EDUCATIONAL LEADERSHIP PROGRAM

CASC

HANDBOOK

Welcome to

Santa Clara University
School of Education and Counseling Psychology
Department of Education

Educational Leadership Program

MISSION AND VISION

Guided by strong dedication to academic excellence and service to society, the School of Education and Counseling Psychology (SECP) at Santa Clara University
educates compassionate, competent, and ethical professionals committed to meaningful and supportive engagement with people, schools, and communities.

CORE VALUES

I.Academic Excellence Through Engaged Teaching and Learning

We believe the advancement of knowledge, theory, research, and application is facilitated through active and engaged teaching and learning practices focused on the development of students' professional competence, conscience, and compassion.

II. **Education of the Whole Person** (*Cura Personalis)*

We believe meaningful comprehensive learning occurs when student learning encompasses and integrates both personal & professional development in service to humanity. We also believe that learning is a constant and continues after graduation and beyond. This approach supports an open and welcome respect for all religious and philosophical traditions and is derived from the centuries-old Jesuit educational mission and Catholic identity.

III.   **Multiculturalism and Social Justice**

We believe education is enriched by valuing people from all backgrounds (e.g. gender, race, ethnicity, sexual orientation, nationality. language. culture, religion, economic status, age, ability, etc.). Moreover, we are committed to serve and advocate with underrepresented, underserved. and disenfranchised populations locally and globally.

1V.   Innovative Education for Conscience and Compassion

In order to meet the needs of diverse learners and to reach individuals, schools, and communities most effectively, we commit to the idea that education must innovate and move beyond standard practices by using cutting-edge technologies and pedagogical approaches.

Educational Leadership Program
Clear Administrative Services Credential (CASC) Pathway

Mission Statement
The mission is to build administrative leadership capacity through individualized coaching, professional learning tied to the, and individual leadership growth plans.

Statement of Results

The CASC pathway delivers a cohesive and comprehensive curriculum that integrates coaching, professional development opportunities, field experiences, and technology. This induction program incorporates the California Professional Standards for Education Leaders (CPSEL) and is designed for candidates to demonstrate the ability to:

- Facilitate the development and implementation of a shared vision of learning and growth of all students.
- Shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.
- Manage the organization to cultivate a safe and productive learning and working environment.
- Collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.
- Make decisions, model, and behave in ways that demonstrate professionalism, ethics. integrity, justice, and equity and hold staff to the same standard.
- Influence political, social, economic, legal and cultural contexts affecting education to improve education, policies, and practices.

Summary of CASC Program

Program Standard 1: Program Design and Rationale

Summary of the CASC Program:

- The administrator induction program design includes an individualized, job-embedded, two-year program, with enrollment and initiation of coaching within 120 days of starting an Initial administrative position.
- The program is based on a sound rationale informed by theory and research, is primarily coaching-based, and includes personalized learning.
- The induction program is built on competency indicators that support the program sponsor's (e.g., SCU SECP Department of Education final recommendation for the clear credential.
- Various types of professional learning may be offered through formal and informal partnerships.
- The program is designed so that candidate learning for the credential complements and integrates with her/his school and/or district goals.
- It provides multiple opportunities for candidates to demonstrate growth and competence in the California Professional Standards for Educational Leaders (CPSEL), also known as Program Standard 5.
- 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.
- Assessment of candidate competence is grounded in the proficiencies expressed in Standard 5 of the Administrative Services Credential Induction Program Standards (i.e., the CPSEL; http://www.ctc.ca.gov/educator-prep/standards/SVC-Admin-Handbook-2016.pdf, p. 30).

Overview The Clear Administrative Services Credential Pathway, referred to as the CASC Pathway, is a 2-year program with 5 major components:

- Individualized Coaching Component
- Professional Learning Tied to the California Professional Standards for Educational Leaders (CPSEL)
- Individual (Job Embedded) Induction Plans (IIPs)
- Self-Assessment and Assessment by Others & Reflections
- Professional Development

