

San Luis Obispo County Office of
Education

Clear Administrative Services Credential
Program

Dr. Anne Stone, Program Director
astone@slocoe.org

3550 Education Drive
San Luis Obispo, CA 93405

Table of Contents

| Document Title | Page |
|--|------|
| Transmittal Checklist | 2 |
| General Institutional Preconditions | 3 |
| Initial Program Preconditions | 8 |
| Initial Program Common Response | 10 |
| Preconditions for Guidelines-Based Clear Administrative Credential | 14 |
| Program Standards | 16 |
| Appendix A – Attachments | 75 |
| Grievance Procedure | 76 |
| Records Retention Policy | 77 |
| District Letters Regarding Program Need | 87 |
| Induction Leadership Council Meeting Minutes | 90 |
| Program Director Job Description | 92 |
| Program Narrative | 97 |
| CPSEL Self-Reflection | 100 |
| Individual Induction Plans – CPSELs 1-6 | 108 |
| Performance Task Options – CPSELs 1-6 | 132 |
| Performance Task Reflection | 145 |
| Candidate Application | 146 |
| Coach Overview | 149 |
| Coach Application | 150 |
| Coaching Logs Year 1 and Year 2 | 153 |
| Coaching Support Records Year 1 and Year 2 | 159 |
| Coach Training | 163 |
| Induction Leadership Council | 177 |
| Observation Form | 191 |
| Recommendation for Clear AS Credential | 194 |
| Performance Assessment Review Panel Rubrics Year 1 and Year 2 | 195 |
| Performance Assessment Review Panel | 197 |
| Syllabus Year 1 and Year 2 | 199 |
| Organizational Chart | 204 |
| District Memorandum of Agreement | 205 |
| Program Orientation | 208 |
| Meeting Evaluation | 218 |
| Program Survey Form | 220 |
| Candidate Evaluation of Coach | 223 |
| Coach Reassignment Policy | 228 |
| Coach Self-Assessment Rubric | 229 |
| Coach Goal Setting | 235 |
| Coach Meeting Schedule | 236 |
| Attendance Policy | 237 |
| Professional Learning Team Overview | 238 |



Transmittal Check List for Initial Program Review

The following guidelines should assist program sponsors in the preparation of program proposals. Please keep in mind this list is general. Not all items will apply to both an institution of higher education and a district or county office submitting a program proposal. Please note the check boxes at the both of the page have been separated for Educator Preparation programs and Subject Matter programs.

- The IPR Institutional Verification form has been submitted prior to the submission of the document and this transmittal check list.
 - The Document Submission Guidelines have been read and this document meets the guidelines and requirements.
- *Submissions not meeting the guidelines and requirements will be returned without being reviewed.

Date Submitted: Program Sponsor:

Educator Preparation Program Type: Specifics:

Subject Matter Preparation Program Type: Specifics:

Address:

Program Contact: Title:

Phone: E-mail:

Educator Preparation Programs Only

Enclosed: check as appropriate

- Preconditions Response (initial and program)
- Initial Program Common Standards Response
- Program Standards Response

Subject Matter Programs Only

Enclosed: Check as appropriate

- Preconditions Response (initial and program)
- Standards Common to All
- Program Standards Response
- Alignment Matrix

Attach the Transmittal Checklist for Initial Program Review to the program submission and email to Initial Program Review at IPR@ctc.ca.gov

General Institutional Preconditions

General Statement Applicable to All Preconditions for All Educator Preparation Programs. Pursuant to Education Code Section 44227 (and 44265 where applicable for Education Specialist Program) each program of professional preparation that leads to a teaching or services credential shall adhere continually to the following requirements California State Law or Commission Policy. Each institution must respond to the general preconditions as well as all other program specific preconditions.

PRECONDITION 1: Accreditation and Academic Credit.

I verify that the San Luis Obispo County Office of Education agrees to sponsor the SLOCOE Clear Administrative Services Credential Program.

The program(s) must be operated by (a) Institutions of higher education: A college or university that (i) is fully accredited by the Western Association of Schools and Colleges or another of the six regional accrediting associations, and (ii) grants baccalaureate academic credit or post baccalaureate academic credit, or both. An institution approved to offer educator preparation in California must notify the Commission within 30 days if its regional accreditation status changes. (b) School districts or other non-regionally accredited entities: The Superintendent or CEO of the district or entity shall submit verification of the governing board's approval of sponsorship of the program.

PRECONDITION 2: Enrollment and Completion.

Once candidates are accepted and enrolled in the SLOCOE CASC Program, SLOCOE will provide an approved CASC program that meets the adopted standards until the candidate:

- I. Completes the program;
- II. Withdraws from the program;
- III. Is dropped from the program based on established criteria;
- IV. Is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization.

In the event the program closes SLOCOE will provide a teach out plan which includes:

- I. Individual transition plans for each candidate;
- II. Plan for graduates and candidates to access their student records;

Once a candidate is accepted and enrolls in an educator preparation program, the approved program sponsor must offer the approved program, meeting the adopted standards, until the candidate: i. completes the program; ii. withdraws from the program; iii. is dropped from the program based on established criteria; or iv. is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization. In the event the

program closes, a teach out plan, which includes individual transition plans for each candidate as well as a plan for candidates and graduates to access their student records would need to be developed.

PRECONDITION 3: Responsibility and Authority

SLOCOE shall provide the following:

- I. Identify the position within the organizational structure that is responsible for ongoing oversight of all educator preparation programs offered by SLOCOE;
- II. Provide a description of the reporting relationship between the position described and the individual(s) who coordinate each educator preparation program offered by SLOCOE.
- III. Provide policies to ensure that duties regarding credential recommendations are provided solely by persons that are current employees of the commission approved institution.

Educational Support Services Department

| Educator Prep Program Relationship | Department | Department Administrator | Reporting |
|---|------------------------------|---------------------------------|--|
| Administrator Induction Program Coordinator | Educational Support Services | Director of Induction Programs | Monitors program budgets, personnel/staffing, program planning, implementation and evaluation. |

(3) Responsibility and Authority. To be granted continuing accreditation by the Committee on Accreditation, the entity shall provide the following information: (a) Identify the position within the organizational structure that is responsible for ongoing oversight of all educator preparation programs offered by the entity (including educator preparation programs offered by an extension division, if any). (b) Provide a description of the reporting relationship between the position described in (a) and the individual(s) who coordinate each educator preparation program offered by the CTC approved entity. If a reporting relationship is indirect, describe the levels of authority and responsibility for each educator preparation program. Include an organizational chart for the institution as well as the division(s) within the institution responsible for the oversight of educator preparation programs; include any parent organization, outside organization(s), or partner(s) who will be involved in the oversight of the educator preparation unit and/or responsible for any aspect of program delivery. (c) Provide policies to ensure that duties regarding credential recommendations are provided solely by persons who are current employees of the Commission approved institution.

PRECONDITION 4: Lawful Practices

SLOCOE is an entity that makes all personnel decisions without unlawful description. These decisions include:

- I. Decisions regarding the admission, retention or graduation of students;
- II. Decisions regarding the employment, retention or promotion of employees.

(4) Lawful Practices. To be granted continuing accreditation by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an entity that makes all personnel decisions without unlawful discrimination. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.

PRECONDITION 5: Commission Assurances

SLOCOE will:

- I. Fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission;
- II. Will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member;
- III. Will participate full in the Commission's accreditation system, including the timely submission of documents required for accreditation;

(5) Commission Assurances. To be granted continuing accreditation by the Committee on Accreditation, the program sponsor must: (a) assure that the sponsor will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission, (b) assure that the approved program sponsor will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member, and (c) assure that the approved program sponsor will participate fully in the Commission's accreditation system, including the timely submission of documents required for accreditation.

PRECONDITION 6: Requests for Data:

The San Luis Obispo County Office of Education has identified the Director of Induction Programs as the qualified officer responsible for reporting and responding to all requests from the Commission for data (including but not limited to, program enrollments, program completers, and state and federal reporting within the time limits set by the commissioner). Institutional contact information will be updated annually at the beginning of each school year, and additionally as needed.

- I. Identify a qualified officer responsible for reporting and responding to all requests from
- (6) Requests for Data. To be granted continuing accreditation by the Committee on Accreditation, the entity must identify a qualified officer responsible for reporting and responding to all requests from the Commission for data including, but not limited to, program enrollments, program completers, examination results, including performance assessments, and state and

federal reporting within the time limits specified by the Commission. Institutional contact information must be updated annually.

PRECONDITION 7: Veracity in all Claims and Documentation Submitted:

On behalf of the San Luis Obispo County Superintendent of Schools Office, I, James Brescia serving as the Superintendent of Schools, positively affirm the veracity of all statements and documentation submitted to the commission JB (initials).

(7) Veracity in all Claims and Documentation Submitted. To be granted continuing accreditation by the Committee on Accreditation, the entity must positively affirm the veracity of all statements and documentation submitted to the Commission.

PRECONDITION 8: Grievance Process:

The San Luis Obispo County Superintendent of Schools Office has developed a clearly delineated grievance process for all program candidates and applicants within its induction program. [The grievance process](https://www.slocoe.org/divisions/educational-support-services/induction-programs/clear-administrative-services-credential/) is accessible for CASC candidates on the SLOCOE website under the following URL: <https://www.slocoe.org/divisions/educational-support-services/induction-programs/clear-administrative-services-credential/> under the Resources tab and are provided to administrator candidates upon enrollment into the CASC program. To date, there have been no grievances submitted to the San Luis Obispo County Superintendent related to its approved induction programs.

(8) Grievance Process. To be granted continuing accreditation by the Committee on Accreditation, the approved program sponsor must have a clearly delineated grievance process for candidates and applicants. The grievance process information must be accessible to all candidates and applicants and the institution must be prepared to provide documentation that candidates have been informed of the grievance process and that the process has been followed. 3 2016

GENERAL PRECONDITION 9: Faculty and Instructional Personnel Participation

This precondition does not apply to LEA sponsors of credentialing programs in California.

GENERAL PRECONDITION 10: Communication and Information

The San Luis Obispo County Superintendent of Schools Office provides easily accessible and accurate information to the public, prospective educators, and enrolled candidates about the requirements for admission and successful completion of its CASC program. This information is available in print as well as the following URL:

<https://www.slocoe.org/divisions/educational-support-services/induction-programs/clear-administrative-services-credential/>

(10) Communication and Information. To be granted continuing accreditation by the Committee on Accreditation, the approved program sponsor must provide easily accessible and accurate information to the public, prospective educators, and enrolled candidates about the requirements for admission and successful completion for all its educator preparation programs.

GENERAL PRECONDITION 11: Student Records Management, Access, and Security:

(11) Student Records Management, Access, and Security. To be granted continuing accreditation by the Committee on Accreditation, the sponsor must demonstrate that it will maintain and retain student records in accordance with the **institution's record retention policy**. Institutions will provide verification that: (a) Candidates and graduates will have access to and be provided with transcripts and/or other documents for the purpose of verifying academic units and program completion. (b) All candidate records will be maintained at the main institutional site or central location (paper or digital copies). (c) Records will be kept securely in locked cabinets or on a secure server located in a room not accessible by the public. (12) Disclosure. Institutions must disclose information regarding any outside organizations that will be providing any direct educational services as all or part of the educator preparation programs sponsored by the institution and identify the type of services the outside organization will provide.

PRECONDITION 12: Disclosure

The approved CASC program operated by the San Luis Obispo County Superintendent of Schools Office does not utilize any outside organizations that provide direct educational services to its programs.

Initial Program Preconditions

(1) **Demonstration of Need**

To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include a demonstration of the *need for the program in the region* in which it will operate. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.

In the past four years, San Luis Obispo County LEAs hired 81 new administrators. Our current Clear Administrative Services Credential program (a satellite of the Santa Barbara County Education Office) has 12 candidates in their second year and 15 candidates in their first year of clearing their credential. According to the San Luis Obispo County Office of Education Superintendent, the expectation countywide is that this trend will continue for the foreseeable future. Please see [attached communication from three of the largest of our ten school districts](#) addressing the need for this program. In addition to providing a practical program for our new administrators, feedback from participants in our current program has signaled the need for a program more tailored to the work of San Luis Obispo County educational administrators, including more individualized learning and more peer-networking.

(2) **Practitioners' Participation in Program Design**

To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.

In designing this program, the Program Director solicited input from area Superintendents, Human Resources Directors, former candidates, current candidates, and current candidate coaches who represent a cross-section of the LEAs in San Luis Obispo County. In response to this request, input was directly received from three district superintendents (Lucia Mar Unified School District, Cayucos Elementary School District, and Templeton Unified School) who echoed support for a focus on authenticity and learning around making positive, sustainable improvements to school systems. Human Resources Directors from four districts (San Luis Coastal Unified School District, Paso Robles Unified School District, Lucia Mar Unified School District, Atascadero Unified School District) suggested ensuring that candidates have support in understanding both the budgetary and contractual arenas. These meetings were fairly informal and thus without agendas. Input was also solicited from the members of the San Luis Obispo County Induction Leadership Council ([membership list and meeting minutes attached](#)). Current candidates representing seven of the ten school districts in San Luis Obispo County also offered input as to program design. As a result, the program is highly individualized (with multiple options for demonstrating learning aligned with each CPSEL as well as candidate choices for some professional learning), has highly respected guest speakers from local school districts as

well as the educational community at large, and an opportunity for candidates to meet in job-like small groups facilitated by trained coaches referred to as [Professional Learning Teams](#).

With the support of the practitioners who provided input, the focus of the program on Authentic Leadership, building and maintaining coherent educational systems, and implementing thoughtful and sustainable change efforts will be evident. The goals of the program center around the concept that new administrators completing the CASC program will be both practical and reflective educational leaders who will effectively serve the students in San Luis Obispo County for the coming decade or more.

**Initial Program Review
Common Standard Response**

During Initial Program Review, institutions are required to submit the additional information below. The information to be provided demonstrates how the proposed new program will integrate into the existing education unit. A Commission approved program sponsor must submit a full response to common standards in Year 5 of the accreditation cycle. A full description of what is required during [Year 5 Common Standards submission](#) can be found on the Commission website.

Directions: Provide a concise narrative and link any supporting documentation/evidence as it applies to the proposed program. Narratives should be less than 200 words.

| Common Standard | Concise narrative and links to any supporting documentation/evidence |
|---|--|
| Common Standard 1: Institutional Infrastructure to Support Educator Preparation | |
| Provide the education unit or division organizational chart where the program will be housed, the chart includes the name and title of the person in charge of said unit/division and program. | Org chart attached |
| Describe how the institution determines that qualified faculty and instructional personnel teach courses, provide professional development, and supervise field based experiences and clinical practice for the proposed program. | The Program Director provides a portion of the professional development (see attached resume) and oversees all of the additional professional development providers. Guest speakers range from Principals with Master's Degrees, to District Superintendents, to a former California State Superintendent of Public Instruction. Attached is a list of potential speakers and their education/ qualification. Coaches submit applications and must meet Coach eligibility requirements (see attached). |
| Common Standard 2: Candidate Recruitment and Support | |
| Provide the requirements for admission for the proposed program. | Candidate eligibility requirements, in the form of the Candidate Application, is attached |
| Describe how and when candidates receive programmatic and academic information (progress toward completion, deadlines)? | Candidates receive feedback on work submitted through the online learning system as well as information regarding their progress toward completion three times each year. Candidates receive information regarding the CASC program and academic information at an orientation session. See attached materials from this orientation. An overview of the program as well as a timeline for candidates is on the SLOCOE website under Induction, as well as being provided to candidates at the above-referenced orientation. |
| How will candidates requiring assistance be identified and receive guidance and support? | Candidates are required to submit evidence of progress on a specified timeline. When submissions are received, the Induction Director reads each submission to determine if sufficient evidence of progress, per the IIP, is being made. If a submission meets the IIP requirements, the Program Director provides an assessment, including narrative feedback, to the candidate via the online learning platform. The Program Director tracks candidate |

| Common Standard | Concise narrative and links to any supporting documentation/evidence |
|---|---|
| | <p>submissions via the online learning platform both by candidate (when each candidate makes each submission) and by assignment (how many candidates have completed a given assignment). If a submission is not made, or if a submission does not provide evidence of sufficient progress, per the IIP, the Program Director contacts the candidate and the candidate’s coach to clarify expectations and requirements. The Program Director and coach may confer to determine appropriate supports (reading, workshops, meetings, demonstrations, etc.) to support the candidate. Candidates requiring assistance will be identified through the work submitted through the online learning system and/or by referral of the coach or supervisor. Coaches of candidates requiring assistance will be contacted by the Program Director with specific concerns. If the coach cannot provide sufficient remediation, the Program Director will meet with the candidate directly to provide support. If necessary, the Program Director will meet with the candidate’s supervisor to collect feedback regarding additional means of supporting the candidate.</p> |
| <p>Common Standard 3: Fieldwork and Clinical Practice</p> | |
| <p>How will the institution implement and evaluate the effectiveness of the field experience and clinical practice component of the proposed program?</p> | <p>n/a Field Supervision takes the form of a minimum of 40 hours of individualized coaching for each candidate. Coaches are recently retired or currently active administrators. See attached Coach Overview for eligibility requirements for coaches. In addition, coaches are required to complete a self-evaluation at the beginning and end of each program year (see attached Coach Self-Evaluation). Candidates will provide a coach evaluation at the end of each program year (see attached Candidate Evaluation of Coach). Data from the candidate evaluations will be analyzed by the Program Director and Executive Director of Educational Support Services to ensure candidates are appropriately supported through coaching. Coaching training and/or support will be appropriately modified in response to said evaluation feedback.</p> |
| <p>How will the institution ensure that candidates are provided opportunities to experience issues of diversity?</p> | <p>In Year 1, students will be engaged in work around CPSEL 3 (Management and Learning Environment) 3C (Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner) through a seminar and through the Performance Task chosen in alignment with that CPSEL. In Year 2 students will be engaged in work around CPSEL 4 (Family and Community Engagement) 4A (Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs) through a seminar and through an individualized Performance Task chosen in alignment with that CPSEL.</p> |

| Common Standard | Concise narrative and links to any supporting documentation/evidence |
|--|---|
| | <p>One assignment for the small job-alike Professional Learning Teams is to choose a field experience for the group with a focus on diversity. Choices for this field experience include a tour of the San Luis Obispo California Men’s Colony, a visit to one of the local homeless shelters (two of which are currently inviting guests to read aloud to children at the shelter), and candidate-led visits to classrooms for significantly involved Special Education students (i.e. medically fragile). These field experiences are somewhat individualized since they will be determined by the small group.</p> |
| <p>How will the institution ensure that site-based supervisors are certified and experienced in teaching in the specified content of the proposed program?</p> | <p>n/a See attached Coach Overview for criteria.</p> |
| <p>How will the institution ensure that supervisors are trained in supervision, oriented to the supervisory role, and evaluated in a systematic manner?</p> | <p>n/a See attached training materials from Coach Training and schedule for monthly Coach Meetings in addition to a sample agenda for Coach Meeting. Coaches will engage in a self-evaluation, as well as goal setting for coaching (see attached Coach Self-Assessment and Goal Setting documents) at the beginning and end of each year. Candidates will assess the effectiveness of coaches at the end of each year (see attached Rubric for Candidate’s Evaluation of Coach). Data from the Coach self-evaluations will be used by the Program Director to adjust program design during the year. Data from each of the end-of-year evaluations will be used by the Program Director and Executive Director to inform program adjustment and coach assignments, as possible. All program evaluation data, including coach evaluations, will be summarized and shared with the Induction Leadership Council, which may make additional recommendations for program adjustments.</p> |
| <p>Common Standard 4: Continuous Improvement</p> | |
| <p>How will the proposed program be incorporated into the education unit’s continuous improvement process that identifies program and unit effectiveness?</p> | <p>CASC participants provide formal feedback on workshops attended, effectiveness of coaches and coaching, and the CASC program overall through surveys and questionnaires. The CASC Program is developing has developed feedback instruments with the assistance of an independent research firm on retainer with the San Luis Obispo County Office of Education. Feedback regarding program content from candidates participants is collected throughout the program. Candidates submit workshop evaluations after each CPSEL workshop (see attached CASC Workshop Evaluation Form). Workshop feedback includes usefulness of information provided, effectiveness of the guest speaker, specific knowledge gained, etc. Feedback about workshops is analyzed to determine if speakers and topics are effective and supportive of CASC program goals. This feedback is used to facilitate</p> |

| Common Standard | Concise narrative and links to any supporting documentation/evidence |
|---|--|
| | <p>discussions on future speakers and workshops as part of the continuous improvement process.</p> <p>Feedback regarding coaching effectiveness is collected from candidates twice each year (see attached Coach Rubric for Candidate Assessment of Coach). Feedback about coaching includes effectiveness of coaches around the topics of Knowledge Base, Relationships, Strategic Design and Actions, and Coaching Conversations.</p> <p>Feedback about coaches is used to elevate coaching performance throughout the course of the program. Coaches receive pertinent feedback and guidance to support coaching objectives in the areas of Knowledge Base, Relationships, Strategic Design and Actions, and Coaching Conversations.</p> <p>Feedback from coaches regarding the CASC program overall is collected annually (see Coach Evaluation of CASC Program). This feedback asks the coaches to assess the overall effectiveness in the CASC program as well as specific elements of the program. In addition, coaches are asked for suggestions for improvements and any other comments and/or questions they may have about the program.</p> <p>In addition to the formal feedback outlined above, the Program Director also receives feedback informally from participants orally during meetings or via email, and documents this feedback to be included in the overall analysis of program effectiveness.</p> <p>The above-referenced independent research firm also share in the analysis of works in conjunction with SLOCOE CASC program staff to analyze and make improvement recommendations based on all feedback data. In addition, The Leadership Induction Council, comprised of representatives from most of SLO County LEAs, reviews this program feedback twice each year and may make recommendations for program improvements. All feedback collected is analyzed with an eye toward ensuring that our program is highly effective in supporting new administrators.</p> |
| How will the institution oversee the effectiveness of the program in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates? | Feedback gathered by the independent research firm mentioned above will be shared with the SLO County Superintendent of Schools, County Board of Trustees, and Council of District Superintendents, in the interest of keeping them apprised of the work being done as well as giving them the opportunity to suggest additional improvements. |
| Common Standard 5: Program Impact | |
| What assessments will be used to indicate candidates meet the Commission adopted competency requirements as specified in the program standards? | Candidate competency is assessed through their submitted responses to the CPSEL Self-Reflection at the beginning, middle and end of each year the program, the Individual Induction Plan aligned to each CPSEL, and the Performance Tasks completed in alignment with each CPSEL (see attached samples for each). |

Preconditions for Guidelines-based Clear Administrative Services Credential Programs

In addition to the Commission's General Preconditions, I, the undersigned Superintendent of the San Luis Obispo County Office of Education, which sponsors the (SLOCOE) Clear Administrative Services Credential Program, submit this letter of verification as evidence that SLOCOE shall ensure that candidates have met the following requirements established in California State laws, regulations, and/or Commission policy prior to admission to the program:

Precondition 1: Possession of a valid California Preliminary Administrative Services Credential

I certify that the San Luis Obispo County Office of Education shall assess each candidate's standing in relation to the eligibility criteria for enrollment in the SLOCOE Clear Administrative Services Credential Program. All potential CASC candidates receive a Candidate Application either via the SLOCOE website or an email from the Program Director ([Candidate Application](#) attached). This application states that candidates must "possess an active Preliminary Administrative Services Credential" and "Be employed in a position requiring an Administrative Services Credential". Upon receipt of the completed Candidate Application, the Program Director or designee locates the candidate's current Preliminary Administrative Services Credential on the CTC website. Candidates with a Certificate of Eligibility are required to apply for and receive a Preliminary ASC prior to admission to the program. [Candidate Eligibility Tracking Template](#) is attached. (*Education Code Section 44270.1(a)(1) and Title 5 CCR, Section 80054(d)(1)*).

https://drive.google.com/file/d/1JQaYAe2zG_c6E2lynRrGvEfWDiTdlfzP/view?usp=sharing

Precondition 2: Verification of employment offer for an administrative position

I confirm that the Clear Administrative Services Credential Program operated by the San Luis Obispo County Office of Education shall determine, prior to admission to the credential program, that the candidate is employed in a position requiring an administrative credential (*Education Code Section 44270.1(1)(3) and Title 5 CCR, Section 80054(d)(1)*). The [Candidate Application](#) includes a required acknowledgement by the employer that said candidate is employed in a position that requires an Administrative Services Credential. The Candidate Application is submitted as evidence to support this certification. Candidates are required to submit this application for each year of the program, which serves as verification of employment. [Candidate Eligibility Tracking Template](#) is attached.

Precondition 3: Individualized Induction Plan

I verify that the Clear Administrative Services Credential Program offered by the San Luis Obispo County Office of Education shall, in consultation with the candidate, coach, employer, and program representative, provide for the development of a written individualized program of professional development activities for the advanced preparation program (*Education Code Section 44270.1(a)(3) and Title 5 CCR Section 80054(d)(1)*). The [Individualized Induction Plan](#) which reflects signatures of candidate, supervisor and coach is submitted as evidence of this precondition. Candidates complete a similar Individualized Induction Plan for each CPSEL. The online learning platform through which documentation is submitted by each candidate serves as a means of monitoring the completion and submission of Individualized Induction Plans.

In addition to the Commission's General Preconditions, as well as Preconditions 1, 2, and 3, SLOCOE shall determine prior to recommendation of a candidate for a clear Administrative Services Credential, that the candidate has met the following requirements established in California State laws, regulations, and/or Commission policy: A valid California Preliminary Administrative Services Credential, verification of two full years of employment in a position requiring an administrative services credential and satisfactory completion of CASC Induction program requirements.

Precondition 4: Verification of two years of successful full-time administrative experience

I certify that the San Luis Obispo County Office of Education, as the sponsoring institution for a Clear Administrative Services Credential Program, confirms that prior to recommending a candidate for the Clear Administrative Services Credential, the program will verify that the individual has completed a minimum of two years of successful experience in a full-time administrative position in a public school or private school of equivalent status while holding the Preliminary Administrative Services Credential (*Education Code Section 44270.1(a)(2) and CCR Section 80054(g)(1) and (g)(2)(B)*). The candidate’s employing LEA will be required to submit a complete, signed Verification of Work Experience form. The **Verification of Work Experience** form is attached as evidence. **CASC Candidate Completion Checklist**

Precondition 5: Completion of Requirements

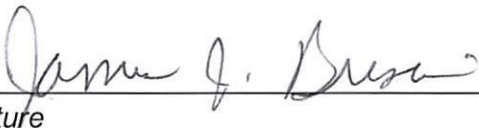
I certify that the San Luis Obispo County Office of Education, as the sponsoring institution for a Clear Administrative Services Credential Program, shall determine prior to recommendation of a candidate for a clear Administrative Services Credential, that the individual has completed all established program standards (*Education Code Section 44270.1(a)(3) and CCR 80054(d)(3)(A)*). Completion of work for each year will be determined by a Performance Assessment Review Panel (PARP) comprised of current administrators who convene at the end of each academic year to review all work submitted by the candidate for that year. The PARP uses a **Performance Assessment Rubric** (copy attached as evidence) to score the work of each candidate. Each candidate’s work will be reviewed by a minimum of two reviewers to ensure consistent grading. When Year One candidates have successfully completed the required work for Year One, they will be notified they are eligible to enroll for Year Two via a **Transfer Memo** (copy attached as evidence). When Year Two candidates have successfully completed the required work for Year Two, they will be notified they will be recommended for a Clear Administrative Services Credential via a **Completion Memo** (copy attached as evidence). **Tracking Template.**

James J. Brescia, Ed.D.

Name

Superintendent

Title



Signature

11/26/18

Date

San Luis Obispo County Office of Education,

Sponsor for the SLOCOE Clear Administrative Services Credential Program

Administrative Services Credential Clear Induction Program Standards
2018

Please note: The 2013 Preconditions must accompany the submission of your program narrative document.

Directions: The column on the left presents the ASC clear induction program standards separated into sections. Respond to the standard section in the adjoining cell to the right, describing how the program design will be aligned to the standard, including hyperlinks to supportive documentation.

| Program Standard One: Program Design | Evidence |
|--|---|
| <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 expected upon placement in an administrative position, but no later than one year from activation of the preliminary credential.</p> <p>Induction is the support and guidance provided to novice administrators in the early stages of their careers.</p> <p>The Program Director for Induction meets regularly with district administrators from San Luis Obispo County. These meetings allow for SLOCOE to inform our partner districts about program expectations, upcoming enrollment deadlines, and program purpose as described in the PROGRAM NARRATIVE. In these meetings, the Program Director stresses the importance of ensuring that all new administrators are enrolled in the CASC program in a timely fashion and makes them aware of the enrollment criteria. The Program Narrative document outlines the main goals of the CASC program. In short, SLOCOE's goal is to provide multifaceted support as novice administrators begin their careers and to ensure their retention in the field of Educational Leadership.</p> <p>California's Administrator Induction is an individualized, job-embedded, two-year program.</p> <p>The SLOCOE CASC program is designed to meet the individualized needs of the novice educator during the first two years of their administrative careers. Candidates self-reflect on the CPSEL SELF-REFLECTION and utilize multiple forms of data and district/site information to construct their INDIVIDUAL INDUCTION PLAN (IIP). The IIP leads to the formation of strategic annual goals that are aligned to areas of need and the context of the individual administrator's school and/or district. The IIP requires the candidate to identify individualized professional learning opportunities that are aligned to the identified strategic goal. In</p> | <p>PROGRAM NARRATIVE</p> <p>CPSEL SELF-REFLECTION</p> <p>INDIVIDUAL INDUCTION PLAN IIP)</p> |

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|--|---|---|
| | <p>within one year of employment. The formal enrollment process is as follows:</p> <ol style="list-style-type: none"> 1. The candidate completes the CANDIDATE APPLICATION. This application is reviewed jointly by the Program Director for Induction and the SLOCOE Credential Analyst to ensure the candidate meets the eligibility requirements outlined in the CASC Program preconditions. 2. After verifying that the candidate meets the eligibility requirements, the Program Director for Induction contacts the Human Resources lead of the partner district to identify a Coach for the candidate within 30 days of the candidate's admission to the program. The district is made aware of the Coach eligibility requirements as outlined in the COACH OVERVIEW which include: <ol style="list-style-type: none"> a. A minimum of 3 years serving in an administrative position. b. A California Clear Administrative Services Credential. <p>The Superintendent is responsible for making arrangements with the candidates to cover the cost of 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, the Director of Induction Programs sends the Coach the COACH APPLICATION. The Coach application is reviewed by the Program Director for Induction and the SLOCOE Credentials Analyst to ensure that the Coach meets the program eligibility requirements.</p> 3. When the Coach and Candidate have completed their applications, and they have been reviewed and approved by the SLOCOE program, they are officially enrolled in the program and receive notification about the first joint advisement meeting. Coaches receive their first coaching training in the two day COACH TRAINING prior to advisement and are provided with their COACHING LOG and COACHING SUPPORT RECORD. 4. The induction program approves or assigns, prepares, supports, and supervises coaches, using well-defined | <p>COACH OVERVIEW</p> <p>COACH APPLICATION</p> <p>COACHING LOG</p> <p>COACHING SUPPORT RECORD</p> <p>COACH TRAINING</p> |
|--|---|---|

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|--|---|--|
| | <p>criteria. Coaches receive initial training prior to being assigned to a candidate. Initial training includes an overview of coaching, the development and knowledge and skills of: coaching, goal setting, use of appropriate coaching instruments, and processes of formative and summative assessment. In addition, coaches learn about coaching mindset, coaching language, and giving effective feedback, all of which are designed to support candidate growth in the leadership competencies outlined in Standard 5 of the Administrative Services Credential Program Standards. The program provides ongoing training to refine coaching skills, engage in ongoing professional learning in current educational trends, research and policy changes. The program provides ongoing support for individual coaching challenges, reflection on coaching practice, and opportunities for networking with coaching peers.</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>The design of the program is based on a sound rationale informed by theory and research:</p> <p>The SLOCOE CASC program is influenced by research in the following:</p> <ul style="list-style-type: none"> ● Adult learning theory (Garmston and Wellman) ● Blended coaching (Bloom, Castagna, Moir, Warren) ● Cognitive Coaching (Costa and Garmston) ● Educational leadership (Fullan) (Hattie) (Bolman and Deal) ● Authentic leadership (Thacker)(Inam)(Stone) ● Improvement Science (Bryk, Gomez, Grunow, LeMahieu) ● Administrator Recruitment and Retention <p>Coaching Structure and Training:</p> <p>Candidates are supported by their assigned Coach for a minimum of 40 hours during each program year. Coaches provide the candidate with individualized support and document this support on both their COACHING SUPPORT RECORD and COACHING LOG. The COACHING LOG has codes that represent the multiple forms of support that a Coach might offer a candidate over the course of</p> | <p>COACHING SUPPORT RECORD</p> <p>COACHING LOG</p> |

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|--|---|---|
| | <p>the CASC program. The Coach receives initial training in a two-day COACH TRAINING as well as monthly Coach meetings. The CASC Coach training is locally developed and is informed by the research affirmed frameworks of Cognitive Coaching, Blended Coaching, The Art of Coaching, and Adaptive Schools.</p> <p>The induction program approves or assigns, prepares, supports, and supervises coaches, using well-defined coaching criteria as outlined in the COACH TRAINING. Analysis of ongoing feedback (i.e. COACHING SUPPORT RECORDS, attendance at program classes, candidate PERFORMANCE TASK and PERFORMANCE TASK REFLECTIONS and successful completion rates of the INDIVIDUAL INDUCTION PLAN) provides 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>Candidates' Personalized Learning:</p> <p>The INDIVIDUAL INDUCTION PLAN (IIP) allows candidates to develop a strategic goal that is aligned to areas of growth identified through their CPSEL SELF-REFLECTION. The strategic annual goals created for each program year serves as a foundation for the individualized professional learning and PERFORMANCE TASKS chosen by the candidates. In Part B of the IIP, candidates describe the professional learning that they intend to pursue and the alignment to both the CPSEL and their strategic goal. In addition to the IIP, candidates are provided a personalized coaching experience in the program and largely direct the topical content of their coaching conversations that meet the minimum 40-hour requirement.</p> | <p>COACH TRAINING</p> <p>COACH TRAINING</p> <p>PERFORMANCE TASKS</p> <p>PERFORMANCE TASK REFLECTION</p> <p>INDIVIDUAL INDUCTION PLAN</p> <p>CPSEL SELF-REFLECTION</p> |
| <p>Professional learning may be offered through formal and informal partnerships, complements and integrates school and/or district goals, and</p> | <p>Professional learning may be offered through formal and informal partnerships...</p> <p>In addition to the above-mentioned routine meetings with district personnel, the CASC Program Director meets four times each year</p> | |

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|--|---|---|
| <p>employs competency indicators that support a recommendation for the clear credential.</p> | <p>with the SLOCOE INDUCTION LEADERSHIP COUNCIL to identify broader school and district needs, as well as identified needs from partner programs at local Institutes of Higher Education. Additionally, the Program Director attends regular Curriculum Council meetings, which are led by the SLOCOE Executive Director of Educational Services and Curriculum and Instruction leaders from SLOCOE partner districts across the County. The membership of the SLOCOE INDUCTION LEADERSHIP COUNCIL reflects the multiple entities that inform the professional learning opportunities that are offered to SLOCOE CASC candidates.</p> <p>.....compliments and/or integrates school or district goals....</p> <p>Prior to developing each CPSEL-based leadership development focus in the INDIVIDUAL INDUCTION PLAN (IIP), candidates reflect on both their district and site initiatives. Candidates are encouraged to review their district strategic plan and LCAP to better inform how the district/site goals might influence the selection of their strategic leadership development focus. Following the creation of the strategic focus in each IIP, the IIP is given to the Superintendent (or designee) to review prior to being approved by the Program Director. The Superintendent (or designee) may choose to approve the strategic focus and/or meet with the Program Director and Candidate to further discuss the selected focus.</p> <p>.....and employs competency indicators that support a recommendation for the clear credential.</p> <p>To be recommended for a Clear Administrative Services Credential, candidates must provide documented annual evidence (each year) of completing CPSEL SELF-REFLECTION, INDIVIDUAL INDUCTION PLAN that addresses each of three CPSELS, one PERFORMANCE TASKS and PERFORMANCE TASK REFLECTION for each of the three CPSELS for each year. In addition, candidates must also provide COACHING SUPPORT RECORDS, documentation of at least one CASC OBSERVATION,</p> | <p><u>SLOCOE INDUCTION LEADERSHIP COUNCIL</u></p> <p><u>INDIVIDUAL INDUCTION PLAN (IIP)</u></p> <p><u>CPSEL SELF-REFLECTION</u></p> <p><u>INDIVIDUAL INDUCTION PLAN</u></p> <p><u>PERFORMANCE TASKS</u></p> <p><u>PERFORMANCE TASK REFLECTION</u></p> |
|--|---|---|

