times per week
    - Once per week
    - Twice per month
    - Once per month
    - Less than once per month
25. About how often did you receive field support from your coach?
    - Daily
    - 2-3 times per week
    - Once per week
    - Twice per month
    - Once per month
    - Less than once per month
26. My job assignment allowed me to practice and apply my knowledge of major areas developed through coursework in my preliminary preparation program.
    - Very well
    - Well
    - Adequately
    - Poorly
    - Not at all
    - Don't know
27. My coach: (check all that apply)
    - ☐ Was an excellent and valuable role model

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- ☐ Was experienced and effective
- ☐ Understood current educational theory
- ☐ Modeled collegial practices that led to my success
- ☐ Was well versed in helping me work through problems in educational leadership
- ☐ Promoted reflective practice
- ☐ Frequently observed my practice, met with me, and offered useful advice and strategies about my leadership

III. Demographics

28. Which of the following base/initial credential do you hold?
    - o General Education Teaching credential (Multiple or Single Subject)
    - o Special Education Teaching credential (Education Specialist)
    - o Designated Subjects Teaching credential
    - o Services credential (Pupil Personnel, School Nurse, Teacher Librarian, Speech-Language Pathology, Clinical or Rehabilitative)
29. Are you Hispanic or Latino?
    - o No, not Hispanic or Latino
    - o Yes, Hispanic or Latino
30. What is your race? Check all that apply.
    - ☐ American Indian or Alaska Native
    - ☐ Asian Indian
    - ☐ Black or African American
    - ☐ Cambodian
    - ☐ Chinese
    - ☐ Filipino
    - ☐ Guamanian
    - ☐ Hawaiian
    - ☐ Hmong
    - ☐ Japanese
    - ☐ Korean
    - ☐ Laotian
    - ☐ Other Asian
    - ☐ Other Pacific Islander
    - ☐ Samoan
    - ☐ Tahitian
    - ☐ Vietnamese
    - ☐ White
31. What is your gender identity?
    - o Female
    - o Male
    - o Nonbinary
    - o Decline to state

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