

Corona-Norco Unified School District

Clear Administrative Services Credential
Induction Program

Candidate/Coach Handbook 2018-2019



Program Staff

Program Sponsor:

Dr. Michael Lin, Superintendent

Program Oversight:

**Dr. Lisa Simon, Associate Superintendent
Educational Services**

Program Director:

**Dr. Carry Tillery, Admin. and Teacher
Induction, Educational Services**

Phone:

(951) 736-8240

Fax:

(951) 736-8260

Email:

ctillery@cnusd.k12.ca.us

Clerk:

Donna Olson

dolson@cnusd.k12.ca.us



Administrative Services Credential Clear Induction Program
Induction Calendar of Events 2018-2019

Participants	Subject/Seminar #	Day	Date	Time	Location
New Coaches	Coach Training	Monday	Aug 6, 2018	4-5:30	Building
Coach/Candidates	#1 Intro to Induction	Monday	Aug. 13, 2018	4-5:30	LC-North
Coach/Candidates	#2 Welcome Back	Tuesday	Sept. 4, 2018	4-5:30	LC-North
Candidates Year 1	#3 Inquiry	Monday	Sept. 17, 2018	4-5:30	LC-North
Coach/Candidates	#4 Collaboration/PD	Monday	Oct. 1, 2018	4-5:30	LC-North
Candidates Year 1	#5 Strengths-based Leadership	Monday	Oct. 15, 2018	4-5:30	LC-North
Coach/Candidates	#6 Collaboration/PD	Monday	Nov. 5, 2018	4-5:30	LC-North
Candidates Year 1	#7 Emotional Intelligence	Monday	Nov. 26, 2018	4-5:30	LC-North
Coach/Candidates	#8 Mid-Year Review	Monday	Dec. 10 , 2018	4-5:30	LC-North
Coach/Candidates	#10 Collaboration/PD	Monday	Jan. 14, 2019	4-5:30	LC-North
Candidates Year 1	#11 Inquiry Focus	Tuesday	Jan. 22, 2019	4-5:30	LC-North
Coach/Candidates	#12 Collaboration/PD	Monday	Feb. 4, 2019	4-5:30	LC-North
Candidates Year 1	#13 Work Night	Tuesday	Feb. 19, 2019	4-5:30	LC-North
Coach/Candidates	#14 Collaboration/PD	Monday	Mar. 4, 2019	4-5:30	LC-North
Candidates Year 1	#15 Work Night	Monday	Mar. 18, 2019	4-5:30	LC-North
Coach/Candidates	#16 Collaboration/PD	Monday	Apr. 8, 2019	4-5:30	LC-North
Candidates Year 1	#17 Work Night	Monday	Apr. 15, 2019	4-5:30	LC-North
Coach/Candidates	#18 Collaboration/PD	Monday	May 6, 2019	4-5:30	LC-North
Coach/Candidates	#19 Inquiry Research Symposium	Monday	May 20, 2019	4-5:30	LC-North
Coach/Candidates	#20 End of the Year Review, Exit Interviews	Monday	June 3, 2019	4-5:30	LC-North
Advisory Committee Representatives	Advisory Meeting	Friday	Oct. 26, 2018	10:00-11:30	LC-North
Advisory Committee Representatives	Advisory Meeting	Friday	Feb. 8, 2019	10:00-11:30	LC-South
Advisory Committee Representatives	Advisory Meeting	Friday	Apr. 19, 2019	10:00-11:30	LC-South
Candidates	Office Hours, Special Assistance	Monday	Sept. 24, 2018	4-5:30	Building D
Candidates	Office Hours, Special Assistance	Monday	Mar 25, 2019	4-5:30	Building D
Candidates	Office Hours, Special Assistance	Tuesday	May 28, 2019	4-5:30	Building D



Administrative Services Credential Clear Induction Program

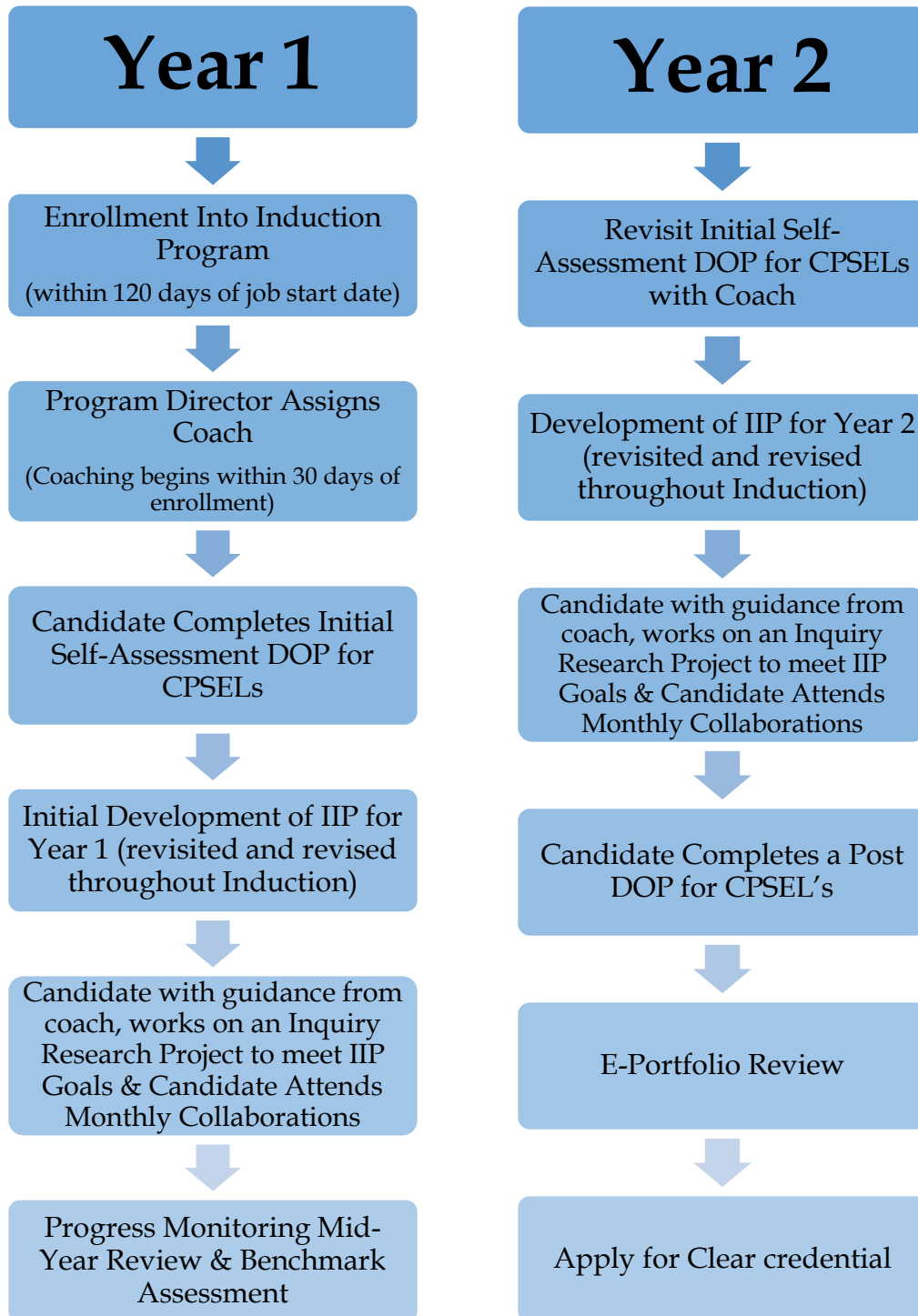
Program Goals

- To support new administrators as they grow in their leadership performance on the job, in real time and contextualized to their placement in CNUSD
- To provide a high level of relevance and support from knowledgeable coaches who understand the culture and climate of Corona-Norco Unified School District
- To provide a collaborative culture of lead learners who, through Inquiry, collect and analyze data for the purpose of improving academic performance and social and emotional well-being of all CNUSD students



