

## **Initial Program Approval for New Program Sponsors**

### **November 2017**

#### **Overview**

This report consists of a recommendation made for the initial approval of a professional preparation program for an institution that has recently received approval as a new program sponsor. Las Virgenes Unified School District (LVUSD) has received provisional approval by the Commission as a new program sponsor in California. (See [item 4B - April 2017 Commission meeting](#)) and now seeks approval from the Committee on Accreditation to offer its first educator preparation program, the Administrative Services Credential Induction program, leading to the Clear Administrative Services Credential.

#### **Staff Recommendation**

Staff recommends that the Committee on Accreditation grant initial accreditation for Las Virgenes Unified School District's Teacher Administrative Services Credential Clear Induction Credential program.

#### **Background**

The Commission requires that an institution seeking to offer new educator preparation program(s) must first be approved for initial accreditation as a new program sponsor and must do so by completing the Commission's Initial Institution Approval (IIA) process. At the [December 2015 Commission meeting](#), the Commission approved a new IIA process requiring the satisfactory completion of five approval stages as part of the Strengthening and Streamlining Accreditation project – updates to the IIA process were subsequently approved during the [February 2016 meeting](#). A graphic detailing the five stages of the IIA process is provided on the following page.

A representative of the district will be available to answer questions or provide additional information at the COA meeting.



I	II	III	IV	V
Prerequisites	Eligibility Criteria	Address Standards & Preconditions a) Common b) Program	Provisional Approval	Full Approval
<p>To ensure that the prospective sponsor is legally eligible to offer educator preparation programs in California.</p> <p>To ensure that the prospective sponsor understands the requirements of the Commission's accreditation system.</p> <p><b>Staff Determination</b> If the institution is a legal entity and the team attends Accreditation 101, the institution may move to Stage II</p>	<p>To provide initial information to the Commission about the entity so that the Commission can make a decision if the prospective sponsor is one that has the potential to sponsor effective educator preparation programs.</p> <p><b>Commission Decision</b></p> <ol style="list-style-type: none"> <li>1) Grant Eligibility</li> <li>2) Grant Eligibility with specific topics to be addressed in Stage III</li> <li>3) Require resubmission with additional information</li> <li>4) Deny Eligibility</li> </ol>	<p>a) To ensure that the institution meets all of the Commission's Common Standards (e.g., infrastructure, resources, faculty, recruitment and support, continuous improvement, and program impact). Standards are reviewed by the BIR prior to going to Commission.</p> <p>b) To ensure that the proposed program meets all of the Commission's adopted program standards. Standards are reviewed by the BIR prior to going to the Commission.</p> <p><b>a) Commission Decision</b></p> <ol style="list-style-type: none"> <li>1) Grant Provisional Approval</li> <li>2) Deny Provisional Approval</li> </ol> <p><b>b) Committee on Accreditation Decision</b></p> <ol style="list-style-type: none"> <li>1) Approve Program(s)</li> <li>2) Deny Approval</li> </ol>	<p>After the program operates for 2-3 years, sufficient time so that a minimum of one cohort has completed the program and the institution has had ample time to collect data on candidate outcomes and program effectiveness, the institution will host an accreditation site visit. The report from this site visit, including related data, will be presented to the Commission.</p> <p><b>Commission Decision</b></p> <ol style="list-style-type: none"> <li>1) Grant Full Approval</li> <li>2) Retain Provisional Approval with additional requirements</li> <li>3) Deny Approval</li> </ol>	<p>Once an entity has earned Full Approval from the Commission, the institution will be placed in one of the accreditation cohorts and will participate in the Commission's regularly scheduled accreditation activities.</p> <p><b>Committee on Accreditation Decision</b> Monitors through the accreditation system</p>

## Las Virgenes Unified School District

Las Virgenes Unified School District completed the first three stages of the Initial Institutional Approval process as follows:

<b>Stage I:</b> Prerequisites 1 and 2	December 2016 - Attended Accreditation 101
<b>Stage II:</b> Eligibility Requirements	<a href="#">April 2017</a> - Approved by the Commission
<b>Stage III:</b> Preconditions and Common Standards	<a href="#">September 2017</a> - Received Provisional Approval by the Commission, eligible to offer educator preparation for a three year period

Las Virgenes Unified School District's responses to the Administrative Services Credential Clear Induction program standards were reviewed by a team of two Board of Institutional Reviewers. Reviewers collaborated on the feedback and provided LVUSD with a Report of Findings and LVUSD revised and resubmitted the responses. This process occurred twice at which time the reviewers determined LVUSD's responses to be in alignment with the requirements of the Administrative Services Clear Induction Standards. Below is a summary of Las Virgenes Unified School District's proposed Administrative Services Credential Clear Induction Program which they have titled the clear Administrative Services Credential program. The reviewers Report of Findings is provided in [Appendix A](#) and the complete submission of responses is included in [Appendix B](#) of this item.

### Las Virgenes Unified School District Clear Administrative Services Credential Program Design

The Las Virgenes Unified School District (LVUSD) Administrative Services Credential Clear Induction program will be a job-embedded program designed to meet the individualized needs of the novice administrator during the first two years of their administrative careers. The program will be a part of Las Virgenes Unified School District's Center for Educational Excellence and will be overseen by the Credential Program Coordinator and the Director of Curriculum, Instruction, and Categorical programs. The Credential Program Coordinator will ensure that new administrators are aware of the 120-day enrollment period and that they enroll in the Clear program. As required in the Administrative Services Clear Induction program standards, the LVUSD Clear program is a combination of individualized coaching, professional learning opportunities and assessment of skills, all dependent upon the needs of the candidate.

### Individualized Coaching

LVUSD's Administrative Services Credential Clear Induction candidates will receive a minimum of 40 hours of coaching each year. The research base for the LVUSD Leadership Coaching includes: *A. Blended Coaching: Skills and Strategies to Support Principal Development*, which is informed by the research of Gary Bloom, and Ellen Moir at the New Teacher Center (NTC) formerly of UC Santa Cruz. District/Site Coaches will be selected by LVUSD or the partner district employer and approved on an annual basis by the Credential Program Coordinator. Coaches will receive a minimum of 24 hours of annual coaching training. Additionally, Coaches and candidates will be required to attend all program classes together, including the Coach Training Classes. LVUSD

believes that candidates need to develop coaching skills in order to support educators in their own schools and districts.

### **Professional Learning Opportunities**

The program will provide candidates with a minimum of 35 annual hours of professional learning opportunities. LVUSD's Clear candidates will develop a Leadership Growth Plan (LGP) utilizing self-reflection and data and district/site information. Using the LGP each candidate forms a strategic annual goal that takes into consideration areas of need and the context of the candidate's school and/or district. Throughout the two-year program, candidates complete a series of professional learning classes which are aligned to the CPSELS. Specific class content will be presented by local expert practitioners, and content of the classes will be informed by the focus areas identified in the Leadership Growth Plans (LGPs) for all candidates.

### **Assessment System**

LVUSD's Clear Administrative Services candidates will be required to complete the CPSEL self-reflection during the first course in the program combining it with their district and site leadership goals to form the Leadership Growth Plan (LGP). Self-reflections are to continue throughout the two year program as candidates complete ongoing coach-facilitated self-reflections as a means to demonstrate growth over time. The individualized LGP serves as a blueprint for the candidates while in the Clear program. As a benchmark assessment, candidates will submit to the Credential Program Coordinator components of the Leadership Growth Portfolio (which will include the LGP, the CPSEL self-reflection and the coaching log) and will be provided formative feedback in this mid-year benchmark about their progress. At the end of the year, candidates will be required to submit their Leadership Growth Portfolios to the Documentation Review Panel where each portfolio is to be reviewed and scored by two readers.

**Appendix A**  
**Report of Findings**  
**Commission on Teacher Credentialing**  
**Initial Program Review Feedback**

**Admin. Services Credential Clear Administrative Services Clear Induction**

Institution	Las Virgenes Unified School District
Date of initial review	September 18, 2017
Subsequent dates of review	October 9, 2017
Date Program Standards Aligned	October 9, 2017

**General Comments:**

The program design is well constructed in incorporating the elements of the Program Standards. A comprehensive program that provides ongoing guidance, support, leadership development for beginning administrators. Highlights include the “coaching” development of participants and coaches; program oversight and organization; partnerships in the operation of the program, a well-defined professional literature base and practical application processes for unanticipated outcomes of the program.

Status	Standard
Needs More Information  Aligned	Standard #1: Program Design and Rationale <b>Additional Information Needed:</b> In the area of the Documentation Review Panel process, what criteria is used in the review of the candidate’s growth? What is the format of the feedback given to the candidate that is applied to their Leadership Growth Plan? Addressed in additional information provided 10/2/2017
Needs More Information  Aligned	Standard #2: Program Collaboration, Communication and Coordination <b>Questions, Comments Questions, Comments, Additional Information Needed:</b> The District MOU is for Teacher Induction, is there a different MOU used for the Admin. Services Credential Clear Induction program? Addressed in additional information provided 10/2/2017
Needs More Information  Aligned	Standard 3: Selection and Training of Coaches <b>Questions, Comments, Additional Information Needed:</b>

Status	Standard
	<p>In the matching of the coach to candidate how are other areas of consideration, such as coaches skill level of coaching, areas of expertise, level of job knowledge and expertise that support the candidate used? How is the confidentiality between coach and candidate outlined? How is confidentiality of the coaching process upheld with the prospect of a evaluation observation noted? <a href="#">Addressed in additional information provided 10/2/17</a></p>
Aligned	<p>Standard 4: Professional Learning <b>Questions, Comments, Additional Information Needed:</b></p>
Aligned	<p>Section A: The Individual Administrative Services Clear Induction Plan (IIP) <b>Questions, Comments, Additional Information Needed:</b></p>
Aligned	<p>Section B: Coaching <b>Questions, Comments, Additional Information Needed:</b></p>
Aligned	<p>Section C: Professional Development <b>Questions, Comments, Additional Information Needed:</b></p>
Aligned	<p>Section D: Assessment <b>Questions, Comments, Additional Information Needed:</b></p>
Needs More Information Aligned	<p>Standard 5: California Professional Standards for Education Leaders <b>Questions, Comments, Additional Information Needed</b></p> <p>What is used to understand the needs of the individual as it relates to the Standards and how the course content is designed to meet the individual needs of each of the candidates? <a href="#">Addressed in additional information provided 10/2/17</a></p>

**Appendix B**  
**Las Virgenes Unified School District**  
**Proposed Administrative Services Clear Induction Program**  
**Response to Program Standards**



**Las Virgenes Unified School District**  
**Response to the**  
**Clear Administrative Services Credential Program Standards**



Program Standard One: Program Design	
<p>Induction is the support and guidance provided to novice educators in the early stages of their careers. California's Administrator Induction is an individualized, job-embedded, two-year program, with enrollment and initiation of coaching within 120 days of starting an initial administrative position.*</p> <ul style="list-style-type: none"> <li>• <i>Standard 4 further clarifies this timeline to be 120 days for candidate enrollment, followed by 30 days in which coaching must commence.</i></li> </ul>	<p><b><i>Induction is the support and guidance provided to novice administrators in the early stages of their careers.</i></b></p> <p>The Credential Program Coordinator (CPC) oversees the day-to-day operations of the LVUSD CASC Program, in collaboration with the LVUSD Director of Curriculum, Instruction, and Categorical Programs. The CPC ensures that all new administrators are enrolled in the CASC program in a timely fashion and makes them aware of the 120-day enrollment criteria. The <a href="#">PROGRAM OVERVIEW</a> document outlines the main goals of the CASC program. In short, LVUSD's goal is to provide multifaceted support as novice administrators begin their careers.</p> <p><b><i>California's Administrator Induction is an individualized, job-embedded...</i></b></p> <p>The LVUSD CASC program is designed to meet the individualized needs of the novice administrator during the first two years of their administrative careers. Candidates self-reflect on the <a href="#">CPSEL SELF-REFLECTION</a> and utilize multiple forms of data and district/site information to construct their <a href="#">LEADERSHIP GROWTH PLAN</a> (LGP). The Leadership Growth Plan (LGP) leads to the formation of a strategic annual goal that is aligned to areas of need and the context of the individual administrator's school and/or district. The LGP requires the candidate to identify individualized professional learning opportunities that are aligned to the identified focus area. In addition to the LGP, candidates in the LVUSD program are provided a Coach who offers a minimum of 40 hours of documented annual support each year through the LVUSD CASC program. The content of these coaching conversations is often directed by the needs of the CASC candidates. Throughout the two-year program, candidates complete a series of three Leadership Growth Modules as a component of the LGP. These modules allow for candidates to connect an area of inquiry-aligned action research to their Inquiry and growth goals.</p>