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|--|---|---|
| | <p>and a COACHING LOG that demonstrates that the minimum 40-hour coaching requirement has been satisfied. The above-mentioned assignments are submitted in intervals following the CPSEL seminars via the SLOCOE Online Classroom (OC). The OC is a Learning Management System (LMS) that allows candidates 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 Program Director. The aforementioned assignments are submitted at the end of each program year via a formal portfolio, which serves as the candidate's Performance Assessment. The Program Director convenes a PERFORMANCE ASSESSMENT REVIEW PANEL (PARP) comprised of current and former administrators to review and score the portfolios using the YEAR 1 PERFORMANCE ASSESSMENT RUBRIC or the YEAR 2 PERFORMANCE ASSESSMENT RUBRIC. If the candidate receives a 1 or 2 in all CPSEL categories on the Performance Assessment Rubric in both years, and sufficiently provides documentation of completion of all aforementioned assignments, they are recommended for a Clear Administrative Services Credential by San Luis Obispo County Office of Education.</p> | <p>COACHING SUPPORT RECORD</p> <p>CASC OBSERVATION</p> <p>COACHING LOG</p> <p>PERFORMANCE ASSESSMENT REVIEW PANEL</p> <p>YEAR 1 PERFORMANCE ASSESSMENT RUBRIC</p> <p>YEAR 2 PERFORMANCE ASSESSMENT RUBRIC</p> |
| <p>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.</p> | <p>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.</p> <p>The CPSELS provide the foundation for all activities, seminars, and coaching experiences in the SLOCOE Clear Administrative Services Credential Program. Candidates complete a CPSEL SELF-REFLECTION three times a year on selected CPSELS as reflected in the PROGRAM NARRATIVE. When available, the updated Description of Practice will be utilized for CPSEL SELF-REFLECTION to inform the candidate's self-ratings. As a component of our initial coaching training, Coaches learn how to</p> | <p>CPSEL SELF-REFLECTION</p> <p>PROGRAM NARRATIVE</p> |

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|--|---|--|
| | <p>use foundational coaching dispositions (i.e. rapport, trust building, pause, paraphrase, etc.) as they support the candidates in exploring their self-reflections. Throughout the two year program, candidates complete PERFORMANCE TASKS that are aligned to specific CPSELs. All six CPSELs are represented in the PERFORMANCE TASKS. The PERFORMANCE TASKS and PERFORMANCE TASK REFLECTIONS allow candidates (with the support of their coach) to choose from a menu of tasks and consider key actions, resources, and dispositions for improving their efficacy specific to each CPSEL. The INDIVIDUAL INDUCTION PLAN requires candidates to align their strategic focus to the CPSELs and provide CPSEL aligned evidence to demonstrate growth with respect to their strategic focus.</p> | <p>PERFORMANCE TASKS</p> <p>PERFORMANCE TASK REFLECTION</p> <p>INDIVIDUAL INDUCTION PLAN</p> |
| <p>The design of the program allows for enrollment within one year of starting an initial administrative position.</p> | <p><i>The design of the program allows for enrollment within one year of starting an initial administrative position.</i></p> <p>Upon employment In an administrative position, the employer and/or new hire will send the candidate's name to the SLOCOE Program Director to enroll in the program. Regular communication throughout the summer occurs between the Program Director and the Human Resources lead from each of our ten 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 one year 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 one year of employment. The formal enrollment and placement program is as follows:</p> | <p>CANDIDATE APPLICATION</p> |

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|--|---|---|
| | <p>1. The candidate completes the CANDIDATE APPLICATION.</p> <p>2. This application is reviewed jointly by the SLOCOE Program Director and the SLOCOE Credential Analyst to ensure that the candidate meets the eligibility requirements outlined in the CASC Preconditions.</p> <p>2. After verifying that the candidate meets the eligibility requirements the Program Director 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 as outlined in the COACH OVERVIEW which include:</p> <ul style="list-style-type: none"> - A minimum of three years serving in an administrative position. - A California Clear Administrative Services Credential. <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 identified by the district, the Program Director sends the Coach the COACH APPLICATION. The Coach application is reviewed by the Program Director and the SLOCOE Credentials Analyst to ensure that the Coach meets the Coach eligibility requirements outlined in the COACH OVERVIEW. 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 SLOCOE program, candidates are</p> | <p>COACH OVERVIEW</p> <p>COACH APPLICATION</p> <p>COACHING LOG</p> <p>COACHING SUPPORT RECORD</p> |
|--|---|---|

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|---|---|---|
| | <p>officially enrolled in the program and receive notification about the first joint advisement meeting. Candidates and Coaches attend the CASC candidate advisement together. Coaches receive their first coaching training in the COACH TRAINING prior to CASC candidate advisement and are provided with their COACHING LOG and COACHING SUPPORT RECORD 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>COACH TRAINING</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><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></p> <p>The PERFORMANCE ASSESSMENT REVIEW PANEL (PARP) convenes at the end of each program year to review the candidate's Performance Assessment portfolio, which consists of the CPSEL SELF-REFLECTION, INDIVIDUAL INDUCTION PLAN, PERFORMANCE TASK and PERFORMANCE TASK REFLECTION evidence as well as the COACHING SUPPORT RECORD, CASC OBSERVATION, and COACHING LOG. The PARP utilizes the YEAR 1 or YEAR 2 PERFORMANCE ASSESSMENT RUBRIC to determine if a candidate has demonstrated competence with respect to each CPSEL. If the candidate has demonstrated sufficient competence with respect to each of the six CPSELS over the course of the two years, and has verified completion of the annual minimum 40-hour coaching requirement, the San Luis Obispo County Office of Education will recommend the candidate for a Clear Administrative Services Credential per the RECOMMENDATION FOR CLEAR CREDENTIAL criteria.</p> | <p>PERFORMANCE ASSESSMENT REVIEW PANEL</p> <p>CPSEL SELF-REFLECTION</p> <p>INDIVIDUAL INDUCTION PLAN</p> <p>PERFORMANCE TASK</p> <p>PERFORMANCE TASK REFLECTION</p> <p>COACHING SUPPORT RECORD</p> <p>CASC OBSERVATION</p> <p>COACHING LOG</p> <p>YEAR 1 and YEAR 2 PERFORMANCE ASSESSMENT RUBRIC</p> |

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|--|---|--|
| | | RECOMMENDATION FOR CLEAR CREDENTIAL |
| <p>Assessment of candidate competence is grounded in the proficiencies expressed in Standard 5 of the Administrative Services Credential Induction Program Standards.</p> | <p><i>Assessment of candidate competence is grounded in the proficiencies expressed in Standard 5 of the Administrative Services Credential Induction Program Standards.</i></p> <p>As referenced on the YEAR 1 or the YEAR 2 PERFORMANCE ASSESSMENT RUBRIC, the PERFORMANCE ASSESSMENT REVIEW PANEL will review each Performance Assessment portfolio to determine if it demonstrates sufficient competence with respect to the three focus CPSELs for each academic year. The selected CPSELs serve as the foundation for the INDIVIDUAL INDUCTION PLAN, the CPSEL SELF-REFLECTION, the PERFORMANCE TASKS, and the annual seminars, as outlined in the YEAR 1 CASC SYLLABUS and the YEAR 2 CASC SYLLABUS.</p> | YEAR 1 and YEAR 2 PERFORMANCE ASSESSMENT RUBRIC PERFORMANCE ASSESSMENT REVIEW PANEL INDIVIDUAL INDUCTION PLAN CPSEL SELF-REFLECTION YEAR 1 CASC SYLLABUS YEAR 2 CASC SYLLABUS |
| <p>Program Standard Two: Program Collaboration, Communication, and Coordination</p> | | |
| <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><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></p> <p>The SLOCOE Clear Administrative Services Credential program collaborates with multiple local stakeholder groups to inform program content, structure, and design. As outlined in the PROGRAM OVERSIGHT AND ORGANIZATION CHART, the Program Director is supervised by the Executive Director of the Education Support Services Department, who in turn is supervised by the County Superintendent of School. In addition, via the SLOCOE INDUCTION LEADERSHIP COUNCIL, the Program Director interfaces with a multifaceted group of educational leaders to ensure that the content of the program is</p> | PROGRAM OVERSIGHT AND ORGANIZATION CHART SLOCOE INDUCTION |

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|--|--|---|
| | <p>relevant and applicable to the demands that new administrators face in their districts and/or schools.</p> <p><u>SLOCOE Induction Leadership Council</u> The SLOCOE INDUCTION LEADERSHIP COUNCIL consists of representatives from local IHE's (Cal Poly San Luis Obispo and Brandman University), local district superintendents, HR Assistant Superintendents, and practicing principals. SLOCOE is committed to a continuum of exceptional preparation for new teachers, mentors, coaches, and administrators. The SLOCOE INDUCTION LEADERSHIP COUNCIL meets quarterly, and the agenda for the meetings is crafted collaboratively with members of the team.</p> <p><u>San Luis Obispo County K-12 Districts</u> The Program Director schedules regular meetings with Superintendents (or designees) from our ten partnering districts. These meetings allow for the 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 DISTRICT MEMORANDUM OF AGREEMENT. The Program Director connects with district leadership regularly throughout the Spring and Summer as new candidates for the subsequent year's program are identified and the one year enrollment window and 30 day Coaching processes are initiated.</p> <p><u>SLOCOE Educational Support Services Department</u> The Educational Support Services (ESS) Department at SLOCOE provides access to content specialists in the areas of ELA/ELD, Mathematics, Educational Technology, and Assessment. The Program Director attends monthly collaborative meetings to determine how to incorporate new content into the program. This collaborative relationship is mutually beneficial, as the Program Director is able to inform members of the ESS Department of identified needs for new leaders in our partnering districts. The Program Director also attends quarterly Curriculum Education Council meetings that allow cross-collaboration with</p> | <p><u>LEADERSHIP COUNCIL</u></p> <p><u>DISTRICT MEMORANDUM OF AGREEMENT</u></p> |
|--|--|---|

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|--|--|--|
| | <p>district leadership (Superintendents and/or Curriculum and Instruction designees) regarding current topics in instruction.</p> <p><u>Santa Barbara County Education Office and Ventura County Office of Education</u> A strong, collaborative partnership exists between the CASC programs in three central coast counties (San Luis Obispo, Santa Barbara, Ventura). By working collaboratively, the CASC program is able to share resources and expand the professional development options for new administrators.</p> | |
| <p>Each partner's contributions to the design and implementation of candidate preparation and certification are outlined through mutual contract/agreement.</p> | <p><i>Each partner's contributions to the design and implementation of candidate preparation and certification are outlined through mutual contract/agreement.</i></p> <p>Each partner's contributions to the design and implementation of candidate preparation and certification are outlined through mutual contract/agreement. A MEMORANDUM OF AGREEMENT (MOA) is signed by each partner district Superintendent and the San Luis Obispo County Superintendent of Schools on an annual basis. The MOU defines the governance, general responsibilities, shared accountability and fiscal responsibility of both the partner district and the San Luis Obispo County Education Office who serves as the program sponsor.</p> | <p><u>DISTRICT MEMORANDUM OF AGREEMENT</u></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><i>Induction programs maintain communication on a regular basis with their partners to ensure that each candidate builds a coherent individualized learning program.</i></p> <p>In addition to regular meetings between the Program Director and Superintendent (or designee), the program provides monthly updates on program content and progress to all San Luis Obispo County administrators through a website, monthly newsletters, and via a social media (Twitter) feed. The INDIVIDUAL INDUCTION PLAN (IIP) is constructed by the CASC candidate to align to district and site goals. The</p> | <p><u>INDIVIDUAL INDUCTION PLAN</u></p> |

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|--|--|---|
| | <p>Superintendent (or designee) must approve the strategic focus identified in each CPSEL IIP prior to the candidate choosing a PERFORMANCE TASK for the CPSEL. The purpose of this is to ensure that district administration is involved in the goal setting and growth process for all SLOCOE CASC candidates.</p> | <p>PERFORMANCE TASK</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><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></p> <p>The SLOCOE CASC program is overseen by the Executive Director of Educational Support Services. The Program Director for Induction coordinates both the SLOCOE Preliminary Administrative Services Credential Program and the SLOCOE Teacher Induction Program which ensures that all credential programs are fully aligned as part of an institution-wide vision for a seamless continuum of teaching, leading, and learning. The CASC Program Director reports directly to the Executive Director of the Educational Support Services Department who reports directly to the San Luis Obispo County Superintendent of Schools.</p> <p>The SLOCOE Program Director interfaces with multiple internal and external stakeholders via the INDUCTION LEADERSHIP COUNCIL to ensure that SLOCOE provides the highest quality administrator preparation to partner districts.</p> | <p>PROGRAM OVERSIGHT AND ORGANIZATION CHART</p> |
| <p>Program coordination includes admission, advisement, participant support and assessment, coach preparation, and program evaluation.</p> | <p><i>Program coordination includes admission...</i></p> <p>Upon employment in an administrative position, the employer and/or the new hire will send the candidate's name to the SLOCOE Program Director to enroll in the program. Regular communication throughout the summer occurs between the Program Director and the Human Resources lead from each of our ten partner districts. This communication is multifaceted and consists of in-person meetings, email exchanges, and phone</p> | |

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|--|--|---|
| | <p>conversations. Through this communication, all parties are made aware of the one year 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 to enroll in the program within one year of employment. The formal enrollment and placement process is as follows:</p> <ol style="list-style-type: none">1. The candidate completes the CANDIDATE APPLICATION. This application is reviewed jointly by the SLOCOE Program Director and the SLOCOE Credential Analyst to ensure that the candidate meets the eligibility requirements outlined in the CASC preconditions.2. After verifying that the candidate meets the eligibility requirements, the Program Director contacts the Superintendent (or designee) of the partner district to identify a Coach for the candidate. The superintendent (or designee) is made aware of the Coach Eligibility Requirements as outlined in the COACH OVERVIEW which include:<ul style="list-style-type: none">- 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 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 Program Director sends the Coach the COACH APPLICATION. The Coach application is reviewed by the Program Director and the SLOCOE Credentials Analyst to ensure that the Coach meets the program eligibility requirements. The Coach must be assigned to the CASC | <p>CANDIDATE APPLICATION</p> <p>COACH OVERVIEW</p> <p>COACH APPLICATION</p> |
|--|--|---|

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|--|---|--|
| | <p>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 they have been reviewed and approved by the SLOCOE program, they are officially enrolled in the program and receive notification about the CASC ORIENTATION MEETING. Candidates and Coaches attend the CASC Candidate advisement together. Coaches receive their first Coaching training in the COACH TRAINING prior to CASC candidate advisement and are provided with their COACHING LOG and COACHING SUPPORT RECORD at this class. This allows for the Coach to begin supporting the CASC candidate prior to CASC candidate advisement, if they (candidate & coach) mutually choose to do so.</p> <p>...Advisement...</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 in the YEAR 1 CASC SYLLABUS. The advisement process is led/coordinated by the Program Director. The Program Director works closely with the SLOCOE Credentials Analyst to ensure that credential-related questions are properly handled with the most current information from the CTC.</p> <p><i>...participant support and assessment....</i></p> <p>The Program Director coordinates and leads the PERFORMANCE ASSESSMENT REVIEW PANEL (PARP), which provides the summative scoring/review of the candidate Performance Assessment portfolios. The PARP provides the first and second review of each candidate portfolio. If there is an inconsistency in scoring, the Program Director will provide a third review of the portfolio to determine the final grade. In addition to coordinating the Performance Assessment Review process, the Program Director provides formative feedback to candidates on the progress of their INDIVIDUAL INDUCTION PLAN and</p> | <p>CASC Orientation Meeting</p> <p>COACH TRAINING</p> <p>COACHING LOG</p> <p>COACHING SUPPORT RECORD</p> <p>YEAR 1 CASC SYLLABUS</p> <p>PERFORMANCE ASSESSMENT AND REVIEW PANEL</p> <p>INDIVIDUAL INDUCTION PLAN</p> |
|--|---|--|

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|---|---|--|
| | <p>PERFORMANCE TASKS and PERFORMANCE TASK REFLECTIONS at regular intervals throughout the year via the SLOCOE Online Classroom. Candidates upload portfolio components according to an assigned timeline for feedback from the Program Director. The purpose of this process is to help ensure that candidates receive feedback about their performance assessment as it develops to help ensure a passing score when the final portfolio is reviewed by PARP.</p> <p><i>....coach preparation...</i></p> <p>The Program Director serves as the lead trainer or coordinator for the COACH TRAINING at SLOCOE. The Program Director is required to receive formal training in Cognitive Coaching, Blended Coaching, and Adaptive Schools. This formal training allows for the development and implementation of the SLOCOE localized training program.</p> <p><i>...and program evaluation...</i></p> <p>The SLOCOE CASC Program Director 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 (three for each cohort), candidates will complete an electronic MEETING EVALUATION. Comprehensive program evaluations will be provided via an END – OF-YEAR PROGRAM SURVEY 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 SLOCOE.</p> | <p>PERFORMANCE TASKS</p> <p>PERFORMANCE TASK REFLECTIONS</p> <p>COACH TRAINING</p> <p>MEETING EVALUATION</p> <p>END OF YEAR PROGRAM SURVEY</p> <p>COACH EVALUATION</p> |
| <p>The induction program individualizes professional learning opportunities for each candidate and includes program, employer, partner and high quality professional learning approved by</p> | <p><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></p> <p>All SLOCOE CASC candidate seminars are aligned to specific CPSEs, with all six being represented over the two-year</p> | |

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|---|---|---|
| <p>the provider, in support of Standard 5 outcomes.</p> | <p>program. The CPSEL-aligned professional learning opportunities can be found in the YEAR 1 CASC CLASS SYLLABUS and the YEAR 2 CASC CLASS SYLLABUS.</p> <p>The INDIVIDUAL INDUCTION PLAN (IIP) allows candidates to develop strategic goals that are aligned to areas of growth identified through their CPSEL SELF-REFLECTION. The strategic annual goals created in both program years serve as a foundation for the individualized professional learning that a candidate maps out to act upon their goal. In Part D of each IIP, candidates describe the professional learning they intend to pursue and the alignment to both the CPSEL and their strategic goals. The Superintendent (or designee) who oversees the CASC candidate reviews and approves the IIP strategic goals to ensure that they are appropriately aligned to district and school initiatives. This approval process allows for the employer to help shape the development trajectory of the district candidate.</p> <p>In addition to the IIP, 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 Program Director ensures that the assigned coach meets the Coach Eligibility Requirements as outlined in the COACH OVERVIEW. 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>YEAR 1 CASC SYLLABUS</p> <p>YEAR 2 CASC SYLLABUS</p> <p>INDIVIDUAL INDUCTION PLAN</p> <p>CPSEL SELF-REFLECTION</p> <p>COACH OVERVIEW</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><i>The program regularly assesses the quality of their professional learning offerings using criteria that includes participant feedback and direct observation of offerings.</i></p> <p>The SLOCOE CASC Program Director 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</p> | |

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|---|---|---|
| | <p>classes (three for each year), candidates will complete an electronic class evaluation. A comprehensive END-OF-YEAR PROGRAM SURVEY will be provided mid-program and end-of-program to all candidates and coaches each year. Evaluation feedback will be synthesized by the Program Director and reviewed by the SLOCOE INDUCTION LEADERSHIP COUNCIL to inform decisions about program improvements. The Executive Director of the Education Support Services Department will attend portions of the SLOCOE CASC seminars to provide observational feedback to the Program Director about professional learning offerings.</p> | <p>END OF YEAR PROGRAM SURVEY</p> <p>INDUCTION LEADERSHIP COUNCIL</p> |
| <p>The program leaders provide formative feedback to professional learning providers on their work.</p> | <p><i>The program leaders provide formative feedback to professional learning providers on their work.</i></p> <p>The Program Director synthesizes feedback from the program seminar evaluations and the mid-year and end-of-year evaluations to provide formative feedback to professional learning providers. Additionally, the Program Director, in conjunction with the Executive Director of the Educational Support Services Department, provides observational feedback to professional learning partners in an effort to support SLOCOE's commitment to ongoing program improvement.</p> | |
| <p>Program Standard 3: Selection and Training of Coaches</p> | | |
| <p>The induction program selects, prepares, assigns, supports, and supervises coaches, using well-defined criteria.</p> | <p><i>The induction program selects....</i></p> <p>District employers are tasked with identifying and assigning the Coach to each candidate. The Program Director ensures that the assigned coach meets the Coach Eligibility Requirements as outlined in the COACH OVERVIEW. 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><i>....prepares, supports....</i></p> | <p>COACH OVERVIEW</p> |

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|---|--|--|
| | <p>New Coaches are required to attend a two day COACH TRAINING. Veteran Coaches attend annual Coach training provided by the SLOCOE CASC Program. The Coaching Training Classes are aligned to research-affirmed coaching practices found in Cognitive Coaching, Blended Coaching, and the Adaptive Schools frameworks. The Program Director is available for one-on-one and phone meetings to support district Coaches with specific, individualized challenges that they might be facing.</p> <p><i>....supervises Coaches using well-defined criteria....</i></p> <p>Coaches are required to support their CASC candidates for a minimum of 40 hours annually. This support is documented on the COACHING SUPPORT RECORD, CASC OBSERVATION and COACH LOG and is submitted with the CASC candidate's Performance Assessment Portfolio as a criteria for clear credential recommendation. SLOCOE believes that the foundation of a quality experience in the CASC program is quality of the Coach, so a COACH REASSIGNMENT POLICY is in place to support both Candidates and Coaches who may identify that they are not well matched.</p> | <p><u>COACH TRAINING</u></p> <p><u>COACHING SUPPORT RECORD</u></p> <p><u>CASC OBSERVATION</u></p> <p><u>COACHING LOG</u></p> <p><u>COACH REASSIGNMENT POLICY</u></p> |
| <p>Coaches receive initial training prior to being assigned to a candidate.</p> | <p><i>Coaches receive initial training prior to being assigned to a candidate</i></p> <p>Prior to being assigned to a candidate and beginning the coaching process, potential Coaches complete a COACH TRAINING. This training provides the coaches with knowledge and skills of: coaching, goal setting, use of appropriate coaching instruments, and processes of formative and summative assessment. In addition, coaches learn about coaching mindset, coaching language, and giving effective feedback. At the initial training, coaches partake in a COACH SELF-ASSESSMENT to determine a baseline for their coaching skills and abilities.</p> | <p><u>COACH TRAINING</u></p> |

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|---|---|--|
| <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> | <p><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></p> <p>The initial COACH TRAINING is provided to all Coaches prior to being assigned to a candidate and completing the first coaching requirements. The Institute provides an overview of the local coaching program, gives coaches an opportunity to reflect on their coaching practice and to set goals for the year via COACH SELF-ASSESSMENT and GOAL SETTING tools. It also provides an opportunity for all Coaches to become familiar with and understand the purpose and use of the INDIVIDUAL INDUCTION PLAN (IIP), PERFORMANCE TASKS, PERFORMANCE TASK REFLECTIONS, CPSEL SELF-REFLECTION, COACHING SUPPORT RECORD, CASC OBSERVATION, and COACHING LOG. Additionally, the Institute provides an overview of the formative feedback and summative PERFORMANCE ASSESSMENT REVIEW PANEL review processes. Coaches become familiar with the alignment between the YEAR 1 CASC SYLLABUS, YEAR 2 CASC SYLLABUS, the PERFORMANCE TASKS, and the IIP in supporting CPSEL-aligned professional growth for CASC candidates in alignment with Standard 5 of the Administrative Services Credential Induction Program Standards.</p> | <p>COACH TRAINING</p> <p>COACH SELF-ASSESSMENT</p> <p>COACH GOAL SETTING TOOL</p> <p>INDIVIDUAL INDUCTION PLAN</p> <p>PERFORMANCE ASSESSMENT TASKS</p> <p>PERFORMANCE TASK REFLECTION</p> <p>CPSEL SELF-REFLECTION</p> <p>COACHING SUPPORT RECORD</p> <p>CASC OBSERVATION</p> <p>COACHING LOG</p> <p>PERFORMANCE ASSESSMENT REVIEW PANEL</p> |
|---|---|--|

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|---|---|--|
| | | YEAR 1 CASC SYLLABUS YEAR 2 CASC SYLLABUS |
| <p>The program provides ongoing training to refine coaching skills, engage in ongoing professional learning in current educational trends, research and policy changes.</p> | <p><i>The program provides ongoing training to refine coaching skills.....</i></p> <p>Coaches attend COACH MEETINGS facilitated by the SLOCOE CASC Program. The COACH TRAINING and COACH MEETINGS are aligned to research-affirmed coaching practices found in Cognitive Coaching, Blended Coaching and the Adaptive Schools frameworks. The Program Director is available for one-on-one and phone meetings to support district Coaches with specific, individualized challenges that they might be facing.</p> <p><i>...engage in ongoing professional learning in current educational trends, research and policy changes</i></p> <p>CASC coaches are invited and encouraged to attend all CPSEL-aligned CASC Candidate seminars, as outlined in the YEAR 1 CASC SYLLABUS and the YEAR 2 CASC SYLLABUS. CASC candidate seminars 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 seminars 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> | COACH TRAINING COACH MEETINGS YEAR 1 CASC SYLLABUS YEAR 2 CASC SYLLABUS |
| <p>The program provides ongoing support for individual coaching challenges, reflection on coaching</p> | <p><i>The program provides ongoing support for individual coaching challenges, reflection on coaching practice, and opportunities for networking with coaching peers</i></p> | |

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|--|--|---|
| <p>practice, and opportunities for networking with coaching peers.</p> | <p>The Program Director 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 COACH MEETINGS. Peer support and feedback allow for Coaches to refine their practice in an effort to continually improve. All Coaches from across San Luis Obispo County attend COACH MEETINGS together, which provides for multiple opportunities for networking and interfacing with a assortment of colleagues from a diversity of backgrounds.</p> | <p>COACH MEETINGS</p> |
| <p>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.</p> | <p><i>The program identifies and assigns one of its coaches to each candidate within the first 30 days of the candidate's admission to the program, matching the coach and candidate according to the defined criteria</i></p> <ol style="list-style-type: none"> 1. The candidate completes the CANDIDATE APPLICATION. This application is reviewed jointly by the SLOCOE Program Director and the SLOCOE Credential Analyst to ensure that the candidate meets the eligibility requirements outlined in the CASC preconditions. 2. After verifying that the candidate meets the eligibility requirements, the Program Director 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 are outlined in the COACH OVERVIEW and which include: <ul style="list-style-type: none"> - A minimum of three years of serving in an administrative position. - A California Clear Administrative Services Credential. <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 Program Director sends the Coach the COACH APPLICATION. The COACH APPLICATION is reviewed by the SLOCOE Program Director and the SLOCOE</p> | <p>CANDIDATE APPLICATION</p> <p>COACH OVERVIEW</p> <p>COACH APPLICATION</p> |

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|--|---|--|
| | <p>Credential 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 they have been reviewed and approved by the SLOCOE 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. Coaches attend the COACH TRAINING prior to CASC candidate advisement and are provided with their COACHING LOG and COACHING SUPPORT RECORD at this time. 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>COACH TRAINING</p> <p>COACHING LOG</p> <p>COACHING SUPPORT RECORD</p> |
| <p>Clear procedures are in place for reassignment of coaches, if the candidate/coach pairing is not effective.</p> | <p><i>Clear procedures are in place for reassignment of coaches, if the candidate/coach pairing is not effective</i></p> <p>SLOCOE believes that the foundation of a quality experience in the CASC program is the quality of the Coach, so a COACH REASSIGNMENT POLICY is in place to support both Candidates and Coaches who may identify that they are not well matched.</p> | <p>COACH REASSIGNMENT POLICY</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><i>The program regularly assesses the quality of services provided by coaches to candidates, using criteria including participant feedback...</i></p> <p>The SLOCOE 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><i>...direct observation of coaching...</i></p> | <p>COACH EVALUATION</p> <p>COACH TRAINING</p> <p>COACH MEETINGS</p> |

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|---|--|--|
| | <p>Through the COACH TRAINING and COACH MEETINGS, Coaches are provided with multiple opportunities to practice new skills with both their Coach colleagues and their CASC candidates. The Program Director 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><i>...growth of candidate on established criteria, and compliance with program requirements.</i></p> <p>The Performance Assessment portfolio is scored against a 3-point CPSEL-aligned PERFORMANCE ASSESSMENT RUBRIC by the PERFORMANCE ASSESSMENT REVIEW PANEL. 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 “0”, “1”, and “2” look like. Formative feedback is provided in an ongoing fashion by the Program Director via the SLOCOE Online Classroom for portfolio components, which include the INDIVIDUAL INDUCTION PLAN, CPSEL SELF-REFLECTION, PERFORMANCE TASKS and PERFORMANCE TASK REFLECTIONS.</p> | <p>PERFORMANCE ASSESSMENT RUBRIC</p> <p>PERFORMANCE ASSESSMENT REVIEW PANEL</p> <p>INDIVIDUAL INDUCTION PLAN</p> <p>CPSEL SELF-REFLECTION</p> <p>PERFORMANCE TASK</p> <p>PERFORMANCE TASK REFLECTION</p> |
| <p>Induction program leaders provide formative feedback to coaches on their work.</p> | <p><i>Induction program leaders provide formative feedback to coaches on their work</i></p> <p>The Program Director provides formative feedback on the INDIVIDUAL INDUCTION PLAN (IIP), CPSEL-SELF REFLECTION, PERFORMANCE TASKS and PERFORMANCE TASK REFLECTIONS via the SLOCOE Online Classroom. Candidates submit Performance Task evidence and IIP components at specified due dates throughout the year to the Program Director via the Online Classroom. This allows for the Program Director to monitor pace and the quality of the performance assessment, as it is being developed. Coaches are trained to provide feedback on the IIP as another source of feedback for each CASC candidate</p> | <p>INDIVIDUAL INDUCTION PLAN (IIP)</p> <p>CPSEL-SELF REFLECTION</p> <p>PERFORMANCE TASKS</p> <p>PERFORMANCE TASK REFLECTIONS</p> |

Administrative Services Credential Clear Induction Program Standards
2018

| 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>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>As outlined in the PROGRAM NARRATIVE document, the SLOCOE CASC program consists of three key elements:</p> <ol style="list-style-type: none"> 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. The coach provides support to the candidate in developing and pursuing professional goals related to the CPSELs in a non-evaluative partnership. The coach receives initial training in a two day COACH TRAINING and ongoing training through monthly COACH MEETINGS. 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 learning opportunities via their INDIVIDUAL INDUCTION PLAN. Selected professional learning is aligned to identified CPSELs as well as the candidate’s strategic goal. Candidates document their professional learning and growth on their INDIVIDUAL INDUCTION PLAN. 3. Assessment of Candidate Competence: Candidates choose from a variety of PERFORMANCE TASKS related to each CPSEL. The purpose of the CPSEL Performance Tasks is to allow for candidates to demonstrate growth over time with respect to each CPSEL. Candidates demonstrate competence via their INDIVIDUAL INDUCTION PLAN, the CPSEL PERFORMANCE TASKS and PERFORMANCE TASK REFLECTIONS. The INDIVIDUAL INDUCTION PLAN | <p>PROGRAM NARRATIVE</p> <p>COACH TRAINING</p> <p>COACH MEETINGS</p> <p>INDIVIDUAL INDUCTION PLAN</p> <p>PERFORMANCE TASKS</p> <p>PERFORMANCE TASK REFLECTION</p> |

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|--|---|--|
| | <p>and PERFORMANCE TASKS allow each candidate to demonstrate their ability to holistically manage the multifaceted responsibilities of a school and/or district leader. In addition, through their work on the INDIVIDUAL INDUCTION PLAN and PERFORMANCE TASKS, and PERFORMANCE TASK REFLECTIONS, candidates will reflect on their professional practices, set strategic goals , and execute those goals with the support of professional learning/ research, and further reflect on this process to determine next steps.</p> | |
| <p>The induction experience is informed by ongoing assessment and is cyclical in nature.</p> | <p>The induction experience is informed by ongoing assessment and is cyclic in nature.</p> <p>A CASC candidates complete a CPSEL SELF-REFLECTION at three points each academic year. One purpose of this activity is to help candidates establish growth goals against professional standards. The INDIVIDUAL INDUCTION PLAN is completed during each academic year by each candidate. The purpose of the INDIVIDUAL INDUCTION PLAN is to foster the disposition for each administrator to reflect on their leadership, site/district data, professional research and to utilize those reflections to implement goals and establish professional learning plans for ongoing growth and improvement. One goal that the SLOCOE CASC program is to facilitate a “habit of mind” where leaders assess→ plan→ lead→ reflect→ apply.</p> | <p>CPSEL SELF-REFLECTION</p> |
| <p>Components include initial assessment, goal setting, a plan that incorporates coaching and professional learning opportunities, ongoing formative</p> | <p>Components include initial assessment, goal setting...</p> <p>Candidates complete an initial CPSEL SELF-REFLECTION that is facilitated by their Coach. The CPSEL SELF-REFLECTION, coupled with a review of the candidate’s district and site leadership</p> | <p>CPSEL SELF-REFLECTION</p> |

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|--|--|---|
| <p>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>goals, leads to the formation of the INDIVIDUAL INDUCTION PLAN, which includes strategic goals for the year. These strategic goals are reviewed by the candidate’s Coach, Superintendent (or designee), and the Program Director to ensure that they are appropriate.</p> <p><i>...a plan that incorporates coaching and professional learning opportunities...</i></p> <p>The IIP outlines the professional learning opportunities that are aligned to the candidate’s strategic goals. Candidates receive a minimum of 40 hours of annual support from their district-assigned Coach, as documented on the COACHING SUPPORT RECORD, CASC OBSERVATION, and COACHING LOG.</p> <p><i>...ongoing formative assessment and reflection...</i></p> <p>Candidates complete the INDIVIDUAL INDUCTION PLAN for each of three CPSELs throughout each year, along with a CPSEL SELF-REFLECTION at the beginning, middle, and end of each year. The INDIVIDUAL INDUCTION PLAN and the CPSEL SELF-REFLECTION provide opportunities for candidates to reflect on their leadership practice against professional standards and through the specific context of their district or school setting.</p> <p><i>...benchmark and summative assessment...</i></p> <p>Candidates submit their Performance Assessment Portfolios, which include the INDIVIDUAL INDUCTION PLAN, PERFORMANCE TASKS, PERFORMANCE TASK REFLECTIONS, CPSEL SELF-REFLECTION, COACHING SUPPORT RECORD, CASC OBSERVATION, and COACHING LOG to the PERFORMANCE ASSESSMENT REVIEW PANEL (PARP) at the end of each academic year. The PARP utilizes the PERFORMANCE ASSESSMENT RUBRIC to score each portfolio for a final summative grade. The PARP ensures that each performance</p> | <p><u>INDIVIDUAL INDUCTION PLAN</u></p> <p><u>COACHING SUPPORT RECORD</u></p> <p><u>CASC OBSERVATION</u></p> <p><u>COACHING LOG</u></p> <p><u>CPSEL SELF-REFLECTION</u></p> <p><u>PERFORMANCE TASKS</u></p> <p><u>PERFORMANCE TASK REFLECTION</u></p> <p><u>PERFORMANCE ASSESSMENT REVIEW PANEL</u></p> <p><u>PERFORMANCE ASSESSMENT RUBRIC</u></p> |
|--|--|---|