Administrative Services Credential Clear Induction Program

The Journey of the Administrative Candidate: Overview of Major Assignments





Administrative Services Credential Clear Induction Program

Induction Program Completion Requirements and Due Dates

(Please upload all Documents, including Evidence into the Candidate Folder)

Year 1	Date Completed
Complete the Candidate Eligibility Document (Must be turned in to Human Resources by August 13)	
Complete the Initial Self-assessment on the DOP for the first three CPSELs and the Needs Assessment (Completed by September 17th)	
Complete the Individual Induction Plan to include Goals and individualized Professional Development for the first three CPSELs (Completed by September 11th)	
Have a Triad meeting with the Candidate, Coach and Principal or Supervisor to explain the program and share the goals for the IIP (during September or October)	
Submit three Inquiries , including the Inquiry forms completed by the candidate and Inquiry Observation Records completed by the coach indicating a high level of competency (“demonstrates or exceeds”) on the first three CPSELs (1, 2, and 3) One completed by December 10, 2018 and the remaining two by June, 2019	
Submit three Post Observation Reflection Records completed by the candidate (following feedback on the Inquiry Observation Record , completed by the Coach.) One completed by December 10, 2018 and the remaining two by June, 2019	
Submit the Professional Development Log that indicates 20-30 hours of PD over the course of the first year of Induction Minimum of 10 hours by December 10, 2018, and remaining hours by June 3, 2019	
Submit the Coach/Candidate Contact Log for a total of 60 hours, which may include program sponsored PD and attendance at Collaboration Meetings Minimum of 25 hours due by December 10, 2018 remaining hours due by June 3, 2019	
Submit six Coach Communication Record forms , three for the first semester and three more for the second semester.	
Complete Benchmark Assessments including Self-Assessment on the DOP and documentation on the Progress Monitoring Document – All documents uploaded to the E-Portfolio for review for completion of year one of Induction. Completed by June 4, 2019	
Inquiry Research Symposium: Share your favorite Inquiry in a Power-Point Presentation with your Colleagues – May 20, 2019	



Administrative Services Credential Clear Induction Program

Year 2	Date Completed
Revisit and complete Self-assessment on the DOP for CPSELs 4,5, and 6 (September, 2018)	
Complete the Needs Assessment and develop the Year Two Individual Induction Plan to include goals and individualize Professional Development (September, 2018)	
Have a Triad Meeting with the Candidate, Coach and Principal/Supervisor to explain the program and share the goals for the IIP (September 2018)	
Submit three Inquiries , including the Inquiry forms completed by the candidate and Inquiry Observation Records completed by the coach indicating a high level of competency (“demonstrates or exceeds”) on the second three CPSELs (4,5, and 6) One completed by December, 2018 and the remaining two by June, 2019	
Submit three Post Observation Reflection Records completed by the candidate (following feedback on the Inquiry Observation Record , completed by the Coach.) One completed by December, 2018 and the remaining two by June, 2019	
Submit the Professional Development Record that indicates 20-30 hours of PD over the course of the second year of induction and three PD reflections by the Candidate Minimum of 10 hours due by December 2018, remaining hours due by June, 2019	
Submit the Coach/Candidate Contact for a total of 60 hours, which may include program sponsored PD and attendance at Seminar Meetings Minimum of 25 hours due by December, 2018 and remaining hours due by June, 2019	
Submit six Coach Communication Record forms, three for the first semester and three for the second semester which provide feedback and recommendations to the Candidate - Completed by June, 2019	
Revisit the Self-assessment on the DOP for the CPSELs, which is the final entry – Complete the Progress Monitoring Document Completed by June, 2019	
Inquiry Research Symposium: Share your favorite Inquiry in a Power-Point Presentation with your Colleagues – June, 2019	
Participate in a Triad meeting with the Candidate, Coach and Coordinator to review the e-Portfolio and ensure ALL WORK Is Completed prior to recommendation for the Administrative Services Clear Credential– June, 2019	
Complete the Program Completion Rubric with the Candidate, Coach and Coordinator attaining a “Meets or Exceeds” competency on all elements of the program – June, 2019	



Administrative Services Credential Clear Induction Program

Attain a recommendation by the Program Coordinator for the Administrative Services Clear Credential – June, 2019	
Meet with the Credential Analysts to file for the Administrative Services Clear Credential – June, 2019	

California Professional Standards for Education Leaders (CPSEL)

Standards, Elements, and Example Indicators

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.

EXAMPLE INDICATORS

- 1A-1** Advance support for the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learner.
- 1A-2** Cultivate multiple learning opportunities and support systems that build on student assets and address student needs.
- 1A-3** Address achievement and opportunity disparities between student groups, with attention to those with special needs; cultural, racial, and linguistic differences; and disadvantaged socio-economic backgrounds.
- 1A-4** Emphasize the expectation that all students will meet content and performance standards.

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.

EXAMPLE INDICATORS

- 1B-1** Embrace diverse perspectives and craft consensus about the vision and goals.
- 1B-2** Communicate the vision so that the staff and school community understand it and use it for decision-making.
- 1B-3** Build shared accountability to achieve the vision by distributing leadership roles and responsibilities among staff and community.
- 1B-4** Align the vision and goals with local, state, and federal education laws and regulations.

ELEMENT 1C

Vision Planning and Implementation

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

EXAMPLE INDICATORS

- 1C-1** Include all stakeholders in a process of continuous improvement (reflection, revision, and modification) based on the systematic review of evidence and progress.
- 1C-2** Use evidence (including, but not limited to, student achievement, attendance, behavior and school climate data, research, and best practices) to shape and revise plans, programs, and activities that advance the vision.
- 1C-3** Marshal, equitably allocate, and efficiently use human, fiscal, and technological resources aligned with the vision of learning for all students.

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 engage in individual and collective professional learning that results in their continuous improvement and high performance.

EXAMPLE INDICATORS

- 2A-1 Establish coherent, research-based professional learning aligned with organizational vision and goals for educator and student growth.
- 2A-2 Promote professional learning plans that focus on real situations and specific needs related to increasing the learning and well-being of all staff and students.
- 2A-3 Capitalize on the diverse experiences and abilities of staff to plan, implement, and assess professional learning.
- 2A-4 Strengthen staff trust, shared responsibility, and leadership by instituting structures and processes that promote collaborative inquiry and problem solving.