***...with the enrollment and initiation of Coaching within 120 days of starting an initial administrative position.***

Upon receiving employment in an administrative position, the employer and/or the new hire will send the candidate's name to the LVUSD Credential Program Coordinator to enroll in the program. Regular communication throughout the summer occurs between the Credential Program Coordinator and the Human Resources lead from each partner district. If a candidate has missed the enrollment deadline for reasons beyond their control, a waiver process is in place that involves the Superintendent of the partner district constructing a memo on behalf of the candidate. The memo outlines the reasons for the missed deadline. Waivers are used only in rare exceptions and all partner districts are advised that the expectation of the program, per the accreditation pre-conditions, is for all candidates enroll in the program within 120-days of employment. The formal enrollment and placement program is as follows:

1. The candidate completes the [PROGRAM APPLICATION](#). This application is reviewed jointly by the LVUSD Credential Program Coordinator and the LVUSD Credential Analyst to ensure that the candidate meets the eligibility requirements outlined in the CASC Program preconditions.
2. After verifying that the candidate meets the eligibility requirements, the Credential Program Coordinator contacts the Superintendent (or designee) of the partner district to identify a Coach for the candidate. The superintendent is made aware of the Coach eligibility requirements which include:
  - A minimum of three years serving in an administrative position.
  - A California Clear Administrative Services Credential.

The Superintendent of the partner district is responsible for making arrangements with the candidate to cover the cost of the Coaching. In some districts, Superintendents may choose to hire an outside Coach. In other districts, the Superintendent may choose to identify a Coach who is currently practicing in the district. Once a Coach has been identified by the district, the Credential Program Coordinator sends the Coach the [COACH APPLICATION](#). The Coach application is reviewed by the Credential Program Coordinator and the LVUSD Credentials Analyst to ensure that the Coach meets the program eligibility requirements.

3. When the Coach and Candidate have completed their applications, and they have been reviewed and approved by the LVUSD program, they are officially enrolled in the program and receive notification about the first joint advisement meeting. Candidates and Coaches



	<p>attend the first advisement together, which is held within the 120 day hiring window. Coaches receive their first Coaching training prior to advisement and are provided with their <a href="#">COACHING LOG</a> at this meeting.</p>
<p>The design of the program is based on a sound rationale informed by theory and research, is primarily coaching-based, and includes personalized learning.</p>	<p><b><i>The design of the program is based on a sound rationale informed by theory and research...</i></b></p> <p>The LVUSD CASC program has been influenced by the California Department of Education publication <i>Greatness by Design, Supporting Outstanding Teaching to Sustain a Golden State, A report by State Superintendent of Public Instruction Tom Torlakson Task Force on Educator Excellence, September 2012</i>. This publication was influenced by the research of Linda Darling-Hammond School Leadership Study: Developing Successful Principals, Stanford University, Stanford Educational Leadership Institute.</p> <p>The research base for the LVUSD Leadership Coaching practice are the following: A. <i>Blended Coaching: Skills and Strategies to Support Principal Development</i>, which is informed by the research of Gary Bloom and Ellen Moir at the New Teacher Center (NTC) formerly of UC Santa Cruz.</p> <p>B. <i>Cognitive Coaching: A Foundation for Renaissance in Schools</i> which is informed by the research of Art Costa and Robert Garmston.</p> <p>Throughout the CASC program, candidates will be study the work of Michael Fullan, John Hattie, and Vivianne Robinson to gain awareness and understanding around best practices in educational leadership.</p> <p><b><i>...is primarily coaching-based...</i></b></p> <p>Candidates are supported by their district/site Coach for a minimum of forty (40) hours during each program year. Coaches provide the candidate with individualized support and document this support on their <a href="#">COACHING LOG</a>. The Coaching Log has codes that represent the multiple forms of support that a Coach might offer a candidate over the course of the CASC program. Coaches and candidates attend all program classes together, including the Coach Training Classes as outlined in the <a href="#">LVUSD CENTER FOR EDUCATIONAL EXCELLENCE COURSE CATALOG (for Coaches)</a>. The purpose for this unconventional approach is that LVUSD believes candidates need to develop coaching capacities to effectively support educators in their schools and districts. Having CASC Candidates participate in the Coaching Training allows for candidates to provide feedback to their Coaches on the experience and allows for candidates to experience their learning on multiple “tracks.” All</p>

	<p>Candidates and Coaches in the LVUSD CASC program receive a minimum of 24 annual hours of Coaching training to support the Coaching component of the CASC program. The CASC Coach training is locally developed and is informed by the research affirmed frameworks of <i>Cognitive Coaching</i>, <i>Blended Coaching</i>, and <i>Adaptive Schools</i>. The Credential Program Coordinator has had formalized training in all three models and is supported locally by a leadership team that has a range of expertise in the three aforementioned frameworks.</p> <p>District/Site Coaches are selected by LVUSD or the Partner District employer and approved on an annual basis by the Credential Program Coordinator. Analysis of ongoing feedback (i.e. <a href="#">COACHING LOG</a>, attendance at program classes, and successful completion rates of the <a href="#">LEADERSHIP GROWTH PLAN</a> ) provides evaluative information about Coaches. The Coach serves in a non-evaluative role that will provide support to a candidate in their first years as an educational leader.</p> <p><b><i>...and includes personalized learning.</i></b></p> <p>The <a href="#">LEADERSHIP GROWTH PLAN</a> (LGP) allows candidates to develop a focus area that is aligned to areas of growth identified through their <a href="#">CPSEL SELF-REFLECTION</a>. The focus area created in both program years serves as a foundation for the Leadership Growth Modules that a candidate maps out to act upon their goal. In addition to the LGP, candidates are provided a personalized coaching experience in the program and largely direct the topical content of the coaching conversations that are explored to meet the minimum 40-hour requirement.</p>
<p>Professional learning may be offered through formal and informal partnerships, complements and integrates school and/or district goals, and employs competency indicators that support a recommendation for the clear credential.</p>	<p><b><i>Professional learning may be offered through formal and informal partnerships...</i></b></p> <p>In addition to the above-mentioned routine meetings with district personnel, the CASC Credential Program Coordinator meets several times a year with the LVUSD Program Advisory Board to identify broader school and district needs, as well as identified needs from partner programs at local Institutes of Higher Education.</p> <p>The <a href="#">PROGRAM OVERSIGHT AND ORGANIZATION</a> demonstrates the multiple entities that inform the professional learning opportunities that are offered to LVUSD CASC candidates. During our CPSEL-aligned candidate classes outlined in the <a href="#">LVUSD CENTER FOR EDUCATIONAL EXCELLENCE COURSE CATALOG (for Candidates)</a> the Credential Program Coordinator works to identify leaders (at the Site, District, and the County level) to co-lead the</p>

	<p>classes so that candidates are exposed to cutting edge information that expands their professional network.</p> <p><b><i>...compliments and/or integrates school or district goals...</i></b></p> <p>Prior to developing the focus area in the <a href="#">LEADERSHIP GROWTH PLAN</a> (LGP), candidates will be directed to review their district strategic plan, LCAP, and SPSA to better inform how the district/site goal might influence the selection of their focus areas.</p> <p><b><i>...and employs competency indicators that support a recommendation for the clear credential.</i></b></p> <p>In order to be recommended for a CASC credential, candidates must provide documented annual evidence (each year) of completing the <a href="#">LEADERSHIP GROWTH PLAN</a>, the <a href="#">CPSEL SELF-REFLECTION</a>, in addition to the <a href="#">COACHING LOG</a>, which demonstrate that the minimum forty-hour coaching requirement has been satisfied. The above-mentioned assignments are submitted in intervals following the classes via the LVUSD Online Learning Platform (OLP). The OLP is an LMS that allows candidates and coaches to download program materials and upload assignments. Formative feedback is provided to candidates on their work throughout the duration of each program year by the Credential Program Coordinator and members of the LVUSD Educational Services Executive Leadership Team. The aforementioned documents are submitted at the end of each program year via a formal portfolio, which serves as the candidates Performance Assessment. The Credential Program Coordinator convenes a <a href="#">DOCUMENTATION REVIEW PANEL</a> (DRP) comprised of current and former administrators to review and score the portfolios against the <a href="#">CASC SCORING RUBRIC</a>. If the candidate receives a 2 or 3 in all CPSEL-categories on the CASC Scoring Rubric in both years, and sufficiently provides documentation of completion of all aforementioned assignments, they are recommended for a Clear Administrative Services Credential by the Las Virgenes Unified School District.</p>
<p>The program design provides multiple opportunities for candidates to demonstrate growth and competence in the California Professional Standards for Educational Leaders</p>	<p><b><i>The program design provides multiple opportunities for candidates to demonstrate growth and competence in the California Professional Standards for Educational Leaders (CPSEL) outlined in Standard 5.</i></b></p> <p>The CPSELs provide the foundation for all activities, classes, and coaching experiences in the LVUSD Clear Administrative Services Credential Program.</p> <p>Candidates complete a <a href="#">CPSEL SELF-REFLECTION</a> three times a year on selected CPSEL elements. When available, <a href="#">West Ed's Description of Practice (new link)</a> will be utilized for CPSEL Self-Reflection to inform the candidate's</p>

<p>(CPSEL) outlined in Standard 5.</p>	<p>self-ratings. As a component of our initial coaching training, Coaches learn how to use foundational coaching dispositions (i.e. rapport, trust building, pause, paraphrase, etc.) as they support the candidates in exploring their self-reflections. The <a href="#">LEADERSHIP GROWTH PLAN</a> requires candidates to align their focus area to the CPSELs and provide CPSEL-aligned evidence to demonstrate growth with respect to their focus area.</p>
<p>The design of the program allows for enrollment within 120 days of starting an initial administrative position.</p>	<p><b><i>The design of the program allows for enrollment within 120 days of starting an initial administrative position.</i></b></p> <p>Upon employment in an administrative position, LVUSD personnel and the partner district employer and/or new hire will send the candidate’s name to the LVUSD Credential Program Coordinator to enroll in the program. Regular communication throughout the summer occurs between the Credential Program Coordinator and the personnel leadership from LVUSD and partner districts. This communication is multifaceted and consists of in-person meetings, email exchanges, and phone conversations. Through this communication, all parties are made aware of the 120-day enrollment deadline. If a candidate has missed the enrollment deadline for reasons beyond their control, a waiver process is in place that involves the Superintendent of the partner district constructing a memo on behalf of the candidate. The memo outlines the reasons for the missed deadline. Waivers are used only in rare exceptions and all partner districts are advised that the expectation of the program, per the accreditation pre-conditions, is that all candidates enroll in the program within 120-days of employment. The formal enrollment and placement program is as follows:</p> <ol style="list-style-type: none"> <li>1. The candidate completes the <a href="#">PROGRAM APPLICATION</a>. This application is reviewed jointly by the LVUSD Credential Program Coordinator and the LVUSD Credential Analyst to ensure that the candidate meets the eligibility requirements outlined in the CASC Preconditions.</li> <li>2. After verifying that the candidate meets the eligibility requirements, the Credential Program Coordinator contacts the Superintendent (or designee) of the partner district to identify a Coach for the candidate. The superintendent is made aware of the <a href="#">COACH ELIGIBILITY REQUIREMENTS</a> which include: <ul style="list-style-type: none"> <li>- A minimum of four years serving in an administrative position.</li> <li>- A California Clear Administrative Services Credential.</li> </ul> <p>The Superintendent of the partner district is responsible for making arrangements with the candidate to cover the cost of the Coaching. In some districts, Superintendents may choose to hire an outside Coach. In other districts, the Superintendent may choose to identify a Coach who is currently practicing in the district. Once a Coach has been</p> </li> </ol>