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|--|--|--|
| | <p>assessment portfolio is read a minimum of two times by two separate readers. If there is a discrepancy in scoring, the Program Director provides a final, third-review of each portfolio to determine the final score. Candidates submit components of the Performance Assessment Portfolio (specifically the IIP and PERFORMANCE TASKS) throughout the year to the Program Director via the SLOCOE Online Classroom for formative feedback. Throughout the year, the IIP, PERFORMANCE TASKS, PERFORMANCE TASK REFLECTIONS, CPSEL SELF-REFLECTION, COACHING RECORDS, and COACHING LOG are reviewed by the Program Director as a benchmark assessments. Candidates are provided feedback on these benchmarks about their progress towards meeting the end-of-year standard defined on the PERFORMANCE ASSESSMENT RUBRIC.</p> <p><i>...and reflects a minimum of 60 clock hours and a maximum of 90 clock hours annually</i></p> <p>Candidates receive a minimum of 40 annual hours of Coaching support from their Coaches each year. All CASC Candidates attend a minimum of 6 hours of annual seminars provided by the SLOCOE CASC Program, as well as 15 hours of Professional Network meetings and ten hours of differentiated professional development. Within the seminars and the coaching hours, candidates are supported with completing their performance assessment portfolio. Candidates pursue additional professional learning aligned to their IIP. Through Coaching, seminars, and individualized professional learning, the SLOCOE CASC program has a minimum of 60 hours of support to all candidates. The Program Director 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 Program Director reviews the COACHING LOG and COACHING SUPPORT RECORDS to ensure that the minimum 40-hour requirement is satisfied, while not exceeding the total 90-hour maximum.</p> | <p>ATTENDANCE POLICY</p> <p>COACH LOG</p> <p>COACHING SUPPORT RECORD</p> |
|--|--|--|

Administrative Services Credential Clear Induction Program Standards
2018

| 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><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></p> <p>The INDIVIDUAL INDUCTION PLAN (IIP) is developed by each CASC candidate with the support of the CASC Coach, the Program Director, and the district Superintendent (or designee). The IIP is completed during each academic year of the candidate’s two year experience in the program. Candidates utilize their initial CPSEL-SELF REFLECTION, as well as a review of their district and site plans, district/school vision, and coaching conversations to arrive at their strategic goals for each CPSEL section of the IIP. The strategic goal is aligned to select CPSELS/Standard 5 outcomes and must be approved by the Coach, Superintendent (or designee) and the Program Director. The IIP requires candidates to construct measurable indicators of progress toward their strategic goals and align this evidence to the CPSELS/Standard 5 outcomes. The experience of designing/implementing the INDIVIDUAL INDUCTION PLAN is job-embedded with CPSELS (Standard 5 outcomes) serving as the foundational standards for evaluation and self-reflection.</p> | <p><u>INDIVIDUAL INDUCTION PLAN (IIP)</u></p> <p><u>CPSEL-SELF REFLECTION</u></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><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></p> <p>The INDIVIDUAL INDUCTION PLAN (IIP) serves as the blueprint for the full induction experience for the candidates. The IIP leads the candidate to synthesize their CPSEL-SELF REFLECTION, district and school goals, their school/department vision/mission and their initial reflections with their CASC coach into strategic leadership goals for the year around each of the three identified</p> | <p><u>INDIVIDUAL INDUCTION PLAN</u></p> <p><u>CPSEL-SELF REFLECTION</u></p> |

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|---|--|---|
| | <p>CPSELs for that year. These goals, rooted in the context of the candidate’s position and individualized standards-aligned reflections, serve as the driving factor for the remaining components of the IIP, which include the implementation plan, individualized professional learning and the post-IIP reflections. Given that the goals serve as the grounding factor for the remainder the IIP, each goal is reviewed by the Coach, District Superintendent (or designee) and the Program Director to ensure that it is appropriate for the candidate in their current position. The components of the IIP serve as foundations for the Coach and Candidate to deconstruct through coaching conversations. At the end of the academic year, the candidate reflects on the implementation of the IIP to determine if the strategic goals were met or exceeded. CPSEL-aligned evidence is collected through the PERFORMANCE TASKS and the candidate engages in a critical reflection on impact and next steps during final coaching conversations for the year.</p> | <p style="text-align: center;"><u>PERFORMANCE TASKS</u></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><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></p> <p>In Part B of the INDIVIDUAL INDUCTION PLAN (IIP), candidates develop strategic goals that are informed by the CPSEL-SELF REFLECTION, 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 strategic goals for the INDIVIDUAL INDUCTION PLAN.</p> | <p style="text-align: center;"><u>INDIVIDUAL INDUCTION PLAN</u></p> <p style="text-align: center;"><u>CPSEL-SELF REFLECTION</u></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</p> | <p><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></p> | <p style="text-align: center;"><u>INDIVIDUAL INDUCTION PLAN</u></p> |

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|---|--|---|
| <p>Services Credential Induction Program Standards.</p> | <p>In Part B of the INDIVIDUAL INDUCTION PLAN (IIP), candidates identify their strategic goals and the alignment of the goals to areas of needed growth identified through the CPSEL SELF-REFLECTION.</p> <p>In Part C of the IIP, candidates identify action steps and measurable indicators of progress toward meeting their strategic goals. These indicators are aligned to the CPSEL/Standard 5 outcomes.</p> <p>In Part D of the IIP, candidates map out a professional learning/research plan for executing their personalized strategic goal. The elements of this plan are aligned to the CPSEL/Standard 5 outcomes.</p> <p>In PART A of the IIP, candidates identify and analyze evidence of having met or achieved their strategic goal. The evidence is curated by the candidate according to the CPSELS/Standard 5 outcomes that are focused on by the program during the academic year. Each academic year of the SLOCOE CASC program focuses on different CPSEL elements. Year 1 focuses on CPSELS 1, 2, and 3. Year 2 focuses on CPSELS 4, 5, and 6.</p> | <p><u>CPSEL SELF-REFLECTION</u></p> |
| <p>The IIP is a working document, periodically revisited for reflection and revision.</p> | <p><i>The IIP is a working document, periodically revisited for reflection and revision.</i></p> <p>The INDIVIDUAL INDUCTION PLAN is completed throughout the academic year in phases. The IIP for each CPSEL is completed at the time of the CASC seminar related to that CPSEL. Candidates utilize the IIP as a working document to outline their plan for achieving their strategic goal related to that CPSEL. The IIP is reviewed and approved at the beginning of the CASC segment related to the aligned CPSEL. Candidates are provided the flexibility to amend components of their plan, with the close feedback and oversight of the Program Director and the Coach.</p> | <p><u>INDIVIDUAL INDUCTION PLAN</u></p> |

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|---|--|---|
| <p>The IIP supports both the coaching and professional learning aspects of the induction program.</p> | <p><i>The IIP supports both the coaching and professional learning aspects of the induction program</i></p> <p>CASC Candidates develop the INDIVIDUAL INDUCTION PLAN (IIP) with the support of their Coaches. Program seminars and in-person meeting time is utilized to support the candidate with the development of their IIP as well as work and reflection on the selected PERFORMANCE TASK and PERFORMANCE TASK REFLECTIONS. Coaches practice their coaching skills through supporting the candidate development of the IIP. The Program Director reviews all strategic goals when the IIPs are submitted. This provides feedback to the Program Director about specific candidate needs for Professional Learning and seminar content is adjusted to accommodate these needs.</p> | <p>INDIVIDUAL INDUCTION PLAN</p> <p>PERFORMANCE TASKS</p> <p>PERFORMANCE TASK REFLECTIONS</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 SLOCOE CASC Program utilizes Blended Coaching 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 Cognitive Coaching and Garmston and Wellman’s Adaptive Schools frameworks are brought in. In the COACH TRAINING there is a focus on facilitative coaching moves. This focus on facilitative coaching is deliberate so that Coaches learn to start coaching conversations from a facilitative point. That said, SLOCOE 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.</p> | <p>COACH TRAINING</p> |
| <p>Coaching is a process and service that is individualized for each candidate, with a common focus of developing leadership</p> | <p><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></p> | |

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|---|---|---|
| <p>competency rather than completion of hours.</p> | <p>Coaches are exposed to Henna Inam’s and Karissa Thacker’s works on Authentic Leadership to establish a disposition of supporting leadership growth for their respective candidates. While all Coaches must provide a minimum of 40 hours of Coaching Support for their candidates as evidenced on the COACHING LOG, the goal is for the Coaching experience to be seen as a individualized growth opportunity, rather than a simple hour requirement. Coach quality is measured by the Program Director via the Performance Assessment portfolio, which includes the CPSEL-SELF REFLECTION, the INDIVIDUAL INDUCTION PLAN, the PERFORMANCE TASKS and PERFORMANCE TASK REFLECTIONS, and the CASC OBSERVATION and COACHING SUPPORT RECORD. The quality of the portfolio and the evidenced growth over time of the candidate are indicators of coaching quality and will serve as a key data about the efficacy of the SLOCOE CASC coaching program. In addition, candidates are given a rubric at the orientation and use that rubric as criteria to evaluate the effectiveness of their coach in areas described in the COACH EVALUATION.</p> | <p>COACHING LOG</p> <p>CPSEL-SELF REFLECTION</p> <p>INDIVIDUAL INDUCTION PLAN</p> <p>PERFORMANCE TASKS</p> <p>PERFORMANCE TASK REFLECTIONS</p> <p>CASC OBSERVATION</p> <p>COACHING SUPPORT RECORD</p> <p>COACH EVALUATION</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><i>The coaching based induction program provides a minimum of forty hours of job-embedded coaching each year.....</i></p> <p>The SLOCOE CASC program requires a minimum of 40 hours of job-embedded coaching each year. Coaches must agree to this requirement on the COACH APPLICATION and document their satisfying this requirement via the COACHING SUPPORT RECORD and COACHING LOG. The content of the coaching conversations is candidate-directed, based on the identified needs from the CPSEL SELF-REFLECTION, INDIVIDUAL INDUCTION PLAN (IIP), PERFORMANCE TASKS and PERFORMANCE TASK REFLECTIONS, and site-specific issues that the candidate might be dealing with.</p> <p><i>...including site visits, face-to-face meetings, and electronic conversation (e.g., telephone, computer applications) to support the development of leadership competencies in</i></p> | <p>COACH APPLICATION</p> <p>COACHING SUPPORT RECORD</p> <p>COACHING LOG</p> <p>CPSEL SELF-REFLECTION</p> <p>INDIVIDUAL INDUCTION PLAN</p> <p>PERFORMANCE TASKS</p> <p>PERFORMANCE TASK REFLECTIONS</p> |

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|---|---|--|
| | <p><i>response to the complexity of the candidate’s administrative position, experience, background and IIP goals.</i></p> <p>The research of Costa, Garmston, and Wellman tell us that the richness of a coaching experience is provided when the coach and coachee can establish rapport with one another in a face-to-face setting. For this reason, the SLOCOE CASC coaching program requires that the majority 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 both the COACHING SUPPORT RECORD and the COACHING LOG. The COACHING LOG allows for the Coach to indicate the content of the Coaching meeting (whether it was related to the IIP, CPSELs, Performance Tasks, site issues, etc.)</p> | |
| <p>In order to provide each candidate with the coaching service needed to attain program outcomes, additional coaching hours may be required.</p> | <p><i>In order to provide each candidate with the coaching service needed to attain program outcomes, additional coaching hours may be required.</i></p> <p>The SLOCOE CASC program establishes a 40 hour minimum requirement for Coaching. Coaches are made aware in the initial COACH TRAINING that additional coaching might be necessary to adequately support candidate needs</p> | <p><u>COACH TRAINING</u></p> |
| <p>Coaching is regular, consistent, and ongoing throughout each year of the two-year program.</p> | <p><i>Coaching is regular, consistent, and ongoing throughout each year of the two-year program</i></p> <p>Coaches in the SLOCOE CASC Program must meet at 40-hour annual minimum requirement for Coaching each academic year, which is documented on the COACHING LOG and COACHING SUPPORT RECORD. The COACHING LOG serves as evidence that the coaching experience was spread throughout the two program years. THE COACH TRAINING and COACH MEETINGS provide opportunities for coaching practice and occur throughout the two program years.</p> | <p><u>COACHING LOG</u></p> <p><u>COACHING SUPPORT RECORD</u></p> <p><u>COACH TRAINING</u></p> <p><u>COACH MEETINGS</u></p> |

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|---|--|---|
| <p>Coaching is enhanced with technology supports, however it should be primarily in person and at the site</p> | <p><i>Coaching is enhanced with technology supports, however it should be primarily in person and at the site</i></p> <p>The SLOCOE CASC coaching program requires that the majority 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 both the COACHING SUPPORT RECORD and the COACHING LOG. The COACHING LOG allows for the Coach to indicate the content of the Coaching meeting (whether it was related to the IIP, CPSELs, Performance Tasks, site issues, etc.)</p> | <p>COACHING SUPPORT RECORD</p> <p>COACHING LOG</p> |
| <p>The coaching process is one that requires confidential coach-candidate collaboration in</p> | <p><i>The coaching process is one that requires confidential coach-candidate collaboration in....</i></p> <p>At the COACH TRAINING, 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 Program Director encourages the district to place a coach with a candidate who is in a non-evaluative position over that candidate.</p> | <p>COACH TRAINING</p> |
| <p>self-assessment;</p> | <p><i>...self-assessment...</i></p> <p>At three points throughout each academic year, candidates complete a CPSEL SELF-REFLECTION through the facilitation of their Coach. Coaches apply facilitative coaching skills to support the candidate with an accurate self-assessment</p> | <p>CPSEL SELF-REFLECTION</p> |
| <p>investigation and data gathering regarding the circumstances and environment in which the candidate is embedded, and identification of candidate's experience, prior knowledge, and needs;</p> | <p><i>...investigation and data gathering regarding the circumstances and environment in which the candidate is embedded, and identification of candidate's experience, prior knowledge, and needs...</i></p> <p>The Coach supports the candidate with each part of the development of their INDIVIDUAL INDUCTION PLAN (IIP). Part C of the IIP requires the candidate (with the support of their coach) to identify data that will indicate progress toward meeting their</p> | <p>INDIVIDUAL INDUCTION PLAN</p> <p>CPSEL SELF-REFLECTION</p> |

Administrative Services Credential Clear Induction Program Standards
2018

| | | | |
|--|--|---|---|
| | | <p>strategic goal (Part B) as well as evidence of having made progress toward meeting their strategic goal (Part C). Part A of the IIP and the coach-facilitated CPSEL SELF-REFLECTION 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><i>...goal setting, that intertwines job-embedded leadership performance with Category III, Standard 5 program outcomes...</i></p> <p>Coaches support their candidates with the development of their strategic goal that serves as the driving factor for their INDIVIDUAL INDUCTION PLAN. The strategic goal is aligned to the CPSELS/Standard 5 indicators and must be approved by the Coach, district Superintendent (or designee), and the Program Director. Additionally, the Coach facilitates the PERFORMANCE TASK choice and PERFORMANCE TASK REFLECTION for the candidate, as a component of the Coaching. The PERFORMANCE TASKS are connected to the CPSEL/Standard 5 outcomes as well as the CPSEL-aligned seminars found in the YEAR 1 CASC SYLLABUS and the YEAR 2 CASC SYLLABUS.</p> | <p>INDIVIDUAL INDUCTION PLAN</p> <p>PERFORMANCE TASK</p> <p>PERFORMANCE TASK REFLECTION</p> <p>YEAR 1 CASC SYLLABUS</p> <p>YEAR 2 CASC SYLLABUS</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><i>...action planning to guide attainment of goals but which also identifies opportunities for both candidate growth and demonstration of program outcomes...</i></p> <p>The Coach supports the candidate with each part of the development of their INDIVIDUAL INDUCTION PLAN (IIP). Part C of the IIP requires the candidate to consider measurable indicators of progress that will ensure the likelihood of achieving the strategic goal. Part D of the IIP requires the candidate to map out professional learning activities that will support goal implementation. PERFORMANCE TASK REFLECTIONS require the candidate to identify and analyze CPSEL-aligned evidence of having made progress toward achieving the strategic goals as well as ongoing growth process towards improving school/district leadership outcomes.</p> | <p>INDIVIDUAL INDUCTION PLAN</p> <p>PERFORMANCE TASK REFLECTION</p> |

Administrative Services Credential Clear Induction Program Standards
2018

| | | | |
|--|--|--|---|
| | <p>observation and data gathering regarding learning, impact, and leadership performance;</p> | <p><i>...observation and data gathering regarding learning, impact, and leadership performance...</i></p> <p>The Coach supports the candidate with the reflection component of the chosen PERFORMANCE TASK using facilitative and instructional coaching strategies.</p> <p>Additionally, Coaches support candidates by observing them in their work environment and offering effective and productive feedback regarding their leadership performance in that environment.</p> <p>In each chosen PERFORMANCE TASK REFLECTION, Coaches support analysis of the work done and development of next steps for application of their learning from implementing the PERFORMANCE TASK.</p> | <p>PERFORMANCE TASK</p> <p>PERFORMANCE TASK REFLECTION</p> |
| | <p>ongoing facilitated reflection, formative assessment, adaptation, anticipation, and development of leadership competence;</p> | <p><i>...ongoing facilitated reflection, formative assessment, adaptation, anticipation, and development of leadership competence...</i></p> <p>The Coach utilizes facilitative coaching strategies to support the candidate with their CPSEL SELF-REFLECTION, PERFORMANCE TASK REFLECTIONS, and to help develop the INDIVIDUAL INDUCTION PLAN (IIP). In Part C of the IIP, candidates need to anticipate how progress toward their strategic goal will be identified. As the IIP is implemented, candidates may need to refine their goal or their professional learning plans as they encounter unforeseen obstacles or challenges. Leadership competence is demonstrated through the Performance Assessment Portfolio that is reviewed by the PERFORMANCE ASSESSMENT REVIEW PANEL. Coaches are provided feedback about their candidate's Performance Assessment portfolio as a means of formative feedback to inform their ongoing development and improvement as a Coach.</p> | <p>CPSEL-SELF REFLECTION</p> <p>PERFORMANCE TASKS REFLECTIONS</p> <p>INDIVIDUAL INDUCTION PLAN</p> <p>PERFORMANCE ASSESSMENT REVIEW PANEL</p> |
| | <p>and documentation of growth and attainment of Category</p> | <p><i>and documentation of growth and attainment of Category III, Standard 5 program outcomes.</i></p> | <p>CPSEL SELF-REFLECTION</p> |

Administrative Services Credential Clear Induction Program Standards
2018

| | | | |
|--|---|--|--|
| | <p>III, Standard 5 program outcomes.</p> | <p>The Coach supports the candidate’s CPSEL SELF-REFLECTION at the beginning, middle, and end of each academic year. Additionally, they support the development of the INDIVIDUAL INDUCTION PLAN (IIP) and facilitate the PERFORMANCE TASK choice and PERFORMANCE TASK REFLECTIONS, both of which are aligned to the CPSEL/Standard 5 program outcomes</p> | <p>INDIVIDUAL INDUCTION PLAN</p> <p>PERFORMANCE TASKS</p> <p>PERFORMANCE TASK REFLECTION</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 as provides differentiated learning opportunities as outlined in the candidates' IIP.</p> | <p><i>The program provides professional development offerings (a minimum of 20-30 clock hours annually) addressing needs common to all beginning educational administrators...</i></p> <p>The program provides all candidates with a minimum of 12 annual hours of professional learning seminars, which support the development CPSEL-aligned leadership dispositions. The 12 hours of seminars each year are led by the Program Director and include presentations by identified local experts with respect to specific content area.</p> <p>In addition, candidates participate in a minimum of 10 hours of PROFESSIONAL LEARNING TEAM meetings each year. These meetings are facilitated by an identified coach and are organized into job-alike groups across both years of the CASC program. These meetings may address the areas of Authentic Leadership, Coherence, and Improvement Science as determined by the needs and strategic goals of the participants of a given Team.</p> <p><i>...as well as provides differentiated learning opportunities as outlined in the candidates' IIP</i></p> <p>Part D of the INDIVIDUAL INDUCTION PLAN requires the candidate to identify a minimum of ten hours of individualized research/professional learning that they will engage in to support</p> | <p>PROFESSIONAL LEARNING TEAM</p> <p>INDIVIDUAL INDUCTION PLAN</p> | |

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|---|--|---|
| | <p>the implementation of their strategic goal. It requires consideration of how the professional learning activity is aligned to the CPSELs as well as how the candidate will apply the new learning as they execute their strategic goal.</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><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></p> <p>Professional learning seminars found in the YEAR 1 CASC SYLLABUS and the YEAR 2 CASC SYLLABUS are presented through a blend of modeling, direct instruction, and collaborative group work. Collaborative opportunities allow for groups to sort through scenarios/issues in order to identify current leadership practices and apply new knowledge to promote their growth as an educational leader. SLOCOE is committed to ensuring the 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><i>Professional development provides opportunities for candidates to develop professional networks that share best practices and challenges and garner collegial support</i></p> <p>All professional learning opportunities in the YEAR 1 CASC SYLLABUS and THE YEAR 2 CASC SYLLABUS are attended by all program participants. Program participants represent a diversity of leadership positions from across the ten districts in San Luis Obispo County in addition to charter schools, private educational institutions and candidates from neighboring counties who find the SLOCOE CASC program preferable to other options for earning a Clear Administrative Services Credential. Strategic seating and collaborative group activities are incorporated into all professional learning seminars with the goal of candidate's broadening their professional networks beyond the boundaries of their schools and districts. PROFESSIONAL LEARNING TEAM meetings provide more opportunities for candidates to engage with peers with similar jobs in different organizations. Additionally, candidates are exposed</p> | <p style="text-align: right;"><u>PROFESSIONAL LEARNING TEAM</u></p> |

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|--|--|--|
| | to a range of local administrative expert practitioners throughout the professional learning seminars. These experts serve as future resources for the candidates. | |
| All professional development is designed to support the application and 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><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 Induction Program Standards, and the attainment of the candidate's IIP goals</i></p> <p>As outlined in the YEAR 1 CASC SYLLABUS and the YEAR 2 CASC SYLLABUS, professional learning seminars are aligned to the CPSELS/Standard 5 of the Administrative Services Credential Induction Program Standards. Specific seminar content is presented by local expert practitioners, and content is informed by the strategic goals identified in the INDIVIDUAL INDUCTION PLAN for all candidates</p> | <p>YEAR 1 CASC SYLLABUS</p> <p>YEAR 2 CASC SYLLABUS</p> <p>INDIVIDUAL INDUCTION PLAN</p> |
| D. Assessment | | |
| The induction program develops assessments to measure candidate competence and take into account the highly variable nature of administrative responsibilities. | <p><i>The Induction Program develops assessments to measure candidate competence and take into account the highly variable nature of the administrative responsibilities</i></p> <p>All candidates in the SLOCOE CASC program submit a summative Performance Assessment portfolio at the conclusion of each program year. The Performance Assessment portfolio, which consists of the CPSEL SELF-REFLECTION, three PERFORMANCE TASKS and three PERFORMANCE TASK REFLECTIONS, the INDIVIDUAL INDUCTION PLAN (IIP), the COACHING SUPPORT RECORD, a minimum of one CASC OBSERVATION and the COACHING LOG, is reviewed by the PERFORMANCE ASSESSMENT REVIEW PANEL (PARP) and scored using the PERFORMANCE ASSESSMENT RUBRIC. Ongoing formative feedback is provided by the Program Director to the candidates on Performance Assessment components throughout the academic year via the SLOCOE Online Classroom. All candidate portfolios are viewed by the Program Director via a mid-year benchmark assessment each year to provide feedback to</p> | <p>CPSEL SELF-REFLECTION</p> <p>PERFORMANCE TASKS</p> <p>PERFORMANCE TASK REFLECTION</p> <p>INDIVIDUAL INDUCTION PLAN</p> <p>COACHING SUPPORT RECORD</p> <p>CASC OBSERVATION</p> |

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|---|--|--|
| | <p>the candidate regarding pace and content. All Performance Assessment components are adaptable and allow for the candidate to reflect on the personal growth goals and the specific needs of the setting through which they lead.</p> | <p>COACHING LOG</p> <p>PERFORMANCE ASSESSMENT REVIEW PANEL</p> <p>PERFORMANCE ASSESSMENT RUBRIC</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 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><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></p> <p>The Performance Assessment portfolio is reviewed each year by the PERFORMANCE ASSESSMENT REVIEW PANEL at the end of each academic year and scored against the PERFORMANCE ASSESSMENT RUBRIC. Ongoing formative feedback is provided by the Program Director to the candidates on Performance Assessment components throughout the academic year via the SLOCOE Online Classroom. The Performance Assessment Rubric for Year 1 is aligned to the CPSEL/Standard 5 focus on CPSELs 1, 2, and 3. The Performance Assessment Rubric for Year 2 is aligned to the CPSEL/Standard 5 focus on CPSELs 4, 5, and 6.</p> <p><i>Initial, formative, and summative assessments are collaborative, based on data gathered by the candidate, coach, and program.</i></p> <p>Initial assessment of the candidate is provided via the CANDIDATE APPLICATION and the initial CPSEL SELF-REFLECTION which supports development of Parts A and B of the INDIVIDUAL INDUCTION PLAN (IIP).</p> <p>Formative assessment of the candidate is provided in an ongoing fashion as the candidate uploads components of the Performance Assessment portfolio to the SLOCOE Online Classroom for</p> | <p>PERFORMANCE ASSESSMENT REVIEW PANEL</p> <p>PERFORMANCE ASSESSMENT RUBRIC</p> <p>CANDIDATE APPLICATION</p> <p>CPSEL SELF-REFLECTION</p> <p>INDIVIDUAL INDUCTION PLAN</p> |

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|--|--|--|
| | <p>feedback from the Program Director. Additionally, Coaches and district Superintendents provide feedback to the candidate on their Performance Assessment Portfolio, specifically the IIP, Parts A, B, and C.</p> <p>Summative Assessment of the Performance Assessment portfolio is conducted by the PARP who uses the PERFORMANCE ASSESSMENT RUBRIC to determine if the portfolio demonstrates leadership competence. The INDIVIDUAL INDUCTION PLAN, CPSEL SELF- REFLECTION, PERFORMANCE TASKS and PERFORMANCE TASK REFLECTIONS require the candidates to collect multifaceted forms of data to inform their critical reflections on their leadership practice.</p> | <p>PERFORMANCE TASKS</p> <p>PERFORMANCE TASK REFLECTIONS</p> |
| <p>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.</p> | <p><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></p> <p>All candidates complete an initial CPSEL SELF-REFLECTION 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 SUPPORT RECORDS reflect the candidate’s initial needs/goals. Over time, the COACHING SUPPORT RECORDS should reflect a growing maturity in leadership practice.</p> | <p>CPSEL SELF-REFLECTION</p> <p>COACHING SUPPORT RECORD</p> |
| <p>The initial assessment is informed by multiple measures.</p> | <p><i>The initial assessment is informed by multiple measures</i></p> <p>All candidates complete an initial CPSEL SELF-REFLECTION 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 SUPPORT RECORDS should reflect a growing maturity in the leadership capabilities of the candidate.</p> | <p>CPSEL SELF-REFLECTION</p> |

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|--|--|--|
| <p>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.</p> | <p><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></p> <p>The CPSEL SELF-REFLECTION 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. PERFORMANCE TASKS are aligned to the topical information presented in classes found in the YEAR 1 CASC SYLLABUS and the YEAR 2 CASC SYLLABUS. The PERFORMANCE TASK REFLECTIONS allow the candidates to reflect upon their competence with respect to each of the CPSELs and inform their self-ratings of growth over time. The INDIVIDUAL INDUCTION PLAN allows for the candidate to assess their ability to execute a strategic goal that is aligned to school and district needs and is supported by personal professional learning and research. COACHING SUPPORT RECORDS demonstrate a maturity in leadership dispositions as the candidate engages in coaching conversations through the minimum 40 hours of coaching support. Each of the aforementioned formative assessment activities provides feedback to the candidate about leadership strengths and areas of needed growth.</p> | <p>CPSEL SELF-REFLECTION</p> <p>YEAR 1 CASC SYLLABUS</p> <p>YEAR 2 CASC SYLLABUS</p> <p>PERFORMANCE TASKS</p> <p>PERFORMANCE TASK REFLECTION</p> <p>INDIVIDUAL INDUCTION PLAN</p> <p>COACHING SUPPORT RECORD</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><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></p> <p>Part B of INDIVIDUAL INDUCTION PLAN (IIP) requires the candidate to gather and analyze CPSEL-specific evidence that supports implementation of their strategic goal. Candidates work with their coaches to strategically choose PERFORMANCE TASKS and complete PERFORMANCE TASK REFLECTIONS, which are aligned to each CPSEL focus. PART E of the IIP requires the</p> | <p>INDIVIDUAL INDUCTION PLAN</p> <p>PERFORMANCE TASKS</p> <p>PERFORMANCE TASK REFLECTION</p> |

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|--|---|--|
| | <p>candidate to consider how they will enlist the support of the coach to reflect on the implementation of the IIP. The PERFORMANCE TASKS and PERFORMANCE TASK REFLECTIONS support the candidate with considering key higher-level questions with respect to their leadership practice.</p> | |
| <p>It utilizes multiple measures such as self-assessment, observation, and analyses of leadership performance.</p> | <p><i>It utilizes multiple measures such as self-assessment, observation, and analyses of leadership performance</i></p> <p>Candidates complete an initial, mid-year, and end-of-year CPSEL SELF-REFLECTION to self-assess growth over time against leadership standards. In the PERFORMANCE TASKS and PERFORMANCE TASK REFLECTIONS, the candidate chooses a task that aligns with their specific administrative assignment and the completion of which will move them toward meeting their identified IIP goal. In conjunction with their coach, the candidate is required to reflect upon the way in which completing the PERFORMANCE TASK supported them in working toward their goal. This reflection will be documented in a PERFORMANCE TASK REFLECTION.</p> | <p>CPSEL SELF-REFLECTION</p> <p>PERFORMANCE TASK</p> <p>PERFORMANCE TASK REFLECTION</p> |
| <p>The program conducts a benchmark assessment midway through the program.</p> | <p><i>The program conducts a benchmark assessment midway through the program</i></p> <p>Mid-way through each academic year, the INDIVIDUAL INDUCTION PLAN, CPSEL SELF-REFLECTIONS, PERFORMANCE TASK REFLECTIONS, COACHING SUPPORT RECORDS and COACHING LOG are reviewed by the Program Director as a benchmark assessment. Candidates are provided feedback in this mid-year benchmark about their progress towards meeting the end-of-year standards defined on the PERFORMANCE ASSESSMENT RUBRIC.</p> | <p>INDIVIDUAL INDUCTION PLAN</p> <p>CPSEL SELF-REFLECTION</p> <p>PERFORMANCE TASK REFLECTION</p> <p>COACHING SUPPORT RECORD</p> <p>COACHING LOG</p> <p>PERFORMANCE ASSESSMENT RUBRIC</p> |

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|---|--|---|
| <p>This evaluates the candidate's progress toward demonstration of competence.</p> | <p><i>This evaluates the candidate's progress toward demonstration of competence</i></p> <p>The mid-year benchmark assessment evaluates candidate's progress toward passing the performance assessment, as defined on the PERFORMANCE ASSESSMENT RUBRIC.</p> | <p>PERFORMANCE ASSESSMENT RUBRIC</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><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></p> <p>In addition to ongoing formative feedback on Performance Assessment portfolio components provided to the candidate by the Program Director via the SLOCOE Online Classroom, the Program Director 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><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></p> <p>The PERFORMANCE ASSESSMENT REVIEW PANEL (PARP) utilizes the Performance Assessment portfolio has met the criteria for RECOMMENDATION FOR CLEAR CREDENTIAL. Candidates need to receive a passing score on the Performance Assessment Portfolio for both Year 1 and Year 2 of the program to be recommended for a Clear Credential.</p> | <p>PERFORMANCE ASSESSMENT REVIEW PANEL</p> <p>RECOMMENDATION FOR CLEAR CREDENTIAL</p> |
| <p>This determination is based on a review of observed and documented evidence, collaboratively assembled by coach and candidate.</p> | <p><i>This determination is based on a review of observed and documented evidence, collaboratively assembled by coach and candidate.</i></p> <p>The Performance Assessment portfolio consists of the CPSEL SELF-REFLECTIONS, INDIVIDUAL INDUCTION PLAN (IIP), PERFORMANCE TASKS, PERFORMANCE TASK REFLECTIONS, COACHING SUPPORT RECORDS, CASC</p> | <p>INDIVIDUAL INDUCTION PLAN</p> <p>CPSEL SELF-REFLECTION</p> <p>PERFORMANCE TASK</p> |

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|---|---|---|
| | <p>OBSERVATION, and COACHING LOG. The aforementioned documents are collaboratively assembled by the Coach and the candidate.</p> | <p>PERFORMANCE TASK REFLECTION</p> <p>COACHING SUPPORT RECORD</p> <p>CASC OBSERVATION</p> <p>COACHING LOG</p> |
| <p>This summative review includes a defensible process, an appeal process, and a procedure for candidates to repeat portions of the program as needed.</p> | <p><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></p> <p>Candidates and Coaches are provided with the PERFORMANCE ASSESSMENT RUBRIC at the start of each academic year via the Program Handbook. Candidates are provided ongoing formative feedback on their Performance Assessment via the SLOCOE Online Classroom and through the mid-year benchmark assessment. Each portfolio is read a minimum of two times by two different PERFORMANCE ASSESSMENT REVIEW PANEL (PARP) readers to ensure consistency with grade practices. The PARP is trained to review the Performance Assessment portfolios and the Program Director proxies a third read of a portfolio, should there be a discrepancy in grading.</p> | <p>PERFORMANCE ASSESSMENT RUBRIC</p> <p>PERFORMANCE ASSESSMENT REVIEW PANEL</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><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></p> <p>The PERFORMANCE ASSESSMENT REVIEW PANEL (PARP) utilizes the PERFORMANCE ASSESSMENT RUBRIC, which is aligned to the select CPSELS/Standard 5 Program expectations that are focused on in each program year. Year 1 focuses on CPSELS 1, 2, and 3. Year 2 focuses on CPSELS 4, 5, and 6. The summative assessment rubric is linked to the CPSEL focus areas</p> | <p>PERFORMANCE ASSESSMENT REVIEW PANEL</p> <p>PERFORMANCE ASSESSMENT RUBRIC</p> <p>INDIVIDUAL INDUCTION PLAN</p> <p>CPSEL SELF-REFLECTION</p> |

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|---|---|---|
| | <p>found within the INDIVIDUAL INDUCTION PLAN (IIP), CPSEL SELF-REFLECTION, PERFORMANCE TASKS, PERFORMANCE TASK REFLECTIONS, COACHING SUPPORT RECORDS, and COACHING LOG.</p> | <p>PERFORMANCE TASKS PERFORMANCE TASK REFLECTIONS COACHING SUPPORT RECORDS COACHING LOG</p> |
| <p>Program Standard 5: California Professional Standards for Education Leaders</p> | | |
| <p>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.</p> | <p><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></p> <p>Each academic year of the SLOCOE CASC program focuses on different CPSELS. Year 1 focuses on CPSELS 1, 2, and 3. Year 2 focuses on CPSELS 4, 5, and 6. All six CPSELS are represented. The aforementioned CPSELS are explored through the CPSEL SELF-REFLECTION, the INDIVIDUAL INDUCTION PLAN (IIP), the PERFORMANCE TASKS and PERFORMANCE TASK REFLECTIONS, and the professional learning seminars as evidenced in the YEAR 1 CASC SYLLABUS and the YEAR 2 CASC SYLLABUS. The PERFORMANCE TASKS are strategically connected to the professional learning seminars to allow for the candidate to experience a deep reflection on the CPSEL elements on multiple levels.</p> | <p>CPSEL SELF-REFLECTION PERFORMANCE TASK PERFORMANCE TASK REFLECTION YEAR 1 CASC SYLLABUS YEAR 2 CASC SYLLABUS</p> |
| <p>A. DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION</p> | | |
| <p>Education leaders facilitate the development and implementation</p> | <p><i>Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.</i></p> | <p>CPSEL-SELF REFLECTION</p> |