ELEMENT 2B

Curriculum and Instruction

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

EXAMPLE INDICATORS

- 2B-1 Develop a shared understanding of adopted standards-based curriculum that reflects student content and performance expectations.
- 2B-2 Promote and monitor the use of state frameworks and guides that offer evidence-based instructional and support strategies to increase learning for diverse student assets and needs.
- 2B-3 Provide access to a variety of resources that are needed for the effective instruction and differentiated support of all students.
- 2B-4 Guide and monitor the alignment of curriculum, instruction, assessment, and professional practice.

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.

EXAMPLE INDICATORS

- 2C-1 Define clear purposes, goals, and working agreements for collecting and sharing information about professional practice and student outcomes.
- 2C-2 Guide staff and the community in regular disaggregation and analysis of local and state student assessment results and program data.
- 2C-3 Use information from a variety of sources to guide program and professional learning planning, implementation, and revisions.
- 2C-4 Use professional expectations and standards to guide, monitor, support, and supervise to improve teaching and learning.
- 2C-5 Apply a variety of tools and technology to gather feedback, organize and analyze multiple data sources, and monitor student progress directed toward improving teaching and learning.

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.

EXAMPLE INDICATORS

- 3A-1** Systematically review the physical plant and grounds to ensure that they are safe, meet Americans with Disabilities Act (ADA) requirements, and comply with conditions that support accessibility for all students.
- 3A-2** Collaborate with the district to monitor and maintain student services (e.g., food, transportation) that contribute to student learning, health, and welfare.
- 3A-3** Manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students.
- 3A-4** Work with stakeholders and experts to plan and implement emergency and risk management procedures for individuals and the site.

ELEMENT 3B

Plans and Procedures

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

EXAMPLE INDICATORS

- 3B-1** Develop schedules and assign placements that are student-centered and maximize instructional time and staff collaboration.
- 3B-2** Manage legal and contractual agreements and storage of confidential records (both paper and electronic) to ensure student security and confidentiality.
- 3B-3** Set clear working agreements that support sharing problems, practices, and results within a safe and supportive environment.
- 3B-4** Engage stakeholders in using problem-solving and decision-making processes and distributed leadership to develop, monitor, evaluate, and revise plans and programs.

ELEMENT 3C

Climate

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

EXAMPLE INDICATORS

- 3C-1** Strengthen school climate through participation, engagement, connection, and a sense of belonging among all students and staff.
- 3C-2** Implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, culturally responsive, and celebrate student and school achievement.
- 3C-3** Consistently monitor, review, and respond to attendance, disciplinary, and other relevant data to improve school climate and student engagement and ensure that management practices are free from bias and equitably applied to all students.

ELEMENT 3D

Fiscal and Human Resources

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

EXAMPLE INDICATORS

- 3D-1** Provide a clear rationale for decisions and distribute resources equitably to advance a shared vision and goals focused on the needs of all students.
- 3D-2** Work with the district and school community to focus on both short- and long-term fiscal management.
- 3D-3** Actively direct staff hiring and placement to match staff capacity with student academic and support goals.
- 3D-4** Engage staff in professional learning and formative assessments with specific feedback for continuous growth.
- 3D-5** Conduct personnel evaluations to improve teaching and learning, in keeping with district and state policies.
- 3D-6** Establish and monitor expectations for staff behavior and performance, recognizing positive results and responding to poor performance and/or inappropriate or illegal behavior directly and in a timely and systematic manner.

STANDARD 4: Family and Community Engagement

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

ELEMENT 4A

Parent and Family Engagement

Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.

EXAMPLE INDICATORS

- 4A-1 Establish a welcoming environment for family participation and education by recognizing and respecting diverse family goals and aspirations for students.
- 4A-2 Follow guidelines for communication and participation established in federal and state mandates, district policies, and legal agreements.
- 4A-3 Solicit input from and communicate regularly with all parents and families in ways that are accessible and understandable.
- 4A-4 Engage families with staff to establish academic programs and supports that address individual and collective student assets and needs.
- 4A-5 Facilitate a reciprocal relationship with families that encourages them to assist the school and to participate in opportunities that extend their capacity to support students.

ELEMENT 4B

Community Partnerships

Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.

EXAMPLE INDICATORS

- 4B-1 Incorporate information about family and community expectations and needs into decision-making and activities.
- 4B-2 Share leadership responsibility by establishing community, business, institutional, and civic partnerships that invest in and support the vision and goals.
- 4B-3 Treat all stakeholder groups with fairness and respect, and work to bring consensus on key issues that affect student learning and well-being.
- 4B-4 Participate in local activities that engage staff and community members in communicating school successes to the broader community.

ELEMENT 4C

Community Resources and Services

Leaders leverage and integrate community resources and services to meet the varied needs of all students.

EXAMPLE INDICATORS

- 4C-1 Seek out and collaborate with community programs and services that assist students who need academic, mental health, linguistic, cultural, social-emotional, physical, or other support to succeed in school.
- 4C-2 Build mutually beneficial relationships with external organizations to coordinate the use of school and community facilities.
- 4C-3 Work with community emergency and welfare agencies to develop positive relationships.
- 4C-4 Secure community support to sustain existing resources and add new resources that address emerging student needs.

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.

EXAMPLE INDICATORS

- 5A-1 Examine personal assumptions, values, and beliefs to address students' various academic, linguistic, cultural, social-emotional, physical, and economic assets and needs and promote equitable practices and access appropriate resources.
- 5A-2 Reflect on areas for improvement and take responsibility for change and growth.
- 5A-3 Engage in professional learning to be up-to-date with education research, literature, best practices, and trends to strengthen ability to lead.
- 5A-4 Continuously improve cultural proficiency skills and competency in curriculum, instruction, and assessment for all learners.
- 5A-5 Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.

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.

EXAMPLE INDICATORS

- 5B-1 Consider and evaluate the potential moral and legal consequences of decisions.
- 5B-2 Review multiple measures of data and research on effective teaching and learning, leadership, management practices, equity, and other pertinent areas to inform decision-making.
- 5B-3 Identify personal and institutional biases and remove barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender-based, or other sources of educational disadvantage or discrimination.
- 5B-4 Commit to making difficult decisions in service of equitable outcomes for students, staff, and the school community.

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.

EXAMPLE INDICATORS

- 5C-1 Communicate expectations and support for professional behavior that reflects ethics, integrity, justice, and equity.
- 5C-2 Use a variety of strategies to lead others in safely examining personal assumptions and respectfully challenge beliefs that negatively affect improving teaching and learning for all students.
- 5C-3 Encourage and inspire others to higher levels of performance, commitment, and motivation by modeling transparent and accountable behavior.
- 5C-4 Protect the rights and appropriate confidentiality of students, staff, and families.
- 5C-5 Promote understanding and follow the legal, social, and ethical use of technology among all members of the school community.

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.

EXAMPLE INDICATORS

- 6A-1 Operate consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.
- 6A-2 Understand and can explain the roles of school leaders, boards of education, legislators, and other key stakeholders in making education policy.
- 6A-3 Welcome and facilitate conversations with the local community about how to improve learning and achievement for all students, including English Learners and students needing additional support.
- 6A-4 Facilitate discussions with the public about federal, state, and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.
- 6A-5 Work with local leaders to assess, analyze, and anticipate emerging trends and initiatives and their impact on education.

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.