	<p>identified by the district, the Credential Program Coordinator sends the Coach the <a href="#">COACH APPLICATION</a>. The Coach application is reviewed by the Credential Program Coordinator and the LVUSD Credentials Analyst to ensure that the Coach meets the program eligibility requirements. The Coach must be assigned to the CASC candidate within 30 days of being enrolled in the CASC program.</p> <p>3. When the Coach and the Candidate have completed their applications, and applications have been reviewed and approved by the LVUSD program, candidates are officially enrolled in the program and receive notification about the first joint advisement meeting. Candidates and Coaches attend the CASC Candidate advisement together, which is held within the 120 day hiring window. Coaches receive their first Coaching training class prior to CASC candidate advisement and are provided with their <a href="#">COACHING LOG</a> at this class. This allows for the Coach to begin supporting the CASC candidate prior to CASC candidate advisement, if they (Candidate and Coach) mutually choose to do so.</p>
<p>Upon program completion, the Induction program sponsor certifies a candidate's ability to demonstrate the administrative and operational knowledge, skills and dispositions needed to effectively lead, manage, and improve educational organizations.</p>	<p><b><i>Upon program completion, the Induction program sponsor certifies a candidate's ability to demonstrate the administrative and operational knowledge, skills and dispositions needed to effectively lead, manage, and improve educational organizations.</i></b></p> <p>The <a href="#">DOCUMENTATION REVIEW PANEL</a> (DRP) convenes at the end of each program year to review the candidate's Leadership Growth Portfolio, which consists of the <a href="#">CPSEL SELF-REFLECTION</a>, <a href="#">LEADERSHIP GROWTH PLAN</a>, and the <a href="#">COACHING LOG</a>. The DRP utilizes the <a href="#">CASC SCORING RUBRIC</a> or to determine if a candidate has demonstrated competence with respect to each CPSEL. If the candidate has demonstrated sufficient competence with respect to the identified CPSELS for each of the two years, and has verified completion of the annual minimum 40-hour coaching requirement, the Las Virgenes Unified School District will recommend the candidate for a Clear Administrative Services Credential. <a href="#">Just as the candidates use the Description of Practice in the self-assessments, the DRP will use the language from the continuum from West Ed's Description of Practice</a> to provide summative feedback to the candidate on their growth, as it supports professional goal-setting and guides candidates toward leadership preparation. Candidates will receive ongoing formative feedback from their coach; by receiving regular feedback, this relationship supports candidates in progressing their practice. <a href="#">Coaches will use all support functions (from facilitative to instructional)</a> to guide candidates through the program, as each individual candidate will experience leadership growth in different capacities.</p>

<p>Assessment of candidate competence is grounded in the proficiencies expressed in Standard 5 of the Administrative Services Credential Induction Program Standards.</p>	<p><b><i>Assessment of candidate competence is grounded in the proficiencies expressed in Standard 5 of the Administrative Services Credential Induction Program Standards.</i></b></p> <p>As referenced on the <a href="#">CASC SCORING RUBRIC</a> or the <a href="#">DOCUMENTATION REVIEW PANEL</a> will review each Leadership Growth Portfolio to determine if it demonstrates sufficient competence with respect to the CPSEL focus areas for each academic year. The selected CPSEs serve as the foundation for the <a href="#">LEADERSHIP GROWTH PLAN</a>, the <a href="#">CPSEL SELF-REFLECTION</a>, and the annual classes, as outlined in the <a href="#">LVUSD CENTER FOR EDUCATIONAL EXCELLENCE COURSE CATALOG</a> (for Candidates).</p>
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<b>Program Standard Two: Program Collaboration, Communication, and Coordination</b>	
<p>The induction program formally collaborates with education organizations through partnership agreements to establish a professional education community structure that facilitates and supports induction activities.</p>	<p><b><i>The induction program formally collaborates with education organizations through partnership agreements to establish a professional education community structure that facilitates and supports induction activities.</i></b></p> <p>The LVUSD CASC program collaborates with multiple local stakeholder groups to inform program content, structure, and design. As outlined in <a href="#">the PROGRAM OVERSIGHT AND ORGANIZATION</a>, the Credential Program Coordinator interfaces with a multifaceted group of educational leaders to ensure that the content of the program is relevant and applicable to the demands that new administrators face in their districts and/or schools.</p> <p><u>LVUSD Program Advisory Board</u>  The <a href="#">LVUSD PROGRAM ADVISORY BOARD</a> consists of representatives from local IHE's local district superintendents and/or designees, and practicing principals. Additionally, the LVUSD Program Advisory Board includes the LVUSD Assistant Superintendent of Education, Director of Curriculum, Instruction, and Categorical Programs, and the Credential Program Coordinator for the Center for Educational Excellence.</p> <p><u>Partner Districts</u>  The LVUSD Credential Program is open for interested participants from outside districts. The Credential Program Coordinator schedules regular meetings with Superintendents (or designees) from partner districts in partnership with members from the LVUSD Executive Leadership Team. These meetings allow for the</p>

	<p>Director to become better aware of current district needs and challenges. Furthermore, these meetings help ensure that each partnering district is aware of the terms of our <a href="#">(new link) DISTRICT MOU</a>. The Credential Program Coordinator connects with district leadership regularly throughout the Spring and Summer as new candidates for the subsequent year’s program are identified and the 120-day enrollment and 30 day Coaching processes are initiated.</p>
<p>Each partner's contributions to the design and implementation of candidate preparation and certification are outlined through mutual contract/agreement.</p>	<p><b><i>Each partner's contributions to the design and implementation of candidate preparation and certification are outlined through mutual contract/agreement.</i></b></p> <p>A <a href="#">MEMORANDUM OF UNDERSTANDING (new link)</a> is mutually signed by each partner district Superintendent and the Credential Program Coordinator on an annual basis. The MOU defines the governance, general responsibilities, shared accountability and fiscal responsibility of both the partner district and the Las Virgenes Unified School District who serves as the program sponsor.</p>
<p>Induction programs maintain communication on a regular basis with their partners to ensure that each candidate builds a coherent individualized learning program.</p>	<p><b><i>Induction programs maintain communication on a regular basis with their partners to ensure that each candidate builds a coherent individualized learning program.</i></b></p> <p>In addition to regular meetings between the Credential Program Coordinator and Superintendent (or designee), the program provides monthly updates on program content and progress to all Ventura/Los Angeles County administrators through a website, regular newsletters, and via a social media (Twitter) feed. The <a href="#">LEADERSHIP GROWTH PLAN</a> (LGP) is constructed by the ASC candidate to align to district and site goals.</p>
<p>The induction program identifies the individual responsible for program coordination, key personnel involved in program implementation, and the reporting relationships between the identified personnel.</p>	<p><b><i>The induction program identifies the individual responsible for program coordination, key personnel involved in program implementation, and the reporting relationships between the identified personnel.</i></b></p> <p>The LVUSD CASC program is coordinated by the Credential Program Coordinator in the Educational Services Division. The Credential Program Coordinator works closely with (and reports to) the Director of Curriculum, Instruction, and Categorical Programs on the implementation of the CASC, PASC, and Teacher Induction Programs.</p>



	<p>The LVUSD Credential Program Coordinator interfaces with multiple internal and external stakeholders to ensure that LVUSD provides the highest quality administrator preparation to partner districts. The <a href="#">PROGRAM OVERSIGHT AND ORGANIZATION</a> document demonstrates the relationships between the Credential Program Coordinator and internal/external stakeholders.</p>
<p>Program coordination includes admission, advisement, participant support and assessment, coach preparation, and program evaluation.</p>	<p><b><i>Program coordination includes admission...</i></b></p> <p>Upon employment in an administrative position, the employer and/or the new hire will send the candidate’s name to the LVUSD Credential Program Coordinator to enroll in the program. Regular communication throughout the summer occurs between the Credential Program Coordinator and the Human Resources lead from LVUSD and partner districts. This communication is multifaceted and consists of in-person meetings, email exchanges, and phone conversations. Through this communication, all parties are made aware of the 120-day enrollment deadline. If a candidate has missed the enrollment deadline for reasons beyond their control, a waiver process is in place that involves the Superintendent of the partner district constructing a memo on behalf of the candidate. The memo outlines the reasons for the missed deadline. Waivers are used only in rare exceptions and all partner districts are advised that the expectation of the program, per the accreditation pre-conditions, is for all candidates enroll in the program within 120-days of employment.</p> <p><b><i>...advisement...</i></b></p> <p>All Year 1 candidates will participate in a blended in-person and online advisement process in which they are informed about credential requirements, program completion requirements, and program policies. This advisement is represented as CASC 701 in the <a href="#">COURSE CATALOG (for Candidates)</a>. The advisement process is led/coordinated by the Credential Program Coordinator. The Credential Program Coordinator works closely with the LVUSD Credentials Analyst to ensure that credential-related questions are properly handled with the most current information from the CTC.</p> <p><b><i>...participant support and assessment...</i></b></p>



	<p>The Credential Program Coordinator coordinates and leads the <a href="#"><u>DOCUMENTATION REVIEW PANEL</u></a> (DRP), which provides the summative scoring/review of the candidate documents. The Coach and the DRP provides the <b>initial</b> first and second review of each candidate portfolio. If there is an inconsistency in scoring, the Credential Program Coordinator will provide a third review of the portfolio to determine the final grade. In addition to coordinating the Performance Assessment Review process, the Credential Program Coordinator provides formative feedback to candidates on the progress of their <a href="#"><u>LEADERSHIP GROWTH PLAN</u></a> via the LVUSD Online Learning Platform. Candidates upload portfolio components according to an assigned timeline for feedback from the Credential Program Coordinator.</p> <p><i>...coach preparation...</i></p> <p>The Credential Program Coordinator and Director of Curriculum, Instruction, and Categorical Programs serve as lead trainers for the Coaching Training at LVUSD. The Credential Program Coordinator and Director of Curriculum, Instruction, and Categorical Programs is required to receive initial and ongoing formal training in Cognitive Coaching, Blended Coaching, and Adaptive Schools prior to assuming the role. This formal training allows for the development and implementation of the LVUSD localized training program.</p> <p><i>...and program evaluation.</i></p> <p>The LVUSD CASC Credential Program Coordinator administers multiple evaluations to both candidates and coaches in an effort to collect data that will support ongoing program improvement. Following each of the six annual program classes, candidates will complete an electronic class evaluation. Annual comprehensive program evaluations will be provided mid-program and end-of-program to all candidates and coaches. At the end of each academic year, candidates will complete an evaluation of their Coach to inform both the Coach selection and Coach development processes at LVUSD.</p>
<p>The induction program individualizes professional learning opportunities for each candidate and includes</p>	<p><b><i>The induction program individualizes professional learning opportunities for each candidate and includes program, employer, partner and high quality professional learning approved by the provider, in support of Standard 5 outcomes.</i></b></p>

