

**Commission on Teacher Credentialing
Preliminary Report of Findings and Addendum**

Institution	Anaheim Elementary School District	Program	CLEAR ADMINISTRATIVE SERVICES
Date of Review	November 2025		
Link to Submission	Anaheim Elementary SD Password: AESDInduction_2@17		

Please complete the table below for all programs that were deemed to require “more information needed” by reviewers during Program Review (PR). Brief narrative (150 words or less) is allowable but response must include links to evidence that address the issue identified by the reviewers.

Posting the Addendum

Information from the addendum must be posted on the institution’s accreditation website at least 60 days before the site visit, along with the original program review document and feedback from the program reviewers. Please do not resubmit your response the items below; responses need only be added to your institution’s accreditation website.

General Comments:

Reviewers are seeing the terms “Coach” and “Mentor” used interchangeably. Please clarify whether both terms refer to the same position.

Standards Found to be Preliminarily Aligned	
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Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 1: Program Design and Rationale	Check all links on Year 1 and Year 2 IIP documents. It is implied that there should be links for things like, “Link to Initial Assessment for CPSEL Standard 1”, however	IIP YEAR 1 IIP YEAR 2

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	there are several of those where nothing is linked. It is not clear to reviewers how the design of the program is based on a rationale and informed by theory and research.	Please see this document for complete program design by month (CASC) ASCC - AESD Annotated List of Personnel and Data 2025-2026 Administrative Induction Pathway ASCC Handbook
Standard 2: Program Collaboration, Communication, and Coordination	Please provide Administrative Services Clear Credential program handbook; the links provided go to Teacher Induction. Reviewers unable to determine alignment without this evidence.	ASCC Handbook Here is the linked forms for the administrative induction program Handbook. This document represents AESD's form of a handbook and is located on our Website. Administrative Service Clear Credential (ASCC) Forms for Participating Administrator & Coaches
Standard 3: Selection and Training of Coaches	Please provide a complete annotated list of instructional personnel. Evidence provided is inconsistent and only provides annotated information for two positions. While AESD does not currently have any openings, reviewers need to see recruiting materials that will be used in the event of an opening. Reviewers unable to locate training materials for mentors. Please provide.	• Annotated List • Program Pathway • Coach Diagram • Mentor Recruitment • Administrative Induction Application Professional Development for Coaches/Mentors • Leadership Support Presentation-Orientation • Part 1 • Part 2
Standard 4: Professional Learning	Reviewers were unable to determine coach hours provided to each candidate. Please provide evidence of how each candidate receives the required coaching hours.	High-quality professional growth through 40 hours of dedicated, one-on-one mentorship per year. Each candidate receives no less than 1 hour of coaching per week. It is indicated specifically in the following documents: - Coaching Through the Inquiries

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		- ASCC Orientation (slide7) - (CASC) ASCC - AESD Annotated List of Personnel and Data 2025-2026 Administrative Induction Pathway - Mentor Log Year 1 /2
Standard 5: California Professional Standards for Educational Leaders	Reviewers need additional evidence of integration of equity-centered leadership development in coaching and PD.	Our program integrates equity-centered leadership by embedding equity focused concepts into monthly meetings through scenario-based collaboration on social disparities and professional development led by District leadership. Furthermore, this focus is operationalized through job-embedded coaching, where mentors guide new leaders in scaffolding tasks that promote innovation, connectedness and inclusion. These practices are directly integrated into the candidate's Individual Induction Plan (IIP) and are assessed during regular CPSEL-aligned reflective cycles, ensuring that equity-centered growth is a core component of their professional development. Professional Development for Coaches/Mentors Part 1 Part 2