EXAMPLE INDICATORS

- 6B-1 Advocate for equity and adequacy in providing for students' and families' educational, linguistic, cultural, social-emotional, legal, physical, and economic needs, so that every student can meet education expectations and goals.
- 6B-2 Support public policies and administrative procedures that provide for present and future needs of all children and families and improve equity and excellence in education.
- 6B-3 Promote public policies that ensure the equitable distribution of resources and support services for all students.

ELEMENT 6C

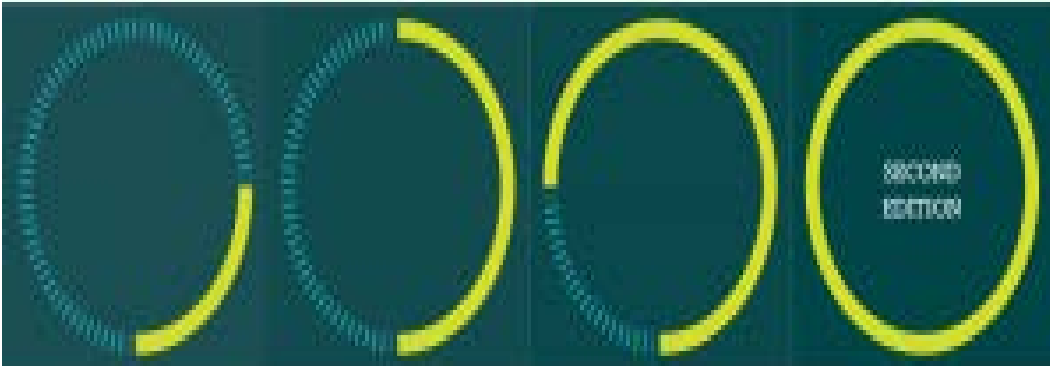
Policy Engagement

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

EXAMPLE INDICATORS

- 6C-1 Work with the governing board, district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
- 6C-2 Actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.
- 6C-3 Collaborate with community leaders and stakeholders with specialized expertise to inform district and school planning, policies, and programs that respond to cultural, economic, social, and other emerging issues.

Moving Leadership Standards
INTO EVERYDAY WORK



Descriptions of Practice



Administrative Services Credential Clear Induction Program

2. Describe how your work as an administrator has exemplified the California Professional Standards for educational leaders (CPSEL) and the Descriptions of Practice (DOP).

3. Describe your experience with mentoring/coaching and your expectations of a coaching relationship.

As a Mentor/Coach with CNUUSD CASC Induction program I agree to:

....commit to work collaboratively with a candidate for a minimum of two years

...commit to work collaboratively with a candidate for four-six hours per month

...participate in professional training to acquire the knowledge and skills needed to be an effective and successful mentor

...participate in reflective conversations about their mentoring experiences

...be an excellent professional role model

...demonstrate commitment to personal professional growth and learning.

I have read and agree to conditions of the program and support listed in the handbook. The district representative signature indicated agreement with placement as a mentor/coach.

Signature of Applicant

Date

Supervisor Signature

Supervisor E-mail Address



Administrative Services Credential Clear Induction Program

Coach Memorandum of Understanding

I, _____, wish to participate in the Corona Norco Unified School district Administrative Services Credential Clear Induction Program as a Leadership Coach. I have read the Leadership Coach responsibilities described below and agree to follow them to the best of my ability.

Coach Requirements:

- I understand that I must maintain my clear administrative credential with the California Commission on Teacher Credentialing (CCTC).
- I will be required to show proof of coaching training through Cognitive Coaching.
- I understand that the program requires two years of participation.
- I will seek to build trust in my coaching relationship and support the ongoing work identified by both the candidate and his/her district goals.
- I will model the professional standards as described in the CPSELs.
- I will be attentive to the needs of the candidate to ensure that my services remain beneficial to their professional growth, and will be open to collaborating with the Program Coordinator should my services not be meeting the candidate's needs.

Mentor Responsibilities for the Candidate:

- Develop a trusting relationship with my candidate characterized by openness, sharing, and reflection.
- Meet with my candidate a minimum of six hours per month.
- Provide support to my candidate and access to other supporting mentors.
- Assist my candidate in completing and revising, as needed:
 - Program Overview
 - Self-Assessment
 - Individual Induction Plan
 - Coach/Candidate Program Documentation and Requirements
 - Coach/Candidate Contact Log
 - Inquiry Research Project observation Record Forms

Coach Signature

Date



Administrative Services Credential Clear Induction Program

Coach and Candidate Contact Log

Coach: _____ **Candidate:** _____

Meeting #	Date	Hours	Format (face-to-face, email, phone)	Program Requirements Focus*
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				

***Program requirement Focus Options:** (1) Development of IIP; (2) Monitoring progress on Leadership Growth Goals; (3) Reviewing and updating Portfolio; (4) IIP Revisions; (5) Discussion, review, and evaluation of artifacts; (6) Discussion of work context challenges; or, (7) Other (please specify)



Administrative Services Credential Clear Induction Program
 Inquiry Research Project Observation Record

Directions: Coach gathers evidence to the selected CPSEL(s) and focus questions(s).						
Candidate:	Coach:					
Dates of Observations(s):	1	2	3	4	5	6
CPSEL(s):						
Focus Question(s): CPSEL 1: CPSEL 2: CPSEL 3: CPSEL 4: CPSEL 5: CPSEL 6:						

ST 1: Development and Implementation of a Shared Vision	Exploring	Applying	Integrating	Innovating	*Possible Evidence O,A,I
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 decisions, actions, and outcomes using the shared vision and goals.					
Comments:					

ST 2: Instructional Leadership	Exploring	Applying	Integrating	Innovating	*Possible Evidence O.A.I
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.					
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.					
Comments:					

ST 3: Management and Learning Environment	Exploring	Applying	Integrating	Innovating	*Possible Evidence O,A,I
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.					
Comments:					

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

ST 5: Ethics and Integrity	Exploring	Applying	Integrating	Innovating	*Possible Evidence O,A,I
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.					
Comments:					

ST 6: External Context and Policy	Exploring	Applying	Integrating	Innovating	*Possible Evidence O,A,I
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 all students to graduate ready for college and career.					
6C: Policy Engagement; Leaders engage with policymakers stakeholders to collaborate on education policies focused on improving education for all students.					
Comments:					

*Possible Evidence: Observation (O), Activity (A), Interview (I)



Administrative Services Credential Clear Induction Program

Coach Communication Record

Participating Candidate: Click here to enter text. **Coach:** Click here to enter text.

Date: Click here to enter text. **Time:** Click here to enter text.

CAPSEL Professional Growth Goals: Click here to enter text.

Support and Assessment Activity Conducted During Meeting

<input type="checkbox"/> Conference	<input type="checkbox"/> CPSEL Observed: _____
<input type="checkbox"/> Observation	<input type="checkbox"/> Off-Site Observation

Summary of Meeting

Items worked on since *last* meeting

Items to work on for *next* meeting

Next Appointment Time: Click here to enter text.