<p>program, employer, partner and high quality professional learning approved by the provider, in support of Standard 5 outcomes.</p>	<p>All LVUSD CASC candidate classes are aligned to specific CPSELs, with components of all six being represented over the two-year program. The CPSEL-aligned professional learning opportunities can be found in <a href="#">the LVUSD CENTER FOR EDUCATIONAL EXCELLENCE CLASS CATALOG (for Candidates)</a>.</p> <p>The <a href="#">LEADERSHIP GROWTH PLAN</a> (LGP) allows candidates to develop a focus area that is aligned to areas of growth identified through their <a href="#">CPSEL SELF-REFLECTION</a>.</p> <p>In addition to the LGP, candidates are provided a personalized coaching experience in the program and they largely direct the topical content of coaching conversations. Each candidate receives a minimum of 40 hours of Coaching annually. District employers are tasked with identifying and assigning the Coach to each candidate. The Credential Program Coordinator ensures that the assigned coach meets the <a href="#">COACH ELIGIBILITY REQUIREMENTS</a>. The district is charged with identifying the candidate’s Coach in an effort to ensure greater partnership and investment in the growth and development of the CASC candidate.</p>
<p>The program regularly assesses the quality of their professional learning offerings using criteria that includes participant feedback and direct observation of offerings.</p>	<p><b><i>The program regularly assesses the quality of their professional learning offerings using criteria that includes participant feedback and direct observation of offerings.</i></b></p> <p>The LVUSD CASC Credential Program Coordinator administers multiple evaluations to both candidates and coaches in an effort to collect data that will support ongoing program improvement. Following each of the six annual program classes, candidates will complete an electronic class evaluation. A comprehensive program evaluation will be provided mid-program and end-of-program to all candidates and coaches each year. Evaluation feedback will be synthesized by the Credential Program Coordinator and reviewed by the LVUSD Credential Program Advisory Board to inform decisions about program improvements. The Director of Curriculum, Instruction, and Categorical Programs will regularly provide feedback to the Credential Program Coordinator on the implementation of the programs.</p>
<p>The program leaders provide formative feedback to professional</p>	<p><b><i>The program leaders provide formative feedback to professional learning providers on their work.</i></b></p>

learning providers on their work.	The Credential Program Coordinator synthesizes feedback from the program meeting evaluations and the mid-year and end-of-year evaluations to provide formative feedback to professional learning providers.
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**Program Standard 3: Selection and Training of Coaches**

<p>The induction program selects, prepares, assigns, supports, and supervises coaches, using well-defined criteria.</p>	<p><b><i>The induction program selects....</i></b></p> <p>District employers are tasked with identifying and assigning the Coach to each candidate. The Credential Program Coordinator ensures that the assigned coach meets the <a href="#"><u>COACH ELIGIBILITY REQUIREMENTS</u></a>. Other areas for pairing a coach with a candidate include the coach’s experience, areas of expertise and interest; these are taken into consideration as factors to create the best match between coach and candidate to ensure candidate success. The district is charged with identifying the candidate’s Coach in an effort to ensure greater partnership and investment in the growth and development of the CASC candidate.</p> <p><b><i>...prepares, supports...</i></b></p> <p>Coaches attend 24 hours of annual Coach training provided by the LVUSD CASC Program. The Coaching Training Classes are aligned to research-affirmed coaching practices found in <i>Cognitive Coaching</i>, <i>Blended Coaching</i>, and the <i>Adaptive Schools</i> frameworks. Specific details about the Coach Trainings can be found in the <a href="#"><u>LVUSD CENTER FOR EDUCATIONAL EXCELLENCE COURSE CATALOG</u></a> (for Coaches). The Credential Program Coordinator is available for one-on-one and phone meetings to support district Coaches with specific, individualized challenges that they might be facing.</p> <p><b><i>...supervises Coaches using well-defined criteria.</i></b></p> <p>Coaches are required to support their CASC candidates for a minimum of 40 hours annually. This support is documented on the <a href="#"><u>COACHING LOG</u></a> and is submitted with the CASC candidate’s Leadership Growth Portfolio as a criteria for clear credential recommendation. LVUSD believes that the foundation of a quality experience in the CASC program is the quality of the Coach, so a <a href="#"><u>COACH REASSIGNMENT POLICY</u></a> is in place to support both Candidates and Coaches who may identify that they are not well matched. The Coach Reassignment Policy is shared verbally with the CASC Candidates and Coaches at our first annual meeting and is</p>
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	published in the CASC Program Handbook (of which all candidates receive a copy) and the LVUSD Online Learning Platform.
Coaches receive initial training prior to being assigned to a candidate.	<p><b><i>Coaches receive initial training prior to being assigned to a candidate.</i></b></p> <p>Prior to being assigned to a candidate and beginning the Coaching process, potential Coaches complete the CASC 702 class outlined in the <a href="#">LVUSD CENTER FOR EDUCATIONAL EXCELLENCE COURSE CATALOG (for Coaches)</a>. This class provides an initial training about the program and an overview of the Coaching framework prior to our first Coach training class. <a href="#">During this initial training, the importance of strict confidentiality between coach and candidate will be explicitly detailed.</a> This falls in line with our coaching philosophy; coaches are partners in mediating thinking with the candidate. As trust is the foundation for any supportive relationship, we will also teach the skills to build trust and rapport, along with the coaching support functions so that coaches can make purposeful and intentional efforts to build their coaching relationship.</p>
Initial training 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 candidate growth in the leadership competencies outlined in Standard 5 of the Administrative Services Credential Induction Program Standards.	<p><b><i>Initial training 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 candidate growth in the leadership competencies outlined in Standard 5 of the Administrative Services Credential Induction Program Standards.</i></b></p> <p>The initial CASC 702 Class outlined in the <a href="#">LVUSD CENTER FOR EDUCATIONAL EXCELLENCE COURSE CATALOG</a> is provided to all Coaches prior to being assigned to a candidate and completing the first Coaching requirements. This class provides an overview of the localized coaching program, gives coaches an opportunity to reflect on their coaching practice and to set a goal for the year, and provides an opportunity for all Coaches to become familiar with and understand the purpose and use of the <a href="#">LEADERSHIP GROWTH PLAN</a> , <a href="#">CPSEL SELF-REFLECTION</a>, and <a href="#">COACHING LOG</a>. Additionally, the CASC 702 class provides an overview of the formative feedback and summative <a href="#">DOCUMENTATION REVIEW PANEL</a> review processes. Coaches become familiar with the alignment between the course catalog and the Leadership Growth Plan in supporting CPSEL-aligned professional growth for CASC candidates in alignment with Standard 5 of the Administrative Services Credential Induction Program Standards.</p>
The program provides ongoing training to	<b><i>The program provides ongoing training to refine coaching skills...</i></b>

<p>refine coaching skills, engage in ongoing professional learning in current educational trends, research and policy changes.</p>	<p>Coaches attend 24 hours of annual Coach training provided by the LVUSD CASC Program. The Coaching Training Classes are aligned to research-affirmed coaching practices found in <i>Cognitive Coaching</i>, <i>Blended Coaching</i>, and the <i>Adaptive Schools</i> frameworks. Specific details about the Coach Trainings can be found in the <a href="#">LVUSD CENTER FOR EDUCATIONAL EXCELLENCE COURSE CATALOG (for Coaches)</a>. The Credential Program Coordinator is available for one-on-one and phone meetings to support district Coaches with specific, individualized challenges that they might be facing.</p> <p><b><i>..engage in ongoing professional learning in current educational trends, research and policy changes.</i></b></p> <p>CASC coaches are invited and encouraged to attend all CPSEL-aligned CASC Candidate classes, as outlined in the course catalog. CASC candidate classes provide the current information relating to policy, research, and best practices and are presented by locally recognized experts. CASC coaches must attend a minimum of two CASC candidate classes per year to stay current on educational trends, research, and policy changes. Course texts and class resources are provided to all Coaches to support professional growth.</p>
<p>The program provides ongoing support for individual coaching challenges, reflection on coaching practice, and opportunities for networking with coaching peers.</p>	<p><b><i>The program provides ongoing support for individual coaching challenges, reflection on coaching practice, and opportunities for networking with coaching peers.</i></b></p> <p>The Credential Program Coordinator is available to all Coaches to provide routine Coach support for individualized questions and support needs. Peer support and meta-coaching opportunities are provided within each of the Coaching classes outlined in the <a href="#">LVUSD CENTER FOR EDUCATIONAL EXCELLENCE COURSE CATALOG (for Coaches)</a>. Peer support and feedback allow for Coaches to refine their practice in an effort to continually improve. All Coaches from across Ventura/Los Angeles County attend Coach classes together, which provides for multiple opportunities for networking and interfacing with an assortment of colleagues from a diversity of backgrounds.</p>
<p>The program identifies and assigns one of its coaches to each candidate within</p>	<p><b><i>The program identifies and assigns one of its coaches to each candidate within the first 30 days of days of the candidate’s admission to the program, matching the coach and candidate according to defined criteria.</i></b></p>

<p>the first 30 days of days of the candidate’s admission to the program, matching the coach and candidate according to defined criteria.</p>	<ol style="list-style-type: none"> <li>1. The candidate completes the <a href="#">PROGRAM APPLICATION</a>. This application is reviewed jointly by the LVUSD Credential Program Coordinator and the LVUSD Credential Analyst to ensure that the candidate meets the eligibility requirements outlined in the CASC preconditions.</li> <li>2. After verifying that the candidate meets the eligibility requirements, the Credential Program Coordinator contacts the Superintendent (or designee) of the partner district to identify a Coach for the candidate. The superintendent is made aware of the <a href="#">COACH ELIGIBILITY REQUIREMENTS</a> which include: <ul style="list-style-type: none"> <li>- A minimum of three years serving in an administrative position.</li> <li>- A California Clear Administrative Services Credential.</li> </ul> <p>The Superintendent of the partner district is responsible for making arrangements with the candidate to cover the cost of the Coaching. In some districts, Superintendents might choose to hire an outside Coach. In other districts, the Superintendent may choose to identify a Coach who is currently practicing in the district. Once a Coach has been identified by the district, the Credential Program Coordinator sends the Coach the <a href="#">COACH APPLICATION</a>. The Coach application is reviewed by the Credential Program Coordinator and the LVUSD Credentials Analyst to ensure that the Coach meets the program eligibility requirements. The Coach must be assigned to the CASC candidate within 30 days of being enrolled in the CASC program.</p> </li> <li>3. When the Coach and the Candidate have completed their applications, and they have been reviewed and approved by the LVUSD program, they are officially enrolled in the program and receive notification about the first joint advisement meeting. Candidates and Coaches attend the CASC Candidate advisement together, which is held within the 120 day hiring window. Coaches receive their first Coaching training class prior to CASC candidate advisement and are provided with their <a href="#">COACHING LOG</a> at this class. This allows for the Coach to begin supporting the CASC candidate prior to CASC candidate advisement, if they (Candidate and Coach) mutually choose to do so.</li> </ol>
<p>Clear procedures are in place for</p>	<p><b><i>Clear procedures are in place for reassignment of coaches, if the candidate/coach pairing is not effective.</i></b></p>