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|---|---|--|
| <p>of a shared vision of learning and growth of all students.</p> | <p>CPSEL 1 is explored through the CPSEL SELF-REFLECTION, the INDIVIDUAL INDUCTION PLAN (IIP), and the professional learning classes as evidenced in the YEAR 1 CASC SYLLABUS.</p> <p>CPSEL 1 will be explored through a 4 hour class, as evidenced in the YEAR 1 CASC SYLLABUS. The specific content and approach of the class will be dictated by the needs identified in the CPSEL SELF-REFLECTIONS, and the IIP Strategic Goals.</p> <p>Additionally, with the support of the coach, candidates will choose a PERFORMANCE TASK from a menu of options that is suited to her or his organization, work, and CPSEL-aligned goal. The culminating activity for each PERFORMANCE TASK is a coach-facilitated PERFORMANCE TASK REFLECTION. A sample of the CPSEL 1 PERFORMANCE TASK options is found below:</p> <p><i>CPSEL IA: Compare and contrast the district's approved LCAP goals, actions, and services with the district's vision statement. Determine if the goals, as well as the actions, and services (i.e. resource allocation) align with the vision statement.</i></p> <p>This Performance Task is designed to support candidates in critically analyzing the congruence or incongruence of the stated vision of their organization with the reality expressed in the LCAP goals, actions, and services. As a part of the Performance Task Reflection, candidates will consider ways to address any possible incongruencies between these.</p> <p><i>CPSEL IB: Survey students, families, community members, and civic leaders regarding their priorities, hopes, and dreams for your organization. Use this feedback to derive findings and analyze the current vision statement.</i></p> <p>This Performance Task is designed to support candidates in gathering the authentic perspectives of multiple stakeholders regarding the future of the organization and</p> | <p>INDIVIDUAL INDUCTION PLAN</p> <p>YEAR 1 CASC SYLLABUS</p> <p>PERFORMANCE TASKS</p> <p>PERFORMANCE TASK REFLECTION</p> |
|---|---|--|

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|--|--|--|
| | <p>apply their findings to rethinking the existing vision statement and ensuring it is closely aligned with those perspectives.</p> <p><i>CPSEL IC: Based on your school’s vision statement, develop a decision-making flowchart incorporating data use and stakeholder input for allocating resources and time. In addition, develop a budget and priority spending model that supports a schoolwide instructional goal.</i></p> <p>This Performance Task is designed to encourage candidates to think critically about the relationship between their school’s vision and the day-to-day operations of the school. In addition, it requires candidates to relate the vision to a <i>focused</i> schoolwide instructional goal</p> | |
| 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><i>Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.</i></p> <p>CPSEL 2 is explored through the CPSEL SELF- REFLECTION, the INDIVIDUAL INDUCTION PLAN (IIP), and the professional learning classes as evidenced in the YEAR 1 CASC SYLLABUS.</p> <p>CPSEL 2 will be explored through a 4 hour class, as evidenced in the YEAR 1 CASC SYLLABUS. The specific content and approach of the class will be dictated by the needs identified in the CPSEL SELF-REFLECTIONS, and the IIP Strategic Goals.</p> <p>Additionally, with the support of the coach, candidates will choose a PERFORMANCE TASK from a menu of options that is suited to her or his organization, work, and CPSEL-aligned goal. The culminating activity for each PERFORMANCE TASK is a coach-facilitated PERFORMANCE TASK REFLECTION. A sample of the CPSEL 2 PERFORMANCE TASK options is found below:</p> | <p>CPSEL-SELF REFLECTION</p> <p>INDIVIDUAL INDUCTION PLAN</p> <p>YEAR 1 CASC SYLLABUS</p> <p>PERFORMANCE TASKS</p> |

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|--|--|--|
| | <p>CPSEL 2A: <i>Read <u>Transforming School Culture</u> by Anthony Muhammad. Identify the “Believers, Fundamentalists, Tweeners, and Survivors” you work with. Develop an action plan based on the strategies identified in the book for working with each group to transform your work culture.</i></p> <p>Many new school leaders find themselves charged with leading in a culture mired in resistance to change. This Performance Task is designed to give candidates tools for engaging in the work of improving the culture of the organization in which they work as a vehicle for improving learning for students</p> <p>CPSEL 2B: <i>Collaborate with an instructional coach at your site or district to establish and implement an effective instructional coaching model. Communicate clearly with staff regarding the role of the coach(es) and staff members.</i></p> <p>This Performance Task is designed to encourage candidates to focus on both collaboratively building the capacity of instructional coaches and practicing the clear communication of roles and expectations for staff.</p> <p>CPSEL 2C: <i>Work with your staff to develop rubrics for standards based student learning outcomes.</i></p> <p>This Performance Task is designed for candidates in schools where the staff is coming to terms with using common assessments, collaboratively analyzing student data, and sharing effective teaching practices. Candidates will likely encounter and navigate creating a climate of collaboration among staff as the group or groups develop internal accountability for their work.</p> | <p>PERFORMANCE TASK REFLECTION</p> |
|--|--|--|

Administrative Services Credential Clear Induction Program Standards
2018

| C. MANAGEMENT AND LEARNING ENVIRONMENT. | | |
|---|--|---|
| <p>Education leaders manage the organization to cultivate a safe and productive learning and working environment.</p> | <p><i>Education leaders manage the organization to cultivate a safe and productive learning and working environment.</i></p> <p>CPSEL 3 is explored through the CPSEL SELF-REFLECTION, the INDIVIDUAL INDUCTION PLAN (IIP), and the professional learning classes as evidenced in the YEAR 1 CASC SYLLABUS.</p> <p>CPSEL 3 will be explored through a 4 hour class, as evidenced in the YEAR 1 CASC SYLLABUS. The specific content and approach of the class will be dictated by the needs identified in the CPSEL SELF-REFLECTIONS, and the IIP Strategic Goals.</p> <p>Additionally, with the support of the coach, candidates will choose a PERFORMANCE TASK from a menu of options that is suited to her or his organization, work, and CPSEL-aligned goal. The culminating activity for each PERFORMANCE TASK is a coach-facilitated PERFORMANCE TASK REFLECTION. A sample of the CPSEL 3 PERFORMANCE TASK options is found below:</p> <p><i>CPSEL 3A: Review the current Safety Plan with local fire and police agencies. Review the plan with your facilities department to ensure escape routes are free from obstructions. Review with the IT department how student records will be accessed from a remote location for reunification of students with families. Develop plans for improvement, if needed.</i></p> <p>This Performance Task is designed to give candidates the opportunity to review current safety procedures with a critical eye for actual vs. theoretical implementation. It is also intended to ensure communication between the site and local public safety personnel.</p> | <p>CPSEL-SELF REFLECTION</p> <p>INDIVIDUAL INDUCTION PLAN</p> <p>YEAR 1 CASC SYLLABUS</p> <p>PERFORMANCE TASKS</p> <p>PERFORMANCE TASK REFLECTION</p> |

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|--|---|--|
| | <p><i>CPSEL 3B: Engage your stakeholders in a process of problem solving and shared decision-making to develop, monitor, evaluate, and revise a current plan or program. Possible plans or programs include the site Safety Plan, Technology Plan, After-School Care program, etc.</i></p> <p>This Performance Task is designed as an opportunity for candidates to practice facilitation skills as well as working toward developing a collaborative culture in their organization. By using inclusive processes for planning, decision-making, and problem-solving, candidates will encounter and reflect on the difficulties and value inherent in collaborative work, while producing and improved version of an existing plan or program.</p> <p><i>CPSEL 3C: Using research regarding barriers to regular student attendance, develop a comprehensive attendance plan to encourage student attendance and reduce absences. Gather input from staff and families about the plan prior to its implementation.</i></p> <p>This Performance Task is designed to challenge candidates to examine assumptions regarding the reasons for student absenteeism and apply research as well as collaboratively generated stakeholder input to addressing an existing problem.</p> <p><i>CPSEL 3D: Read <u>The Checklist Manifesto</u> by Atul Gawande. Write a summary of three key points that apply to your leadership role and how they may influence your view of and implementation of system management.</i></p> <p>This Performance Task is designed to support candidates in critically analyzing and then prioritizing work within their organization in order to create a more thoughtfully coherent system of work for all staff.</p> | |
|--|---|--|

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|--|--|--|
| | | |
| D. FAMILY AND COMMUNITY ENGAGEMENT | | |
| <p>Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.</p> | <p><i>Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.</i></p> <p>CPSEL 4 is explored through the CPSEL SELF-REFLECTION, the INDIVIDUAL INDUCTION PLAN (IIP), and the professional learning classes as evidenced in the YEAR 2 CASC SYLLABUS.</p> <p>CPSEL 4 will be explored through a 4-hour class, as evidenced in the YEAR 2 CASC SYLLABUS. The specific content and approach of the class will be dictated by the needs identified in the CPSEL SELF-REFLECTIONS, and the IIP Strategic Goals.</p> <p>Additionally, with the support of the coach, candidates will choose a PERFORMANCE TASK from a menu of options that is suited to her or his organization, work, and CPSEL-aligned goal. The culminating activity for each PERFORMANCE TASK is a coach-facilitated PERFORMANCE TASK REFLECTION. A sample of the CPSEL 4 PERFORMANCE TASK options is found below:</p> <p>CPSEL 4A: <i>Research your district’s policy on social media. Explore how different schools, districts, and county offices are using social media to engage families and the community. Choose a social media outlet and create a space for sharing</i></p> | <p>CPSEL SELF-REFLECTION</p> <p>INDIVIDUAL INDUCTION PLAN</p> <p>YEAR 2 CASC SYLLABUS</p> <p>PERFORMANCE TASK</p> <p>PERFORMANCE TASK REFLECTION</p> |

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|-------------------------|--|--|
| | <p><i>positive communications to the larger community about your organization.</i></p> <p>This Performance Task is designed as an opportunity for school leaders whose site or department has not yet participated in social media promotion. Candidates will use it as a vehicle for providing greater access to the larger school community, with the goal of creating a more cohesive, well-informed, and engaged school community.</p> <p><i>CPSEL 4B: Speak on a focused school or district-related topic or issue to a citizen group (Rotary, Lions, City Council, etc.). It would be particularly appropriate to speak about a current high-leverage improvement effort at your site, including the steps you are taking to ensure the sustainability of your efforts.</i></p> <p>This Performance Task is designed to give candidates the opportunity to develop awareness of the school or district out in the community at large. A candidate choosing this Performance Task would be sharing a high-leverage improvement project, which may result in increased collaboration between their school and partners in the business community.</p> <p><i>CPSEL 4C: Develop, expand, or update and distribute an inventory of free and low cost community resources and agencies for families to access. These could include mental health services, help with resume writing, counseling services, tutoring services, and anything else that may have surfaced in a family needs assessment.</i></p> <p>This Performance Task is designed to support the candidate focusing his or her work building or strengthening bridges between the school or district and local families. Demonstrating interest in and respect for the needs of students and families outside the parameters of the organization gives the candidate an opportunity to extend an authentic connection with those students and their families.</p> | |
| E. ETHICS AND INTEGRITY | | |

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|--|---|--|
| <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><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></p> <p>CPSEL 5 is explored through the CPSEL SELF-REFLECTION, the INDIVIDUAL INDUCTION PLAN (IIP), and the professional learning classes as evidenced in the YEAR 2 CASC SYLLABUS.</p> <p>CPSEL 5 will be explored through a 4-hour class, as evidenced in the YEAR 2 CASC SYLLABUS. The specific content and approach of the class will be dictated by the needs identified in the CPSEL SELF-REFLECTIONS, and the IIP Strategic Goals.</p> <p>Additionally, with the support of the coach, candidates will choose a PERFORMANCE TASK from a menu of options that is suited to her or his organization, work, and CPSEL-aligned goal. The culminating activity for each PERFORMANCE TASK is a coach-facilitated PERFORMANCE TASK REFLECTION. A sample of the CPSEL 5 PERFORMANCE TASK options is found below:</p> <p><i>CPSEL 5A: Read about and study what makes a personal mission statement. Identify the underlying values and beliefs, both personally and professionally, that cause you to act. Draft a statement that you can develop over the course of this program to become your personal mission statement. Gather symbols, artifacts, and images that add to your mission statement.</i></p> <p>This Performance Task is designed to give candidates an opportunity to develop an understanding of how their authenticity reflects in their work behavior and shapes the culture of their work environment.</p> <p><i>CPSEL 5B: Read from www.aasa.org Code of Ethics. Reflect on the code and see how your personal practice aligns with</i></p> | <p>CPSEL SELF-REFLECTION</p> <p>INDIVIDUAL INDUCTION PLAN</p> <p>YEAR 2 CASC SYLLABUS</p> <p>PERFORMANCE TASK</p> <p>PERFORMANCE TASK REFLECTION</p> |
|--|---|--|

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|--|---|--|
| | <p><i>those 12 points. Select 3 or 4 points and elaborate on how you might more fully develop that ethical behavior and how you can influence your school or district to more fully develop that ethical behavior or how you can influence your school or district to more fully follow the code of conduct in specifically as it applies to decision-making.</i></p> <p>This Performance Task is designed to highlight ethical attitudes and behaviors specific to educators and encourage candidates to increase their self-awareness in this area. In addition, candidates are tasked with using their professional influence to promote these ethical attitudes and behaviors throughout the organization.</p> <p><i>CPSEL 5C: Keep a professional journal and record the challenges, conflicts, successes and benchmarks you encounter for 60 days. Upon completion of the journal, read the entries and look for themes. These may include student behaviors, parent relationships, staff relationships, data-driven decision-making and so on. Reflect on how your choices affected the outcomes. What did you do well? What would you do differently? Develop a list of items you want to learn more about based on this exercise.</i></p> <p>This Performance Task is designed to support a candidate in refining his or her self-reflection regarding actions and outcomes on an ongoing basis. Creating an action plan for personal and professional growth based on an analysis of his or her behaviors will be a valuable tool for increasing leader authenticity.</p> | |
| F. External Context and Policy | | |
| <p>Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.</p> | <p><i>Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.</i></p> | <p>CPSEL SELF-REFLECTION</p> |

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|--|--|---|
| | <p>CPSEL 6 is explored through the CPSEL SELF-REFLECTION, the INDIVIDUAL INDUCTION PLAN (IIP), and the professional learning classes as evidenced in the YEAR 2 CASC SYLLABUS.</p> <p>CPSEL 6 will be explored through a 4-hour class, as evidenced in the YEAR 2 CASC SYLLABUS. The specific content and approach of the class will be dictated by the needs identified in the CPSEL SELF-REFLECTIONS, and the IIP Strategic Goals.</p> <p>Additionally, with the support of the coach, candidates will choose a PERFORMANCE TASK from a menu of options that is suited to her or his organization, work, and CPSEL-aligned goal. The culminating activity for each PERFORMANCE TASK is a coach-facilitated PERFORMANCE TASK REFLECTION. A sample of the CPSEL 6 PERFORMANCE TASK options is found below:</p> <p><i>CPSEL 6A: Learn about three associations you may choose to join and their policy platform (AASA, ACSA, ASCD, NAESP, NASSP, etc.). Compare and contrast the associations. Which one most aligns to your values? How might you support those causes?</i></p> <p>This Performance Task is designed as an opportunity for candidates to become explicitly aware of the external organizations that can support their work in a variety of ways. With this knowledge, candidates will be able to make well-informed decisions regarding which organizations might be of the most specific benefit to them, as well as which organizations are likely to engage their contributions.</p> <p><i>CPSEL 6B: Research a topic related to your work assignment as it is affected by California Ed. Code, local Board Policy, and Administrative Regulations. Assess local practices for compliance. If gaps exist, develop a plan to correct those gaps.</i></p> | <p>INDIVIDUAL INDUCTION PLAN</p> <p>YEAR 2 CASC SYLLABUS</p> <p>PERFORMANCE TASK</p> <p>PERFORMANCE TASK REFLECTION</p> |
|--|--|---|

Administrative Services Credential Clear Induction Program Standards
2018

| | | |
|--|--|--|
| | <p>This Performance Task is designed to give candidates the opportunity to focus on and investigate the relationship between a local practice and the Ed. Code, Board Policy, and Administrative Regulations that are technically driving those practices. Often new administrators are unaware of the connection of the technical drivers and practical applications, but can nonetheless be held accountable for any lack of compliance. This Performance Task can help the candidate develop a deeper understanding of her or his legal responsibilities.</p> <p><i>CPSEL 6C: Confer with your supervisor or other educational leaders to determine what educational issues affect how your school or district or county operates. Determine what parties are pushing the issues and which are resisting. Determine why. Analyze the policy in question and determine how this might impact your own organization.</i></p> <p>This Performance Task is designed to give candidates an opportunity to engage in an investigation and analysis of the political environment in which their organization functions. By understanding the overt and covert forces affecting their work environment, candidates will become better equipped to engage in positively impacting outcomes for students.</p> | |
|--|--|--|

APPENDIX A

ATTACHMENTS



CASC Program Grievance Procedure

In the event that a candidate chooses to file a grievance against any part of their participating in the CASC program, the candidate will use the following process:

- Gather evidence regarding the area of grievance.
- Submit a statement regarding the disagreement and supporting evidence to the San Luis Obispo County Induction Leadership Council at the San Luis Obispo County Office of Education, Executive Director of Educational Support Services.
- Candidate will be invited to the next meeting of the Induction Leadership council during which their grievance will be heard.
- The Induction Leadership Council will make a determination regarding the grievance during that meeting. The Induction Leadership Council will further provide a written response to the candidate as well as the CASC Program Director.

SAN LUIS OBISPO COUNTY OFFICE OF EDUCATION
3350 Education Drive, San Luis Obispo, CA 93405

(AR) #5125 Student Records

Definitions

Student means any individual who is or has been in attendance at the County Office of Education and regarding whom the County Office of Education maintains student records.

Attendance includes, but is not limited to, attendance in person or by paper correspondence, videoconference, satellite, Internet or other electronic information and telecommunication technologies for students who are not physically present in the classroom, and the period during which a person is working under a work-study program.

Student records are any items of information (in handwriting, print, tape, film, computer, or other medium) gathered within or outside the County Office of Education (COE) that are directly related to an identifiable student and maintained by the COE, required to be maintained by an employee in the performance of his/her duties, or maintained by a party acting for the County Office of Education. Any information maintained for the purpose of second-party review is considered a student record, including the student's health record [Education Code 49061, 49062; 5 CCR 430; 34 CFR 99.3].

Student records do not include [Education Code 49061, 49062; 5 CCR 430; 34 CFR 99.3]:

1. Directory information
2. Informal notes compiled by a school officer or employee which remain in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any person except a substitute employee
3. Records of the law enforcement unit of the County Office of Education (student images appearing on security videotapes maintained by the County Office law enforcement unit and created for a law enforcement purpose are not subject to FERPA; USDOE Guidance).
4. Records created or received by the County Office of Education after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student
5. Grades on peer-graded papers before they are collected and recorded by a teacher

Mandatory permanent student records are those records which are maintained in perpetuity and which schools have been directed to compile by state law, regulation, or administrative directive [5 CCR 430].

Mandatory interim student records are those records which the students are directed to compile and maintain for stipulated periods of time and are then destroyed in accordance with state law, regulation, or administrative directive [5 CCR 430].

Permitted student records are those records having clear importance only to the current educational process of the student [5 CCR 430].

Disclosure means to permit access to, or the release, transfer, or other communication of personally identifiable information contained in student records to any party, except the party that provided or created the record, by any means including oral, written, or electronic [34 CFR 99.3].

Access means a personal inspection or review of a record, an accurate copy of a record or receipt of an accurate copy of a record, an oral description or communication of a record, and a request to release a copy of any record [Education Code 49061].

Personally identifiable information includes, but is not limited to [34 CFR 99.3]:

1. The student's name
2. The name of the student's parent/guardian or other family members
3. The address of the student or student's family
4. A personal identifier, such as the student's social security number, student number, or biometric record (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting)
5. Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name
6. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty
7. Information requested by a person who the County Office of Education reasonably believes knows the identity of the student to whom the student record relates

Adult student is a person who is or was enrolled in school and who is at least 18 years of age [5 CCR 430].

Parent/guardian means a natural parent, an adopted parent, legal guardian, surrogate parent, or foster parent [Education Code 49061, 56050, 56055].

School officials and employees are officials or employees whose duties and responsibilities to the County Office of Education, whether routine or as a result of special circumstances, require that they have access to student records. School officials and employees also include contractors, consultants, volunteers, or other parties to whom the County Office of Education has outsourced functions and who perform services which would otherwise be performed by employees.

Legitimate educational interest is an interest held by school officials and employees whose duties and responsibilities to the County Office of Education, whether routine or as a result of special circumstances, require them to have access to student records.

Custodian of records is the employee responsible for the security of student records maintained by the COE and for devising procedures for assuring that access to such records is limited to authorized persons [5 CCR 433].

County placing agency means the county social services department or county probation department [Education Code 49061].

Persons Granted Access

The following persons or agencies shall have absolute access to any and all student records in accordance with law:

1. Parents/guardians of students younger than age 18 years, including the parent who is not the student's custodial parent [Education Code 49069; Family Code 3025].
2. An adult student age 18 years or older, or a student under the age of 18 years who attends a postsecondary institution, in which case the student alone shall exercise rights related to his/her student records and grant consent for the release of records [34 CFR 99.3, 99.5].

In addition, the following persons or agencies shall have access to those particular records that are relevant to their legitimate educational interest or other legally authorized purpose:

1. Parents/guardians of a dependent child age 18 or older (a "dependent child" is one who lives with his/her parent/guardian for more than half the taxable year, has not provided over half of his/her own support during that year, and has not filed a joint tax return with a spouse)
2. Students who are age 16 or older or who have completed the 10th grade [Education Code 49076; 34 CFR 99.31]
3. School officials and employees consistent with definition provided in section "Definitions" above [Education Code 49076; 34 CFR 99.31]
4. Members of a school attendance review board (SARB) and any volunteer aide age 18 or older who has been investigated, selected, and trained by the SARB to provide follow-up services to a referred student [Education Code 49076]
5. Minor's legal counsel with the requirement that the recipient of student records provides written certification that the records will not be disclosed to another party without parental consent.
6. Officials and employees of public schools, school systems, or postsecondary institutions where the student intends or is directed to enroll, including local, county or state correctional facilities where educational programs leading to high school graduation are provided, or where the student is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer [Education Code 49076; 34 CFR 99.31]
7. AB 143 (November 2011) authorizes agreements to share information with county placing agencies and requires provision of specified records to law enforcement when a student with disabilities commits an illegal act.

Note: 34 CFR 99.34 requires reasonable attempts to notify the parent/guardian or adult student when school records are shared or disclosed under circumstances that are identified above.

Note: 76 Fed. Reg. 75604 clarifies the circumstances under which student records are allowed to be disclosed for purposes of audit, evaluation, or compliance activities related to state and federally funded programs.

8. Any person, agency or organization authorized in compliance with a court order or lawfully issued subpoena [Education Code 49077; 5 CCR 435; 34 CFR 99.31]. Unless

otherwise instructed by the court, the County Superintendent/designee shall, prior to disclosing a record pursuant to a court order or subpoena, give the parent/guardian or adult student at least three days' notice of the name of the requesting agency and specific record requested, if lawfully possible under the requirements of the judicial order [Education Code 49077; 5 CCR 435; 34 CFR 99.31]

9. Any district attorney who is participating in or conducting a truancy mediation program or participating in the presentation of evidence in a truancy petition [Education Code 49076]
10. A prosecuting agency for consideration against a parent/guardian for failure to comply with compulsory education laws
11. Any probation officer, district attorney, or counsel of record for a minor student for the purposes of conducting a criminal investigation or an investigation in regards to declaring the minor student a ward of the court or involving a violation of a condition of probation, subject to specific evidentiary rules [Education Code 49076]

When disclosing records for these purposes, the County Superintendent/designee shall obtain written certification from the recipient of the record(s) that the information will not be disclosed to another party without prior written consent of the student's parent/guardian or the holder of the student's educational rights, unless specifically authorized by state or federal law.

12. Any judge or probation officer for the purpose of conducting a truancy mediation program for a student or for the purpose of presenting evidence in a truancy petition pursuant to Welfare and Institutions Code 681 [Education Code 49076].

In such cases, the judge or probation officer shall certify in writing to the County Superintendent/designee that the information will only be used for truancy purposes. Upon releasing student information to the judge or probation officer, the County Superintendent/designee shall inform, or provide written notification to, the student's parent/guardian within 24 hours [Education Code 49076].

Pursuant to Education Code 49076, districts, county offices of education, and county placing agencies may develop cooperative agreements to facilitate confidential access to and exchange of student information by electronic mail, facsimile, electronic format, or other secure means.

13. Any county placing agency for the purpose of preparing a health and education summary pursuant to Welfare and Institutions Code 16010 for a child placed in foster care, fulfilling educational case management responsibilities required by the juvenile court or by law, or assisting with the school transfer or enrollment of a student [Education Code 49076].
14. Any foster family agency with jurisdiction over currently enrolled or former students for purposes of accessing those students' records of grades and transcripts and any individualized education program developed and maintained by the County Office of Education [Education Code 49069.3].
15. Appropriate law enforcement authorities, in circumstances where Education Code 48903 requires that the COE provide special education and disciplinary records of a student with disabilities who is suspended or expelled for committing an act violating Penal Code 245

[Education Code 48903, 49076]. The recipient of the records must provide written certification that the records will not be disclosed to another party without consent.

16. Designated peace officers, federal criminal investigators, and federal law enforcement officers whose names have been submitted in writing by their law enforcement agency in accordance with Education Code 49076.5, in cases where the County Office of Education is authorized to assist law enforcement in investigations of suspected kidnapping [Education Code 49076.5]. The County Superintendent/designee shall provide information about the identity and location of the student as it relates to the transfer of the student's records to another public school district or California private school [Education Code 49076.5].

At his/her discretion, the County Superintendent/designee may release information from a student's records to the following:

1. Appropriate persons, including parents/guardians of a student, in an emergency if the health and safety of the student or other persons are at stake [Education Code 49076; 34 CFR 99.31, 99.36]
2. Accrediting associations [Education Code 49076; 34 CFR 99.31]
3. Organizations conducting studies on behalf of educational institutions or agencies for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction, provided that
 - a. The study is conducted in a manner that does not permit personal identification of parents/guardians and students by individuals other than representatives of the organization who have legitimate interest in the information
 - b. The information is destroyed when no longer needed for the purposes for which the study is conducted
 - c. The COE enters into a written agreement with the organization
4. Officials and employees of private schools or school systems where the student is enrolled or intends to enroll [Education Code 49076; 34 CFR 99.31, 99.36].
5. Local health departments operating countywide or regional immunization information and reminder systems, and the California Department of Public Health, in which case the County Superintendent or designee shall notify the student's parent/guardian of his/her rights in accordance with law prior to releasing the information [Health and Safety Code 12440].
6. Agencies or organizations in connection with the student's application for or receipt of financial aid [Education Code 49076; 34 CFR 99.31, 99.36]
7. County elections officials for the purposes of identifying students eligible to register to vote and offering such students an opportunity to register [Education Code 49076; 34 CFR 99.31, 99.36]

Persons, agencies or organizations not afforded access rights by law may be granted access only through written consent of the parent/guardian or adult student, or by judicial order [Education Code 49075]. Only a parent/guardian having legal custody of the student may consent to the release of records to others. Either parent may grant consent if both parents notify the County Office of Education in writing that such an agreement has been made [Education Code 49061].

De-Identification of Records

When authorized by law for any program audit, educational research, or other purposes, the County Superintendent/designee may release information from a student record without prior consent of the parent/guardian or adult student after the removal of all personally identifiable information. Prior to releasing such information, the County Superintendent/designee shall make a reasonable determination that the student's identity is not personally identifiable [Education Code 49074, 49076; 34 CFR 99.31].

Process for Providing Access to Records

Student records shall be maintained in a central file at the school attended by the student, or when records are maintained in different locations, a notation shall be placed in the central file indicating where other records may be found. Parents/guardians shall be notified of the location of student records if not centrally located [Education Code 49069; 5 CCR 433].

The custodian of records shall be responsible for the security of student records and shall ensure that access is limited to authorized persons [5 CCR 433].

5 CCR 431 mandates schools to establish written procedures to ensure the security of student records. 34 CFR 99.31 requires schools to use "reasonable methods" to (1) ensure that school officials, employees and outside contractors obtain access to only those records, both paper and electronic, in which they have a legitimate educational interest and (2) identify and authenticate the identity of parents/guardians, students, school officials, and any other party to whom the school employees disclose personally identifiable information from education records.

In addition, as a condition of participation in CALPADS (interagency data information system), Education Code 49076 requires that the districts and County Offices of Education develop security procedures by which unauthorized personnel cannot access data in the system and procedures to secure privileged or confidential data from unauthorized disclosure.

The custodian of records shall:

1. Develop reasonable methods, including physical, technological, and administrative controls, to ensure that school officials and employees obtain access to only those student records in which they have legitimate educational interests.
2. Ensure that authorized persons submit a request in order to inspect, review, or obtain copies of student records. Prior to granting the request, the custodian of records shall authenticate the individual's identity, and specify the interest involved.
3. Require the parent/guardian (when prior written consent is required by law) to provide a written, signed and dated consent prior to disclosing a student record. The consent form shall specify records that may be disclosed, the purpose of the disclosure, and identification of the party to whom the disclosure may be made.

Within five business days following the date of request, a parent/guardian or other authorized person shall be granted access to inspect, review, and obtain copies of student records during regular school hours [Education Code 49069].

Qualified certificated personnel shall be available to interpret records when requested [Education Code 49069]. The custodian of records or the County Superintendent/designee shall prevent the alteration, damage, or loss of records during inspection.

Access Log

A log shall be maintained for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the records and the legitimate educational interest of the requester [Education Code 49064].

In every instance of inspection by persons who do not have assigned educational responsibility, the custodian of records shall make an entry in the log indicating the record inspected, the name of the person granted access, the reason access was granted, and the time and circumstances of the inspection [5 CCR 435].

The log does **not** need to include record of access by:

1. Parents/guardians or adult students
2. Students who are 16 years of age or older or who have completed the 10th grade
3. Parties obtaining directory information
4. Parties who provide written parental consent, in which case the consent note shall be filed with the record [Education Code 49075]
5. School officials and employees who have a legitimate educational interest

The log shall be accessible only to the parent/guardian, adult student, dependent adult student, student 16 years or older or who has completed the 10th grade, custodian of records, and certain state or federal officials [Education Code 49064; 5 CCR 432].

Duplication of Student Records

To provide copies of any student record, the County Office of Education shall charge a reasonable fee not to exceed the actual cost of providing the copies. No charge shall be made for providing up to two transcripts or up to two verifications of various records for any former student. No charge shall be made to locate or retrieve any student record [Education Code 49065].

Changes to Student Records

No additions except routine updating shall be made to a student's record after high school graduation or permanent departure without prior consent of the parent/guardian or adult student [5 CCR 437].

Only a parent/guardian having legal custody of the student or an adult student may challenge the content of a record or offer a written response to a record (Education Code 49061).

Retention and Destruction of Student Records

All anecdotal information and assessment reports maintained as student records shall be dated and signed by the individual who originated the data (5 CCR 431).

The following mandatory student records shall be kept indefinitely [5 CCR 432, 437]:

1. Legal name of the student
2. Date and place of birth and method of verifying birth date

3. Sex of student
4. Name and address of parent/guardian of minor student
 - a. Address of minor student if different from the above
 - b. Annual verification of parent/guardian name and address and student's residence
5. Entrance and departure dates of each school year and for any summer session or other extra session
6. Subjects taken during each year, half-year, summer session or quarter, and marks or credits given
7. Verification of or exemption from required immunizations
8. Date of high school graduation or equivalent

Mandatory interim student records, unless forwarded to another district or county office of education, shall be maintained subject to destruction during the third year following a determination that their usefulness has ceased or the student has left the COE. These records include [Education Code 48918, 51747; 5 CCR 432, 437, 16027]:

1. Expulsion orders and the causes therefore
2. A log identifying persons or agencies who request or receive information from the student record
3. Health information, including verification or waiver of the health screening for school entry
4. Information and participation in special education programs, including required tests, case studies, authorizations, and evidence of eligibility for admission or discharge
5. Language training records
6. Progress slips/notices [Education Code 49066 and 49067]
7. Parental restrictions/stipulations regarding access to directory information
8. Parent/guardian or adult student rejoinders to challenged records and to disciplinary action
9. Parent/guardian authorization or denial of student participation in specific programs
10. Results of standardized tests administered within the past three years
11. Written findings resulting from an evaluation conducted after a specified number of missed assignments to determine whether it is in a student's best interest to remain in independent study

Permitted student records may be destroyed six months after the student completes or withdraws from the educational program, including [5 CCR 432, 437]:

1. Objective counselor and/or teacher ratings
2. Standardized test results older than three years
3. Routine disciplinary data
4. Verified reports of relevant behavioral patterns

5. All disciplinary notices
6. Supplementary attendance records

Records shall be destroyed in a way that assures they will not be available to possible public inspection in the process of destruction [5 CCR 437].

Transfer of Student Records

If a student transfers into the County Office of Education school programs from any other school (public or private), the County Superintendent/designee shall inform the parent/guardian of his/her rights regarding student records, including the right to review, challenge, and receive a copy of student records [Education Code 49068; 5 CCR 438].

Education Code 48201 requires schools to request records of a transferring student regarding acts that resulted in the student's suspension or expulsion from the previous school. Once the record is received, the County Superintendent/designee must inform the student's teachers of the acts.

When a student transfers from County Office of Education school programs to another school district or to a private school, the County Superintendent/designee shall forward a copy of the student's mandatory permanent record as requested by the other district or private school. **The original record or a copy shall be retained permanently by the County Office of Education.** If the transfer is to another California public school, the student's entire mandatory interim record shall also be forwarded. If the transfer is out of state or to a private school, the mandatory interim record may be forwarded. Permitted student records may be forwarded to any other district or private school [Education Code 48918; 5 CCR 438].

Upon receiving a request from a county placing agency to transfer a student in foster care out of a County Office of Education school program, the County Superintendent/designee shall transfer the student's records to the next educational placement within two business days [Education Code 49069.5]. All student records shall be updated before they are transferred [5 CCR 438].

Student records shall not be withheld from the requesting district because of any charges or fees owed by the student or parent/guardian [5 CCR 438]. If the County Office of Education is withholding grades, diploma, or transcripts from the student because of his/her damage or loss of school property, this information shall be sent to the requesting district along with the student's records.

Notification of Parents/Guardians

Upon any student's initial enrollment, and at the beginning of each school year thereafter, the County Superintendent/designee shall notify parents/guardians and eligible students, in writing, of their rights related to student records. Insofar as practicable, the County Office of Education shall provide these notices in the student's home language and shall effectively notify parents/guardians or eligible students with disabilities [Education Code 49063; 34 CFR 99.7].

The notice shall include [Education Code 49063; 34 CFR 99.7, 99.34]:

1. The type of student records kept and the information contained therein
2. The title(s) of the official(s) responsible for maintaining each type of record
3. The location of the log identifying those who request information from the records

4. COE criteria for defining school officials and employees and for determining legitimate education interest
5. COE policies for reviewing and expunging student records
6. The right to inspect and review student records and the procedures for doing so
7. The right to challenge and the procedures for challenging the content of a student record that the parent/guardian or student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights
8. The cost, if any, charged for duplicating copies of records
9. The categories of information defined as directory information pursuant to Education Code 49073
10. The right to consent to disclosure of personally identifiable information contained in the student's records except when disclosure without consent is authorized by law
11. The availability of curriculum prospectus developed pursuant to Education Code 49091.14 containing the titles, descriptions, and instructional aims of every course offered by the school
12. Any other rights and requirements set forth in Education Code 49060-49078, and the right of parents/guardians to file a complaint with the U.S. Department of Education concerning an alleged failure by the COE
13. A statement that the COE forwards education records to other agencies or institutions that request the records and in which the student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment

APPROVED BY COUNTY SUPERINTENDENT OF SCHOOLS: _____ 1/10/2013



Anne Stone <astone@slocoe.org>

Administrator(s) Needed

1 message

Curt Eichperger <curteichperger@atasusd.org>

Mon, Oct 29, 2018 at 8:32 AM

To: Anne Stone <astone@slocoe.org>

Good afternoon Ms. Stone,

The Atascadero Unified School District is anticipating a need to hire new administrators in the future, as we have multiple individuals that are nearing retirement eligibility age. That said, we have found success in utilizing the SBCOE/SLOCOE CASC Program to support current administrators in clearing their credentials and intend on continuing our partnership with SLOCOE.

Should you have any questions, please do not hesitate to contact me at 805-462-4215, ext. one.

Warm Regards,
Curt

*Curt Eichperger
Asst. Superintendent, Human Resources
Atascadero Unified School District*



Anne Stone <astone@slocoe.org>

CASC

1 message

Jennifer Gaviola <jjgaviola@pasoschools.org>
To: Anne Stone <astone@slocoe.org>

Mon, Oct 29, 2018 at 11:24 AM

Hi, Anne,

The Paso Robles Joint Unified School District is anticipating a need to hire new administrators in the future, as we have multiple individuals who may retire in the near future. That said, we have appreciated the support provided by the SBCOE/SLOCOE CASC Program for current administrators in clearing their credentials and intend on continuing our partnership with SLOCOE.