Administrative Services Credential Clear Induction Program

Triad Meeting Notes

IIP Goals:
Inquiry Focus:
CPSEL Areas of Growth:
Intended Outcomes:
Support Needed:



Administrative Services Credential Clear Induction Program

Survey – Coach Evaluation and Feedback by Coordinator

1. Coach demonstrates appropriate strategies working with candidate

1 – Never Evident	2 – Somewhat Evident	3 - Usually Evident	4 – Always Evident
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Comments:

2. Coach develops the Individual Induction Plan in a timely fashion

1 – Never Evident	2 – Somewhat Evident	3 - Usually Evident	4 – Always Evident
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Comments:

3. Coach meets a minimum of six hours per month with candidate

1 – Never Evident	2 – Somewhat Evident	3 - Usually Evident	4 – Always Evident
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Comments:

4. Coach employs Cognitive Coaching Strategies with ease

1 – Never Evident	2 – Somewhat Evident	3 - Usually Evident	4 – Always Evident
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Comments:

5. Coach fulfils all program requirements

1 – Never Evident	2 – Somewhat Evident	3 - Usually Evident	4 – Always Evident
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Comments:

6. Coach has an understanding of the CPSELs

1 – Never Evident	2 – Somewhat Evident	3 - Usually Evident	4 – Always Evident
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Comments:



Administrative Services Credential Clear Induction Program

Survey – Coach Self-Assessment

1. What are the most fulfilling aspects of the work with your candidate?
2. What the most challenging aspects of the work with your candidate?
3. What supports have you had this year that made your job easier?
4. What supports would you like to have in the future?
5. What do you perceive as the strengths of the program?
6. What feedback would you like to provide for program improvement?



**CORONA-NORCO UNIFIED SCHOOL DISTRICT
INDUCTION PROGRAM**

**Administrative Services Clear Induction Program
NOTIFICATION OF ELIGIBILITY AND RESPONSIBILITY TO ENTER**

Candidate's Full Legal Name: _____
First Middle Last

Home Address: _____
Street City State Zip Code

Phone Contact: _____ **Email:** _____

Administrative Position: _____

Initial Administrative Start Date: _____

Preliminary Administrative Services Credential:

Issuance Date: _____

I have been informed of my responsibility to enter an Administrative Services Clear Induction Program and Eligibility Criteria:

- Beginning on January 1, 2017, any candidate serving on a preliminary Administrative Services credential should be enrolled in a clear induction program “upon placement in an administrative position, but no later than one year from activation of the preliminary credential.”
- Candidates issued their initial preliminary Administrative Services credential effective July 1, 2015 or later must complete an Administrative Services Clear Induction program for the clear Administrative Services credential.
- Candidates eligible for the Administrative Services Clear Induction Program must possess a valid Preliminary Administrative Services Credential and verify employment in a full-time administrative position.

I understand that I must successfully complete all program requirements in two years in order to be recommended for a Clear Administrative Services Credential.

Candidate's Name (Please Print)

Candidate's Signature

Date: _____



Administrative Services Credential Clear Induction Program

Candidate Memorandum of Understanding 2018-2019

I, _____, wish to participate in the Corona-Norco Unified School District Administrative Services Credential Clear Induction Program. I have read the Candidate responsibilities described below and agree to follow them to the best of my ability.

- I understand that I must enter a clear administrative services credential clear induction program within 120 days but no later than one year of the start of my initial administrative contract. If, for any reason, I am unable to participate fully in the CNUSD Administrative Services Credential Clear Induction Program, I understand that I will need to contact my coach and the Induction Program Coordinator. I also understand that extensions will only be granted under extenuating circumstances (e.g., medical/family illness or emergency).
- I understand that the program is for two years of participation. Should I require additional time, the cost of participation will be my responsibility.
- I further understand that recommendation for a clear administrative credential is separate from my employment status in my district.

Responsibilities of Program Candidate:

- Develop a relationship with my coach characterized by openness, sharing, and reflection.
- Meet with my coach a minimum of 6 hours per month.
- Assemble evidence in the form of an Individual Induction Plan (IIP) via an E-Portfolio of growth and application based on the California Professional Standards for Educational Leaders (CPSELs).
- Complete the IIP and E-Portfolio and gather evidence of growth, which is my responsibility and is required to apply for an Administrative Services Clear Credential.
- Participate in the formative assessment system via the inquiry process that includes an IIP, observations, and reflections to guide my growth as an administrator.
- Understand that information gathered regarding practice/performance is confidential. Information regarding completion may be shared with site/district/ program administrators.
- Attend required professional development seminars that match my IIP and/or district goals.
- Communicate questions or concerns about the CNUSD Administrative Services Credential Clear Induction Program, including concerns about my coach, if a problem should arise, with the Induction Program Coordinator.
- Participate in the program evaluation process and comply with reporting procedures.
- Notify my coach and the Induction Program Coordinator should I leave the program before completion.

Candidate Signature

School

Date



Administrative Services Credential Clear Induction Program

Guidelines for Coach Reassignment

Process for requesting a change in coach:

If prior to mid-year, candidate should contact CNUSD Administrative Services Credential Clear Induction Program Coordinator and inform him/her of their concerns regarding the coaching process.

CNUSD Induction Program Coordinator is responsible for documenting concerns and if possible, assisting the candidate with facilitating a conversation with the coach with the hopes of resolving outstanding issues.

If candidate is unable to communicate concerns individually, or if the attempt to communicate is unsuccessful, then the Induction Program coordinator will arrange to meet with both parties in an effort to resolve outstanding issues.

Should a mismatch be apparent, the candidate will sign and complete the request for change in Coach Form and a new coach will be assigned.

Date of contact with Induction Program Coordinator: _____

Date of meeting with Coach: _____

Date of meeting with Coach and Candidate (if applicable): _____

After following the process outlined above, I am requesting a Coach reassignment:

Candidate Signature _____ Date _____

Induction Program Coordinator Signature _____ Date _____



Administrative Service Credential Clear Induction Program

Special Circumstances Form

Additional Assistance/Special Circumstances Plan

Participating Teachers who encounter extenuating circumstances (such as, but not limited to, personal illness or injury, illness or death within the immediate family, or birth or adoption of a child) that do not allow them to complete the program in two years must contact the Induction Program coordinator immediately. Extensions of time or additional program support, based on the circumstances of participating candidate's situation, will be documented in an "Additional Assistance/Special Circumstances Plan" developed by the program coordinator, Human Resources, and the participating teacher.

Participating Candidate's Signature

Date

Extension Plan for Lack of Program Completion

Participating candidates who simply do not complete the program within two years may request an "Extension Plan" from the program coordinator. This plan will be personalized to each individual's situation, focusing on requirements that have yet to be completed. Said "Extension Plan", developed by the program coordinator, Human Resources, and the participating Candidate, will stress the participating candidate's responsibility to complete the requirements in the time set forth in the plan. Progress of participating candidates on "Extension Plans" will be monitored on a bimonthly basis.

Participating Candidate's Signature

Date



Administrative Services Credential Clear Induction Program

Appeal Procedure Form

Appeal procedure:

- Appeal is submitted to the Induction Program Coordinator
- Appeal is reviewed by the program coordinator
- A meeting is held with the candidate and a mutually agreed upon plan of action to address the appeal is developed

Date of Appeal: _____ **Name:** _____

Please describe your rationale for submitting this appeal in detail. You may attach additional pages if necessary to fully describe the situation. File this appeal with the Induction program Coordinator.

Plan of Action:

Candidate Signature

Date

Induction Program Coordinator Signature

Date



Administrative Services Credential Clear Induction Program

Individual Induction Plan

Candidate Name: _____ Credential Received: _____
 School Site: _____

Step 1 Directions: Use the first column to identify your strengths and the second column to identify the areas for growth. In the last two columns list projected actions and outcomes.