<p>reassignment of coaches, if the candidate/coach pairing is not effective.</p>	<p>LVUSD believes that the foundation of a quality experience in the CASC program is the quality of the Coach, so a <a href="#">COACH REASSIGNMENT POLICY</a> is in place to support both Candidates and Coaches who may identify that they are not well matched.</p>
<p>The program regularly assesses the quality of services provided by coaches to candidates, using criteria including participant feedback, direct observation of coaching, growth of candidate on established criteria, and compliance with program requirements.</p>	<p><b><i>The program regularly assesses the quality of services provided by coaches to candidates, using criteria including participant feedback...</i></b></p> <p>The LVUSD CASC Program administers an annual CASC Candidate Evaluation of Coaching to all CASC Candidates. This evaluation provides the program with direct feedback about each candidate’s specific experience in the CASC program.</p> <p><b><i>...direct observation of coaching...</i></b></p> <p>Through the Coaching Trainings outlined in the <a href="#">COURSE CATALOG (for Coaches)</a>, Coaches are provided with multiple opportunities to practice new skills with both their Coach colleagues and their CASC candidates. The Credential Program Coordinator and other professional learning partners provide direct feedback to Coaches at these classes in an effort to support their ongoing development of Coaching practices.</p> <p><b><i>...growth of candidate on established criteria, and compliance with program requirements.</i></b></p> <p>The LEADERSHIP GROWTH PLAN is scored against a 3-point CPSEL-aligned <a href="#">CASC SCORING RUBRIC</a> by the <a href="#">DOCUMENTATION REVIEW PANEL</a>. CASC candidates are provided this rubric at the start of each academic year, and clear examples are provided to the candidates that demonstrate what a “3”, “2” , and “1” look like. Formative feedback is provided in an ongoing fashion by the Credential Program Coordinator via the LVUSD Online Learning Platform for portfolio components, which include the <a href="#">LEADERSHIP GROWTH PLAN</a> , <a href="#">CPSEL SELF-REFLECTION</a>, and <a href="#">COACHING LOG</a>.</p>
<p>Induction program leaders provide formative feedback to coaches on their work.</p>	<p><b><i>Induction program leaders provide formative feedback to coaches on their work.</i></b></p> <p>The Credential Program Coordinator provides formative feedback on the <a href="#">LEADERSHIP GROWTH PLAN</a> (LGP) via the LVUSD Online</p>



	<p>Learning Platform. Candidates submit LGP components at specified due dates throughout the year to the Credential Program Coordinator via the Online Learning Platform. This allows for the Credential Program Coordinator to monitor pace and the quality of the performance assessment, as it is being developed.</p>
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**Program Standard 4: Professional Learning**

<p>The induction program is a composite of the key intersecting elements of individualized coaching, professional learning opportunities, and assessment of skills, dependent upon the identified needs of each candidate, and chronicled on a common document, the individual induction plan (IIP).</p>	<p><b><i>The induction program is a composite of the key intersecting elements of individualized coaching, professional learning opportunities, and assessment of skills, dependent upon the identified needs of each candidate, and chronicled on a common document, the individual induction plan (IIP).</i></b></p> <p>As outlined on the <a href="#">PROGRAM OVERVIEW</a> document, the LVUSD CASC program consists of three key elements:</p> <ol style="list-style-type: none"> <li>1. Coaching: CASC Candidates are provided with an experienced administrator coach who provides 1-on-1 support via a confidential relationship. The coaching experience is job-embedded, and actionable feedback is provided by the Coach via a non-evaluative partnership. The Coach receives a minimum of 24 hours of annual coaching training via the LVUSD localized coaching model.</li> <li>2. Professional Learning: CASC candidates participate in CPSEL-aligned professional learning classes via the CASC program. These classes are aligned to CASC Program Standard 5. These classes support ongoing growth for the candidate and take a variety of forms. Candidates select personalized professional learning opportunities via their <a href="#">LEADERSHIP GROWTH PLAN</a>. Selected professional learning is aligned to identified CPSELS as well as the CASC candidate’s focus area. Candidates document their professional learning and growth on their individualized <a href="#">LEADERSHIP GROWTH PLAN</a>.</li> <li>3. Assessment of Candidate Competence: Candidates complete ongoing coach-facilitated <a href="#">CPSEL SELF-REFLECTIONS</a> throughout the two-year program. The purpose of the CPSEL Self-Reflection is to allow for a candidate to demonstrate growth over time with respect to each of the identified CPSEL elements. Candidates demonstrate competence via their <a href="#">LEADERSHIP GROWTH PLAN</a>. The LGP allows for a</li> </ol>
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	<p>candidate to demonstrate their ability to holistically manage the multifaceted responsibilities of a school/district leader while embodying a foundational disposition to reflect on their leadership practice, set focus areas, execute those goals with the support of professional learning/research, and reflect on the process to determine next steps.</p>
<p>The induction experience is informed by ongoing assessment and is cyclical in nature.</p>	<p><b><i>The induction experience is informed by ongoing assessment and is cyclical in nature.</i></b></p> <p>All CASC candidates complete a <a href="#">CPSEL SELF-REFLECTION</a> at three points each academic year. One purpose of this activity is to help candidates establish growth goals against professional standards. The <a href="#">LEADERSHIP GROWTH PLAN (LGP)</a> is completed during each academic year by all candidates. The purpose of the LGP is to foster the disposition for each administrator to reflect on their leadership practice using professional standards, site/district data, professional research and to utilize those reflections to implement goals and establish professional learning plans for ongoing growth and improvement.</p>
<p>Components include initial assessment, goal setting, a plan that incorporates coaching and professional learning opportunities, ongoing formative assessment and reflection, benchmark and summative assessment and reflects a minimum of 60 clock hours and a maximum of 90 clock hours annually</p>	<p><b><i>Components include initial assessment, goal setting...</i></b></p> <p>Candidates complete an initial <a href="#">CPSEL SELF-REFLECTION</a> that is facilitated by their Coach during the first class. The CPSEL Self-Reflection, coupled with a review of the candidate’s district and site leadership goals, leads to the formation of the first part of the <a href="#">LEADERSHIP GROWTH PLAN (LGP)</a>, which includes the focus area for the year.</p> <p><b><i>...a plan that incorporates coaching and professional learning opportunities...</i></b></p> <p>The LGP outlines the professional learning opportunities that are aligned to the candidate’s focus area. Candidates receive a minimum of 40 hours of annual support from their district-assigned Coach, as documented on the <a href="#">COACHING LOG</a></p> <p><b><i>...ongoing formative assessment and reflection...</i></b></p> <p>Candidates complete the LGP throughout each year, along with a CPSEL Self-Reflection at the beginning, middle, and end of each year. The LGP and the CPSEL Self-Reflection provide opportunities for candidates to reflect on their leadership practice against</p>

professional standards and through the specific context of their district or school setting.

***...benchmark and summative assessment...***

Candidates submit their Leadership Growth Portfolios, which include the [LEADERSHIP GROWTH PLAN](#) , [CPSEL SELF-REFLECTION](#), and [COACHING LOG](#) to the [DOCUMENTATION REVIEW PANEL](#) (DRP) at the end of each academic year. The DRP utilizes the [CASC SCORING RUBRIC](#) to score each portfolio for a final summative grade. The DRP ensures that each Leadership Growth Portfolio is read a minimum of two times by two separate readers. If there is a discrepancy in scoring, the Credential Program Coordinator provides a final, third-review of each portfolio to determine the final score. Candidates submit components of the Leadership Growth Portfolio (specifically the LGP) throughout the year to the Credential Program Coordinator via the LVUSD Online Learning Platform for formative feedback. Mid-way through each academic year, the LGP, CPSEL-Self-Reflection, and Coaching Log are reviewed by the Credential Program Coordinator as a benchmark assessment. Candidates are provided feedback in this mid-year benchmark about their progress towards meeting the end-of-year standard defined on the CASC Scoring Rubric.

***...and reflects a minimum of 60 clock hours and a maximum of 90 clock hours annually.***

All CASC Candidates attend a minimum of 35 hours of annual classes provided by the LVUSD CASC Program. Candidates receive a minimum of 40 annual hours of Coaching support from their Coaches each year. Within the classes and the coaching hours, candidates are supported with completing their Leadership Growth Portfolio. Candidates pursue additional professional learning aligned to their LGP. Through Coaching and classes, the LVUSD CASC program provides a minimum of 70 hours of support to all candidates. The Credential Program Coordinator monitors class attendance carefully in adherence with the attendance policy to ensure that all candidates are attending classes. Through the mid-year benchmark and summative end-of-year Performance Assessment, the Credential Program Coordinator reviews the Coaching Logs and Support Records to ensure that the minimum 40-hour requirement is satisfied, while not exceeding the total 90-hour maximum.

A. The Individual Induction Plan (IIP)	
<p>The program provides candidates and coaches opportunities to collaboratively develop professional performance goals as part of an annual Individual Induction Plan (IIP), that is grounded in the outcomes of Standard 5, considers employer priorities and individual job responsibilities.</p>	<p><b><i>The program provides candidates and coaches opportunities to collaboratively develop professional performance goals as part of an annual Individual Induction Plan (IIP), that is grounded in the outcomes of Standard 5, considers employer priorities and individual job responsibilities.</i></b></p> <p>The <a href="#">LEADERSHIP GROWTH PLAN</a> (LGP) is developed by all CASC candidates with the support of the CASC Coach, the Credential Program Coordinator, and the district Superintendent (or designee). The LGP is completed during each academic year of the candidate’s two-year experience in the program. Candidates utilize their initial <a href="#">CPSEL SELF-REFLECTION</a>, as well as a review of their district and site plans, district/school vision, and Coaching conversations to arrive at their focus area. The focus area is aligned to select CPSELS/Standard 5 outcomes and must be approved by the Coach, Superintendent (or designee) and the Credential Program Coordinator. The LGP requires candidates to construct measurable indicators of progress toward their goal as well as professional learning activities/research to support their implementation. Both the measurable indicators and the professional learning plan need to be aligned to selected CPSELS/Standard 5 outcomes. During the reflective phase of the LGP, candidates list evidence of progress made toward their focus area and align this evidence to the CPSELS/Standard 5 outcomes. The experience of designing/implementing the Leadership Growth Plan is job-embedded with CPSELS (Standard 5 outcomes) serving as the foundational standards for evaluation and self-reflection.</p>
<p>The IIP serves as the blueprint for the full induction experience, outlining the components of the program that will enable the candidate to meet or exceed established performance goals.</p>	<p><b><i>The IIP serves as the blueprint for the full induction experience, outlining the components of the program that will enable the candidate to meet or exceed established performance goals.</i></b></p> <p>The individualized <a href="#">LEADERSHIP GROWTH PLAN</a> (LGP) serves as the blueprint for the full induction experience for the candidates. The first part of the LGP leads a candidate to synthesize their <a href="#">CPSEL SELF-REFLECTION</a>, district and school goals, their school/department vision/mission and their initial reflections with their CASC coach into a strategic leadership goal for the year. This goal, rooted in the context of the candidate’s position and individualized standards-aligned reflections, serves as the driving factor for the remaining components of the LGP, which include the implementation plan and the post-LGP reflections.</p>