We do believe our numbers will be drastically less than the previously years.

One Team, One Dream!

Jen Gaviola
Deputy Superintendent
Paso Robles Joint Unified School District
800 Niblick Rd.
Paso Robles, CA 93446

(805) 769-1000 ext 30140
jjgaviola@pasoschools.org



This email and any files transmitted with it are confidential and intended solely for the use of the individual or entity to whom they are addressed. If you have received this email in error please notify the system manager.



Anne Stone <astone@slocoe.org>

Re: Quick help

Anne Stone <astone@slocoe.org>
Draft

Thu, Nov 8, 2018 at 11:08 AM

From: **Christin Newlon** <cnewlon@slcusd.org>
Date: Wed, Nov 7, 2018 at 3:43 PM
Subject: help
To: Anne Stone <astone@slocoe.org>
Cc: Paul Fawcett <paul.fawcett@lmsd.org>, Curt Eichperger <curteichperger@atasusd.org>, Jennifer Gaviola <jgaviola@pasoschools.org>

We will have need in the future for an administrative induction program and will be using the SLOCOE program. Thanks.
Christin

--
Christin L. Newlon
Director of Human Resources
San Luis Coastal Unified School District
1500 Lizzie Street
San Luis Obispo, CA 93401-3062
805-549-1290

--



Leadership Council Meeting
Meeting Minutes
October 12, 2018

In Attendance

Kelly Roth, Jen Gaviola, Anne Stone, Christin Newlon, Diana Jones, Sarah Riley, Sarah Sue

TIP Update

Anne reported that the Grace Dearborn workshop held on September 5th was well attended by our TIP participants and went very well.

The upcoming professional development workshop on Behavior & Classroom Management presented by Brandi Rosen currently has 28 participants enrolled. Registration is open to all TIP participants. There is a \$25 registration fee for non-tip participants. Flyer will be shared with all coordinators for distribution.

There is no current information/updates on CEU units from Cal Poly for our TIP participants. As soon as we receive the information, we will be forwarded it to all coordinators for distribution to TIP teachers and mentors.

Anne asked the Coordinators to share feedback with the group on our programs/trainings. The following was shared:

Diana Jones/San Luis Coastal USD: Great feedback from mentors. They appreciated the new format that includes less training dates.

Jen Gaviola/Paso Robles JUSD: Great feedback from mentors. Also appreciated the new format that includes less training days.

Christin Newlon/San Luis Coastal USD: Asked if it were possible to have training during evening hours. Kelly Roth indicated that in her district, coaches are unable to attend evening classes.

Sarah Riley/Lucia Mar USD: Good feedback

The Fall survey was distributed and reviewed for any suggestions on adding or deleting questions. Anne asked the group what they would like to know on the surveys. Here were some of the suggestions for the upcoming survey:

- 1. Now that you started using the tools, is it adequate.*
- 2. Do you feel connected with the administrator and do you understand your district goals.*

It was suggested that the accreditation document be reviewed before making any changes to the survey to ensure we are asking the right questions and are not omitting required questions.

CASC Update

Program Submission Update

Anne shared that the CASC program that was submitted to CTC has not yet been approved. It was returned to our office for some revisions. We will complete and return for approval.

Anne reviewed the new program structure. There are three candidate meetings per year. We are continuing with the Professional Learning Teams who will meet monthly. We have implemented more coach training and monthly coach meetings. This is to shift the responsibility from candidates to coaches, very similar to TIP.

Anne asked for input from the group for the CASC program.

Christin Newlon suggested that the CASC coach stipend be increased to \$2,500 for administrators instead of \$1,500.

There was a comment that there are too many coach meetings scheduled (10). Some of the districts feel that their administrators are not able to commit to all these trainings and that they may lose some administrator coaches.

There was some discussion that districts first hire retired administrators.

Kelly Roth suggested that we hold some of the coach meetings in North County.

SAN LUIS OBISPO COUNTY OFFICE OF EDUCATION

CLASS TITLE: Program Director, Induction and Administrative Services Credential Programs

BASIC FUNCTION:

Under the direction of the assigned Administrator, plan, organize, coordinate and implement the operations, activities, educational services and support functions of the following programs and services: Teacher Induction and Clear Administrative Services Credential Programs; county-wide school administrator coaching, leadership institutes and administrator credentialing programs; instructional leadership services; and district/school improvement efforts. Coordinate communications, personnel, resources, staff development functions and information to meet designated SLOCOE needs, and assure smooth and efficient program and service activities.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Plan, organize and direct programs, services and activities that support the implementation of high quality induction programs that meet the Standards of Quality and Effectiveness for Professional Teacher Induction and Administrative Services Credential Programs.

Supervise and coordinate the implementation of all components, including the budget, of the Teacher Induction and Clear Administrative Services Credential Program, as prescribed by the Commission on Teacher Credentialing (CTC) regulations and SLOCOE guidelines.

Coordinate and oversee the coaching-based Clear Administrative Services Credential induction program for administrators (CASC) that is grounded in the California Professional Standards for Educational Leaders (CPSELs) and 21st century leadership skills.

Recruit and evaluate program coaches and administrative candidates.

Maintain accurate and timely program records on all administrative induction candidates.

Represent the County Office at related professional meetings.

Establish a communication system to ensure that Induction and Leadership programs receive timely information regarding policy, budget, program evaluation, and training.

Assist participating administrators, advisors and district liaisons with induction and credentialing requirements.

Support districts and SLOCOE in developing and managing comprehensive professional development programs, improvement plans, and other induction experiences for beginning teachers and administrators that are consistent with the California Standards for the Teaching Profession, the California Professional Standards for Educational Leaders (CPSELs), and 21st century leadership skills.

Develop, conduct, analyze and interpret evaluation results of induction program participants to determine participant needs and implement program changes in response to results.

Prepare for program evaluation, reporting and compliance to various entities, such as the California Department of Education and the CTC.

Recruit, train and evaluate presenters and presentations for Induction and Leadership programs.

Prepare and monitor the related budgets that to ensure quality support to all Induction and Leadership programs.

Provide training, support, resources, and professional development and support to administrators in the implementation of the Common Core standards and Smarter Balanced Assessments.

Coordinate, conduct and/or facilitate professional development and professional collaboration sessions.

Provide coaching and professional development to site and district administrators and teacher leaders by developing, implementing, facilitating and/or supporting a variety of countywide administrator leadership professional development activities and programs.

Design, deliver and evaluate professional development for administrators and district leaders.

Assist with the development, implementation, and support of professional learning programs for the development of administrator coaches to serve in leadership and administrator credentialing programs.

Engage in action research on the most current leadership and instructional practices that support improved student achievement and anticipate future areas or trends needed to be addressed.

Design, implement and maintain an ongoing communication system for site leaders across the county.

Interpret and explain district, state and federal regulations governing the administrative responsibilities of running a school.

Serve on state, regional, and district committees, work groups, and advisory boards related to administrator preparation, recruitment, induction and administrator quality. Lead the work of committees and work groups in a manner consistent with SLOCOE goals, objectives and strategic plan.

Review related existing and pending legislation. Disseminate and make recommendations to ensure compliance.

Assist in the development, and teach professional development courses through a blended learning format (face to face and online) for leadership institutes and administrator credentialing programs.

Evaluate and recommend the selection of professional books, textbooks, electronic materials, and other instruction materials as they relate to leadership preparation, induction, and curriculum and instruction across all grade levels.

Provide technical expertise, information, and assistance to Cabinet regarding assigned functions; Assist in the formulation and development of policies, procedures, and programs.

Attend meetings and other required trainings.

Select, train, evaluate and supervise the performance of assigned staff and coaches.

Communicate with other administrators, personnel and outside organizations to coordinate activities and programs, resolve issues and conflicts and exchange information. Develop policies and procedures to encourage effective and efficient management and communication controls.

Prepare and maintain related narrative and statistical reports, records, and files

Travel for training and/or articulation statewide, regionally, and locally.

OTHER DUTIES:

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Knowledge of and the ability to stay abreast of current trends, innovations and practices in elementary and secondary education.

Knowledge and application of fundamental principles of quality staff development, including possession of a broad repertoire of presentation and facilitation skills.

Knowledge of and a broad range of experience with the California Professional Standards for Educational Leaders (CPSEL Standards).

Varied coaching models and best practices.

Elements of an effective administrator induction program.

California Professional Standards for Educational Leaders (CPSELs) 21st century leadership skills, California's Common Core State Standards and accountability requirements. Components of effective professional development systems, including theoretical grounding and professional learning models focused on student excellence.

Policies and objectives of assigned programs and activities.

Applicable laws, codes, regulations, policies and procedures.

Program development and organizational change; Budget preparation and control.

ABILITY TO:

Work and communicate with people effectively and cooperatively both orally and in writing.

Establish appropriate working relationships and rapport with individuals and groups.

Monitor a program budget.

Analyze program results and apply the knowledge to program development.

Build and maintain collaborative relationships with diverse individuals and groups.

Coach, mentor and support teachers, support providers and site administrators.

Facilitate groups in planning, problem solving and decision-making.

Provide consultation and technical expertise for related work.

Manage personnel, budgets and logistics efficiently and effectively.

Supervise, evaluate and develop staff.

Demonstrate tact, patience and courtesy at all times.

Resolve issues, conflicts and complaints in a timely manner with positive results.

Analyze situations accurately and adopt an effective course of action.

Multi-task, meet deadlines and establish priorities in a fast-paced work environment.

EDUCATION AND EXPERIENCE:

Valid Clear California Administrative Services Credential.

Valid California teaching credential(s) appropriate to assigned program and services.

Master's degree or equivalent from an accredited college or university in education or related field applicable to the position.

Three years of successful experience in an administrative role. A combination of school site and district/county office experience preferred.

Five years successful experience in classroom teaching, preferably with populations of English learners and socioeconomically disadvantaged students.

Successful experience in coordinating and conducting professional development activities.

Experience that indicates knowledge of current school reform principles, theory and instructional techniques.

Experience with budget management and oversight.

DESIRED QUALIFICATIONS:

Five years of successful experience in an administrative role. A combination of school site and district/county office experience preferred.

Experience in coaching administrators; with adult learning theory; and effective methods of professional development.

Authorization to teach English Learners preferred.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license.

WORKING CONDITIONS:

ENVIRONMENT:

Indoor work environment.

Driving a vehicle to conduct work.

PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate a computer keyboard.

Seeing to read a variety of materials.

Sitting or standing for extended periods of time.

Hearing and speaking to exchange information.

| | |
|-------------------------|--|
| Grade Allocation: 44 | Accountability of time: Assigned Administrator |
| Adopted: | Tasks assigned by: Assigned Administrator |
| Revised: | Evaluated by: Assigned Administrator |
| | Hiring authority: Assigned Administrator |

SLOCOE Clear Administrative Services Program Standards

Program Narrative

The SLOCOE Clear Administrative Services Credential (CASC) program assists and supports new administrators as they begin their administrative careers. The intent of this program is to equip new administrators with the knowledge and skills related to the California Professional Standards for Educational Leaders (CPSELs) that will lead to their retention in the field of Educational Leadership. In addition, the program will support them in becoming highly effective administrators who lead educational programs that result in the success of all students. Design of the CASC program was undertaken in collaboration with district partners including the San Luis Obispo County Induction Leadership Council, local District Superintendents, directors of Curriculum and Instruction, and directors of Human Resources, as well as current CASC Coaches and former CASC candidates.

Program participants experience a sequence of opportunities to process new ideas through dialogue with others, examination of the concepts and skills in their professional context, application of learning to one's own professional practice, and reflection on the outcomes of their work. The SLOCOE CASC program is informed by theory of and research on authentic leadership, organizational coherence, improvement science, administrator induction and retention, and professional learning including, but not limited to:

- Adult Learning Theory (Garmston and Wellman)(Mezirow)
- Blended Coaching (Bloom, Castagna, Moir, and Warren)
- Authentic Leadership (Thacker)(Inam)
- Student Achievement and Instruction (Hattie)
- Effective site and district leadership practices (Fullan)(Marzano and Waters)
- Improvement Science (Bryk, Gomez, Grunow, LeMahieu)
- Data driven dialogue (Wellman and Lipton)
- Effective professional learning community leaders (Kanold)

The SLOCOE CASC program utilizes the CPSELs to guide new administrators in their assessment of areas of professional strength and growth in relation to the knowledge and skills necessary to be a highly effective administrators. Participants develop an Individual Induction Plan (IIP) in collaboration with their coach and supervisor which guides personalized learning and induction through the two year experience. Each year, new administrators participate in:

- 6 hours of CPSEL seminars
- 10 hours of differentiated professional development (chosen by the participating administrator and coach based on identified needs in the IIP)
- 15 hours of Professional Learning Team meetings (job-alike professional networks facilitated by a trained facilitator focused on authentic leadership, organizational coherence, improvement science processes for implementing sustainable change and individual members' Individual Induction Plan strategic goals)
- 40 hours of job-embedded coaching
- a minimum of one coach observation of candidate each year

The candidate assessment system includes:

- an initial self-assessment of performance based on the CPSEs and Description of Practice within 90 days of entering the program
- a mid-program self-assessment of performance based on the CPSEs and Description of Practice
- an end-of-program self-assessment of performance based on the CPSEs and Description of Practice
- An Individual Induction Plan based on each of the six CPSEs
- six focused Performance Tasks and Performance Task Reflections (one for each CPSEL) over the course of two years
- documentation of coach observation of candidate at work and coach feedback regarding observation
- administrator showcase highlighting a Performance Task outcome each year
- documentation of efforts and accomplishments at the end of each of the two years

All CASC coaches meet the Eligibility Criteria outlined in the program. New coaches hired for the SLOCOE CASC program attend a coach training focused on strategies related to:

- creating coaching relationships
- blended coaching
- using data to guide growth and improvement
- listening, pausing, paraphrasing, and questioning
- goal setting
- coaching conversations
- giving feedback

All SLOCOE CASC coaches attend:

- one day professional development on the CASC formative assessment system and program specific training
- ongoing professional development through monthly coach meetings which provide professional development and time for coaching reflection, problem solving, and collaboration

All of the components of the SLOCOE CASC program are designed to develop, support and retain new administrators in San Luis Obispo and adjacent counties as they become reflective and highly effective educational leaders whose work results in improving learning for our students.

2017-1-8 AS



San Luis Obispo County Office of Education Clear Administrative Services Credential Program CPSEL Self-Reflection

Using the *Moving Leadership Standards Into Everyday Work Descriptors of Practice*, assess yourself against the standards below as a self-reflection of your developing leadership competency.

Pre-Concept – has not had exposure to knowledge, skills, and/or dispositions for this standard

Developing – understands the knowledge, skills and dispositions needed but has not yet had experience in this area

Approaching Proficiency - understands the knowledge, skills and dispositions needed for success and has some limited experience in this area

Proficient - understands the knowledge, skills and dispositions needed for success and has had successful experience in this area

Advanced - understands the knowledge, skills and dispositions needed for success and is able to coach/mentor others to achieve success

| | |
|---|--|
| Date of Beginning of Program Reflection: | |
| Date of Mid-Program Reflection: | |
| Date of End-of-Program Reflection: | |

Candidate Name: _____

Coach Name: _____

STANDARD 1: Development and Implementation of a Shared Vision:

Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

Element 1A: Student-Centered Vision

Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.

Element 1B: Developing Shared Vision

Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.

Element 1C: Vision Planning and Implementation

Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.

| Beginning of the Program | Middle of the Program | End of the Program |
|---|--|---|
| Date: Rating: | Date: Rating: | Date: Rating: |
| <i>Describe a Strength Using Example Indicators:</i> | <i>Describe a Strength Using Example Indicators:</i> | <i>Describe a Strength Using Example Indicators:</i> |
| <i>Describe a Challenge. Over what might you have control?</i> | <i>Describe a Challenge. What long-range effects might this have?</i> | <i>Describe a Challenge. Why is this important to you?</i> |

STANDARD 2: INSTRUCTIONAL LEADERSHIP: *Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.*

Element 2A: Professional Learning Culture

Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.

Element 2B: Curriculum and Instruction

Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.

Element 2C: Assessment and Accountability

Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes, and student learning.

| Beginning of the Program | Middle of the Program | End of the Program |
|--|---|--|
| Date: _____ Rating: _____ | Date: _____ Rating: _____ | Date: _____ Rating: _____ |
| Describe a Strength Using Example Indicators: | Describe a Strength Using Example Indicators: | Describe a Strength Using Example Indicators: |
| Describe a Challenge. Over what might you have control? | Describe a Challenge. What long-range effects might this have? | Describe a Challenge. Why is this important to you? |

STANDARD 3: Management and Learning Environment: *Education leaders manage the organization to cultivate a safe and productive learning and working environment.*

Element 3A: Operations and Facilities

Leaders provide and oversee a functional, safe, and clean learning environment.

Element 3B: Plans and Procedures

Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.

Element 3C: Climate

Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.

Element 3D: Fiscal and Human Resources

Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.

| <i>Beginning of the Program</i> | <i>Middle of the Program</i> | <i>End of the Program</i> |
|---|---|---|
| Date: Rating: | Date: Rating: | Date: Rating: |
| <i>Describe a Strength Using Example Indicators:</i> | <i>Describe a Strength Using Example Indicators:</i> | <i>Describe a Strength Using Example Indicators:</i> |

Describe a Challenge. Over what might you have control?

Describe a Challenge. What long-range effects might this have?

Describe a Challenge. Why is this important to you?

STANDARD 5: Ethics and Integrity

Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

Element 5A: Reflective Practice

Leaders act upon a personal code of ethics that requires continuous reflection and learning.

Element 5B: Ethical Decision-Making

Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decision.

Element 5C: Ethical Action

Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication, necessary to consistently make fair and equitable decisions on behalf of all students.

| Beginning of the Program Date: Rating: | Middle of the Program Date: Rating: | End of the Program Date: Rating: |
|--|---|--|
| <p><i>Describe a Strength Using Example Indicators:</i></p> <p><i>Describe a Challenge. Over what might you have control?</i></p> | <p><i>Describe a Strength Using Example Indicators:</i></p> <p><i>Describe a Challenge. What long-range effects might this have?</i></p> | <p><i>Describe a Strength Using Example Indicators:</i></p> <p><i>Describe a Challenge. Why is this important to you?</i></p> |

STANDARD 6: External Context and Policy

Education leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices.

Element 6A: Understanding and Communicating Policy

Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.

Element 6B: Professional Influence

Leaders use their understanding of social, cultural, economic, legal, and political contexts to shape policies that lead to all students graduating ready for college and career.

Element 6C: Policy Engagement

Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.

| Beginning of the Program | Middle of the Program | End of the Program |
|--|---|--|
| Date: Rating: | Date: Rating: | Date: Rating: |
| <i>Describe a Strength Using Example Indicators:</i> | <i>Describe a Strength Using Example Indicators:</i> | <i>Describe a Strength Using Example Indicators:</i> |
| <i>Describe a Challenge. Over what might you have control?</i> | <i>Describe a Challenge. What long-range effects might this have?</i> | <i>Describe a Challenge. Why is this important to you?</i> |



| | | | |
|-------------------------------------|---------------|------------------|--------------|
| Participating Administrator: | Coach: | District: | Site: |
|-------------------------------------|---------------|------------------|--------------|

Individual Induction Plan- CPSEL 1: Development and Implementation of a Shared Vision

This document is intended to help you synthesize the data you've collected from self-assessments, evaluations, observations, context for leadership, and other formative assessments and collaboratively develop professional performance goals.

Part A:

Directions: For the current CPSEL, document evidence that shows how you are already meeting the standard and areas for continued growth.

| Standard I: Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students. | | |
|--|--|---|
| Elements | Evidence of Meeting Element Already | Areas for Growth in This Element |
| <p><i>Element 1A: Student-Centered Vision</i></p> <p>Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.</p> | | |

| | | |
|---|--|--|
| <p>Element 1B: Developing a Shared Vision</p> <p>Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.</p> | | |
| <p>Element 1C: Vision Planning and Implementation</p> | | |

| | | |
|--|--|--|
| <p>Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.</p> | | |
|--|--|--|

Part B:

Based on the evidence and areas for growth documented above, develop a focus for your Individual Induction Plan for CPSEL 1.

| Focus of the Individual Induction Plan | |
|---|---|
| <p>1. Which CPSEL element will you focus on?</p> | <p>2. What is your personal leadership goal for CPSEL 1?</p> |
| <p>3. Which performance task/leadership project will you complete as evidence of your growth in this area (See PT Options document)?</p> | <p>4. How does this inquiry align with your school/district priorities and/or individual job responsibilities?</p> |

Part C:

| Action Steps/Benchmarks to Goal | Timeline | Evidence to Collect and Submit |
|---------------------------------|----------|--------------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |

Part D:

| Professional Learning- Describe the professional learning/professional development you will engage in to support this plan. (For example, attending specific professional development, reading books/articles, discussions during the Admin PLC) | | |
|--|------|-------|
| Professional Learning | Date | Hours |
| | | |
| | | |

Part E:

| Plan for Coaching Support and Assistance (Document specific ways your coach will support you with the implementation of your plan and reflection on your outcomes.) |
|---|
| |



Administrator Induction Program IIP Signature Page
CPSEL 1: Development and Implementation of a Shared Vision

The IIP should reflect and align with the candidate’s self-identified areas of growth, district initiatives, and the contents of CPSEL 1: Development and Implementation of Shared Vision. Each IIP requires the completion of a leadership performance task chosen by the candidate with support from their coach. Candidates are required to complete the task, reflect on the outcome, and upload evidence that documents completion of the IIP and associated activities.

Your signature below indicates that you have discussed with and approve of the CPSEL 1 Individual Induction Plan.

| | | |
|--|---|--|
| <hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <p>Candidate’s Name</p> | <hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <p>Candidate’s Signature</p> | <hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <p>Date</p> |
|--|---|--|

| | | |
|--|---|--|
| <hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <p>Coach’s Name</p> | <hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <p>Coach’s Signature</p> | <hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <p>Date</p> |
|--|---|--|

| | | |
|---|--|--|
| <hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <p>Supervisor’s Name</p> | <hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <p>Supervisor’s Signature</p> | <hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <p>Date</p> |
|---|--|--|

Dates Revisited and/or Revised (if applicable): _____



| | | | |
|-------------------------------------|---------------|------------------|--------------|
| Participating Administrator: | Coach: | District: | Site: |
|-------------------------------------|---------------|------------------|--------------|

Individual Induction Plan- CPSEL 2 : Instructional Leadership

This document is intended to help you synthesize the data you've collected from self-assessments, evaluations, observations, context for leadership, and other formative assessments and collaboratively develop professional performance goals.

Part A:

Directions: For the current CPSEL, document evidence that shows how you are already meeting the standard and areas for continued growth.

| Standard 2: Education leaders shape a collaborative culture of teaching and learning, informed by professional standards and focused on student and professional growth. | | |
|--|--|---|
| Elements | Evidence of Meeting Element Already | Areas for Growth in This Element |
| <p>Element 2A: Professional Learning and Culture Leaders promote a culture in which staff engage in individual and collective professional learning that results in their continuous improvement and high performance.</p> | | |
| <p>Element 2B: Curriculum and Instruction Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and</p> | | |
| <p>Element 2C: Assessment and Accountability.</p> | | |

Standard II: Education leaders shape a collaborative culture of teaching and learning, informed by professional standards and focused on student and professional growth.

| Elements | Evidence of Meeting Element Already | Areas for Growth in This Element |
|--|-------------------------------------|----------------------------------|
| Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice outcomes, and student learning | | |

Based on the evidence and areas for growth documented above, develop a focus for your Individual Induction Plan for CPSEL 2.

| Focus of the Individual Induction Plan | |
|---|---|
| 1. Which CPSEL element will you focus on? | 2. What is your personal leadership goal for CPSEL 2? |
| 3. Which performance task/leadership project will you complete as evidence of your growth in this area (See PT Options document)? | 4. How does this inquiry align with your school/district priorities and/or individual job responsibilities? |

Part C:

| Action Steps/Benchmarks to Goal | Timeline | Evidence to Collect and Submit |
|---------------------------------|----------|--------------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Part D:

| Professional Learning- Describe the professional learning/professional development you will engage in to support this plan. (For example, attending specific professional development, reading books/articles, discussions during the Admin PLC) | | |
|---|-------------|--------------|
| Professional Learning | Date | Hours |
| | | |
| | | |

Part E:

| Plan for Coaching Support and Assistance (Document specific ways your coach will support you with the implementation of your plan and reflection on your outcomes.) |
|--|
| |



**Administrator Induction Program IIP Signature
Page CPSEL 2: Instructional
Leadership**

The IIP should reflect and align with the candidate’s self-identified areas of growth, district initiatives, and the contents of CPSEL 2: Instructional Leadership. Each IIP requires the completion of a leadership performance task chosen by the candidate with support from their coach. Candidates are required to complete the task, reflect on the outcome, and upload evidence that documents completion of the IIP and associated activities.

Your signature below indicates that you have discussed with and approve of the CPSEL 2 Individual Induction Plan.

| | | |
|---|------------------------|------|
| Candidate’s Name | Candidate’s Signature | Date |
| Coach’s Name | Coach’s Signature | Date |
| Supervisor’s Name | Supervisor’s Signature | Date |
| Dates Revisited and/or Revised (if applicable): | | |



| | | | |
|-------------------------------------|---------------|------------------|--------------|
| Participating Administrator: | Coach: | District: | Site: |
|-------------------------------------|---------------|------------------|--------------|

Individual Induction Plan- CPSEL 3 : Operations and Facilities

This document is intended to help you synthesize the data you've collected from self-assessments, evaluations, observations, context for leadership, and other formative assessments and collaboratively develop professional performance goals.

Part A:

Directions: For the current CPSEL, document evidence that shows how you are already meeting the standard and areas for continued growth.

| Standard 3: Education leaders manage the organization to cultivate a safe and productive learning and working environment. | | |
|--|--|---|
| Elements | Evidence of Meeting Element Already | Areas for Growth in This Element |
| <p>Element 3A: Operations and Facilities</p> <p>Leaders provide and oversee a functional, safe, and clean learning environment.</p> | | |
| <p>Element 3B: Plans and Procedures</p> <p>Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.</p> | | |
| | | |

Standard I: Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

| Elements | Evidence of Meeting Element Already | Areas for Growth in This Element |
|---|-------------------------------------|----------------------------------|
| Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner | | |

Based on the evidence and areas for growth documented above, develop a focus for your Individual Induction Plan for CPSEL 3.

| Focus of the Individual Induction Plan | |
|---|---|
| 1. Which CPSEL element will you focus on? | 2. What is your personal leadership goal for CPSEL 3? |
| 3. Which performance task/leadership project will you complete as evidence of your growth in this area (See PT Options document)? | 4. How does this inquiry align with your school/district priorities and/or individual job responsibilities? |

Part C:

| Action Steps/Benchmarks to Goal | Timeline | Evidence to Collect and Submit |
|---------------------------------|----------|--------------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Part D:

| Professional Learning- Describe the professional learning/professional development you will engage in to support this plan. (For example, attending specific professional development, reading books/articles, discussions during the Admin PLC) | | |
|---|-------------|--------------|
| Professional Learning | Date | Hours |
| | | |
| | | |

Part E:

| Plan for Coaching Support and Assistance (Document specific ways your coach will support you with the implementation of your plan and reflection on your outcomes.) |
|--|
| |



**Administrator Induction Program IIP
Signature Page CPSEL 3: Management
and Learning Environment**

The IIP should reflect and align with the candidate’s self-identified areas of growth, district initiatives, and the contents of CPSEL 3: Management and Learning Environment. Each IIP requires the completion of a leadership performance task chosen by the candidate with support from their coach. Candidates are required to complete the task, reflect on the outcome, and upload evidence that documents completion of the IIP and associated activities.

Your signature below indicates that you have discussed with and approve of the CPSEL 3 Individual Induction Plan.

Candidate’s Name

Candidate’s Signature

Date

Coach’s Name

Coach’s Signature

Date

Supervisor’s Name

Supervisor’s Signature

Date

Dates Revisited and/or Revised (if applicable): _____ _____ _____



| | | | |
|-------------------------------------|---------------|------------------|--------------|
| Participating Administrator: | Coach: | District: | Site: |
|-------------------------------------|---------------|------------------|--------------|

Individual Induction Plan- CPSEL 4: Family and Community Engagement

This document is intended to help you synthesize the data you've collected from self-assessments, evaluations, observations, context for leadership, and other formative assessments and collaboratively develop professional performance goals.

Part A:

Directions: For the current CPSEL, document evidence that shows how you are already meeting the standard and areas for continued growth.

| Standard IV: Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources. | | |
|---|--|---|
| Elements | Evidence of Meeting Element Already | Areas for Growth in This Element |
| <p><i>Element 4A: Parent and Family Engagement</i> Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.</p> | | |
| <p><i>Element 4B: Community Partnerships</i> Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate</p> | | |
| <p><i>Element 4C Community Resources & Services</i></p> | | |

Standard IV: Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

| Elements | Evidence of Meeting Element Already | Areas for Growth in This Element |
|--|-------------------------------------|----------------------------------|
| Leaders leverage and integrate community resources and services to meet the varied needs of all students | | |

Part B:

Based on the evidence and areas for growth documented above, develop a focus for your Individual Induction Plan for CPSEL 4.

| Focus of the Individual Induction Plan | |
|---|---|
| 1. Which CPSEL element will you focus on? | 2. What is your personal leadership goal for CPSEL 4? |
| 3. Which performance task/leadership project will you complete as evidence of your growth in this area (See PT Options document)? | 4. How does this inquiry align with your school/district priorities and/or individual job responsibilities? |

Part C:

| Action Steps/Benchmarks to Goal | Timeline | Evidence to Collect and Submit |
|---------------------------------|----------|--------------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Part D:

| Professional Learning- Describe the professional learning/professional development you will engage in to support this plan. (For example, attending specific professional development, reading books/articles, discussions during the Admin PLC) | | |
|---|-------------|--------------|
| Professional Learning | Date | Hours |
| | | |
| | | |

Part E:

| Plan for Coaching Support and Assistance (Document specific ways your coach will support you with the implementation of your plan and reflection on your outcomes.) |
|--|
| |



**Administrator Induction Program IIP Signature
Page CPSEL 4: Family and Community
Engagement**

The IIP should reflect and align with the candidate's self-identified areas of growth, district initiatives, and the contents of CPSEL 4: Development and Implementation of Shared Vision. Each IIP requires the completion of a leadership performance task chosen by the candidate with support from their coach. Candidates are required to complete the task, reflect on the outcome, and upload evidence that documents completion of the IIP and associated activities.

Your signature below indicates that you have discussed with and approve of the CPSEL 4 Individual Induction Plan.

Candidate's Name

Candidate's Signature

~~Date~~

Coach's Name

Coach's Signature

~~Date~~

Supervisor's Name

Supervisor's Signature

~~Date~~

Dates Revisited and/or Revised (if applicable): _



| | | | |
|-------------------------------------|---------------|------------------|--------------|
| Participating Administrator: | Coach: | District: | Site: |
|-------------------------------------|---------------|------------------|--------------|

Individual Induction Plan- CPSEL 5: Ethics and Integrity

This document is intended to help you synthesize the data you've collected from self-assessments, evaluations, observations, context for leadership, and other formative assessments and collaboratively develop professional performance goals.

Part A:

Directions: For the current CPSEL, document evidence that shows how you are already meeting the standard and areas for continued growth.

| Standard V: Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard. | | |
|---|--|---|
| Elements | Evidence of Meeting Element Already | Areas for Growth in This Element |
| <p>Element 5A: Reflective Practice Leaders act upon a personal code of ethics that requires continuous reflection and learning.</p> | | |
| <p>Element 5B: Ethical Decision-Making Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.</p> | | |
| <p>Element 5C: Ethical Action</p> | | |

| Standard 5: Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard. | | |
|---|--|---|
| Elements | Evidence of Meeting Element Already | Areas for Growth in This Element |
| Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication, necessary to consistently make fair and equitable decisions on behalf of all students. | | |

Based on the areas for growth documented above, develop a focus for your Individual Induction Plan

| Focus of the Individual Induction Plan | |
|--|--|
| 1. Which CPSEL element will you focus on? | 2. What is your personal leadership goal for CPSEL 5? |
| 3. Which performance task/leadership project will you complete as evidence of your growth in this area (See PT Options document)? | 4. How does this inquiry align with your school/district priorities and/or individual job responsibilities? |

Part C:

| Action Steps/Benchmarks to Goal | Timeline | Evidence to Collect and Submit |
|---------------------------------|----------|--------------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |

Part D:

| Professional Learning- Describe the professional learning/professional development you will engage in to support this plan. (For example, attending specific professional development, reading books/articles, discussions during the Admin PLC) | | |
|--|------|-------|
| Professional Learning | Date | Hours |
| | | |
| | | |

Part E:

| Plan for Coaching Support and Assistance (Document specific ways your coach will support you with the implementation of your plan and reflection on your outcomes.) |
|---|
| |



**Administrator Induction Program IIP Signature
Page CPSEL 5: Ethics and Integrity**

The IIP should reflect and align with the candidate’s self-identified areas of growth, district initiatives, and the contents of CPSEL 5: Ethics and Integrity. Each IIP requires the completion of a leadership performance task chosen by the candidate with support from their coach. Candidates are required to complete the task, reflect on the outcome, and upload evidence that documents completion of the IIP and associated activities.

Your signature below indicates that you have discussed with and approve of the CPSEL 5 Individual Induction Plan.

Candidate’s Name

Candidate’s Signature

Date

Coach’s Name

Coach’s Signature

Date

Supervisor’s Name

Supervisor’s Signature

Date

Dates Revisited and/or Revised (if applicable): _____ _____ _____



| | | | |
|-------------------------------------|---------------|------------------|--------------|
| Participating Administrator: | Coach: | District: | Site: |
|-------------------------------------|---------------|------------------|--------------|

Individual Induction Plan- CPSEL 6: External Context and Policy

This document is intended to help you synthesize the data you've collected from self-assessments, evaluations, observations, context for leadership, and other formative assessments and collaboratively develop professional performance goals.

Part A:

Directions: For the current CPSEL, document evidence that shows how you are already meeting the standard and areas for continued growth.

| Standard VI: Education leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices. | | |
|--|--|---|
| Elements | Evidence of Meeting Element Already | Areas for Growth in This Element |
| <p>Element 6A: Understanding and Communicating Policy Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.</p> | | |
| <p>Element 6B: Professional Influence Leaders use their understanding of social, cultural, economic, legal, and political contexts to shape policies that lead to all students graduating</p> | | |
| <p>Element 6C: Policy Engagement</p> | | |

| Standard VI: Education leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices. | | |
|--|--|---|
| Elements | Evidence of Meeting Element Already | Areas for Growth in This Element |
| Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students | | |

Part B

Based on the evidence and areas for growth documented above, develop a focus for your Individual Induction Plan for CPSEL 6.

| Focus of the Individual Induction Plan | |
|--|--|
| 1. Which CPSEL element will you focus on? | 2. What is your personal leadership goal for CPSEL 6? |
| 3. Which performance task/leadership project will you complete as evidence of your growth in this area (See PT Options document)? | 4. How does this inquiry align with your school/district priorities and/or individual job responsibilities? |

Part C:

| Action Steps/Benchmarks to Goal | Timeline | Evidence to Collect and Submit |
|---------------------------------|----------|--------------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Part D:

| Professional Learning- Describe the professional learning/professional development you will engage in to support this plan. (For example, attending specific professional development, reading books/articles, discussions during the Admin PLC) | | |
|--|------|-------|
| Professional Learning | Date | Hours |
| | | |
| | | |

Part E:

| Plan for Coaching Support and Assistance (Document specific ways your coach will support you with the implementation of your plan and reflection on your outcomes.) |
|---|
| |



**Administrator Induction Program IIP Signature
Page CPSEL 6: External Context and
Policy**

The IIP should reflect and align with the candidate's self-identified areas of growth, district initiatives, and the contents of CPSEL 6: External Context and Policy. Each IIP requires the completion of a leadership performance task chosen by the candidate with support from their coach. Candidates are required to complete the task, reflect on the outcome, and upload evidence that documents completion of the IIP and associated activities.

Your signature below indicates that you have discussed with and approve of the CPSEL 6 Individual Induction Plan.