California Standards for the Teaching Profession	Strengths	Areas for Growth	Actions	Outcomes
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.				
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.				
Standard 3: Management and Learning Environment – Education leaders manage the organization to cultivate a safe and productive learning and working environment.				
Standard 4: Family and Community Engagement – Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.				
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.				
Standard 6: External Context and Policy – Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.				

Step 2 Directions: Identify three leadership professional growth goals

<i>Leadership Growth Goal 1:</i>	<i>Leadership Growth Goal 2:</i>	<i>Leadership Growth Goal 3:</i>

Step 3: Professional Development for Consideration: Tentatively list professional learning activities you plan to attend or complete in support of your leadership growth goals based on the menu of options. (20 – 30 hours)

Step 4: Timeline: In the boxes below, identify the approximate dates that you will complete the actions described.

First coaching Session: Plan for meeting the 60 hours (6 hours a month) of coaching over the next 12 months:
Schedule four dates for monitoring progress toward leadership growth goals:
Mid-Year Review to revise IIP, as needed. Provide a rationale for the revisions:
Plan for regular updates of Portfolio and collaborative review of Portfolio:

The candidate is responsible for completion of this document and submission of one copy to the Induction coordinator.

Documentation Review: _____
Candidate Signature Administrative Induction Coordinator Coach Signature Date



Administrative Services Credential Clear Induction Program

Inquiry Completion Guide

The candidate with the support of a coach will complete two Inquiry Research Projects. The Year 1 IIP requires candidates to focus on three self-selected CPSELs which are determined by an initial candidate self-assessment and demands of current job assignment. The Year 2 IIP is dedicated to reaching for the full breadth of the CPSELs by creating an additional IIP for Year 2 focused on the standards that remain.

(Note: It is also possible that Candidates may continue to work on a CPSEL identified in Year 1, if that CPSEL is still in need of development and if that CPSEL is a major focus of the actual job assignment.)

The activities to be completed within the Year 1 Inquiry Research Project include:

- Initial Self-Assessment on the Descriptions of Practice for the CPSELs
- Individual Induction Plan
- Inquiry Research Project Observation Record – To be completed by coach, but submitted by candidate
- Evidence of Artifacts produced/created/implemented/supervised as per Action Plan Activities – a minimum 1 per year (i.e., school safety plan, PLCs, school site policy and procedures, project based learning, parent involvement policies/plans, PBIS, LCAP, budgets, etc.)
- Post Observation Record – to be completed by the candidate
- Professional Development Reflection Forms – To be completed by the candidate

The activities to be completed within the Year 2 Inquiry Research Project include:

- Individual Induction Plan
- Inquiry Research Project Observation Record – To be completed by coach, but submitted by candidate
- Evidence of Artifacts produced/created/implemented/supervised as per Action Plan Activities – a minimum 1 per year (i.e., school safety plan, PLCs, school site policy and procedures, project based learning, parent involvement policies/plans, PBIS, LCAP, budgets, etc.)
- Post Observation Record – to be completed by candidate
- Professional Development Reflection Forms – to be completed by candidate

Candidates will submit their documentation/evidence in the E-Portfolio. These activities will be evaluated to determine candidate competence by the Program Coordinator and to determine the candidate's progress and increased administrative effectiveness over time.



Administrative Services Credential Clear Induction Program

Inquiry Research Action Plan

Candidate:	Coach:	District:	School:
Current Assignment:	Date:	Inquiry #:	
Focus of Inquiry Research Project: Determining what I need to know and be able to do			
1. Based on data from self-assessment on CPSELs, determine area(s) of focus for this year? Which CPSEL element(s) will be addressed?		2. Develop a focus question(s) for your inquiry project that is based on your CPSEL areas of growth.	
3. Develop 3-5 objectives for this action research project.		4. What are the anticipated, measureable outcomes?	

ACTION PLAN				
(For area of focus for growth and improvement in your professional practice.)				
Date of planned research	Describe research and resources used (e.g., Coursework, workshops, seminars and/or other professional development, work with colleagues, online research or other)	Application: Implementation of new knowledge	Measurable Results: Impact on school site, teacher practice, and/or student achievement	Actual Date of Completion

REFLECTION/APPLICATION

8a. As a result of the inquiry research project, what was the impact on student achievement, teachers instructional practices, site, and/or district? (list specific evidence) (at least 1 paragraph (5-8 sentences)).

8b. Share your learning about student development, instructional practice, school leadership and/or yourself as an administrator (at least 1 paragraph (5-8 sentences)).

9. Describe how you will apply new learning to future practice (2-3 paragraphs)



Administrative Services Credential Clear Induction Program

Candidate Post-Observation Reflection Record

Participating Candidate: [Click here to enter text.](#) **Year in Induction:** Yr. 1 ____ Yr. 2 ____

Post-Observation key Insights:

Candidate reflection:

Key evidence shared after observation:

Insights:



Administrative Services Credential Clear Induction Program

Survey – Candidate Mid-Year

1. What are the positive aspects of the Admin Induction Program that have supported you?
2. In what ways has the Admin Induction Program influenced you as a leader?
3. How clearly do you understand the requirements for the inquiry research project? What additional information would help you with the inquiry?
4. With regard to the program, what challenges have you faced or are facing?
5. What additional services could the Admin Induction Program provide during seminars to support you?
6. What additional services could your coach offer?



Administrative Services Credential Clear Induction Program

Survey – Candidate End of Year

1. What has been the most beneficial aspect of Admin Induction?
2. What CPSELs have you focused on the most this year?
3. Which CPSELs do you feel you still need to work on?
4. Reflect on your research and action plan through the Inquiry. What did you discover about yourself and your leadership abilities?
5. What seminars were most beneficial and why?
6. What seminars do you think new administrators need, that you did not receive?
7. How can we improve the program?



Administrative Services Credential Clear Induction Program

Survey - Candidate's Assessment of Coach

1. What are the highlights of your coaching collaboration?
2. How effective was your coach in meeting your needs as a new administrator?
3. How well matched were you with your coach?
4. How many hours did you spend per month with your coach and what types of activities did you focus on?
5. How did your coach impact your growth as a new administrator?
6. What recommendations can you give your coach to improve their skills in supporting you?



Administrative Services Credential Clear Induction Program

Professional Development Guide

The IIP allows for individualized flexibility so that the candidate and coach can focus on identified area(s) of focus/growth needs. Over the course of the two year program and the Year 1 and year 2 IIPs, the candidates will:

Document hours of dedicated time through coaching support, professional development, reflection, and program support.

Coach/Candidate Contact (a minimum of 6 hours per month):

Candidates will work with their coach to improve the candidate's ability to lead a school around the improvement of instruction. The candidate and coach will work on developing the leadership skills the candidate needs in order to accomplish the goals articulated in the candidate's Individual Induction Plan. The coach will maintain and submit a monthly Coach/Candidate Contact Log documenting the focus and time spent with the candidate.