<p>In accordance with Ed.Code 44270.1(a)(3), the IIP identifies individual needs, based on the candidate’s assignment and prior professional experiences, including the assessment that occurs at the end of the preliminary program, if available.</p>	<p><b><i>In accordance with Ed.Code 44270.1(a)(3), the IIP identifies individual needs, based on the candidate’s assignment and prior professional experiences, including the assessment that occurs at the end of the preliminary program, if available.</i></b></p> <p>In Parts I-III of the <a href="#">LEADERSHIP GROWTH PLAN</a> (LGP), candidates develop a focus area that is informed by the <a href="#">CPSEL SELF-REFLECTION</a>, district and school goals and their initial coaching conversations. Candidates are encouraged to reflect back to their Preliminary Administrative Services Credential program performance assessment to identify areas of strength and growth as they relate to the formation of a focus area for the Leadership Growth Plan . The LVUSD CASC Credential Program Coordinator also oversees the LVUSD PASC program. This design is intentional, as it allows for LVUSD to promote a continuum of leadership development in Ventura/Los Angeles County that connects the experiences (Performance Assessment included) of the PASC program to the CASC program in a clear, deliberate progression.</p>
<p>The program ensures that the IIP identifies specific performance outcomes and data to be collected to certify demonstration of candidate proficiency in the areas of leadership articulated in Standard 5 of the Administrative Services Credential Induction Program Standards.</p>	<p><b><i>The program ensures that the IIP identifies specific performance outcomes and data to be collected to certify demonstration of candidate proficiency in the areas of leadership articulated in Standard 5 of the Administrative Services Credential Induction Program Standards.</i></b></p> <p>In the <a href="#">LEADERSHIP GROWTH PLAN</a> (LGP), candidates identify their focus area and the alignment of the goal to areas of needed growth identified through the <a href="#">CPSEL SELF-REFLECTION</a>.</p> <p>In the leadership growth modules (a component of the <b>LGP</b>), candidates identify measurable indicators of progress toward meeting their focus area. These indicators are aligned to the CPSELS/Standard 5 outcomes.</p> <p>Each academic year of the LVUSD CASC program focuses on different CPSEL elements. Year 1 focuses on CPSELS 1B, 2A, 3C, 4A, 4B, and 6B. Year 2 focuses on CPSELS 1A, 1C, 2C, 3B, 3D, and 5B.</p>
<p>The IIP is a working document, periodically revisited for reflection and revision.</p>	<p><b><i>The IIP is a working document, periodically revisited for reflection and revision.</i></b></p> <p>The <a href="#">LEADERSHIP GROWTH PLAN</a> is completed throughout the academic year in phases.. Candidates utilize the LGP as a working document or “Roadmap” to outline their plan for achieving their focus area. The LGP is not evaluated for summative scoring until the end of the academic year. Candidates are provided the flexibility to</p>

	<p>amend components of their plan, with the close feedback and oversight of the Credential Program Coordinator and the Coach. In Year 2 of the LVUSD CASC program, candidates reflect upon their previous year’s LGP to determine how their previous year’s goal might influence their Y2 focus areas and action steps.</p>
<p>The IIP supports both the coaching and professional learning aspects of the induction program.</p>	<p><b><i>The IIP supports both the coaching and professional learning aspects of the induction program.</i></b></p> <p>CASC Candidates develop the <a href="#">LEADERSHIP GROWTH PLAN</a> with the support of their Coaches. Program Classes and in-person meeting time is utilized to support the candidate with the development of their LGP. Coaches practice their coaching skills through supporting the candidate development of the LGP.</p>
<p>B. Coaching</p>	
<p>The program implements a research-based coaching model, with a sound rationale, that meets the individual needs of beginning administrators.</p>	<p>The LVUSD CASC Program utilizes <i>Blended Coaching</i> by Gary Bloom, Claire Castagna, Ellen Moir, and Betsy Warren as the foundational text for supporting the coaching component of our program. Coaches learn how to balance instructional coaching with facilitative coaching as they interface with our candidates. To support the development of facilitative coaching skills, elements of Costa and Garmston’s <i>Cognitive Coaching</i> and Garmston and Wellman’s <i>Adaptive Schools</i> frameworks are brought in. In the first year of the LVUSD CASC program, there is a heavy focus on facilitative coaching moves. This initial focus on facilitative coaching is deliberate so that Coaches learn to start Coaching conversations from a facilitative point. That said, LVUSD recognizes that instructional coaching has an important place in supporting the novice administrator, so all Coaches are provided with a clear overview of the Blended Coaching model at the outset of the Coaching program so that they can effectively navigate through the support functions. Specifics of the Coaching classes can be found in the <a href="#">COURSE CATALOG (for Coaches)</a>.</p>
<p>Coaching is a process and service that is individualized for each candidate, with a common focus of developing leadership competency rather</p>	<p><b><i>Coaching is a process and service that is individualized for each candidate, with a common focus of developing leadership competency rather than completion of hours.</i></b></p> <p>Coaches are exposed to Carol Dweck’s growth-mindset work, Fullan’s <i>Coherence</i> work and Liz Wiseman’s <i>Multiplier Effect</i> work to establish a disposition of supporting leadership growth for their</p>

<p>than completion of hours.</p>	<p>respective candidates. While all Coaches must provide a minimum of 40 hours of Coaching Support for their candidates as evidenced on the <a href="#">COACHING LOG</a> the goal is for the Coaching experience to be seen as an individualized growth opportunity, rather than a simple hour requirement. Coach quality is measured by the Credential Program Coordinator via the Leadership Growth Portfolio, which includes the <a href="#">CPSEL SELF-REFLECTION</a>, the <a href="#">LEADERSHIP GROWTH PLAN</a>, the <a href="#">COACHING LOG</a>. The quality of the portfolio and the evidenced growth over time of the candidate are indicators of coaching quality and will serve as key data about the efficacy of the LVUSD CASC coaching program.</p>
<p>The coaching based induction program provides a minimum of forty hours of job-embedded coaching each year, including site visits, face-to-face meetings, and electronic conversation (e.g. telephone, computer applications) to support the development of leadership competencies in response to the complexity of the candidate's administrative position, experience, background and IIP goals.</p>	<p><b><i>The coaching based induction program provides a minimum of forty hours of job-embedded coaching each year...</i></b></p> <p>The LVUSD CASC program requires a minimum of 40 hours of job-embedded coaching each year. Coaches must agree to this requirement on the <a href="#">COACH APPLICATION</a> and document their satisfying this requirement via the <a href="#">COACHING LOG</a>. The content of the coaching conversations is candidate-directed, based on the identified needs from the <a href="#">CPSEL SELF-REFLECTION</a>, <a href="#">LEADERSHIP GROWTH PLAN</a> (LGP), and site-specific issues that the candidate might be dealing with.</p> <p><b><i>...including site visits, face-to-face meetings, and electronic conversation (e.g. telephone, computer applications) to support the development of leadership competencies in response to the complexity of the candidate's administrative position, experience, background and IIP goals.</i></b></p> <p>The LVUSD CASC coaching program requires that the majority percentage of candidate coaching must be provided through in-person, face-to-face meetings. The remaining portion of the Coaching hours can be provided through electronic and/or telephone conversation. All coaching conversations require documentation using the <a href="#">COACHING LOG</a>. The Coaching log allows for the Coach to indicate the content of the Coaching meeting (whether it was related to the LGP, CPSELS, site issues, etc.).</p>
<p>In order to provide each candidate with the coaching service needed to attain program outcomes, additional coaching</p>	<p><b><i>In order to provide each candidate with the coaching service needed to attain program outcomes, additional coaching hours may be required.</i></b></p> <p>The LVUSD CASC program establishes a 40-hour minimum requirement for Coaching. That said, Coaches are made aware in</p>

hours may be required.	the initial Coaching class that additional coaching might be necessary to adequately support candidate needs.
Coaching is regular, consistent, and ongoing throughout each year of the two-year program.	<p><b><i>Coaching is regular, consistent, and ongoing throughout each year of the two-year program.</i></b></p> <p>Coaches in the LVUSD CASC Program must meet a 40-hour annual minimum requirement for Coaching each academic year, which is documented on the <a href="#">COACHING LOG</a>. The Coaching Log serves as evidence that the Coaching experience was spread throughout the two program years. Coaches and Candidates attend Coach trainings as outlined on the <b>COURSE CATALOG (for Coaches and for Candidates)</b>. These trainings provide opportunities for practice and occur throughout the two program years.</p>
Coaching is enhanced with technology supports, however it should be primarily in person and at the site	<p><b><i>Coaching is enhanced with technology supports, however it should be primarily in person and at the site.</i></b></p> <p>The LVUSD CASC coaching program requires that the majority percentage of candidate coaching must be provided through in-person, face-to-face meetings. The remaining portion of the Coaching hours can be provided through electronic and/or telephone conversation. All coaching conversations require documentation using the <a href="#">COACHING LOG</a>.</p>
The coaching process is one that requires confidential coach-candidate collaboration in	<p><b><i>The coaching process is one that requires confidential coach-candidate collaboration in...</i></b></p> <p>At the first Coaching Class, found in the <a href="#">LVUSD CENTER FOR EDUCATIONAL EXCELLENCE CLASS CATALOG</a>, Coaches are made aware of the requirement to retain confidentiality throughout Coaching discussions. While the decision of Coach-candidate placement rests heavily with the district, the Credential Program Coordinator encourages the district to place a Coach with a candidate who is in a non-evaluative position over that candidate.</p>
...self-assessment;	<p><b><i>...self-assessment...</i></b></p> <p>At three points throughout each academic year, candidates complete a <a href="#">CPSEL SELF-REFLECTION</a> through the facilitation of their Coach. Coaches apply facilitative coaching skills to support the candidate with an accurate self-assessment.</p>
...investigation and data gathering regarding the	<p><b><i>...investigation and data gathering regarding the circumstances and environment in which the candidate is embedded, and</i></b></p>



<p>circumstances and environment in which the candidate is embedded, and identification of candidate’s experience, prior knowledge, and needs;</p>	<p><b><i>identification of candidate’s experience, prior knowledge, and needs....</i></b></p> <p>The Coach supports the candidate with each part of the development of their <a href="#">LEADERSHIP GROWTH PLAN</a> (LGP). The initial parts of the Leadership Growth Plan and the coach-facilitated <a href="#">CPSEL SELF-REFLECTION</a> allow for the coach to explore the background, prior knowledge, dispositions, and current context of the candidate that they support.</p>
<p>...goal setting, that intertwines job-embedded leadership performance with Category III, Standard 5 program outcomes;</p>	<p><b><i>...goal setting, that intertwines job-embedded leadership performance with Category III, Standard 5 program outcomes...</i></b></p> <p>Coaches support their candidates with the development of their focus area that serves as the driving factor for their <a href="#">LEADERSHIP GROWTH PLAN</a> . The focus area is aligned to the CPSELs/Standard 5 indicators and must be approved by the Coach, district Superintendent (or designee), and the Credential Program Coordinator.</p>
<p>...action planning to guide attainment of goals but which also identifies opportunities for both candidate growth and demonstration of program outcomes;</p>	<p><b><i>...action planning to guide attainment of goals but which also identifies opportunities for both candidate growth and demonstration of program outcomes...</i></b></p> <p>The Coach supports the candidate with each part of the development of their <a href="#">LEADERSHIP GROWTH PLAN</a> (LGP). The LGP requires the candidate to consider measurable indicators of progress that will ensure the likelihood of growing in their focus area. The LGP requires the candidate to map out professional learning activities via the Leadership Growth Modules that will support goal implementation. The final part of the LGP (completed at the end of the academic year) requires the candidate to identify and analyze CPSEL-aligned evidence of having made progress toward achieving the focus area. In this part, the candidate analyzes the impact of their LGP and plan out next steps in the spirit of ensuring that the LGP represents an ongoing growth process towards improving school/district leadership outcomes.</p>
<p>...observation and data gathering regarding learning, impact, and leadership performance;</p>	<p><b><i>...observation and data gathering regarding learning, impact, and leadership performance...</i></b></p> <p>The Coach supports the candidate with the reflection component of the <a href="#">LEADERSHIP GROWTH PLAN</a> The last part of the LGP</p>