Candidate's Name

Candidate's Signature

Date

Coach's Name

Coach's Signature

Date

Supervisor's Name

Supervisor's Signature

Date

Dates Revisited and/or Revised (if applicable): _ _____ _

CPSEL 1 Performance Task Options

| | |
|---|---|
| <p>CPSEL 1: Development and Implementation of a Shared Vision</p> <p>Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.</p> | |
| <p>1A Student-Centered Vision</p> <p>Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.</p> | <ol style="list-style-type: none"> 1. Draft a personal and a professional vision statement. Decide what values are at the core of both of them. Compare your professional vision statement with your school’s vision statement. What values are the same? 2. Collect and compare vision statements from at least three other school districts. Try to include at least one with similar demographics, one outside of our county and one inside our county. What do they have in common? And where are they different? How do they compare to your district vision statement? 3. Compare and contrast the district’s approved LCAP goals, actions, and services with the district’s vision statement. Determine if the goals, as well as the actions, and services (i.e. resource allocation) align with the vision statement. 4. Develop and implement a plan for addressing achievement and opportunity disparities between student groups, with attention to those with special needs (cultural, racial, disadvantaged, at-risk). |
| <p>1B Developing a Shared Vision</p> <p>Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.</p> | <ol style="list-style-type: none"> 1. Facilitate a series of meetings with staff, families, and/or community members to develop a vision with consensus. 2. Survey students, families, community members, and civic leaders regarding their priorities, hopes, and dreams for your organization. Use this feedback to derive findings and analyze the current vision statement. 3. Develop and facilitate a training on site-based decision making, or consensus building, or conflict resolution skills for staff. 4. Create and develop a formal process for meeting with each teacher (or select a few teachers to pilot the process) to conduct a review of student learning. Map out an academic and/or behavioral success plan for each at-risk student on the class list. Monitor progress each quarter or trimester by meeting individually with each teacher to review the data on student progress. Include a communication loop for families. |

1C
Vision Planning and
Implementation

Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.

1. Establish, maintain and implement a process for appropriate review and revision of an existing vision that involves key stakeholders.
2. Based on your school's vision statement, develop a decision-making flowchart incorporating data use and stakeholder input for allocating resources and time. In addition, develop a budget and priority spending model that supports a schoolwide instructional goal
3. Conduct a staff survey on how the vision is communicated. Use the results of the survey to develop a communication plan that includes communicating to all stakeholders in a variety of ways.
4. Review your various school site plans (School Plan for Student Achievement, Perkins Plan, Technology Plan, etc.) to see how well they align to the school's vision. Identify the causes for inconsistencies and develop a proposal to address them.
5. Use the vision to develop a WASC Action Plan that is integrated throughout the school. Address how the Student Learner Outcomes are directly related to the vision. Collect input from all constituent groups (teachers (paras, volunteers, families, community).
6. Identify barriers to successful implementation of the vision and develop an action plan with staff and key stakeholders for overcoming these barriers.
7. Develop a multi-year plan for professional development to improve student achievement aligned with the school's mission/vision/values and goals with agreement and input from constituent groups.
- 8.

CPSEL 2 Performance Task Options

| | |
|--|---|
| <p>CPSEL 2:</p> <p>Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.</p> | |
| <p>2A: Professional Learning Culture</p> <p>Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.</p> | <ol style="list-style-type: none"> 1. Read <u>Transforming School Culture</u> by Anthony Muhammad. Identify the “Believers, Fundamentalists, Tweeners, and Survivors” you work with. Develop an action plan based on the strategies identified in the book for working with each group to transform your school/work culture. 2. Identify factors at your school or work that contribute to staff and faculty morale. Plan follow-up activities to address these problems/factors. 3. Read <u>The Choreography of Presenting</u> by Kendall Zoller. Plan and facilitate a professional development session or meeting using two or more strategies. 4. Use student performance data as well as a staff needs assessment to develop a plan for professional development. 5. Facilitate monthly grade level or department PLC meetings to include, but not be limited to, data analysis, development or revision of PLC meeting protocols, creation of norms and their use, and provide appropriate follow-up (feedback on meeting minutes, etc.). 6. Establish a Leadership Team to assist with monitoring student achievement data and implementation of school or program wide strategies; work with the Leadership Team to develop norms and protocols as needed to support PLCs or other site-based initiatives. |
| <p>2B: Curriculum and Instruction</p> <p>Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and</p> | <ol style="list-style-type: none"> 1. Choose 1-2 techniques from Chapter 1 (“Setting High Expectations”) of <u>Teach Like a Champion</u>. Present these techniques to your staff and develop a commitment to implement the strategy and provide feedback to staff. 2. Read <u>Visible Learning</u> by John Hattie. Write a 1-2 page reflection on the evidence-based practices that resonate with you. Describe a model of teaching and learning that is based on those practices. 3. Develop a system for you and teachers to work together on a routine and regular basis to analyze student data for the purpose of improving instructional practices. 4. Develop a high-quality system for reviewing curriculum implementation, instruction, and |

| | |
|--|--|
| <p>outcomes.</p> | <p>assessment practices.</p> <ol style="list-style-type: none"> 5. Develop and implement a system for classroom walkthroughs that includes collection and aggregation of observation data, feedback to teachers and/or staff, and potential revision (or creation) of an observational tool. 6. Facilitate or participate in the identification of program gaps of your district's or site's current textbook adoptions and their alignment to the state standards and determine if supplemental purchases need to be made to bridge the gap. 7. Collaborate with an instructional coach (or coaches) at your site or district to establish and implement an effective instructional coaching model. Communicate clearly with staff regarding the role of the coaches and staff members. |
| <p>2C: Assessment and Accountability</p> <p>Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes, and student learning.</p> | <ol style="list-style-type: none"> 1. Read <u>Leaders of Learning</u> by Dufour and Marzano. Write a 1-2 page reflection on the implications of the reading for your current leadership role. 2. Read <u>Failure is Not an Option</u> by Alan Blankstein. Write a 1-2 page reflection on the implications of the reading for your current leadership role. 3. Read <u>Results Now</u> by Mike Schmoker. Identify three key learnings you will implement. 4. Work with your staff to develop rubrics for standards based student learning outcomes. 5. Work with stakeholders to establish measurable goals based on current student data and educational research. Include your processes for: <ul style="list-style-type: none"> -Collecting, analyzing, and interpreting student data -Sharing and analyzing current educational research within the context of your site and student needs -Collaborating with site stakeholders |

CPSEL 3 Performance Task Options

| | |
|--|---|
| <p>CPSEL 3: Management and Learning Environment</p> <p>Education Leaders manage the organization to cultivate a safe and productive learning and working environment.</p> | |
| <p>3A: Operations and Facilities</p> <p>Leaders provide and oversee a functional, safe, and clean learning environment.</p> | <ol style="list-style-type: none"> 1. Develop a site safety plan that includes written plans for handling a full range of potential emergencies. Communicate and facilitate an orientation for adults and students about what to do in various emergency situations. 2. Review the current Safety Plan with local fire and police agencies. Review the plan with your facilities department to ensure escape routes are free from obstructions. Review with the IT department how student records will be accessed from a remote location for reunification of students with families. Develop plans for improvement, if needed. 3. Develop an annual plan and calendar to review and train staff in all aspects of the Safety Plan including duck and cover, evacuation, and reunification with a parent. 4. Facilitate the development of a handbook for substitute teachers containing a lesson plan model and all pertinent information necessary to ensure continuity of a classroom program. 5. Conduct a technology audit at your site. What technology resources are available to staff and students? Where are your gaps in resources? Develop a plan to address the gaps and meet the needs of the academic program. |
| <p>3B: Plans and Procedures</p> <p>Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.</p> | <ol style="list-style-type: none"> 1. Develop a staff development plan to teach best practices such as, but not limited to: Classroom routines, Effective First Instruction, student data analysis, Professional Learning Communities, Classroom level RtI or MTSS. 2. Create and implement a continuous cycle of analysis for evaluating multiple programs, systems, and school issues with short and long term benchmarks. Align these benchmarks to district and state timelines and/or fiscal requirements such as grants of funding cycles. 3. Collect data on implementation and effectiveness of current processes that support student learning and make corrective action based on the data. Continue to monitor and evaluate processes for further corrective actions. 4. Engage stakeholders in a process of problem solving and shared decision making to develop, |

| | |
|---|--|
| | <p>monitor, evaluate, and revise a current plan or program. Possible plans or programs include the site Safety Plan, Technology Plan, After-School Care program, etc.</p> <p>5. Work with your leadership team to review instructional schedules to ensure best use of instructional time (i.e. minimize interruptions and transition time, maximize use of instructional staff and facilities, provide appropriate professional development).</p> |
| <p>3C: Climate</p> <p>Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.</p> | <ol style="list-style-type: none"> 1. Collaborate with teachers, staff, and students to develop and implement guidelines for positive behavioral support systems as well as physical and emotional safety. 2. Identify gaps in Character Education on campus. Develop a plan to fill the gap with training, student engagement, clubs, promotional materials, etc. 3. Create a school improvement plan that supports and monitors high behavioral expectations and a school wide discipline and support plan 4. Using research regarding barriers to regular student attendance, develop a comprehensive attendance plan to encourage student attendance and reduce absences. Gather input from staff and families about the plan prior to its implementation. |
| <p>3D: Fiscal and Human Resources</p> <p>Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.</p> | <ol style="list-style-type: none"> 1. Read The Checklist Manifesto by Atul Gawande. Write a summary of three key implications or “take-aways” from the book and how they may influence system management in your administrative role. 2. Develop a short and long term budget to support a program, resource, or plan that you would like to implement. 3. Study certificated or classified employee bargaining agreements and evaluation processes and develop a schedule of formal and informal observations including planning and feedback sessions: conduct evaluations. 4. Attend a FRISK training or research the FRISK process and apply the process to a current situation (also in CPSEL 6C). |

CPSEL 4 Performance Task Options

| | |
|---|--|
| <p>CPSEL 4: Family and Community Engagement</p> <p>Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.</p> | |
| <p>4A: Parent and Family Engagement</p> <p>Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.</p> | <ol style="list-style-type: none"> 1. Research the CDE Family Engagement Framework (www.wested.org) or (https://www.wested.org/wp-content/files_mf/1414600912familyengagementframework2.pdf). Use the rubrics to self-assess the family engagement practices at your site, district, or county office. Develop and implement an action plan around 3 or 4 areas of the framework that you have established as areas for growth. 2. Develop and administer a survey or needs assessment to families you serve with the goal of gaining perspectives from diverse constituencies. Consider how you can ensure responses from a broad scope of families. Use the results to report back to your school site council, incorporating changes into your school plan. 3. Conduct 1 or 2 home visits with parents who are reluctant to come to school, learning about their goals and needs and providing a bridge to school activities, opportunities, and resources. 4. Interview 2 or 3 parents you do not know well about how the parents relate to the school, his or her involvement at school and at home, and suggestions they have for improving home-school relations. Develop action steps based on this information. 5. Read <u>Con Respecto: Bridging the Distances Between Culturally Diverse Families and Schools</u> by Guidalupe Valdes. Write a 1-2 page reflection on the implications of this on your work. 6. Read the article "No Child Left Behind: Parent and Community Involvement" (http://c.ymcdn.com/sites/www.tepsa.org/resource/resmgr/imported/publications/iilsamplerubypayne4.pdf) by Ruby Payne and the excerpt from "Working with Parents: Building Relationships for Student Success" www.esc16.net. Write a 1-2 page reflection on the implications for your work. 7. Research your district's policy on social media. Explore how different schools, district, and county offices are using social media to engage families and the community. Choose a social media outlet and create a space for sharing positive communications to the larger community about your school or department. |

| | |
|---|---|
| | <p>8. Research to concept of equity audits, possibly <u>Using Equity Audits to Create Equitable and Excellent Schools</u> by Skrla, McKenzie and Scheurich. Design and equity audit focusing on one of the following:</p> <ul style="list-style-type: none"> -barriers to full participation -teacher quality -student achievement -area of choice <p>Develop an action plan based on the results of your audit.</p> <p>9. Develop an ongoing (monthly or more) process for parents to bridge with the administrator and engage in dialog about the school successes and areas of concern (i.e. Coffee with the Principal or Vice Principal); ensure that you model the issues of respect, fairness, and comfort levels for parents at the school; provide child care for parents with younger children, if possible.</p> |
| <p>4B: Community Partnerships</p> <p>Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.</p> | <ol style="list-style-type: none"> 1. Develop a matrix/contact list of community resources and organizations which may support your agency. This should include those who may support with both funding and other resources such as volunteers. Consider organizations such as Kiwanis, Rotary, business partners, etc. 2. Research local grant opportunities. Write and submit a grant on behalf of your school, district, or program. 3. Research your board policy on accepting donations. What is the procedure for officially recognizing those who donate: Write a 1-2 page summary on your board policy and procedure. 4. Research community scholarship opportunities for the students you serve. Provide a list of these opportunities with details about eligibility and requirements. 5. Speak on a focused school or district-related topic or issue to a citizen group (Rotary, Lions, City Council, etc.). It would be particularly appropriate to speak about a current high-leverage improvement effort at your site, including the steps you are taking to ensure the sustainability of your work. 6. Initiate, implement, and maintain a business partnership; this partnership could supply volunteers, money, and/or services to the students and families. |
| <p>4C: Community</p> | <ol style="list-style-type: none"> 1. Explore who the formal and informal community and educational leaders are in your |

| | |
|---|---|
| <p>Resources and Services</p> <p>Leaders leverage and integrate community resources and services to meet the varied needs of all students.</p> | <p>community. Who might you want to build relationships with? Choose 2 or 3 leaders to reach out to and establish a partnership that will benefit the students, families, and community you serve. Write a 1-2 page reflection on who you explored, why a partnership would be beneficial, and the outcomes of your contact with them</p> <ol style="list-style-type: none"> 2. Design a brochure concerning information on district or school policy for parents and community members in family-friendly language. 3. Develop and distribute an inventory of free and low cost community resources for families to access. Also distribute the information through the SST, 504, and IEP processes, as well as posting on the school and/or district website.. These could include mental health services, help with resume writing, counseling services, tutoring services, and any other services determined through a family needs assessment. |
|---|---|

CPSEL 5 Performance Task Options

| | |
|---|---|
| <p>CPSEL 5: Ethics and Integrity</p> <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>5A: Reflective Practice</p> <p>Leaders act upon a personal code of ethics that requires continuous reflection and learning.</p> | <ol style="list-style-type: none"> 1. Read about and study what makes a personal mission statement. Identify the underlying values and beliefs, both personally and professionally, that cause you to act. Draft a statement that you can develop over the course of this program to become your personal mission statement. Gather symbols, artifacts, and images that add to your mission statement. 2. Read <i>The Moral Imperative Realized</i> by Michael Fullan. Write a 1-2 page reflection on the connections you see between Fullan’s work and yours. 3. Lead a discussion at a faculty meeting about the connections between integrity, fairness, and ethics the necessity of a nurturing, supportive environment for students, faculty, and staff. |
| <p>5B: Ethical Decision-Making</p> <p>Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.</p> | <ol style="list-style-type: none"> 1. Read from www.aasa.org <i>Code of Ethics</i>. Reflect on the code and see how your personal practice aligns with those 12 points. Select 3 or 4 points and elaborate on how you might more fully develop that ethical behavior and how you can influence your school or district to more fully develop that ethical behavior or how you can influence your school or district to more fully follow the code of conduct in specifically as it applies to decision-making. 2. Evaluate your site or district decision-making process. Identify the fundamental values, the timeline, and organizational protocols and follow through of the process. How does this existing process impact student learning? How might it be improved? 3. Read <i>Leading for Results</i> by Dennis Sparks. Write a 1-2 page reflection on the connections and implications for your work. 4. Plan and facilitate a decision-making process for your staff for a current issue. |
| <p>5C: Ethical Action</p> <p>Leaders recognize and use their professional influence</p> | <ol style="list-style-type: none"> 1. Keep a professional journal and record the challenges, conflicts, successes and benchmarks you encounter for 60 days. Upon completion of the journal, read the entries and look for themes. These may include student behaviors, parent relationships, staff relationships, data-driven decision-making and so on. Reflect on how your choices affected the outcomes. What did you do well? What would you do differently? Develop a list of items you want to learn more about based on this exercise. |

| | |
|---|--|
| <p>with staff and the community to develop a climate of trust, mutual respect, and honest communication, necessary to consistently make fair and equitable decisions on behalf of all students.</p> | <ol style="list-style-type: none">2. Engage in the mentoring/coaching of a teacher. Work with her or him to develop a coaching/mentoring plan focused on identified areas for growth. Document your coaching activities and the outcomes over the course of 2-3 months.3. Read <u>Fierce Leadership</u> by Susan Scott. Write a 1-2 page reflection on the connections and implications for your work.4. Develop or improve the behavioral management system of your school to protect the rights and confidentiality of students (discipline referrals, detentions, etc.)5. Examine the contents of the Family Educational Rights and Privacy Act (www2.ed.gov). How do your school and district policies and procedures address the contents of this Act. What gaps do you see in your site and/or district practices? Develop a plan for addressing these gaps. |
|---|--|

CPSEL 6 Performance Task Options

| | |
|---|---|
| <p>CPSEL 6: External Context and Policy</p> <p>Educational Leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices.</p> | |
| <p>6A: Understand and Communicating Policy</p> <p>Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.</p> | <ol style="list-style-type: none"> 1. Plan and facilitate a Parent Night for a specific academic content area. In preparation, research possible opposition, questions, etc., you may encounter. Provided opportunities for parents to experience Smarter Balance assessment questions. Include a discussion on how to ensure students will be successful in the world of Common Core. 2. Read <u>Start With Why</u> by Simon Sinek. Write a 1-2 page reflection on the connections and implications for your work. 3. Learn about three associations you may choose to join and their policy platform (AASA, ACSA, ASCD, NAESP, NASSP, etc.). Compare and contrast the associations. Which one most aligns to your values? How might you support those causes? 4. Facilitate a discussion with stakeholders about a federal, state, or local policy or regulation sharing information about the impact on continuous improvement and student outcomes. 5. Attend or watch a recording of a CA State Board of Education meeting. Choose one relevant agenda item that relates to your work and communicate it to key stakeholders. |
| <p>6B: Professional Influence</p> <p>Leaders use their understanding of social, cultural, economic, legal, and political contexts to shape policies that lead to all students graduating ready for college and career.</p> | <ol style="list-style-type: none"> 1. Research a topic related to your work assignment as it is affected by California Ed. Code, local Board Policy, and Administrative Regulations. Assess local practices for compliance. If gaps exist, develop a plan to correct those gaps. 2. Collect data to assess your organization's efforts to ensure all students graduate ready for college and career. Based on your assessment, develop goals and /or next steps based on emerging trends in education. 3. Read David Conley's <u>College and Career Ready</u>. Write a 1-2 page reflection on the connections and implications for your work. |

| | |
|--|---|
| <p>6C: Policy Engagement</p> <p>Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.</p> | <ol style="list-style-type: none">1. Read <u>To Sell is Human</u> by Daniel Pink. Write a 1-2 page reflection on the connections and implications for your work.2. Confer with your supervisor or other educational leaders to determine what educational issues affect how your school or district or county operates. Determine what parties are pushing the issues and which are resisting. Determine why. Analyze the policy in question and determine how this might impact your own organization.3. Visit and explore the ACSA Advocacy website at www.acas.org/advocacy. Watch the Introduction to Advocacy presentation at https://prezi.com/mwg-zz-xr1ut/intro-to-advocacy/. Write a 1-2 page reflection on the connections and implications for your work.4. Participate in your district's union negotiation process.5. Attend a legislative action day related to educational issues.6. Attend a FRISK training or research the FRISK process and apply the process to a current situation (also used in 3D). |
|--|---|

Clear Administrative Services Credential Performance Task Reflection

Performance Task:

- In which ways did completing this Performance Task contribute to your growth in this CPSEL?
- How did it address the areas of Authentic Leadership, Coherence, and/or Improvement Science in your organization?
- Based on the evidence provided, what might be some next steps in applying what you have learned?



San Luis Obispo County Education Office
Clear Administrative Services Credential (CASC) Program
Candidate Application

Directions: This application must be submitted and approved **prior to program registration.**

- Sections A and B are to be completed by the CASC Candidate. Completion of all fields is required for evaluation and admission.
- Section C is to be completed by the District/Local Education Agency (LEA)/Employing authorized agent.
- Return completed form by:
 - MAIL:** San Luis Obispo County Office of Education
Anne Stone, Program Director
3350 Education Drive
San Luis Obispo, CA 93405

EMAIL: astone@slocoe.org

Program Eligibility: Candidates must have ***all of the following*** prior to admission:

- Possess an active Preliminary Administrative Services Credential
- Be employed in a position requiring an Administrative Services Credential (Ed. Code Section 44270 (b) and 44270.1 (a)(2)).

Section A: Candidate Information (completed by the CASC Candidate)

Full Legal Name: _

Former Maiden Names: _

Social Security Number: _

Date of Birth: _

Home Street Address: _

City: _

Zip: _

Email _

Current Job Title: _

Name of District/LEA/Employing Entity: _

Name of Work Site: _

Work Address: _

City: _

Zip: _

Home/Cell Phone: () _

Work Phone: () _

Email: _

Earned Preliminary Credential by (check one):

- Completion of a Preliminary Administrative Services Credential program
- Passage of of State-Approved Exam (i.e. CPACE, SLLA)

Hiring date of your first administrative position: _____

I hold the following valid prerequisite credentials (please check if preliminary or clear):

| Preliminary | Clear | Credential | Expiration Date |
|-------------|-------|---|-----------------|
| | | CA Single Subject Teaching Credential | |
| | | CA Multiple Subject Teaching Credential | |
| | | CA Education Specialist Credential | |
| | | CA Designated Subjects Credential (must also hold bachelors or higher degree from a regionally-accredited college or university). | |
| | | CA Pupil Personnel Services Credential | |
| | | CA Teacher Librarian Services Credential | |
| | | CA Speech-Lang. Pathology Services Credential | |
| | | School Nurse Services Credential (Clear Only) | |

Section B: Agreement to Responsibilities (completed by candidate)

- (initial) I acknowledge that by completing and signing this application I am requesting enrollment in the Clear Administrative Services Credential Program of the San Luis Obispo County Education Office. I understand that confirmation of my admission will be sent after my application has been reviewed and approved. If I am admitted to the program, I agree to participate in ongoing program evaluation, including a program evaluation survey.
- (initial) I acknowledge that the responsibilities and requirements leading to completion of the Clear Administrative Credential Program does not imply or ensure continued employment in my current employment, as licensure requirements and employment criteria may differ.
- (initial) I acknowledge that it is my responsibility to make timely progress toward completing the San Luis Obispo County Clear Administrative Services Credential Program requirements to attend and fully participate in all required classes; to submit all required evidence for recommendation for the Clear Administrative Services Credential, including self-assessment documentation and leadership action plans; and to provide verification of two years of successful experience in a full-time administrative position in a public school or private school of equivalent status while holding the Preliminary Administrative Services Credential toward requirements for the Clear Administrative Services Credential. Education Code Section 44270.1(a)(2).
- (initial) I acknowledge that failure to fulfill any of the Clear Administrative Services Credential Program requirements and/or responsibilities by due dates specified will result in my being subject to the late fee policy currently in effect.
- (initial) I acknowledge that failure to fulfill any of the Clear Administrative Services Credential Program requirements and/or responsibilities will result in my not receiving a recommendation for the Clear Administrative Services Credential.
- (initial) I acknowledge that if my Clear Administrative Services Credential Program is not subsidized by state and/or local funds, the cost of participation in the Program is my responsibility.

Section C: District Verification (To be completed/signed by the District/LEA/Employing Entity Authorized Agent)

The District/LEA/Employing Entity verifies that they have employed the Candidate in a position requiring an administrative credential (Ed. Code Section 44270 (b) and 44270.1 (a)(2)).

Yes

No

By approving this option, the District/LEA/Employing Entity understands that the program hours and fieldwork may take place during regular work days and agrees to provide release time for this candidate to complete all program requirements.

Yes

No

*District/LEA/Employing Entity **agrees to pay program costs for this candidate***

Yes

No

Authorized Signature: _

Date: _

Print Name: _

Date: _

Name of District/LEA/Employing Entity: _

Contact Phone: _

Email _

Important Candidate Information:

Submission of this application is an agreement to participate in ongoing program evaluation. It is important to collect information on candidates as we work to address the educator shortage, provide support for educators, and promote retention in the educational field. *The California Information Practices Act* provides that agencies requesting information indicate the principal purposes for which that information will be used. Your name, birthdate, and social security number (SSN) are used to provide proper identification of your file and to determine your eligibility.

With the exception of your SSN, birthdate, email, and home address, information displayed on documents you hold or have held is public information and may be disclosed. In addition, pursuant to Education Code section 44230 the Commission may disclose with past, present, or prospective employers or institutions of higher education all information provided with applications submitted through those agencies. Information may also be disclosed to other State or Federal agencies as required by law. Personal information may be disclosed to the public only with your permission or in accordance with the law. The information is necessary for the Commission to perform its duty under Education Code §§44200-44439, which authorizes this work. If not furnished, your application may be denied, delayed, or returned for completion. You are required to provide a social security number or federal tax identification number on your application pursuant to 42 USC §666 and California Code §17520.

You have a right to review personal information maintained on you by our agency unless access is exempted by law. The Administrator of State Funded Programs, Professional Services Division, 1900 Capitol Ave., Sacramento, California 95811, (916) 324-8002, is responsible for the maintenance of this information.

Clear Administrative Services Coach Overview

In support of the California Commission on Teacher Credentialing accreditation system, coaches facilitate a system of support for candidates through direct, individual support. The coaching experience is job-embedded, and the coach provides actionable feedback via a non-evaluative partnership. Coaches receive initial training and program orientation, ongoing support, and the development of coaching skills by engaging in a community of practice with their coach-peers. District/Site coaches are selected by the candidate's employing LEA and approved by the Program Director.

Qualifications:

- Possess a valid California Clear Administrative Services Credential
- Completion of three or more years of successful administrative service
- Commitment to two years of coaching and program support
- Commitment to providing a minimum of 40 coaching hours annually
- Ability, willingness, and flexibility to meet candidate needs for support
- Resourceful in meeting beginning administrator needs through support of a cycle of inquiry and reflection
- Willingness to develop a coaching mindset through participation in coaching training and meetings

Responsibilities:

- Collaborate with program and district leadership to ensure the highest quality of candidate support
- Participate in each of the 3 mandatory seminars with candidate(s) and complete all required, embedded professional learning/coaching training
- Participate in the initial Coaching Institute and orientation
- Summarize candidate coaching conversations using Coaching Support Records
- Complete and submit the Coaching Log reflecting a minimum of 40 hours of coaching per year
- Participate in program evaluation and provide feedback regarding the program's effectiveness
- Maintain confidentiality

Benefits:

- Coaching training
- Networking with other new and experienced coaches and candidates participating in the CASC program
- Professional development resources provided
- Program Director available to support coaches with unique needs through in-person meetings, phone conversations, and site visits, as needed
- Coaching stipend may be provided to the coach by the LEA employing the candidate



San Luis Obispo County Office of Education
in Cooperation with Santa Barbara County Education Office

Clear Administrative Services Credential (CASC) Program
District/Site Coach Application

Directions: This application must be submitted and approved **prior to program registration.**

- Sections A and B are to be completed by the CASC **Coach**. Completion of all fields is required for evaluation and admission.
- Section C is to be completed by the District/Local Education Agency (LEA)/Employing authorized agent.
- Return completed form by:

MAIL: San Luis Obispo County Office of Education
Anne Stone, Program Director
3350 Education Dr.
San Luis Obispo, CA 93405

EMAIL: astone@slocoe.org

Program Eligibility: Candidates must have **all of the following** prior to admission:

- Possess a valid Clear Administrative Services Credential
- Completed three years or more of successful administrative service

Section A: Personal Information and Qualifications: (completed by District/Site Coach)

Full Legal Name: _____

Former Maiden Names: _____

Social Security Number: _____ Date of Birth: _____

Home Street Address: _____

City: _____ Zip: _____

Current Job Title: _____

Name of District/LEA/Employing Entity: _____

Name of Work Site: _____

Work Address: _____

City: _____ Zip: _____

Home/Cell Phone: () _____ Work Phone: () _____

Description of administrative experience, including number of years of experience (or attach current resume):

I hold the following valid prerequisite credentials (please check if preliminary or clear):

| Preliminary | Clear | Credential | Expiration Date |
|-------------|-------|---|-----------------|
| | | CA Administrative Services Credential | |
| | | CA Single Subject Teaching Credential | |
| | | CA Multiple Subject Teaching Credential | |
| | | CA Education Specialist Credential | |
| | | CA Pupil Personnel Services Credential | |
| | | CA Teacher Librarian Services Credential | |
| | | CA Speech-Lang. Pathology Services Credential | |
| | | School Nurse Services Credential (Clear Only) | |

Section B: Agreement to Responsibilities (completed by District/Site Coach)

I agree to the following responsibilities as a District/Site Coach

___ **(initial) Professional Learning:**

- Attend District/Site Coach classes as required by the SBCEO CASC Program

___ **(initial) Supervision:**

- Make myself available to the assigned candidate(s), as needed, to provide a minimum of 40 hours of coaching and guidance beyond those provided by the Program Director.
- Collaborate with my candidate(s) in response to the candidate’s needs and provide guidance and information that leads to the candidate’s effective leadership practice.

___ **(initial) Program Responsibilities:**

- Submit Coaching Records and a Coaching Log, as required by the program due dates.
- Participate in ongoing program evaluation, including a program evaluation survey. I acknowledge that I have read the details at the end of this application regarding how survey information may be used.
- Communicate questions or concerns about the SBCEO CASC Program to the Program Director.

District/Site Coach’s Commitment:

I verify that all of the above information is true and correct and agree to fulfill the responsibilities of the District/Site Coach as specified on this application.

District/Site Coach Signature: _____ **Date:** _____

Section C: Employer Approval and Verification (To be completed/signed by the District/LEA/
Employing Entity Authorized Agent)

The District/LEA/Employing Entity verifies that the applicant as a District/Site Coach

- Yes
- No

Authorized Signature: _____ **Date:** _____

Print Name: _____ **Date:** _____

Name of District/LEA/Employing Entity: _____

Contact Phone: _____ **Email** _____

Important Coach Applicant Information:

Submission of this application is an agreement to participate in ongoing program evaluation. It is important to collect information on candidates as we work to address the educator shortage, provide support for educators, and promote retention in the educational field. The *California Information Practices Act* and the *Federal Privacy Act* provide that agencies requesting information indicate the principal purposes for which that information will be used. Your name, birthdate, and social security number (SSN) are used to provide proper identification of your file and to determine your eligibility.

With the exception of your SSN, birthdate, email, and home address, information displayed on documents you hold or have held is public information and may be disclosed. In addition, pursuant to Education Code section 44230 the Commission may disclose with past, present, or prospective employers or institutions of higher education all information provided with applications submitted through those agencies. Information may also be disclosed to other State or Federal agencies as required by law. Personal information may be disclosed to the public only with your permission or in accordance with the law. The information is necessary for the Commission to perform its duty under Education Code §§44200---44439, which authorizes this work. If not furnished, your application may be denied, delayed, or returned for completion. You are required to provide a social security number or federal tax identification number on your application pursuant to 42 USC §666 and California Code §17520.

You have a right to review personal information maintained on you by our agency unless access is exempted by law. The Administrator of State Funded Programs, Professional Services Division, 1900 Capitol Ave., Sacramento, California 95811, (916) 324---8002, is responsible for the maintenance of this information.



**San Luis Obispo County Office of Education
Clear Administrative Services Credential Program
Coach Log, Year 1**

Directions to the Clear Administrative Services Credential Coach:

Use this form to log your time in supporting your candidate. This log will be a component of the candidate's end of year portfolio. **A minimum of 40 hours per year is the expectation for coaching of each candidate in order to clear their Administrative Services Credential.**

| | | | |
|-------------------------|------------|-------------|--------|
| Candidate Name | | Site | |
| Coach Name | | Site | |
| Program Director | Anne Stone | Site | SLOCOE |

| |
|--|
| Submission dates: January AND June |
|--|

Time period this services log covers is from: September to June

| Coaching Codes | |
|---|---|
| <i>Coaching Codes are used to document coaching experiences in the CASC Program. For each session, please include all codes that apply.</i> | |
| (A) Leadership Action Plan | (E) Learning Journals |
| (B) CPSELS | (F) Walkthroughs and Follow-up Coaching |
| (C) 1:1 Coaching Sessions | (G) In-Class Coaching |
| (D) Group/Triad Coaching | |

| | | |
|-------------|--------|-------------------------|
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |

| | | |
|-------------|--------|-------------------------|
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |

| | | |
|--------------------|--------|-------------------------|
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| TOTAL HOURS | | |

We verify that the above information is accurate:

CASC Coach Signature

Date

CASC Candidate Signature

Date

Candidates will upload a signed copy of the Clear Administrative Services Credential Coach Log in NEO in January and June. All Clear Administrative Services Credential observation information is confidential and is not used for evaluation purposes.



**San Luis Obispo County Office of Education
Clear Administrative Services Credential Program
Coach Log, Year 2**

Directions to the Clear Administrative Services Credential Coach:

Please use this form to log your time in supporting your candidate. This log will be a component of the candidate's end of year portfolio. **A minimum of 40 hours per year is the expectation for coaching of each candidate in order to clear their Administrative Services Credential.**

| | | | |
|-------------------------|------------|-------------|--------|
| Candidate Name | | Site | |
| Coach Name | | Site | |
| Program Director | Anne Stone | Site | SLOCOE |

| | | | |
|--------------------------|----------------|------------|-------------|
| Submission dates: | January | AND | June |
|--------------------------|----------------|------------|-------------|

Time period this services log covers is from: September to June

| | | | | | | | | |
|---|---|-----------------------|------------|---|---------------------------|-----------------------|--------------------------|--|
| <p>Coaching Codes <i>Coaching Codes are used to document coaching experiences in the CASC Program. For each session, please include all codes that apply.</i></p> | | | | | | | | |
| <table style="width: 100%;"> <tr> <td>(A) Leadership Action Plan</td> <td>(E) Learning Journals</td> </tr> <tr> <td>(B) CPSELs</td> <td>(F) Walkthroughs and Follow-up Coaching</td> </tr> <tr> <td>(C) 1:1 Coaching Sessions</td> <td>(G) In-Class Coaching</td> </tr> <tr> <td>(D) Group/Triad Coaching</td> <td></td> </tr> </table> | (A) Leadership Action Plan | (E) Learning Journals | (B) CPSELs | (F) Walkthroughs and Follow-up Coaching | (C) 1:1 Coaching Sessions | (G) In-Class Coaching | (D) Group/Triad Coaching | |
| (A) Leadership Action Plan | (E) Learning Journals | | | | | | | |
| (B) CPSELs | (F) Walkthroughs and Follow-up Coaching | | | | | | | |
| (C) 1:1 Coaching Sessions | (G) In-Class Coaching | | | | | | | |
| (D) Group/Triad Coaching | | | | | | | | |

| | | |
|-------------|--------|-------------------------|
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |

| | | |
|-------------|--------|-------------------------|
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |

| | | |
|--------------------|--------|-------------------------|
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| Week of: | Codes: | Notes: |
| Total Time: | | Topic for Next Meeting: |
| TOTAL HOURS | | |

We verify that the above information is accurate:

CASC Coach Signature

Date

CASC Candidate Signature

Date

Candidates will upload a signed copy of the Clear Administrative Services Credential Coach Log in NEO in January and June. All Clear Administrative Services Credential observation information is confidential and is not used for evaluation purposes.

CSR#: _____

San Luis Obispo County Office of Education Clear Administrative Services Credential Program



IIP Focus: _____

Coaching Support Record — Year 1

IIP Goal:

CPSEL 1: Developing and Implementing a Shared Vision
 Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

1A: Student-Centered Vision
 Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.

1B: Developing Shared Vision
 Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.

1C: Vision Planning and Implementation
 Leaders guide and monitor decision, actions, and outcomes using the shared vision and goals.

CPSEL 2: Instructional Leadership
 Education leaders shape a collaborative culture of teaching and learning, informed by professional standards and focused on student and professional growth.

2A: Professional Learning Culture
 Leaders promote a culture in which staff engage in individual and collective professional learning that results in their continuous improvement and high performance.

2B: Curriculum and Instruction
 Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.