The PD may include (20 - 30 hours per year):

- Professional Development Menu of Options
- Attendance at Induction Program provided PD
- Attendance at program office hours (if needed)
- Conference, institute, seminars, workshops
- Reading a professional piece of literature: book, articles, white papers, etc.
- Watching live or archived webinars or pod casts
- Viewing a series of on-line modules
- CNUSD Leadership Team meetings
- Assistant Principal Academy
- Leadership I (if selected)
- Leadership II (if selected)

Candidates must identify how the PD participated in is related to the identified area of focus/research by completing the PD reflection form and the Observation Reflection Form. Completed reflections are submitted to the candidate's E-Portfolio.

Note: If the Candidate chooses to attend PD and or self-selected professional learning opportunities outside of the Program sponsored sessions, it must be aligned with the identified areas of focus on the IIP.



Administrative Services Credential Clear Induction Program

Professional Development Log

Candidate:

Date	Hours	Event	Summary/Relationship to IIP Goals



Administrative Services Credential Clear Induction Program

Professional Development Menu of Options

Mandatory Topics

- Introduction to Induction
CPSELs – Description of Practice, IIP, Inquiry, Formative Assessment
- Ed Code and Law
- Handling Conflict
- Evaluation process
 - Classified
 - Certificated
- Budget
- Union Contract
- Leadership Training
 - Strengths-based Leadership, Keirsey Survey, Emotional Intelligence Survey
 - Management vs Leadership
- Communication
- Review of District's Strategic Plan
- LCAP Document
- District Technology Plan
- Leadership One (Multiple Topics offered by the Associate Superintendent)
- Leadership two Seminars (multiple topics offered by the Associate Superintendent)
- AP Academy (Multiple topics)
- FRISK Training
- Sexual Harassment
- Instructional Leadership
- Impact of technology and social media
- Creating a successful team
- Suspensions and Expulsions

Other Choices per Individual Induction Plan

- Pitfalls
- Giving informal feedback from walk-throughs, observations
- Professional judgement- role play, scenarios, case studies
- Master schedule
- Time Management Tips
- Life balance
 - Managing stress
 - Creating boundaries
- Developing and/or participating in a Shared Vision for school and students
 - Aligning values
- Facilitation skills- leading a committee/group
- Illuminate Training & School Data
- Sensitivity Training
- Cognitive Coaching Training
- Self-advocacy
- Book study



Administrative Services Credential Clear Induction Program

Candidate Professional Development Reflection Record

Participating Candidate: Click here to enter text. **Year in Induction:** Yr. 1 ____ Yr. 2 ____

Date: Click here to enter text. **# of Hours:** Click here to enter text.

CPSEL Standard Met: Click here to enter text.

What information did you gather? Write a description of the topic and what you learned.

So what? How does the topic relate to your research/study of your identified focus?

Now what? How will you apply the information in your current context? Describe the steps you will take to apply the information learned to leadership practice.



Administrative Services Credential Clear Induction Program

Needs Assessment

Name: _____

School: _____

1. My areas of strength as an administrator are: _____

2. The areas in which I need to grow as an administrator are: _____

3. I would like to have the following Professional Development: _____

4. I would like the following assistance: _____



Administrative Services Credential Clear Induction Program

Descriptions of Practice/Self-Assessment of Leadership Skills

Name: _____ Date: _____

Welcome to the Administrative Services Clear Credential Induction Program. All candidates must complete the self-assessment of leadership skills, four times during the two-year program. The purpose of this assessment is to help the candidate reflect on their own strengths and where they need additional development. Then they document their growth as a school leader in developing exemplary practices according to the California Standards for Educational Leaders (CSEL).

Directions

As you read each item in the survey it is very important that you be reflective about your experiences, actions and behaviors. Consider whether you consistently demonstrate each behavior. It is highly recommended that you complete this survey with your coach. Be sure to refer to the Continuum in the WestEd Booklet called Moving Leadership Standards into Everyday Work: Descriptions of Practice. This booklet illustrates increasing skill levels, application, and results from the CPSELS. Mark the level of leadership practice on the survey that best describes your practice of the CPSEL in your current position.

After completing the self-assessment, you and your mentor will draft goals and actions in selected areas. You will also review the self-assessment results and your goals with your immediate supervisor for feedback and input on how they observe you in a leadership role.

This self-assessment will be included in your portfolio and be used to document your progress during the two-year program. A copy of each self-assessment will also be included in your professional portfolio.

Rating Scale

The following four-point rating scale is used throughout the self-assessment. This rating scale parallels the continuum (DOP). Assess yourself honestly using these definitions:

1. **Practice that is directed toward the standard** – I have basic knowledge, skills, and attitudes that enable me to carry out my work by activity, with each segment independent from the others. I may be engaged in “starter” activities that will eventually lead to the results I seek, but in some instances my efforts may not be strategic or productive.
2. **Practice that approaches the standards** – I have an emerging strategic vision, enabling me to see how activities work together and to understand the leadership actions necessary to generate results. I initiate and carry out actions that build on patterns of success and lessons learned from past activities. I increasingly engage staff and stakeholders in planning and team action focused on shared teaching and learning goals.
3. **Practice that meets the standards** – I am able to execute vision-driven action by capitalizing on knowing what needs to be done, how to do it, and why it should be done. I build the leadership capacity of others by engaging the staff and broader community in cooperatively working toward shared goals and opportunities that result in increasing staff and student growth and well-being.
4. **Practice that exemplifies the standards** – I generate innovative strategies to address complex teaching and learning challenges, as I understand and effectively use the interrelationships among shared goals, strategic actions, and resources. I gain commitment from staff and others because of the positive results I get, and I use these relationships as a leverage to distribute leadership and accountability across the community in order to continuously improve outcomes beyond expectations.



Administrative Services Credential Clear Induction Program

Year 1 – Initial Self-Assessment Standards 1,2,3					
	Developmental Stages	1	2	3	4
	Elements	Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
Standard 1: Developing A Shared Vision	1.1 Develop a shared vision.				
	1.2 Plan and implement activities around the vision.				
	1.3 Allocate resources to support the vision.				
Standard 2: Developing the School Culture and Instructional Program	2.1 Develop school culture and ensure equity.				
	2.2 Guide the instructional program.				
	2.3 Guide professional growth of staff.				
	2.4 Create and utilize accountability systems.				
Standard 3: Managing the Organization, Operations, and Resources	3.1 Ensure a safe school environment.				
	3.2 Create an infrastructure to support an effective learning environment.				
	3.3 Allocate resources to support the vision.				
	3.4 Maintain legal integrity.				

Reflection:



Administrative Services Credential Clear Induction Program

Year 1 Benchmark Assessment – Standards 1,2,3					
	Developmental Stages	1	2	3	4
	Elements	Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
Standard 1: Developing a Shared Vision	1.1 Develop a shared vision.				
	1.2 Plan and implement activities around the vision.				
	1.3 Allocate resources to support the vision.				
Standard 2: Developing the School Culture and Instructional Program	2.1 Develop school culture and ensure equity.				
	2.2 Guide the instructional program.				
	2.3 Guide professional growth of staff.				
	2.4 Create and utilize accountability systems.				
Standard 3: Managing the Organization, Operations, and Resources	3.1 Ensure a safe school environment.				
	3.2 Create an infrastructure to support an effective learning environment.				
	3.3 Allocate resources to support the vision.				
	3.4 Maintain legal integrity.				