	<p>(completed at the end of the academic year) requires the candidate to identify and analyze CPSEL-aligned evidence of having made progress toward achieving the focus area.</p> <p>Additionally, Coaches support candidates with reflective journals relating to data gathering regarding impact and leadership performance. Candidates offer support on the RJs through using facilitative and instructional coaching moves as the candidates consider the questions.</p>
<p>...ongoing facilitated reflection, formative assessment, adaptation, anticipation, and development of leadership competence;</p>	<p><b><i>...ongoing facilitated reflection, formative assessment, adaptation, anticipation, and development of leadership competence...</i></b></p> <p>The Coach utilizes facilitative coaching strategies to support the candidate with their <a href="#">CPSEL SELF-REFLECTION</a>, reflective journals (which will be completed quarterly via NEO LMS), and to help develop the <a href="#">LEADERSHIP GROWTH PLAN</a> (LGP). In the LGP, candidates need to anticipate/identify how progress toward their focus area will be identified. As the LGP is implemented, candidates may need to refine their focus area or leadership growth modules as they encounter unforeseen obstacles or challenges. Leadership competence is demonstrated through the Leadership Growth Portfolio that is reviewed by the <a href="#">DOCUMENTATION REVIEW PANEL</a>. Coaches are provided feedback about their candidate’s Leadership Growth Portfolio as a means of formative feedback to inform their ongoing development and improvement as a Coach.</p>
<p>...and documentation of growth and attainment of Category III, Standard 5 program outcomes.</p>	<p><b><i>and documentation of growth and attainment of Category III, Standard 5 program outcomes.</i></b></p> <p>The Coach supports the candidate’s <a href="#">CPSEL SELF-REFLECTION</a> at three points during each academic year. Additionally, they support the development of the <a href="#">LEADERSHIP GROWTH PLAN</a> (LGP), which is aligned to the CPSELs/Standard 5 program outcomes.</p>
<p>C. Professional Development</p>	
<p>The program provides professional development offerings (a minimum of 20-30 clock hours annually) addressing needs common to all beginning educational administrators as well</p>	<p><b><i>The program provides professional development offerings (a minimum of 20-30 clock hours annually) addressing needs common to all beginning educational administrators...</i></b></p> <p>The program provides all candidates with a minimum of 35 annual hours of professional learning offerings, which support the development of Coaching dispositions as well as CPSEL-aligned classes. Classes are led by identified local experts with respect to the specific content area and are supported by the Personnel,</p>

<p>as provides differentiated learning opportunities as outlined in the candidates' IIP.</p>	<p>Educational Services, and Business Services divisions at the Las Virgenes Unified School District.</p> <p><b><i>...as well as provides differentiated learning opportunities as outlined in the candidates' IIP.</i></b></p> <p>The <a href="#">LEADERSHIP GROWTH PLAN</a> requires the candidate to identify research/professional learning that they will engage in to support the implementation of their focus area.</p>
<p>It includes reflection on current practice, direct instruction in research-based best practices, modeling, problem-based practice, and opportunities for planning and adaptation to current leadership responsibilities.</p>	<p><b><i>It includes reflection on current practice, direct instruction in research-based best practices, modeling, problem-based practice, and opportunities for planning and adaptation to current leadership responsibilities.</i></b></p> <p>Professional learning classes found within the <a href="#">LVUSD CENTER FOR EDUCATIONAL EXCELLENCE CLASS CATALOG (for Candidates)</a> are presented through a blend of modeling, direct instruction, and collaborative group work. Collaborative opportunities allow for groups to sort through scenarios/issues in an effort to reflect deeply on areas of leadership practice. LVUSD is committed to ensuring that candidates are provided with the most current and relevant information and resources to support leader development and, ultimately, positive student outcomes back at their school sites.</p>
<p>Professional development provides opportunities for candidates to develop professional networks that share best practices and challenges and garner collegial support.</p>	<p><b><i>Professional development provides opportunities for candidates to develop professional networks that share best practices and challenges and garner collegial support.</i></b></p> <p>All professional learning classes in the <a href="#">LVUSD CENTER FOR EDUCATIONAL EXCELLENCE CLASS CATALOG (for Candidates)</a> are attended by program participants. Program participants represent a diversity of leadership positions. Strategic seating and collaborative group activities are incorporated into all professional learning classes with the goal of candidate's broadening their professional networks beyond the boundaries of their schools. Additionally, candidates are exposed to a range of local administrative expert practitioners throughout the professional learning classes. These experts serve as future resources for the candidates for the candidates to lean on when they have a need.</p>
<p>All professional development is designed to support the application and</p>	<p><b><i>All professional development is designed to support the application and demonstration of program competency outcomes articulated in Standard 5 of the Administrative Services Credential</i></b></p>

<p>demonstration of program competency outcomes articulated in Standard 5 of the Administrative Services Credential Induction Program Standards, and the attainment of the candidate's IIP goals.</p>	<p><b><i>Induction Program Standards, and the attainment of the candidate's IIP goals.</i></b></p> <p>As outlined in the <a href="#">LVUSD CENTER FOR EDUCATIONAL EXCELLENCE CLASS CATALOG (for Candidates)</a>, professional learning classes are aligned to the CPSELS/Standard 5 of the CASC Induction Program Standards. Specific class content is presented by local expert practitioners, and content is informed by the focus areas identified in the <a href="#">LEADERSHIP GROWTH PLAN</a> for all candidates.</p>
<p>D. Assessment</p>	
<p>The induction program develops assessments to measure candidate competence and take into account the highly variable nature of administrative responsibilities.</p>	<p><b><i>The induction program develops assessments to measure candidate competence and take into account the highly variable nature of administrative responsibilities.</i></b></p> <p>All candidates in the LVUSD CASC program submit a summative Leadership Growth Portfolio at the conclusion of each program year. The Leadership Growth Portfolio is reviewed by the <a href="#">DOCUMENTATION REVIEW PANEL</a> (DRP) and consists of the <a href="#">CPSEL SELF-REFLECTION, LEADERSHIP GROWTH PLAN</a> (LGP), and the <a href="#">COACHING LOG</a>. The Leadership Growth Portfolio is reviewed by the DRP at the end of each academic year and scored against the <a href="#">CASC SCORING RUBRIC</a>. Ongoing formative feedback is provided by the Credential Program Coordinator to the candidates on Performance Assessment components throughout the academic year via the LVUSD Online Learning Platform. All candidate portfolios are reviewed by the Credential Program Coordinator via a mid-year benchmark assessment each year to provide feedback to the candidate regarding pace and content. All Performance Assessment components are adaptable and allow for the candidate to reflect deeply on their personal growth goals and the specific needs of the setting through which they lead.</p>
<p>Assessment tools such as rubric based scales, are based on outcomes from Standard 5 of the Administrative Services Credential Induction Program Standards, identified by the program to</p>	<p><b><i>Assessment tools such as rubric based scales, are based on outcomes from Standard 5 of the Administrative Services Credential Induction Program Standards, identified by the program to measure leadership performance, and used to determine candidate growth and competence....</i></b></p> <p>The Leadership Growth Portfolio is reviewed each year by the <a href="#">DOCUMENTATION REVIEW PANEL</a> at the end of each academic year and scored against the <a href="#">CASC SCORING RUBRIC</a>. Ongoing formative feedback is provided by the Credential Program Coordinator to the</p>

<p>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.</p>	<p>candidates on Performance Assessment components throughout the academic year via the LVUSD Online Learning Platform. The CASC Scoring Rubric is aligned to the CPSEL/Standard 5 focus areas for each year. Year 1 focuses on CPSELS 1B, 2A, 3C, 4A, 4B, and 6B. Year 2 focuses on CPSELS 1A, 1C, 2C, 3B, 3D, and 5B. All six CPSELS are represented.</p> <p><b><i>Initial, formative, and summative assessments are collaborative, based on data gathered by the candidate, coach, and program.</i></b></p> <p>Initial assessment of the candidate is provided via the <b>CANDIDATE APPLICATION</b> and the initial <a href="#">CPSEL SELF-REFLECTION</a> which supports development of the <a href="#">LEADERSHIP GROWTH PLAN</a> (LGP).</p> <p>Formative assessment of the candidate is provided in an ongoing fashion as the candidate uploads components of the Leadership Growth Portfolio to the LVUSD Online Learning Platform for feedback from the Credential Program Coordinator. Additionally, Coaches and district Superintendents provide feedback to the candidate on their Leadership Growth Portfolio.</p> <p>Summative Assessment of the Leadership Growth Portfolio is conducted by the DRP who uses the CASC Scoring Rubric to determine if the portfolio demonstrates leadership competence.</p>
<p>The <b>initial induction</b> assessment is designed to measure a candidate’s entry-level competence in each of the program-selected outcomes from Standard 5 of the Administrative Services Credential Induction Program Standards as baseline information that can be compared in future assessments to determine the candidate’s growth over time and overall competency.</p>	<p><b><i>The initial induction assessment is designed to measure a candidate’s entry-level competence in each of the program-selected outcomes from Standard 5 of the Administrative Services Credential Induction Program Standards as baseline information that can be compared in future assessments to determine the candidate’s growth over time and overall competency.</i></b></p> <p>All candidates complete an initial <a href="#">CPSEL SELF-REFLECTION</a> at the beginning of each program year. The CPSEL Self-Reflection serves as an initial baseline through which the candidate can track growth over time. Over time, the coaching conversations should reflect a growing maturity in leadership practice. Furthermore, the candidate utilizes their initial self-assessments and coaching conversations to complete the <a href="#">LEADERSHIP GROWTH PLAN</a> (LGP).</p>

<p>The initial assessment is informed by multiple measures.</p>	<p><b><i>The initial assessment is informed by multiple measures.</i></b></p> <p>All candidates complete an initial <a href="#">CPSEL SELF-REFLECTION</a> at the beginning of each program year. The CPSEL Self-Reflection serves as an initial baseline through which the candidate can track growth over time. Additionally, initial coaching reflects the initial candidate needs/goals. Over time, the Coaching Support Records should reflect a growing maturity in leadership practice. Furthermore, the candidate utilizes their initial self-assessments and coaching conversations to complete the <a href="#">LEADERSHIP GROWTH PLAN</a> (LGP).</p>
<p><b>Formative</b> assessment supports and informs candidates about their professional performance and growth as they reflect and improve upon their practice as part of a cycle of inquiry and continuous improvement.</p>	<p><b><i>Formative assessment supports and informs candidates about their professional performance and growth as they reflect and improve upon their practice as part of a cycle of inquiry and continuous improvement.</i></b></p> <p>The <a href="#">CPSEL SELF-REFLECTION</a> allows for the candidate to monitor growth over time as they reflect on the CPSELs/Standard 5 outcomes at the beginning, middle, and end of the year. The <a href="#">LEADERSHIP GROWTH PLAN</a> allows for the candidate to assess their ability to execute a focus area that is aligned to school and district needs and is supported by personal professional learning and research. Each of the aforementioned formative assessment activities provides feedback to the candidate about leadership strengths and areas of needed growth.</p>
<p>The formative assessment process engages the candidate in gathering evidence about his/her own leadership practice, promotes reflection, documents candidate learning and leadership impact, and identifies next steps in pursuit of IIP goals.</p>	<p><b><i>The formative assessment process engages the candidate in gathering evidence about his/her own leadership practice, promotes reflection, documents candidate learning and leadership impact, and identifies next steps in pursuit of IIP goals.</i></b></p> <p>The <a href="#">LEADERSHIP GROWTH PLAN</a> (LGP) requires the candidate to gather and analyze CPSEL-specific evidence that supports growth in their focus area. The LGP requires the candidate to reflect upon the impact of their LGP--specifically, they interpret the events, evaluate the impact of their actions, and relate the actions to their philosophy of education. The LGP requires the candidate to reflect upon the LGP implementation experience and outline next steps with respect to how their learning will support their leadership practices in future years.</p>
<p>It utilizes multiple measures such as self-assessment, observation, and analyses of leadership performance.</p>	<p><b><i>It utilizes multiple measures such as self-assessment, observation, and analyses of leadership performance.</i></b></p> <p>Candidates complete an initial, mid-year, and end-of-year <a href="#">CPSEL SELF-REFLECTION</a> to self-assess growth over time against leadership standards.</p>