2C: Assessment and Accountability
 Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes, and student learning.

CPSEL 3: Management and Learning Environment
 Education leaders manage the organization to cultivate a safe and productive learning and working environment.

3A: Operations and Facilities
 Leaders provide and oversee a functional, safe, and clean learning environment.

3B: Plans and Procedures
 Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.

3C: Climate
 Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.

3D: Fiscal and Human Resources
 Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.

Coach Name: _____

Administrator Candidate Name: _____

Date: _____

What's working:

Current Focus-Challenges-Concerns:



Next Steps:

Support Desired:

CSR#: _____

San Luis Obispo County Office of Education Clear Administrative Services Credential Program



IIP Focus: _____

Coaching Support Record — Year 2

IIP Goal: _____

CPSEL 4: Family and Community Engagement
Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

- 4 A: Parent and Family Engagement**
Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.
- 4 B: Community Partnerships**
Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.
- 4C: Community Resources and Services**
Leaders leverage and integrate community resources and services to meet the varied needs of all students.

CPSEL 5: Ethics and Integrity
Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethic, integrity, justice, and equity and hold staff to the same standard.

- 5A: Reflective Practice**
Leaders act upon a personal code of ethics that requires continuous reflection and learning.
- 5B: Ethical Decision-Making**
Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.
- 5C: Ethical Action**
Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication, necessary to consistently make fair and equitable decisions on behalf of all students.

CPSEL 6: External Context and Policy
Education leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices.

- 6A: Understanding and Communicating Policy**
Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.
- 6B: Professional Influence**
Leaders use their understanding of social, cultural, economic, legal, and political contexts to shape policies that lead to all students graduating ready for college and career.
- 6C: Policy Engagement**
Leaders engage with policy makers and stakeholders to collaborate on education policies focused on improving education for all students.

Coach Name: _____

Administrator Candidate Name: _____

Date: _____

What's working:

Current Focus-Challenges-Concerns:

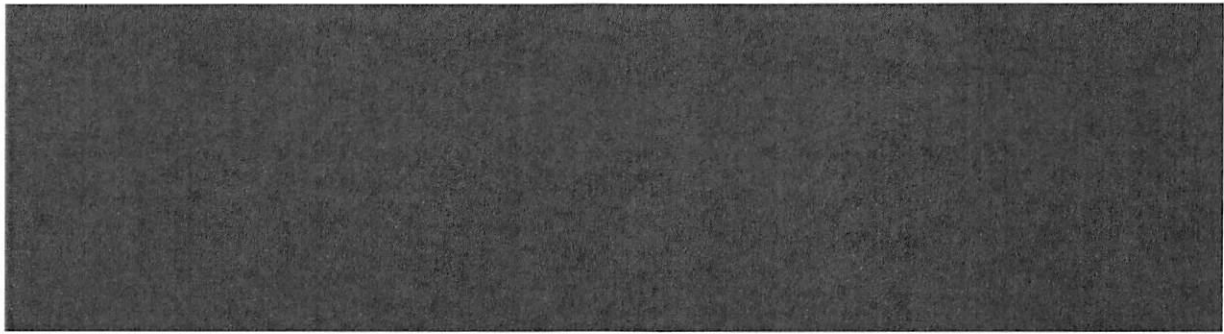
| | |
|------------------------|---|
| <i>What's working:</i> | <i>Current Focus-Challenges-Concerns:</i> |
|------------------------|---|

Next Steps:

Support Desired:

CASC Coach Training

Thursday September 13, 2018
9:00-3:00
SLOCOE Board Room



Welcome

Connector and Introductions

Find a partner at a different table.

Determine a Partner A and a Partner B



Paired Verbal Fluency

Beginning with Partner A, speak on the following prompt until you hear the “bell”.
Partner B listens and does not speak.

Partner B speaks on the same topic without repeating anything previously said, with
Partner A listening and not speaking, until you hear the “bell”.

Repeat two more rounds.

Prompt

Recalling what you learned at last week’s orientation,
what elements of the CASC Program are new this year?



CTC Requirements

Philosophical shift from focus on candidate product to coach support

You will have much more impact on the success and growth of your leader/candidate than SLOCOE or Anne could possibly have.

Welcome, Connecting, Program Overview
Theory

- Adult Learning
- Systems Thinking
- Change Management

Affective Realm

- Equity Lens
- Authenticity
- Trust Building
- Empathy/Compassion

Cognitive Realm

- Use of Data
- Planning for Coaching
- Gradual Release of Responsibility



Coach Self-Assessment

New CTC guidelines *require* some measurement of growth for coaches.

Please take 10 minutes to complete the Coach Self-Assessment Rubric.

What do you notice about your own areas of strength and growth?

How might you use this information?

Coach Goal Setting

Please use the completed Rubric and CASC Coach Goal Setting form to clarify two goals you have for yourself this year.



NEO and Individual Induction Plan

Individual Induction Plan

Optical Refractor

Please find the Coach's Optical Refractor in Appendix A of *The Art of Coaching* (p. 291).

We saw these during the Program Orientation last week. Please review them briefly before we think about planning for a coaching conversation.

Transformative Adult Learning

- Extending existing knowledge
- Adding an entirely new thread of knowledge
- **Transforming *existing* meaning through identifying and reflecting on assumptions and modifying beliefs or points of view**
- Transformation of perspective - awareness and modification of presuppositions that are now seen as distorted or incomplete and reorganizing the meaning (often triggered by encountering an anomaly for which current perspectives have no explanation)

Adapted from Jack Mezirow *Transformative Dimensions of Adult Learning*

Adult Learning

Every human being is “on a path” from somewhere to somewhere, and it is important to find out both where people have been and where they are going.

Have you been able to determine where your candidate is in their journey? Can you relate from your own experience?

Adults want to be the origin of their own learning; they want to control certain aspects of it.

For those of you who have been trained in Cognitive Coaching - pause- paraphrase ask an open-ended questions, how might those strategies support your candidate in deriving her or his own learning?



Systems Thinking

What we observe, whatever is happening in this moment, is exactly what is supposed to happen in the system as it is.

Everything we observe is the result of a complex set of interactions.



Big Bob's Ball Bearing, Banana, Roller Skates, and Floor Wax, Inc.

Systems Thinking

Recall a time in your past coaching experience when reflecting on the Assumptions about Systems Thinking from the Optical Refractor and the impact of those assumptions might have supported your coachee

Change Management

It isn't the changes that will do you in; it's the transitions. They aren't the same thing. Change is situational...Transition, on the other hand is psychological.

Three phases:

Ending/Losing/Letting Go (6 stages of Grieving: Anger, Bargaining, Anxiety, Sadness, Disorientation, Depression)

Neutral Zone (Linus when his blanket is in the dryer - nothing to hold on to - also can be time of greatest creativity)

New Beginning (Foster sense-making for the "why" of the change, its purpose, a plan for unrolling the new, and individuals' roles in the new)

Change Management

Please read the handout on “Using the Neutral Zone Creatively”, highlighting anything that resonates with you.

How might you apply this information in your coaching?

Equity Lens

Our brains are hard-wired to have *biases*. It is a function of the limbic brain related to fight, flight, or freeze and how to instinctively know when to engage in any of these.

However, systemic oppression are human creations and can therefore be undone.

Systemic oppression has historical antecedents; it is an intentional disempowerment of groups of people based on their identity in order to maintain an unequal power structure that subjugates one group over another.

However, systemic oppression and injustice are human creations and *can therefore be undone*.

Equity Lens

Please read the handout on “Myths About Student Achievement”.

How might you open a conversation with your candidate/leader/coachee about this potentially sensitive and extremely important topic?

Use the Optical Refractor Assumptions and Questions to support your thinking.

Authenticity

Self-Awareness

Balanced Processing - accurately processing feedback

Authentic Behavior - walking the talk

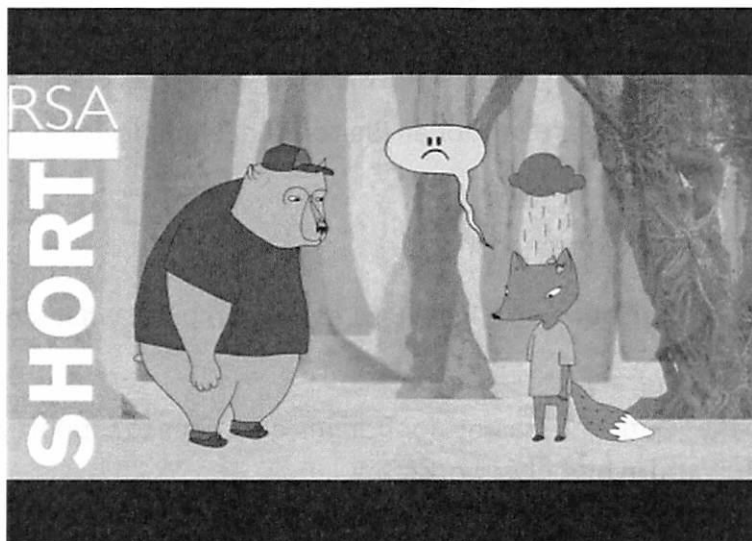
Authentic Relationships - trust/empathy/appropriate vulnerability

Building Trust

What are some ways you have been successful in building a trusting relationship?

What are some components of a trusting relationship?

Empathy/Compassion



Use of Data

What kinds of data might be helpful to gather to inform your coaching with your CASC candidate?

Planning for Coaching

Refer to *The Art of Coaching* pages 62-65 for an idea of what planning for a coaching conversation might look like.

What do you notice about the questions?

Read the story of the conversation on pages 66-71 as an example of what those kinds of questions might surface.

How might you use the “Optical Refractor” for framing questions to support your candidate moving forward in his or her work?

Gradual Release of Responsibility

What steps might you follow as a coach in supporting your candidate with awareness that you are gradually releasing responsibility to them?

What might you be releasing?

How will you know your implementation of releasing responsibility is effective?

Program Questions?

Evaluation/Closure

Please use sticky notes to give feedback about what worked for you in this training

And what might be changed to make it more effective in the future.

Thank you!

Induction Leadership and Governance Executive Summary

The San Luis Obispo County Induction Program was formed under the aegis of the San Luis Obispo County Office of Education (SLOCOE) in 1999 as a Beginning Teacher Support and Assessment (BTSA) provider. The program was initially funded by the California Department of Education (CDE), and is currently supported by the San Luis Obispo County Superintendent of Schools and California Educator Effectiveness funding, Title II and local district funds. In recent years, San Luis Obispo County Induction has expanded to include both beginning classroom and administrative educators. The purpose of these programs is to provide job-embedded, high quality mentoring, support, professional development, training, credentialing, and assistance that include a systematic structure of support for beginning teachers and administrators. A critical aspect of San Luis Obispo County Induction is the implementation of an infrastructure that will sustain and grow induction practices in San Luis Obispo County.

The San Luis Obispo County Induction Programs are guided by an Induction Leadership Council comprised of representatives from the K-12 public school districts, accredited San Luis Obispo County private schools and charters, representatives from the SLOCOE, one member from the community college, one member from each of the local universities and one member from the business community. All San Luis Obispo County Induction Leadership Council members have joined in a cooperative effort to provide for the coordinated delivery of programs and services and assurance of equal access to such programs and services to eligible districts, schools, charters, and non-government schools.

Each participating agency shall be responsible for taking part in governance and for implementing the LEA portion of the induction programs in accordance with the Commission on Teacher Credentialing (CTC) guidelines. Policies and procedures adopted by the San Luis Obispo County Induction Leadership Council provide direction for all aspects of the San Luis Obispo County Induction Programs, including uniform practices to be used by all partners in the provision of programs and services.

The SLOCOE shall serve as the Responsible Local Agency (RLA) for the program, and the San Luis Obispo County Superintendent of Schools is the superintendent of the RLA. The county superintendent is designated as the employer of the Induction Program staff. The program staff implements the policies and decisions that are approved by the San Luis Obispo County Induction Leadership Council.

Update: 8/25/16



SAN LUIS OBISPO COUNTY
OFFICE OF EDUCATION
LEADERSHIP ■ COMMUNITY ■ SERVICE
JAMES J. BRESCIA, Ed. D., SUPERINTENDENT

SAN LUIS OBISPO COUNTY INDUCTION PROGRAM GOVERNANCE GUIDELINES

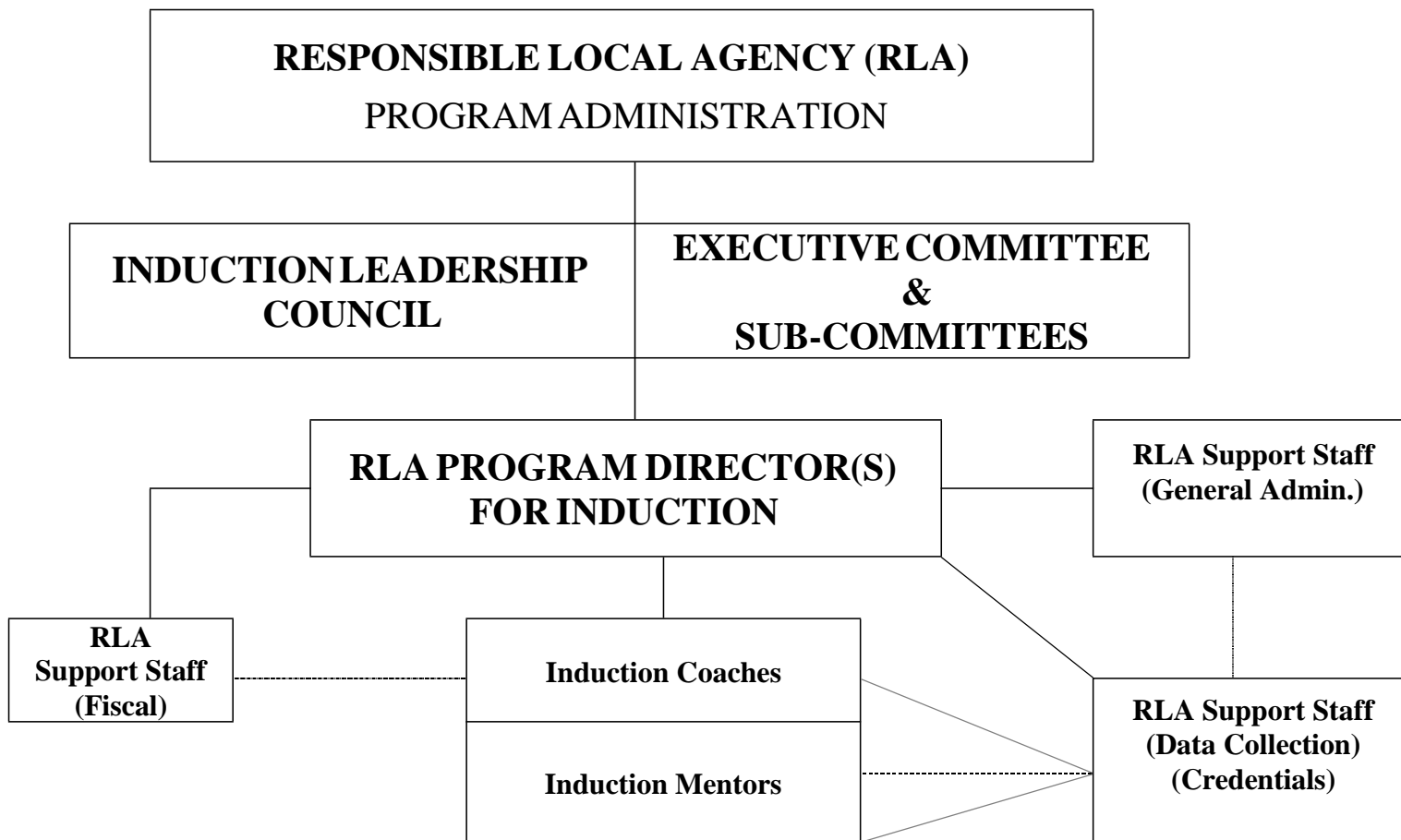
Updated: August 25, 2016

GOVERNANCE GUIDELINES

It shall be the policy of each appropriate district, charter, school and non-government participant to comply with and support the provisions of the governance body to implement the San Luis Obispo County Induction Programs for teachers and administrators in agreement with the program guidelines approved by the Commission on Teacher Credentialing (CTC).

Approved by the Induction Leadership Council on October 14, 2016

GOVERNANCE ORGANIZATION CHART



GOVERNANCE STRUCTURE

The San Luis Obispo County Induction Leadership Council consists of representatives from the K-12 districts, San Luis Obispo County charters, the San Luis Obispo County Office of Education (SLOCOE), one member from the community college, one member from each of the local universities and one member from the business community. All San Luis Obispo County Induction Leadership Council members have joined in a cooperative effort to provide for the coordinated delivery of induction programs and services to eligible districts, schools, charters, and non-government schools.

Each participating agency shall be responsible for adhering to the induction plans as outlined by the program standards. Policies and procedures adopted by the San Luis Obispo Induction Leadership Council provide direction for all aspects of the San Luis Obispo County Induction Programs, including uniform practices to be used by all participants in providing programs and services as outlined by the CTC.

The SLOCOE shall serve as the Responsible Local Agency (RLA) for the program, and the San Luis Obispo County Superintendent of Schools is the superintendent of the RLA. The county superintendent serves as the employer of the staff for the program. The program staff implements the policies and decisions approved by the San Luis Obispo County Induction Leadership Council. A sub-committee shall be formed to provide consistent and ongoing support to the council. Subcommittees may be formed as needed to assist with ongoing projects.

Approved by Induction Leadership Council on October 14, 2016

**CHANGES IN THE GOVERNANCE STRUCTURE
LOCAL POLICY**

Changes or amendments to the permanent portion of the San Luis Obispo Induction Leadership policies are considered during the annual program review and budget planning process. The Induction Leadership Council can adopt amendments to the permanent portion of the plan on an interim basis, not to exceed one year. Amendments approved in this manner would become permanent upon subsequent approval by all members of the Induction Leadership Council. The Induction Leadership Council will approve individual policy changes.

Approved by Induction Leadership Council on October 14, 2016

**RESPONSIBLE LOCAL AGENCY (RLA)
LOCAL POLICY**

The San Luis Obispo County Office of Education shall serve as the Responsible Local Agency (RLA). The RLA will perform functions for the San Luis Obispo County Induction Programs such as receipt and distribution of funds, employment of staff to support program functions, provision of administrative support, and coordination of the implementation of the plan. The Business Services Division of the RLA will provide advice regarding fiscal and budget-monitoring issues related to the programs.

Approved by Induction Leadership Council on October 14, 2016

**RESPONSIBILITY OF THE SUPERINTENDENT OF THE
RESPONSIBLE LOCAL AGENCY (RLA)
LOCAL POLICY**

Responsibilities of the RLA superintendent shall include, but not be limited to:

- May serve as co-chairperson of the Induction Leadership Council
- Serve as the employer for personnel who have responsibilities throughout the programs. Such personnel may include, but not be limited to, directors, administrative assistants, coaches, and mentors. Employment of such personnel will be in accordance with personnel policies and practices of the San Luis Obispo County Office of Education
- Provide suitable office space for both certificated and classified employees of the programs

Approved by Induction Leadership Council on October 14, 2016

**RESPONSIBILITY OF PARTICIPATING LOCAL
EDUCATION AGENCIES (LEAs)
LOCAL POLICY**

Participation in the San Luis Obispo County Induction Programs requires a Memorandum of Agreement (MOA) approved annually by the administration of each participating LEA. In approving the MOA, each participating LEA agrees to carry out the duties and responsibilities assigned to it within the programs. Each LEA shall cooperate to the maximum extent possible with other agencies to serve individuals involved in the programs. Such cooperation ensures that the highest quality program options are available to all participants throughout San Luis Obispo County.

Responsibilities of the administration of each LEA shall include, but not be limited to:

- Participate in the governance of the program through a designated representative to the Induction Leadership Council
- Provide fiscal support of local costs
- Enter into an agreement with other LEAs participating in the plan, for the purpose of delivery of services and programs
- Review and approve revisions to the program

Approved by Induction Leadership Council on October 14, 2016

**RESPONSIBILITIES OF LOCAL EDUCATION AGENCY (LEA)
SUPERINTENDENTS
LOCAL POLICY**

Responsibilities of the superintendents of each participating Local Education Agency (LEA) shall include, but not be limited to:

- Ensuring successful completion of the LEA portions of the Induction Programs
- Participating in the Induction Leadership Council or designating a district representative
- Designating an Induction Coordinator

Approved by Induction Leadership Council on October 14, 2016

RESPONSIBILITIES OF THE PROGRAM DIRECTOR(S) FOR INDUCTION LOCAL POLICY

The Program Director(s) for Induction shall serve as the chief administrator(s) of the program on behalf of the member Local Education Agencies (LEAs) and implement the program terms including, but not limited to the following:

- Ensure provisions of the programs and services are available for all eligible individuals in San Luis Obispo County
- Coordinate and implement the programs
- Ensure provision of public awareness of the programs
- Coordinate information regarding community resources for the programs
- Serve as the chair of the Induction Leadership Council
- Arrange for meetings, establish agendas, and record minutes as appropriate for the Induction Leadership Council
- Coordinate and facilitate the establishment of program standards, procedures, processes, and regulations for the implementation of the programs in accordance with CTC standards
- Provide technical assistance to LEAs in the implementation of the programs
- Act as a liaison between and among the San Luis Obispo County Induction participants, the Commission on Teacher Credentialing, the Induction Leadership Council, any local advisory groups, and appropriate elected government officials
- Update Induction Leadership Council on legislative changes, proposals, trends, and related concerns to induction related activities
- Represent the SLOCOE and the San Luis Obispo County Induction Programs at appropriate statewide induction meetings
- Provide leadership for the San Luis Obispo County Induction Programs

Approved by Induction Leadership Council on October 14, 2016

LP

**EVALUATION OF THE PROGRAM DIRECTOR(S) FOR INDUCTION
LOCAL POLICY**

The Induction Leadership Council will provide evaluation data related to the Program Director(s) for Induction on behalf of the San Luis Obispo County Superintendent. The written annual evaluation of the Director(s) will be completed by the San Luis Obispo County Superintendent of Schools, the Chief Human Resources Officer and the Executive Director for Educational Support Services. The San Luis Obispo County Superintendent will review and finalize the evaluation.

Approved by Induction Leadership Council on October 14, 2016

INDUCTION LEADERSHIP COUNCIL LOCAL POLICY

The primary functions of the Induction Leadership Council are to make policy recommendations to the Program Director(s) and to adopt policies and procedures for the programs. The Induction Leadership Council may make non-substantive changes to program implementation.

Induction Leadership Council members are appointed by the Superintendent/Director/CEO of each participating agency. Regarding Induction Leadership Council membership, direct communication from the RLA Superintendent to participating agencies without an MOA will be completed annually.

The Induction Leadership Council shall meet not less than four times per school year. The San Luis Obispo County Induction Director(s) shall be responsible for preparing the agenda and all support material for each meeting, and serve as chair to the Induction Leadership Council. A quorum shall consist of a majority of the seated members.

Responsibilities of the Induction Leadership Council shall include, but not be limited to:

- Establish a schedule of meetings for the year and schedule additional meetings as needed
- Solicit, initiate or review policy statements from the Program Director(s) for Induction
- Provide input to the Program Director(s) regarding program finances
- Provide input for program and Program Director(s) evaluation

Approved by Induction Leadership Council on October 14, 2016

SUBCOMMITTEES LOCAL POLICY

The primary functions of the Subcommittees are to assist the Induction Leadership Council with ongoing tasks and to make policy recommendations.

Subcommittee members are elected by a majority vote of the Induction Leadership Council annually. If a member of a Subcommittee leaves the Subcommittee early, the Induction Leadership Council will appoint a replacement for the remainder of the term.

The Subcommittee shall meet not less than four times per school year. The San Luis Obispo County Induction Director(s) shall be responsible for preparing the agenda and all support material for each meeting, and serve as chair to the Subcommittee. A quorum shall consist of a majority of the seated members.

Responsibilities of the Subcommittees shall include, but not be limited to:

- Establish a schedule of meetings for the year and schedule additional meetings as needed
- Solicit, initiate or review policy statements from the Induction Leadership Council
- Provide support to the Induction Leadership Council

Approved by Induction Leadership Council on October 14, 2016

CASC Observation Form
Collection of Evidence: California Professional Standards for Education Leaders

Directions: Your coach will collect evidence throughout the observation focusing on the CPSELs. This evidence will help guide the conversation the two of you will have during the post observation conversation.

Observation Date: _

Observation Context: _

Prior to the observation, please complete the following:

Which CPSEL would you like your observation to focus on?

What do you already know about your leadership practices in relation to this observation? (e.g., I create an environment of respect; provide access to resources, etc.)

What do you want to know about your leadership practices? (e.g., effective strategies for strengthening staff trust, engaging stakeholders, etc.)

What would you like your coach to observe for?

Administrator Observation Form
Collection of Evidence: California Professional Standards for Education
Leaders

Coach Observation Notes



Recommendation for Clear Credential

Criteria for Program Completion:

All Administrator Candidates in the SLOCOE Clear ASC program are required to complete the following in order to be recommended for a Clear ASC Credential:

- Completion of the SLOCOE Clear ASC Program Application.
- Attendance at all required courses/meetings during the two -year program.
- Completion of a minimum of forty hours each year of district/site coaching aligned to the Leadership Action Plan (LAP) goals.
- Completion of the Mid-Program Performance Assessment with the Program Director.
- Completion of the End-of-Program Performance Assessment with the Program Director.

Recommendation for Clear Credential

At the conclusion of the two year program, candidates who have successfully completed all program requirements and the administrative services experience requirement will be eligible to receive an online credential recommendation. The SLOCOE staff will assist candidates with all necessary credential documentation. Instructions on applying for the clear credential are emailed out to all candidates toward the end of their program completion date and are available on the SLOCOE Online Classroom.

Commission on Teacher Credentialing (CTC) Fees:

As of this document's printing, the CTC requires a \$102.50 application fee for the Clear Credential. However, as fees are subject to change, please refer to the CTC website at www.ctc.ca.gov. The CTC application fee is considered earned when the application is received and is not refundable (Reference: Title 5, California Code of Regulations, Section 80487).

Licensure vs. Employment

Documentation submitted to SLOCOE for evidence of completion of the California Administrative Services Clear Credential is confidential and may not be used for employment evaluation purposes. Completion of the SLOCOE Administrative Services Credential and a recommendation for the Clear Credential does not imply or ensure continued employment. Licensure requirements and employment criteria may differ. However, full licensure is a primary consideration in any district's employment decisions.

San Luis Obispo County Office of Education
Performance Assessment Review, Year 1

| PORTFOLIO PANEL REVIEW FORM | | |
|---|---|---|
| Candidate Name <i>(first and last):</i> | District: <i>(or school if charter)</i> | Review Date: <i>Date review is completed</i> |
| First Review: <i>if necessary</i> | | Second Reviewer: |
| Third Review: <i>if necessary</i> | | |
| CANDIDATE COMPETENCE AREAS | Score (2) – Met (1) Minimally Met (0) Not Met | REVIEWER COMMENT You must (1) state the rubric criteria(s)_ that is at issue and (2) state a resub mission comment to provide the candidate with instructions on how to address the criteria issue |
| <p>A score of 2 indicates that the candidate has successfully met all criteria for the Candidate Competence Area. No comment is necessary. A score of 1 indicates that the candidate has minimally met one or more criteria for the candidate Competence Area. A reviewer comment is required: (1) record the document name and the criteria that are at issue; (2) describe the specific issue that you want to convey to the candidate. A score of 0 indicates that the candidate has not met one or more criteria for the Candidate Competence Area. A reviewer comment is required: (1) record document name and the criteria that are at issue; (2) describe the specific issue that you want to convey to the candidate. Resubmissions will be ready a secondary reviewer.</p> | | |
| CPSEL | SCORE | COMMENTS |
| PERFORMANCE TASK SHOWCASE | | <i>Comment:</i> |
| CPSEL 1 | | <i>Comment:</i> |
| CPSEL 2 | | <i>Comment:</i> |
| CPSEL 3 | | <i>Comment:</i> |
| ANY ADDITIONAL PANEL COMMENTS TO STAFF: | | Use this information to provide information to staff |

PORTFOLIO RESULT: Complete Incomplete *(to be completed by staff)*

San Luis Obispo County Office of Education
Performance Assessment Review, Year 2

| PORTFOLIO PANEL REVIEW FORM | | |
|---|---|--|
| Candidate Name <i>(first and last):</i> | District: <i>(or school if charter)</i> | Review Date: <i>Date review is completed</i> |
| First Review: <i>if necessary</i> | | Second Reviewer: |
| Third Review: <i>if necessary</i> | | |
| CANDIDATE COMPETENCE AREAS | Score (2) – Met (1) Minimally Met (0) Not Met | REVIEWER COMMENT You must (1) state the rubric criteria(s)_ that is at issue and (2) state a resub mission comment to provide the candidate with instructions on how to address the criteria issue |
| <p>A score of 2 indicates that the candidate has successfully met all criteria for the Candidate Competence Area. No comment is necessary. A score of 1 indicates that the candidate has minimally met one or more criteria for the candidate Competence Area. A reviewer comment is required: (1) record the document name and the criteria that are at issue; (2) describe the specific issue that you want to convey to the candidate. A score of 0 indicates that the candidate has not met one or more criteria for the Candidate Competence Area. A reviewer comment is required: (1) record document name and the criteria that are at issue; (2) describe the specific issue that you want to convey to the candidate. Resubmissions will be ready a secondary reviewer.</p> | | |
| CPSEL | SCORE | COMMENTS |
| PERFORMANCE TASK SHOWCASE | | <i>Comment:</i> |
| CPSEL 4 | | <i>Comment:</i> |
| CPSEL 5 | | <i>Comment:</i> |
| CPSEL 6 | | <i>Comment:</i> |
| ANY ADDITIONAL PANEL COMMENTS TO STAFF: | | Use this information to provide information to staff |

PORTFOLIO RESULT: Complete Incomplete *(to be completed by staff)*

San Luis Obispo County Office of Education Clear Administrative Services Credential Program

Performance Assessment Review Panel



The **Performance Assessment Review Panel (PARP)** is a group of current (or retired) administrators who convene at the end of the academic year to review each SLOCOE CASC candidate's Performance Assessment Portfolio. PARP panelists are appointed by the Program Director and must meet the following minimum criteria to serve:

- Clear CA Administrative Services Credential
- Minimum of Five Years of experience as a practicing administrator

The PARP uses the **Performance Assessment Rubric** to score each portfolio. Each portfolio is reviewed a minimum of two times to ensure consistent grading. Portfolio elements for each year can be found in the table below. When candidates have successfully passed each portfolio, they will be recommended for a Clear Administrative Services Credential by the San Luis Obispo County Office of Education.

Year 1 Performance Assessment Portfolio Documents

Year 2 Performance Assessment Portfolio Documents

- CPSEL Self-Reflection on CPSELS 1, 2, and 3
- Year 1 Individual Induction Plans
- Performance Tasks and Reflections aligned to CPSELS 1, 2 & 3
- Coach Observation
- Coaching Support Records and Coaching Log reflecting a minimum of 40 hours of support.

- CPSEL Self-Reflection on CPSELS 4, 5, and 6
- Year 2 Individual Induction Plans
- Performance Tasks and Reflections aligned to CPSELS 4, 5, & 6
- Coach Observation
- Coaching Support Records and Coaching Log reflecting a minimum of 40 hours of support.

Clear Administrative Services Credential Year One Syllabus

Course Description:

San Luis Obispo County Office of Education offers the CTC- accredited clear administrative services phase of the credential program to support the ongoing growth and development of our county's newest leaders. The CASC program provides candidates with the knowledge, skills, and dispositions necessary to be successful leaders in today's high stakes educational environment. Program instructors are successful practitioners in the field who know the research base and possess the experience necessary to provide a strong credential program.

Overall Goals and Objectives:

1. **CPSEL 3: Management and Learning Environment:** Candidates will explore ways in which they can establish structures and employ processes that promote student learning as well as facilitating a climate that safe, fair, and respectful. In addition, candidates will explore the alignment of fiscal and human resources that support a productive learning environment.
2. **CPSEL 2: Instructional Leadership:** Candidates will explore the characteristics of an effective professional learning culture and ways to support the implement curriculum, instruction, and assessments that promote high levels of student learning.
3. **CPSEL 1: Development and Implementation of a Shared Vision:** Candidates will explore ways to engage the larger school community in a collaborative and inclusive process for developing a shared vision that is based on multiple measures of data and focuses on equity for all students. In addition, candidates will focus on using the vision as a lens for monitoring decisions, actions, and outcomes for students and families.

Candidate Competencies:

- Possess a valid Preliminary Administrative Services Credential
- Verify a minimum of two years of successful experience in a full-time administrative position in a California public school, nonpublic school, or private school of equivalent status, while holding the Preliminary Administrative Services Credential.
- Demonstrate competency in all CPSEL areas assessed through CASC coursework

Course Requirements:

- Satisfactory completion of all required coursework
- Attendance at a minimum of three CPSEL seminars each year
- Participation in a job-alike and coach-facilitated Professional Learning Team
- Individual Induction Plan
- CPSEL Self Reflections
- CPSEL Performance Tasks

Course Grading

Final grading is completed by a Performance Assessment Review Panel (PARP). PARP is a group of current (or retired) administrators who convene at the end of the academic year to review each SLOCOE CASC Candidate Performance Assessment Portfolio.

Course Schedule (Tentative):

| Month | CPSEL | |
|----------------------------------|---|---|
| August- Orientation | Overview of CASC Program | |
| September- Seminar One | CPSEL 2: Instructional Leadership | |
| December- Seminar Two | CPSEL 3: Management and Learning Environment | |
| March- Seminar Three | CPSEL 1: Development and Implementation of a Shared Vision | |
| May- Performance Showcase | CPSELS 1-3 | Each candidate will share the process and outcomes of one of their Performance Tasks. |

Professional Learning Team meetings occur monthly, scheduled by the Team members and the Coach/Facilitator

****Any student who feels s/he may need an accommodation based on the impact of a disability should contact Dr. Stone (and possibly the assigned CASC Coach) to discuss specific needs.

Clear Administrative Services Credential Year Two Syllabus

Course Description:

San Luis Obispo County Office of Education offers the CTC- accredited clear administrative services phase of the credential program to support the ongoing growth and development of our county's newest leaders. The CASC program provides candidates with the knowledge, skills, and dispositions necessary to be successful leaders in today's high stakes educational environment. Program instructors are successful practitioners in the field who know the research base and possess the experience necessary to provide a strong credential program.

Overall Goals and Objectives:

1. **CPSEL 4: Family and Community Engagement:** Candidates will explore various facets of family and community engagement, including effective ways to involve parents and families, establishing community partnerships and leveraging community resources, all in service of the students they serve.
2. **CPSEL 5: Ethics and Integrity:** Candidates will explore ways in which habits of reflection and ongoing learning support a personal code of ethics, guiding collective ethical decision-making, and using their professional influence to promote fair and equitable decision-making throughout the school community.
3. **CPSEL 6: External Context and Policy:** Candidates will explore avenues for developing greater public understanding of education policy, leveraging their own understanding of the larger context to promote college and career readiness for all students, and engaging with policymakers to promote improving education for all students.

Candidate Competencies:

- Possess a valid Preliminary Administrative Services Credential
- Verify a minimum of two years of successful experience in a full-time administrative position in a California public school, nonpublic school, or private school of equivalent status, while holding the Preliminary Administrative Services Credential.
- Demonstrate competency in all CPSEL areas assessed through CASC coursework

Course Requirements:

- Satisfactory completion of all required coursework
- Attendance at a minimum of three CPSEL seminars each year
- Participation in a job-alike and coach-facilitated Professional Learning Team
- Individual Induction Plan
- CPSEL Self Reflections
- CPSEL Performance Tasks

Course Grading

Final grading is completed by a Performance Assessment Review Panel (PARP). PARP is a group of current (or retired) administrators who convene at the end of the academic year to review each SLOCOE CASC Candidate Performance Assessment Portfolio.