Reflection:



Administrative Services Credential Clear Induction Program

Year 2 – Benchmark Self-Assessment Standards 4,5,6					
	Developmental Stages	1	2	3	4
	Elements	Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
Standard 4: Collaborating with Engaging Families and Community	4.1 Collaborate to incorporate the perspective of families and community members.				
	4.2 Establish and manage linkages between the site and larger community context.				
	4.3 Engage and coordinate support from agencies outside the school.				
Standard 5: Modeling Ethics and Developing Professional Leadership Capacity	5.1 Maintain ethical standards of professionalism.				
	5.2 Guide sound courses of action using pertinent, state-of-the-art methods.				
	5.3 Model reflective practice and continuous growth.				
	5.4 Sustain professional commitment and effort.				
Standard 6: Political, Social, Legal and Cultural Context	6.1 Engage with policy environment to support school success.				
	6.2 Interact with stakeholders.				
	6.3 Incorporate input from the public.				

Reflection:



Administrative Services Credential Clear Induction Program

Year 2 – Final Self-Assessment Standards 4,5,6					
	Developmental Stages	1	2	3	4
	Elements	Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
Standard 4: Collaborating with Engaging Families and Community	4.1 Collaborate to incorporate the perspective of families and community members.				
	4.2 Establish and manage linkages between the site and larger community context.				
	4.3 Engage and coordinate support from agencies outside the school.				
Standard 5: Modeling Ethics and Developing Professional Leadership Capacity	5.1 Maintain ethical standards of professionalism.				
	5.2 Guide sound courses of action using pertinent, state-of-the-art methods.				
	5.3 Model reflective practice and continuous growth.				
	5.4 Sustain professional commitment and effort.				
Standard 6: Political, Social, Legal and Cultural Context	6.1 Engage with policy environment to support school success.				
	6.2 Interact with stakeholders.				
	6.3 Incorporate input from the public.				

Reflection:



Administrative Services Credential Clear Induction Program

Progress Monitoring Document

Name: _____

Site: _____

1. Complete the CPSEL self-assessment and bring it with you to your IIP meeting.

Date: _____ *Initial* _____

2. Establish an Individual Induction Plan (IIP) with your coach.

Date: _____ *Initial* _____

3. Choose your three CPSEL goals with your coach. Highlight and date the Description of Practice (DOP) based on your level of expertise. (Initial marking)

Date: _____ *Initial* _____

4. Collaboratively design Professional Development to attend.

Date: _____ *Initial* _____

Selection of Professional Development Options Year 1
1.
2.
3.
4.
5.

5. Mark your CPSEL for standards 1, 2, and 3 and cite evidence.

Date _____ **Initial** _____

6. Benchmark Assessment: Completion of all documentation, attendance at all required seminars, attendance at selected professional development, and completion of coaching hours (minimum of 60 hours for year one)

Date _____ **Initial** _____

End of Year One Reflection

Write a reflection regarding your progress in your development of your leadership goals.

In which professional development training(s) did you participate?

Have you considered making any changes to your leadership goals?

If so, what are those changes and what professional development might you consider taking in order to achieve your revised goals

Year Two

1. Mark your CPSEL for standards 4, 5, and 6 and cite evidence.

Date _____ **Initial** _____

2.

Selection of Professional Development Year 2	
1.	
2.	
3.	
4.	
5.	

3. Final Marking - Mark your CPSEL for standards 4, 5, and 6 and cite evidence.

Date _____ **Initial** _____

4. End of Year 2: Completion of all documentation, attendance at all required seminars, attendance at selected professional development, IIP, coaching hours, and Inquiry Research Project

Date _____ **Initial** _____

End of Year Two Reflection

The candidate will complete the following reflection:

1. What have you learned about yourself as an administrator?

2. In what ways have you grown in your ability to lead?

3. Describe a piece of evidence that best illustrates a shift you have made in your leadership style.

4. What will you investigate or focus on in the next year?



Administrative Services Credential Clear Induction Program

Program Completion Rubric

Candidate Name: _____

Date: _____

Coach Name: _____

Levels of Attainment of Competency				
Areas of Demonstration	Exceeds Competency = 4	Demonstrates Competency = 3	Approaching Competency = 2	Does Not Meet Competency = 1
Description of Experiences and Activities Related to Program Expectations	The entire description of the experiences and activities are clearly related to the specific goals and objectives of the IIP. Evidence demonstrates exemplary practice that meets standards related to the specific CPSEL goal and/or objective. All of the components demonstrate the use of clear, well organized and accurate written communication.	Most of the description of the experiences and activities are related to the specific goals and objectives of the IIP. Evidence demonstrates practice that meet standards related to the specific CPSEL goal and/or objective. There are only one or two occurrences of unorganized, inaccurate, or difficult to interpret written information.	Some of the description of the experiences and activities are related to the specific goals and objectives from the IIP. Evidence demonstrates practice that is approaching the standards related to the specific CPSEL goal and/or objective. There are three or four occurrences of unorganized, inaccurate, or difficult to interpret written information.	Most of the description of the experiences and activities are unrelated to the specific goals and objectives of the IIP or are missing. Evidence demonstrates practice that is not meeting the standards related to the specific CPSEL goal and/or objective. There are more than four instances of unorganized, inaccurate, or difficult to interpret written information.
IIP				
Inquiry #1: CPSEL 1				
Inquiry #2: CPSEL 2				
Inquiry #3: CPSEL 3				
Inquiry #4: CPSEL 4				
Inquiry #5: CPSEL 5				
Inquiry #6: CPSEL 6				
Inquiry Research Project Observation Coach Records				
Inquiry Obs. #1				
Inquiry Obs. #2				
Inquiry Obs. #3				
Inquiry Obs. #4				
Inquiry Obs. #5				
Inquiry Obs. #6				



Administrative Services Credential Clear Induction Program

Post Observation Reflection Record				
Reflection #1				
Reflection #2				
Reflection #3				
Reflection #4				
Reflection #5				
Reflection #6				
Professional Development and Observation Reflections Records				
PD Reflections				
General Obs. Reflections				
Self –Assessment Descriptions of Practice for the CPSELs				
Initial Self-Assessment <small>(Candidate completed self-assessment on all standard elements) Standards 1,2,3</small>				
Mid-Year Self-Assessment <small>(Candidate identifies areas on self-assessment and shows growth) Standards 1,2,3</small>				
Beginning of Year 2 Self-Assessment <small>(Candidate identifies areas on self-assessment and shows growth) Standards 4, 5, 6</small>				
Final Self-Assessment <small>(Candidate identifies areas on self-assessment and shows growth) Standards 4,5,6</small>				



Administrative Services Credential Clear Induction Program

Demonstration of Competency Rubric

Standard	Selected Element and Evidence	Exceed Competency = 4	Demonstrates Competency =3	Approaching Competency =2	Does Not Meet Competency =1
1.Development and Implementation of a Shared Vision					
2.Instructional Leader					
3.Management and Learning Environment					
4.Family and Community Engagement					
5.Ethics and Integrity					
6.Understanding and Communicating Policy					

Overall Areas of Demonstration	Levels of Attainment of Competency			
	Exceeds Competency = 4	Demonstrates Competency = 3	Approaching Competency = 2	Does Not Meet Competency = 1
Description of Experiences AND Activities Related to Program Expectations				

Completion of 60 Hours of Mentoring _____

Completion of 20+ Hours of Professional Development _____

Candidate Signature Date

Coach Signature Date

Program Coordinator Date