	<p>Candidates analyze leadership performance via the <a href="#">LEADERSHIP GROWTH PLAN</a> , where they identify evidence that supports growth in their focus area, and analyze impact and next steps as they move forward as a leader.</p>
<p>The program conducts a <b>benchmark</b> assessment midway through the program.</p>	<p><b><i>The program conducts a benchmark assessment midway through the program.</i></b></p> <p>Mid-way through each academic year, the <a href="#">LEADERSHIP GROWTH PLAN</a> , <a href="#">CPSEL SELF-REFLECTION</a>, and the <a href="#">COACHING LOG</a> are reviewed by the Credential Program Coordinator as a benchmark assessment. Candidates are provided feedback in this mid-year benchmark about their progress towards meeting the end-of-year standard defined on the <a href="#">CASC SCORING RUBRIC</a>.</p>
<p>This evaluates the candidate’s progress toward demonstration of competence.</p>	<p><b><i>This evaluates the candidate’s progress toward demonstration of competence.</i></b></p> <p>The mid-year benchmark assessment evaluates candidate’s progress toward passing the performance assessment, as defined on the <a href="#">CASC SCORING RUBRIC</a>.</p>
<p>The results of the benchmark assessment are reviewed with the candidate and recorded by the program, with prompt goal and/or IIP revisions, if necessary.</p>	<p><b><i>The results of the benchmark assessment are reviewed with the candidate and recorded by the program, with prompt goal and/or IIP revisions, if necessary.</i></b></p> <p>In addition to ongoing formative feedback on Leadership Growth Portfolio components provided to the candidate by the Credential Program Coordinator via the LVUSD Online Learning Platform, the Credential Program Coordinator provides all candidates with a summary of progress toward completing the performance assessment following the submission/review of the mid-year benchmark assessment.</p>
<p>Prior to recommending each candidate for a Clear Administrative Services Credential, the program determines that each candidate has reached a level of competence meriting possession of a Clear Administrative Services Credential.</p>	<p><b><i>Prior to recommending each candidate for a Clear Administrative Services Credential, the program determines that each candidate has reached a level of competence meriting possession of a Clear Administrative Services Credential.</i></b></p> <p>The <a href="#">DOCUMENTATION REVIEW PANEL</a> (DRP) utilizes the <a href="#">CASC SCORING RUBRIC</a> to determine if the candidate’s Leadership Growth Portfolio has met the criteria for recommending a Clear Administrative Services Credential. Candidates need to receive a passing score on the Leadership Growth Portfolio for both Year 1 and Year 2 of the program to be recommended for a Clear Credential.</p>



<p>This determination is based on a review of observed and documented evidence, collaboratively assembled by coach and candidate.</p>	<p><b><i>This determination is based on a review of observed and documented evidence, collaboratively assembled by coach and candidate.</i></b></p> <p>The Leadership Growth Portfolio consists of the <a href="#">CPSEL SELF-REFLECTION, LEADERSHIP GROWTH PLAN</a> (LGP), and the <a href="#">COACHING LOG</a>. The aforementioned documents are collaboratively assembled by the Coach and the LVUSD CASC candidate.</p>
<p>This <b>summative</b> review includes a defensible process, an appeal process, and a procedure for candidates to repeat portions of the program as needed.</p>	<p><b><i>This summative review includes a defensible process, an appeal process, and a procedure for candidates to repeat portions of the program as needed.</i></b></p> <p>Candidates and Coaches are provided with the <a href="#">CASC SCORING RUBRIC</a> at the start of each academic year via the Program Handbook. Candidates are provided ongoing formative feedback on their Performance Assessment via the LVUSD Online Learning Platform and through the mid-year benchmark assessment. Each portfolio is read a minimum of two times by two different <a href="#">DOCUMENTATION REVIEW PANEL</a> (DRP) readers to ensure consistency with grading practices. The DRP is trained to review the Leadership Growth Portfolios and the Credential Program Coordinator provides a third read of a portfolio, should there be a discrepancy in grading.</p>
<p>The induction program sponsor and the coach verify that the candidate has met competency expectations for performance as outlined in Standard 5 of the Administrative Induction Program standards.</p>	<p><b><i>The induction program sponsor and the coach verify that the candidate has met competency expectations for performance as outlined in Standard 5 of the Administrative Induction Program standards.</i></b></p> <p>The <a href="#">DOCUMENTATION REVIEW PANEL</a> (DRP) utilizes the <a href="#">CASC SCORING RUBRIC</a>, which is aligned to the select CPSELs/Standard 5 Program expectations that are focused on in each program year. Year 1 focuses on CPSELs 1B, 2A, 3C, 4A, 4B, and 6B. Year 2 focuses on CPSELs 1A, 1C, 2C, 3B, 3D, and 5B. The summative assessment rubric is linked to the CPSEL focus areas found within the <a href="#">LEADERSHIP GROWTH PLAN</a> (LGP), <a href="#">CPSEL SELF-REFLECTION</a>, and professional learning classes outlined in the <a href="#">LVUSD CENTER FOR EDUCATIONAL EXCELLENCE CLASS CATALOG</a> (for Candidates).</p>

<p><b>Program Standard 5: California Professional Standards for Education Leaders</b></p>	
<p>Induction programs support candidate development and growth in the</p>	<p><b><i>Induction programs support candidate development and growth in the following areas of educational leadership, requiring documentation in at least one area of each subsection (e.g. A., B.,) for a minimum of six areas of competence.</i></b></p>

<p>following areas of educational leadership, requiring documentation in at least one area of each subsection (e.g. A., B.,) for a minimum of six areas of competence.</p>	<p>Each academic year of the LVUSD CASC program focuses on different CPSEL elements. Year 1 focuses on CPSELS 1B, 2A, 3C, 4A, 4B, and 6B. Year 2 focuses on CPSELS 1A, 1C, 2C, 3B, 3D, and 5B. All six CPSELS are represented. The aforementioned CPSEL elements are explored through the <a href="#">CPSEL SELF-REFLECTION</a>, the <a href="#">LEADERSHIP GROWTH PLAN</a> (LGP) and the professional learning classes as evidenced in the <a href="#">LVUSD CENTER FOR EDUCATIONAL EXCELLENCE CLASS CATALOG (for Candidates)</a>. The RJs are strategically connected to the professional learning classes to allow for the candidate to experience a deep reflection on the CPSEL elements on multiple levels. <a href="#">Through the insight they share on their reflective journals, candidates provide feedback as to their individual needs so that we can tailor the course content to support candidates as they develop and hone their leadership skills. Candidates also receive individual support through their coaching relationship and interactions so that the coaching relationship is personalized and is, thus, at the heart of this clear credential experience. Using the language from <a href="#">West Ed’s Description of Practice</a> ensures that the candidate, coach, and program are all using a shared language to both meet the needs of the candidate as they grow and develop a reflective program based on feedback.</a></p>
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A. Development and Implementation of a Shared Vision

<p>Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.</p>	<p><b><i>Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.</i></b></p> <p>CPSEL elements 1A, 1B, and 1C are explored through the <a href="#">CPSEL SELF-REFLECTION</a>, the <a href="#">LEADERSHIP GROWTH PLAN</a> (LGP), and the professional learning classes as evidenced in the <b>LVUSD CENTER FOR EDUCATIONAL EXCELLENCE CLASS CATALOG (for <a href="#">Candidates</a> and for <a href="#">Coaches</a>).</b></p> <p>Each CPSEL element will be explored through a 3-hour class over the course of the program, as evidenced in the Y1 and Y2 Class Catalogs. The specific content and approach of the class will be dictated by the needs identified in the CPSEL Self-Reflections, and the LGP Focus areas.</p>
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**B. Instructional Leaders**

<p>Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.</p>	<p><b><i>Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.</i></b></p> <p>CPSEL elements 2A and 2C are explored through the <a href="#">CPSEL SELF-REFLECTION</a>, the <a href="#">LEADERSHIP GROWTH PLAN</a> (LGP), and the professional learning classes as evidenced in the <b>LVUSD CENTER FOR EDUCATIONAL EXCELLENCE CLASS CATALOG (for <a href="#">Candidates</a> and for <a href="#">Coaches</a>)</b>.</p> <p>Each CPSEL element will be explored through a 3-hour class over the course of the program, as evidenced in the Y1 and Y2 Class Catalogs. The specific content and approach of the class will be dictated by the needs identified in the CPSEL Self-Reflections, and the LGP Focus areas.</p>
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**C. Management and Learning Environment.**

<p>Education leaders manage the organization to cultivate a safe and productive learning and working environment.</p>	<p><b><i>Education leaders manage the organization to cultivate a safe and productive learning and working environment.</i></b></p> <p>CPSEL elements 3B, 3C, and 3D are explored through the <a href="#">CPSEL SELF-REFLECTION</a>, the <a href="#">LEADERSHIP GROWTH PLAN</a> (LGP), and the professional learning classes as evidenced in the <b>LVUSD CENTER FOR EDUCATIONAL EXCELLENCE CLASS CATALOG (for <a href="#">Candidates</a> and for <a href="#">Coaches</a>)</b>..</p> <p>Each CPSEL element will be explored through a 3-hour class over the course of the program, as evidenced in the Y1 and Y2 Class Catalogs. The specific content and approach of the class will be dictated by the needs identified in the CPSEL Self-Reflections, and the LGP Focus areas.</p>
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**D. Family and Community Engagement**

<p>Education leaders collaborate with families and other stakeholders to address diverse student and community interests</p>	<p><b><i>Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.</i></b></p> <p>CPSEL elements 4A and 4B are explored through the <a href="#">CPSEL SELF-REFLECTION</a>, the <a href="#">LEADERSHIP GROWTH PLAN</a> (LGP), and the professional learning classes as evidenced in the <b>LVUSD CENTER</b></p>
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<p>and mobilize community resources.</p>	<p><b>FOR EDUCATIONAL EXCELLENCE CLASS CATALOG (for <a href="#">Candidates</a> and for <a href="#">Coaches</a>).</b></p> <p>Each CPSEL element will be explored through a 3-hour class over the course of the program, as evidenced in the Y1 and Y2 Class Catalogs. The specific content and approach of the class will be dictated by the needs identified in the CPSEL Self-Reflections, and the LGP Focus areas.</p>
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**E. Ethics and Integrity**

<p>Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.</p>	<p><b><i>Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.</i></b></p> <p>CPSEL element 5B is explored through the <a href="#">CPSEL SELF-REFLECTION</a>, the <a href="#">LEADERSHIP GROWTH PLAN</a> (LGP), and the professional learning classes as evidenced in the <b>LVUSD CENTER FOR EDUCATIONAL EXCELLENCE CLASS CATALOG (for <a href="#">Candidates</a> and for <a href="#">Coaches</a>).</b></p> <p>Each CPSEL element will be explored through a 3-hour class over the course of the program, as evidenced in the Y1 and Y2 Class Catalogs. The specific content and approach of the class will be dictated by the needs identified in the CPSEL Self-Reflections, and the LGP Focus areas.</p>
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**F. Understanding and Communicating Policy**

<p>Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.</p>	<p><b><i>Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.</i></b></p> <p>CPSEL element 6B is explored through the <a href="#">CPSEL SELF-REFLECTION</a>, the <a href="#">LEADERSHIP GROWTH PLAN</a> (LGP), and the professional learning classes as evidenced in the <b>LVUSD CENTER FOR EDUCATIONAL EXCELLENCE CLASS CATALOG (for <a href="#">Candidates</a> and for <a href="#">Coaches</a>).</b></p> <p>Each CPSEL element will be explored through a 3-hour class over the course of the program, as evidenced in the Y1 and Y2 Class Catalogs. The specific content and approach of the class will be</p>
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	dictated by the needs identified in the CPSEL Self-Reflections, and the LGP Focus areas.
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