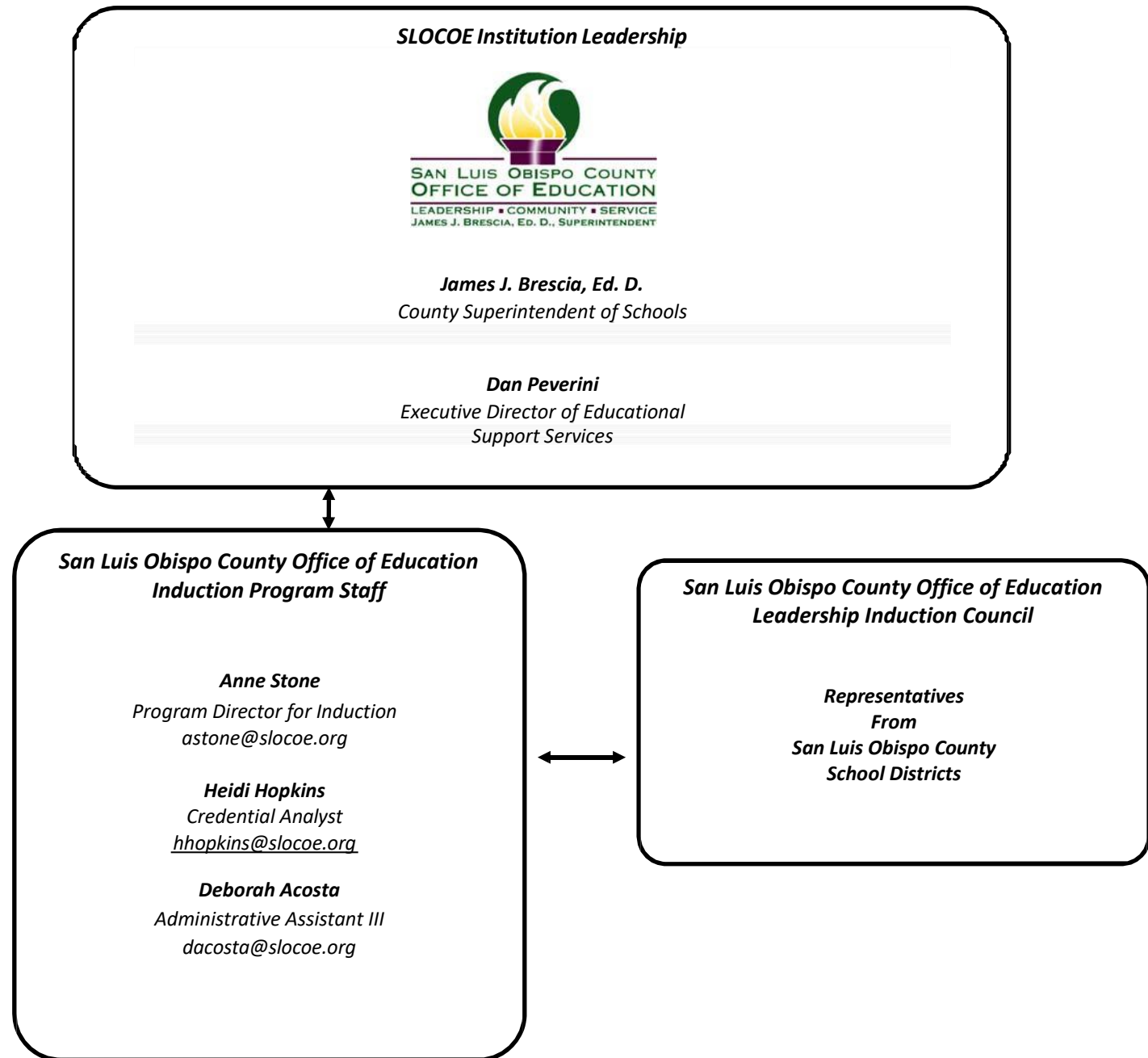
Course Schedule (Tentative):

| Month | CPSEL | Speaker or Task |
|----------------------------------|---|---|
| August- Orientation | Overview of CASC Year Two Program | |
| September- Seminar One | CPSEL 5: Ethics and Integrity | |
| December- Seminar Two | CPSEL 4: Family and Community Engagement | |
| March- Seminar Three | CPSEL 6: External Context and Policy | |
| May- Performance Showcase | CPSELS 4-6 | Each candidate will share the process and outcomes of one of their Performance Tasks. |

Professional Learning Team meetings occur monthly, scheduled by the Team members and the Coach/Facilitator

****Any student who feels s/he may need an accommodation based on the impact of a disability should contact Dr. Stone (and possibly the assigned CASC Coach) to discuss specific needs.

San Luis Obispo County Office of Education Clear Administrative Services Credential Program
Program Oversight and Organization





San Luis Obispo County Office of Education
James J. Brescia, Ed. D., Superintendent

3350 Education Drive
San Luis Obispo, CA 93405

**San Luis Obispo County
Induction Programs**
School NAME
Memorandum of Agreement (MOA)
2017-2018

This is a memorandum of agreement among the Member Agencies of the San Luis Obispo County Induction Programs and the San Luis Obispo County Office of Education.

The purpose of the MOA is to establish a formal working relationship between the parties of this agreement and to set forth the operative conditions that will govern this partnership. The goal of the partnership is to provide quality professional development and support to first and second-year teachers and administrators leading to a clear credential.

This MOA is meant to:

1. Define general responsibilities
2. Define fiscal responsibilities

1.0 Local Education Agency (LEA) Responsibilities

1.1 Adoption of the San Luis Obispo County Induction Programs requires the consent of the administration of each participating LEA. In adopting the programs, each participating LEA agrees to carry out the duties and responsibilities assigned to it within the programs. Each LEA shall cooperate with other agencies to serve individuals involved in the program, review and approve revisions to the program, and participate in the governance of the program through their designated representative to the Induction Leadership Council

1.2 The LEAs agree to the following:

- Coordinate the program at the district level
- Indicate their representative or designee (space provided at the end of this document) on an annual basis
- Select the participating mentors/coaches according to program guidelines
- Follow the eligibility requirements for participants as follows:
 - P-12 CTC credentialed candidate needing Induction to clear the credential
 - Employed in an accredited California school with a certificated employee contract
 - Employment position must meet all of the conditions necessary to clear credentials through the Induction Standards

Teacher candidate will:

1. Possess a valid preliminary teaching credential
2. Work with groups of students in a classroom setting
3. Design and implement long and short term plans for instruction
4. Design and implement classroom management system
5. Work with English Learners and Special Populations
6. Complete the SLOCOE Teacher Induction Program

Administrator candidate will:

1. Possess a valid preliminary administrative services credential
2. Possess a valid teaching or services credential
3. Verify two years of successful experience in a full time administrative position with an employing agency after issuance of a preliminary administrative services credential
4. Complete the SLOCOE Clear Administrative Services Credential Program

- Ensure that all mentors/coaches and candidates understand their responsibilities and the requirements of the Induction Programs
- Participate in the professional development provided for candidates/mentors/coaches
- Conduct an initial orientation for candidates to inform them about district resources, personnel, procedures, and policies
- Provide release days for each participating candidate
- Provide six (6) release days for mentors/coaches to attend required training and observe participating teachers
- Communicate Induction information with district and site administrators
- Provide training space when requested by Induction/SLOCOE at no cost
- Participate in program evaluation and comply with reporting procedures and timelines
- Provide information to the SLO County Induction Director
- Assist site administrators to ameliorate challenging assignments for participating candidates and provide additional support as needed

2.0 Fiscal Responsibility

- 2.1 The San Luis Obispo County Office of Education, as the Responsible Local Agency (RLA) of the San Luis Obispo County Induction Programs
 - Agrees to fund the majority of the operation costs of the program which includes a director, administrative support, materials, professional development and external program fees
- 2.2 Participating LEAs agree to fund the following:

Teacher Induction:

- Program fee of \$500 per teacher participant to SLOCOE

- Mentor Stipend of \$1,500 per participating teacher
- Special Education Like Credential Mini Mentor Stipend of \$300 per participating teacher
- Special Education Mentor Stipend and Like Credential Stipend for a combined total of \$1,800
- Six (6) days of release time for mentor training/observations (substitute cost)
- Mileage for mentors

Administrator Induction:

- Program Fee of \$2,500 per administrator candidate to SLOCOE
- Coach Stipend of \$1,500 per participating candidate
- Mileage for coaches

3.0 Hold Harmless:

Both parties agree to indemnify, defend, and hold harmless the other from any and all claims and losses resulting from the action of either agency's employees for any activity undertaken under this contract.

4.0 Termination:

Either party wishing to terminate this agreement for the subsequent year must do so in writing on or before February 1st to meet March 15th Workforce Reduction Notification timelines.

For the agency represented below, I accept the terms of this Memorandum of Agreement:

_____ Date

District Superintendent (Signature)

_____ Date

Print Name

_____ Date

James J. Brescia, Ed.D, RLA Superintendent

_____ (Print Name)

LEA Administrative Representative for Induction Leadership Council (Print Name)

_____ (Print Name)

LEA Induction Coordinator (Print Name)

Please complete and return to the Induction Program at the San Luis Obispo County Office of Education by August 1, 2017.

CASC Program Orientation

Welcome

Please sign in

Collect copies of sample program papers

Grab a picture card

Connecting

Conjure up a memory from your own experience as an elementary, middle, or high school student.

Consider how that experience is connected to your work now.

Find your picture partner

Introduce yourself

Share your memory and its connection to your work

Be prepared to introduce your partner



5:00

Agenda

Welcome and Introductions

Starting with “Why?”

Program Components

Break

CPSELs

Coaching

Lunch

Coaching

Starting with “Why?”



Anne's Why

Effect size of leadership on student outcomes

Need for inspirational role models

Authenticity

"Becoming a leader is synonymous with becoming yourself.

It is precisely that simple and it is also that difficult."

-Warren Bennis

Your Why

When have you known you were "singing from the 'hood' " ?

What factors contributed to that moment?

Turn to a table partner and share.

Connecting to your Why

Connecting your “Why?” to this Leadership Development (CASC) process, please give some thought to how you are planning to show up for this work

Compliance?

Commitment?

Program Components

Satellite of SBCEO (one more year)

Coaching

CPSEL meetings

Professional Learning Seminars

Professional Learning Teams

NEO Online Learning Platform

Performance Task Showcase

Coaching

Shift in focus from candidate work to coaching

40 hours per year

Does not include attending meetings or trainings together

Is individualized

Coaching is harder than it might seem

Being coached is harder than it might seem (just tell me what to do!)

Professional Learning Teams

Inspired by previous candidate feedback

Mandatory (accounts for the difference between six and three meetings)

Peer groups meet 1 ½ hours per month, time and date developed in team

Discussion topics determined by group members

Facilitated by Dr. Cindy Toews, Dan Peverini, Anne Stone, and ? (looking for 1-2 more facilitators - South County?)

Teams will be developed and scheduled on September 20th

CPSEL Meetings and Professional Learning

Meetings are mandatory, and specific Professional Learning is candidate's choice with support of coach to maximize value.

CPSEL 1 Vision - Ellen Barger, Asst. Superintendent, SBCEO

CPSEL 2 Instructional Leadership - Principal John Denno, Nipomo High School

CPSEL 3 Climate and Culture - Dr. Eric Prater, Superintendent, SLCUSD

CPSEL 4 Ethics and Integrity - Dr. Anne Stone, SLOCOE

CPSEL 5 Family Engagement - Dr. Devon Hodgson, SLOCOE

CPSEL 6 External Context & Policy - Jack O'Connell, former Supt. of Public Instr.

NEO Online Learning Platform Assignments

CPSEL Self-Assessment

ILP for each CPSEL

Performance Tasks

Six monthly Collaboration Logs

Access available by September 7 (candidates will receive email from SBCEO)

Some will be forms to download, complete, and upload as PDFs

Coaching

Self and Candidate Coaching Rubrics

What questions might you have about the expectations reflected in these rubrics?

Training September 13

Coach meetings

Mandatory (CTC requirement)

Address areas referenced in rubrics as well as coaching

learning & practice

Lunch



30:00

Mentoring vs. Coaching

Mentoring: An experienced mentor passes on knowledge and guidance as mentee finds their way in a new role.

Coaching: A veteran coach listens to the candidate and asks questions that allow the candidate to reflect on their practice and set their own goals for improvement.

Listen and ask.

Coaching

Candidates consider what you hope for from your coach

(hint: Don't say advice - for that you need someone else who is a Mentor to you)

Closure

Please use sticky notes to offer feedback on today's orientation.

What worked for you?

What might be changed to make this time more effective?

Meeting Evaluation

Thank you for helping provide feedback on this workshop!

* Required

1. What did you find most beneficial? *

2. What was your "take away"? *

3. What additional information or resources would have been useful? *

4. What would you like included in the next session?

5. What else would you like to share with us about the CASC program?

6. *

Example: December 15, 2012



End of Year Program Survey

Thank you for helping provide feedback on this workshop!

* Required

1. I am a

Mark only one oval.

- Candidate
- Coach

2. Describe the ways in which coaching has been helpful for you in your work this year. *

3. Describe the ways in which CPSEL discussion and activities have been helpful to you in your work this year. *

4. How has information provided by guest speakers contributed to your leadership growth? *

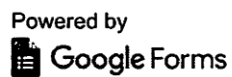
5. What benefits have you seen from the Professional Learning Team meetings?

6. What should continue to be a part of CASC? Include responses about structure and content of the program.

7. What skills, information or structure should be added to the CASC program that were not provided this year? *

8. What advise/suggestions do you have for next year's candidates?

9. What advise/suggestions do you have for future CASC coaches?



ted from Elena Aguilar. *The Art of Coaching: Effective Strategies for School Transformation*. San Francisco: Jossey-Bass 2013.

Coach Rubric for Candidate Assessment of Coach- Section 1 - Knowledge Base

| | |
|-----------------------|---|
| B = Beginning | The coach is talking about the strategies, demonstrating awareness of them, and may occasionally use them. |
| E = Emerging | The coach has begun to use the strategies, but is inconsistent in usage and effectiveness. |
| D = Developing | The coach consistently uses these strategies and approaches; employing these practices leads to meeting some coaching goals. |
| R = Refining | The coach's use of the strategies and approaches is deeply embedded in the coaching practice and directly results in meeting goals. |
| M = Modeling | The coach's practice is recognized as exemplary and is shared with other coaches; the coach shares and creates new knowledge and practices. |

| 1. Knowledge Base Coach understand and applies a set of core coaching knowledge components. | B | E | D | R | M | Evidence |
|---|----------|----------|----------|----------|----------|-----------------|
| a. Coach has knowledge of the discipline around which he or she coaches (leadership, school transformation, etc.) | 0 | 0 | 0 | 0 | 0 | |
| b. Coach demonstrates understanding of systems thinking and applies it in analyzing coaching situation and working with candidates. | 0 | 0 | 0 | 0 | 0 | |
| c. Coach demonstrates understanding of adult learning theory and applies it in analyzing coaching situations and working with clients. | 0 | 0 | 0 | 0 | 0 | |
| d. Coach demonstrates understanding of an inquiry lens and applies it in analyzing coaching situations and working with clients. | 0 | 0 | 0 | 0 | 0 | |
| e. Coach demonstrates understanding of change management theory and applies it in analyzing coaching situations and working with clients. | 0 | 0 | 0 | 0 | 0 | |

Coaching Rubric for Candidate Assessment of Coach - Section 2 - Relationships

| | |
|----------------------|--|
| B = Beginning | The coach is talking about the strategies, demonstrating awareness of them, and may occasionally use them. |
| E = Emerging | The coach has begun to use the strategies, but is inconsistent in usage and effectiveness. |

| | |
|-----------------------|---|
| D = Developing | The coach consistently uses these strategies and approaches; employing these practices leads to meeting some coaching goals. |
| R = Refining | The coach's use of the strategies and approaches is deeply embedded in the coaching practice and directly results in meeting goals. |
| M = Modeling | The coach's practice is recognized as exemplary and is shared with other coaches; the coach shares and creates new knowledge and practices. |

| 2. Relationships Coach understand and applies a set of core coaching knowledge components. | B | E | D | R | M | Evidence |
|---|----------|----------|----------|----------|----------|-----------------|
| a. Coach builds trust with client and sustains it over time; coach maintains confidentiality at all times. | 0 | 0 | 0 | 0 | 0 | |
| b. Coach demonstrates cultural competence and the ability to effectively coach across race, ethnicity, gender, class, sexual orientation, age, and language background. | 0 | 0 | 0 | 0 | 0 | |
| c. Coach demonstrates empathy and compassion. | 0 | 0 | 0 | 0 | 0 | |

Coaching Rubric for Candidate Assessment of Coach - Section 3 - Strategic Design

| | |
|-----------------------|---|
| B = Beginning | The coach is talking about the strategies, demonstrating awareness of them, and may occasionally use them. |
| E = Emerging | The coach has begun to use the strategies, but is inconsistent in usage and effectiveness. |
| D = Developing | The coach consistently uses these strategies and approaches; employing these practices leads to meeting some coaching goals. |
| R = Refining | The coach's use of the strategies and approaches is deeply embedded in the coaching practice and directly results in meeting goals. |

| | |
|---------------------|---|
| M = Modeling | The coach's practice is recognized as exemplary and is shared with other coaches; the coach shares and creates new knowledge and practices. |
|---------------------|---|

| 3. Strategic Design Coach develops strategic work plans based on data and a variety of assessments. Coach is continuously guided by the work plan, makes adjustments as necessary, and monitors progress along the way. | B | E | D | R | M | Evidence |
|---|----------|----------|----------|----------|----------|-----------------|
| a. Coach gathers a variety of data and engages client in assessing data in order to co-construct a focus or work plan. | 0 | 0 | 0 | 0 | 0 | |
| b. Focus or work plan aligns to school or district vision and larger context. | 0 | 0 | 0 | 0 | 0 | |
| c. Instructional goals drive the work with client; coach regularly gathers data to demonstrate progress towards goals and engages client in this reflection. | 0 | 0 | 0 | 0 | 0 | |

Coaching Rubric for Candidate Assessment of Coach - Section 4 - Coaching Conversations

| | |
|-----------------------|---|
| B = Beginning | The coach is talking about the strategies, demonstrating awareness of them, and may occasionally use them. |
| E = Emerging | The coach has begun to use the strategies, but is inconsistent in usage and effectiveness. |
| D = Developing | The coach consistently uses these strategies and approaches; employing these practices leads to meeting some coaching goals. |
| R = Refining | The coach's use of the strategies and approaches is deeply embedded in the coaching practice and directly results in meeting goals. |
| M = Modeling | The coach's practice is recognized as exemplary and is shared with other coaches; the coach shares and creates new knowledge and practices. |

| 4. Coaching Conversations Coach demonstrates a wide range of listening and questioning skills. | B | E | D | R | M | Evidence |
|--|----------|----------|----------|----------|----------|-----------------|
|--|----------|----------|----------|----------|----------|-----------------|

| | | | | | | |
|--|---|---|---|---|---|--|
| Coach is able to effectively move conversations toward meeting the client's goals. | | | | | | |
| a. Coach uses a variety of questioning strategies with clients | 0 | 0 | 0 | 0 | 0 | |
| b. Coach listens with empathy and uses nonjudgmental language in coaching conversations. | 0 | 0 | 0 | 0 | 0 | |
| c. Coach listens without attachment outcome. | 0 | 0 | 0 | 0 | 0 | |
| d. Coach shows up as a calm, grounded presence. | 0 | 0 | 0 | 0 | 0 | |

Coaching Rubric for Candidate Assessment of Coach- Section 5 - Strategic Actions

| | |
|-----------------------|---|
| B = Beginning | The coach is talking about the strategies, demonstrating awareness of them, and may occasionally use them. |
| E = Emerging | The coach has begun to use the strategies, but is inconsistent in usage and effectiveness. |
| D = Developing | The coach consistently uses these strategies and approaches; employing these practices leads to meeting some coaching goals. |
| R = Refining | The coach's use of the strategies and approaches is deeply embedded in the coaching practice and directly results in meeting goals. |
| M = Modeling | The coach's practice is recognized as exemplary and is shared with other coaches; the coach shares and creates new knowledge and practices. |

| | | | | | | |
|--|----------|----------|----------|----------|----------|----------|
| 5. Strategic Actions Coach implements high-leverage strategic actions that support candidate in reaching goals and uses a gradual release of responsibility model to develop a candidate's autonomy. | B | E | D | R | M | Evidence |
| | | | | | | |

| | | |
|--|-----------|--|
| a. Coach observes candidate in various contexts, gathers data, and offers feedback based on what the candidate has asked for. | 0 0 0 0 0 | |
| b. Coach guides candidate to develop reflective capacities when receiving feedback. | 0 0 0 0 0 | |
| c. Coach engages candidate in analyzing data (student work, survey data, test scores, etc.) and responding to data. | 0 0 0 0 0 | |
| d. Coach engages candidate in other coaching activities (role play, visualization, gathering surveys, using video, etc.) that move the candidate toward goals. | 0 0 0 0 0 | |
| e. Coach works within a candidates Zone of Proximal Development and gradually releases responsibility to enable the candidate to meet his or her goals. | 0 0 0 0 0 | |
| f. Coach supports candidate to identify needs, access resources, and build relationships that can help meet those goals. | 0 0 0 0 0 | |

Adapted from Elena Aguilar. *The Art of Coaching: Effective Strategies for School Transformation*. San Francisco: Jossey-Bass 2013.



San Luis Obispo County Office of Education Clear Administrative Services Credential Program

Request for Coach Reassignment Policy

Policy:

If at any time the match between the administrator candidate and the district/school coach is perceived as unsuccessful for any reason, this match may be revised.

Procedures:

1. In general, it is the responsibility of the participant to inform the program of a mismatch. However, on rare occasions, coaches who are not able to complete their duties may be removed by the Program Director to allow for a more appropriate coach to continue.
2. An administrator candidate or coach may submit a request to the Program Director for a new match at any time.
3. Upon receipt of a request for a new match, the Program Director secures confidential information from both the administrator candidate and the coach. Efforts are made to maintain respect and dignity for all those involved and to collaboratively determine a solution to the presented issue(s).
4. Through cooperation with the partnering district designee, the Program Director implements the solution and monitors the new match. Appropriate information is shared as needed.

Coaching Rubric for Coach Self-Assessment - Section 1 - Knowledge Base

| | |
|-----------------------|---|
| B = Beginning | The coach is talking about the strategies, demonstrating awareness of them, and may occasionally use them. |
| E = Emerging | The coach has begun to use the strategies, but is inconsistent in usage and effectiveness. |
| D = Developing | The coach consistently uses these strategies and approaches; employing these practices leads to meeting some coaching goals. |
| R = Refining | The coach's use of the strategies and approaches is deeply embedded in the coaching practice and directly results in meeting goals. |
| M = Modeling | The coach's practice is recognized as exemplary and is shared with other coaches; the coach shares and creates new knowledge and practices. |

| 1. Knowledge Base Coach understand and applies a set of core coaching knowledge components. | B | E | D | R | M | Evidence |
|---|----------|----------|----------|----------|----------|-----------------|
| a. Coach has knowledge of the discipline around which he or she coaches (leadership, school transformation, etc.) | 0 | 0 | 0 | 0 | 0 | |
| b. Coach has knowledge of a range of coaching approaches, including facilitative, instructional, collaborative, cognitive, and transformation and can apply them as needed. | 0 | 0 | 0 | 0 | 0 | |
| c. Coach demonstrates understanding of systems thinking and applies it in analyzing coaching situation and working with candidates. | 0 | 0 | 0 | 0 | 0 | |
| d. Coach demonstrates understanding of adult learning theory and applies it in analyzing coaching situations and working with clients. | 0 | 0 | 0 | 0 | 0 | |
| e. Coach demonstrates understanding of an inquiry lens and applies it in analyzing coaching situations and working with clients. | 0 | 0 | 0 | 0 | 0 | |
| f. Coach demonstrates understanding of emotional intelligence theory and applies it in analyzing coaching situations and working with clients. | 0 | 0 | 0 | 0 | 0 | |
| g. Coach demonstrates understanding of change management theory and applies it in analyzing coaching situations and working with clients. | 0 | 0 | 0 | 0 | 0 | |

Coaching Rubric for Coach Self-Assessment - Section 2 - Relationships

| | |
|----------------------|--|
| B = Beginning | The coach is talking about the strategies, demonstrating awareness of them, and may occasionally use them. |
|----------------------|--|

| | |
|-----------------------|---|
| E = Emerging | The coach has begun to use the strategies, but is inconsistent in usage and effectiveness. |
| D = Developing | The coach consistently uses these strategies and approaches; employing these practices leads to meeting some coaching goals. |
| R = Refining | The coach's use of the strategies and approaches is deeply embedded in the coaching practice and directly results in meeting goals. |
| M = Modeling | The coach's practice is recognized as exemplary and is shared with other coaches; the coach shares and creates new knowledge and practices. |

| 2. Relationships Coach understand and applies a set of core coaching knowledge components. | B | E | D | R | M | Evidence |
|---|----------|----------|----------|----------|----------|-----------------|
| a. Coach enrolls the candidate in a coaching relationship and monitors enrollment throughout the work. | 0 | 0 | 0 | 0 | 0 | |
| b. Coach builds trust with client and sustains it over time; coach maintains confidentiality at all times. | 0 | 0 | 0 | 0 | 0 | |
| c. Coach demonstrates cultural competence and the ability to effectively coach across race, ethnicity, gender, class, sexual orientation, age, and language background. | 0 | 0 | 0 | 0 | 0 | |
| d. Coach demonstrates empathy and compassion. | 0 | 0 | 0 | 0 | 0 | |

Coaching Rubric for Coach Self-Assessment - Section 3 - Strategic Design

| | |
|-----------------------|--|
| B = Beginning | The coach is talking about the strategies, demonstrating awareness of them, and may occasionally use them. |
| E = Emerging | The coach has begun to use the strategies, but is inconsistent in usage and effectiveness. |
| D = Developing | The coach consistently uses these strategies and approaches; employing these practices leads to meeting some coaching goals. |
| R = Refining | The coach's use of the strategies and approaches is deeply embedded in the coaching practice and directly results in meeting |

| | |
|---------------------|---|
| | goals. |
| M = Modeling | The coach's practice is recognized as exemplary and is shared with other coaches; the coach shares and creates new knowledge and practices. |

| 3. Strategic Design Coach develops strategic work plans based on data and a variety of assessments. Coach is continuously guided by the work plan, makes adjustments as necessary, and monitors progress along the way. | B | E | D | R | M | Evidence |
|---|----------|----------|----------|----------|----------|-----------------|
| a. Coach gathers a variety of data and engages client in assessing data in order to co-construct a focus or work plan. | 0 | 0 | 0 | 0 | 0 | |
| b. Focus or work plan aligns to school or district vision and larger context. | 0 | 0 | 0 | 0 | 0 | |
| c. Instructional goals drive the work with client; coach regularly gathers data to demonstrate progress towards goals and engages client in this reflection. | 0 | 0 | 0 | 0 | 0 | |
| d. Coach develops a theory of action for coaching each client and applies theory in conversations and actions. | 0 | 0 | 0 | 0 | 0 | |
| e. Coach breaks down the learning into chunks and identifies high-leverage coaching strategies; a plan for gradual release of responsibility is articulated. | 0 | 0 | 0 | 0 | 0 | |

Coaching Rubric for Coach Self-Assessment - Section 4 - Coaching Conversations

| | |
|-----------------------|---|
| B = Beginning | The coach is talking about the strategies, demonstrating awareness of them, and may occasionally use them. |
| E = Emerging | The coach has begun to use the strategies, but is inconsistent in usage and effectiveness. |
| D = Developing | The coach consistently uses these strategies and approaches; employing these practices leads to meeting some coaching goals. |
| R = Refining | The coach's use of the strategies and approaches is deeply embedded in the coaching practice and directly results in meeting goals. |
| M = Modeling | The coach's practice is recognized as exemplary and is shared with other coaches; the coach shares and creates new knowledge and practices. |

| 4. Coaching Conversations Coach demonstrates a wide range of listening and questioning skills. Coach is able to effectively move conversations toward meeting the client's goals. | B | E | D | R | M | Evidence |
|---|----------|----------|----------|----------|----------|-----------------|
| a. Coach plans for and structures coaching conversations to ensure that they align with client's goals and that they are moving the client toward meeting the goals. | 0 | 0 | 0 | 0 | 0 | |
| b. Coach uses a variety of questioning strategies with clients | 0 | 0 | 0 | 0 | 0 | |
| c. Coach effectively uses a range of conversational coaching approaches in order to push client to find new possibilities for action to meet goals. | 0 | 0 | 0 | 0 | 0 | |
| d. Coach listens with empathy and uses nonjudgmental language in coaching conversations. | 0 | 0 | 0 | 0 | 0 | |
| e. Coach listens without attachment outcome. | 0 | 0 | 0 | 0 | 0 | |
| f. Coach shows up as a calm, grounded presence. | 0 | 0 | 0 | 0 | 0 | |

Coaching Rubric for Coach Self-Reflection - Section 5 - Strategic Actions

| | |
|-----------------------|---|
| B = Beginning | The coach is talking about the strategies, demonstrating awareness of them, and may occasionally use them. |
| E = Emerging | The coach has begun to use the strategies, but is inconsistent in usage and effectiveness. |
| D = Developing | The coach consistently uses these strategies and approaches; employing these practices leads to meeting some coaching goals. |
| R = Refining | The coach's use of the strategies and approaches is deeply embedded in the coaching practice and directly results in meeting goals. |
| M = Modeling | The coach's practice is recognized as exemplary and is shared with other coaches; the coach shares and creates new knowledge and practices. |

| 5. Strategic Actions Coach implements high-leverage strategic actions that support candidate in reaching goals and uses a gradual release of responsibility model to develop a candidate's autonomy. | B | E | D | R | M | Evidence |
|--|----------|----------|----------|----------|----------|-----------------|
|--|----------|----------|----------|----------|----------|-----------------|

| | | |
|--|-----------|--|
| a. Coach observes candidate in various contexts, gathers data, and offers feedback based on what the candidate has asked for. | 0 0 0 0 0 | |
| b. Coach guides candidate to develop reflective capacities when receiving feedback. | 0 0 0 0 0 | |
| c. Coach engages candidate in analyzing data (student work, survey data, test scores, etc.) and responding to data. | 0 0 0 0 0 | |
| d. Coach engages candidate in other coaching activities (role play, visualization, gathering surveys, using video, etc.) that move the candidate toward goals. | 0 0 0 0 0 | |
| e. Coach works within a candidates Zone of Proximal Development and gradually releases responsibility to enable the candidate to meet his or her goals. | 0 0 0 0 0 | |
| f. Coach supports candidate to identify needs, access resources, and build relationships that can help meet those goals. | 0 0 0 0 0 | |

Coaching Rubric for Coach Self-Assessment - Section 6 - Coach as Learner

| | |
|-----------------------|---|
| B = Beginning | The coach is talking about the strategies, demonstrating awareness of them, and may occasionally use them. |
| E = Emerging | The coach has begun to use the strategies, but is inconsistent in usage and effectiveness. |
| D = Developing | The coach consistently uses these strategies and approaches; employing these practices leads to meeting some coaching goals. |
| R = Refining | The coach's use of the strategies and approaches is deeply embedded in the coaching practice and directly results in meeting goals. |
| M = Modeling | The coach's practice is recognized as exemplary and is shared with other coaches; the coach shares and creates new knowledge and practices. |

| 6. Coach as Learner Coach consistently reflects on his or her own learning and development as a coach and actively seeks out ways to develop his or her skill, knowledge, and capacity. | B | E | D | R | M | Evidence |
|---|----------|----------|----------|----------|----------|-----------------|
| a. Coach solicits feedback from candidates and takes action based on feedback. | 0 | 0 | 0 | 0 | 0 | |
| b. Coach gathers a variety of data (notes, audio recordings, video, etc.) and utilizes a variety of strategies to reflect on coaching practice. | 0 | 0 | 0 | 0 | 0 | |

| | | |
|--|-----------|--|
| Reflection leads to development of practice. | | |
| c. Coach seeks out professional learning opportunities and consultations with other coaches to develop coaching practice; also stays informed of current research on best practices. | 0 0 0 0 0 | |
| d. Coach collaborates effectively with colleagues by supporting their professional growth. | 0 0 0 0 0 | |
| e. Coach demonstrates awareness of this or her own emotional intelligence and works to develop emotional resilience. | 0 0 0 0 0 | |
| f. Coach models transformational leadership and demonstrates awareness of how he or she is perceived by others. | 0 0 0 0 0 | |

Adapted from Elena Aguilar. *The Art of Coaching: Effective Strategies for School Transformation*. San Francisco: Jossey-Bass 2013.

CASC Coach Goal Setting

Coach Name: _

Date: _

Areas of Strength

| Coaching Element | Level | Rationale |
|------------------|-------|-----------|
| | | |
| | | |
| | | |

Goal #1

| Coaching Element | Current Level | Goal Level | Explanation |
|--|---------------|------------|-------------|
| | | | |
| Action steps and/or resources needed to achieve this goal: | | | |
| | | | |

Goal #2

| Coaching Element | Current Level | Goal Level | Explanation |
|--|---------------|------------|-------------|
| | | | |
| Action steps and/or resources needed to achieve this goal: | | | |
| | | | |

2018/7 AS

CASC Coach Meeting Schedule

| Date | Time | Location |
|----------|------------|--------------------|
| August | 9:00-1:00 | SLOCOE Board Room? |
| October | 9:00-11:00 | TBD |
| November | 9:00-11:00 | TBD |
| January | 9:00-11:00 | TBD |
| February | 9:00-11:00 | TBD |
| March | 9:00-11:00 | TBD |
| April | 9:00-11:00 | TBD |
| May | 9:00-11:00 | TBD |

2018-1-3 AS



San Luis Obispo County Office of Education Clear Administrative Services Credential Program

Attendance Policy

Attendance at all required Clear ASC Program meetings and seminars is monitored and recorded for credential completion requirements. It is the expectation of the program that each administrator candidate will attend three professional learning seminars each year. In the case of an emergency, the Year 2 administrator candidate may request approval to substitute not more than one professional learning experience similar to the CPSEL in focus. If an administrator candidate cannot attend a program meeting and/or required seminar, they must contact the Program Director prior to the missed seminar.

Anne Stone

SLOCOE Program Director for Induction

(805) 782-7296

astone@slocoe.org

Process for a missed seminar in Year 1:

Contact the Program Director. You will be given dates for remaining Year 2 seminars, of which you will attend one in the current year. The following year, you will be required to attend the missed seminar from Year 1. For example, if you miss the seminar for CPSEL 2, you will attend the seminar for CPSEL 4, 5, or 6 with the Year 2 candidates. The next year, as a Year 2 candidate, you will attend the seminar for CPSEL 2 with the Year 1 candidates.

Process for a missed seminar in Year 2:

Contact the Program Director. You may have two options for completing this program requirement:

Option 1: Attend the corresponding CPSEL seminar with another CTC-approved CASC program provider. That provider will provide proof of your attendance.

Option 2: Attend the missed CPSEL seminar with SLOCOE the following academic year. (Note: Candidates will not be recommended for the clear Administrative Services Credential until she or he has attended the missed seminar)

Failure to attend a program meeting and proactively pursue a make-up opportunity could lead to the ASC candidate being dropped from the program.

An ASC candidate **must attend three seminars** each year to maintain enrollment in the ASC program. Barring emergency circumstances, tuition refunds are generally not provided to ASC candidates who are dropped for failure to comply with the attendance policy.

San Luis Obispo County

Clear Administrative Services Credential

Professional Learning Team Overview

The San Luis Obispo County CASC program incorporates a layer of individualized learning for candidates in the form of job-alike Professional Learning Team meetings. These teams meet monthly during the school year with meetings facilitated by a coach who is currently assigned to one or more CASC candidates.

The specific content of each meeting is developed by the members of each team, with a focus on Authentic Leadership, Coherence, and/or Improvement Science as well as the strategic goals of each team member. These Professional Learning Teams afford each candidate the opportunity to develop their leadership capacity with peers in the field. The connections formed in the Professional Learning Teams provide current value to Team members as they learn from one another's knowledge and experience. In addition, these professional relationships with job-alike peers form a strong, long-term network of educational leaders for each candidate.

One assignment for the small job-alike Professional Learning Teams is to choose a field experience for the group with a focus on diversity. Choices for this field experience include a tour of the San Luis Obispo California Men's Colony, a visit to one of the local homeless shelters (two of which are currently inviting guests to read aloud to children at the shelter), and candidate-led visits to classrooms for significantly involved Special Education students (i.e. medically fragile). These field experiences are somewhat individualized since they will be determined by each Professional Learning Team.