Table 1: SCU CASC Pathway Program Overview

Feature	Notes
Professional Standards	- Candidates complete 3 CPSEL self-assessments (Pre-Assessment, End of Year 1, End of Year 2) based on Descriptions of Practice (DOP) per Kearney, 2015 (West Ed publication). - All candidates are expected to meet the standards of practice. - Professional Learning is tied to CPSEL and focuses on: 1. Development and Implementation of a shared vision 2. Instructional Leadership 3. Management & Learning Environment 4. Family & Community Engagement 5. Ethics & Integrity 6. External Context & Policy
Job-Embedded Professional Learning	- Coaching interactions: 40–60 hours/year for 2 years - e-Portfolio - 3 self-assessments of the CPSEL, based on the DOP (initial [Pre-Assessment], mid-program [end of year 1], final [end of year 2] - 20–30 hours of professional development - Completion of the IIL
Professional Growth Plan	- Individual Induction Plan (IIP) completed within first 3 months with coach and site administrator supervisor, managed as an e-portfolio digitation.
Qualified Coaches	- Minimum 4 years' experience as an administrator - Experience in similar settings as candidates - Active Clear Administrative Services Credential (CASC) - Attend Professional Learning for coaching and program - Quarterly Coaches Meetings - 40–60 hours/year with candidate (negotiated with employer and documented in IIP)
CASC Evaluation	- Initial/Pre-Assessment - Formative Assessment (End of Year 1)

Feature	Notes
	- Summative Assessment (End of Year 2) - e-Portfolio evaluated by panel of Educational Leadership faculty and site supervisor representative

Feature	Notes
Time and Resources	- Coaches spend 40–60 hours/year with candidate - Two years of enrollment

CALIFORNIA PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (CPSEL)

Table 2 CPSEL

Program Standard: California Professional Standards for Educational Leaders (CPSEL) induction programs support candidate's development and growth in the following areas of educational leadership, requiring documentation in at least one area of each CPSE for a minimum of six areas of competence.	
CPSEL	**I Elements**
CPSEL l. Development and 1mplemenlation of a Shared Vision Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.	Element IA: 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 18: 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 I C: Vision Planning and Implementation Leader's guide and monitor decisions, 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.	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 28: Curriculum and Instruction Leader's 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.
CPSEL 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 a11d Human Resources Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.

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.	Element 4A: Parent and Family Engagement Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs. 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. Element 4C: Community Resources and Services Leaders leverage and integrate community resources and services to meet the varied needs of all students.
CPSEL5. 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 58: Ethical Decision-Making Leader's guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions. 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.
CPSEL 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 all students to graduate ready for college and career. Element 6C: Policy Engagement Leaders engage with policy makers and stakeholders to collaborate on education policies focused on improving education for all students.

(from: California Professional Standards for Education Leaders (CPSEL) *WestEd, second edition, published 2015 by WestEd &* Commission on Teacher Credentialing & California Dept of Ed

TERMS AND DEFINITIONS

Clear Administrative Services Credential (CASC) Pathway
The *CASC Pathway* experience builds the capacity of instructional leaders to improve teaching and learning so that each and every candidate may have the opportunity to meet or exceed standards. CASC candidates will engage in a two-year induction program that requires each candidate to participate in a series of professional development activities and one-on-one coaching. The candidate will attend 20-30 hours per year of professional development activities that are consistent with the Individual Induction Plan (IIP). The professional development activities will be pre-selected based on the candidate's individual pre-assessment and Individual Induction Plan (IIP). *A* certified coach will be provided to each candidate. The coach will work with each candidate throughout the two-year program for a minimum of 40 hours of coaching (i.e., on-site and virtual) per year (i.e., 80 hours total food the two-year induction program).
Each candidate will be required to maintain an e-Portfolio where documentation or evidence of work toward meeting each of the CPSEL will be maintained (e.g., responses to situations, reflections, artifacts, professional development & coaching logs). CASC candidates will maintain them
e-Portfolio through the university's *digitation* online system. Coaches and candidates will maintain their coaching logs through *Big Time,* an online timesheet and documentation system.

Please note: The candidate has 120 days from the first day in an administrative position to be admitted to the program and complete a self-assessment of the California Professional Standards for Education Leaders (CPSEL) with the assistance of a coach.

CASC Pathway Phase 2: Performance Expectations through the Program

- The candidate's performance expectations will be assessed through multiple measures including the following:
- Initial self-assessment to determine where candidate is in regard to each of the 6 CPSEL at pre-assessment (i.e., (CPSEL Assessment of Proficiency, Pre-Assessment);
- Formative, benchmark and summative self-assessments, with input from the coach, to measure proficiency growth on the 6 CPSEL (i.e., portfolio reflection documents in Digitation; CPSEL Assessment of Proficiency, End of Year 1 and End of Year 2);
- An examination of the candidate's success in reaching goals on the Individualized Induction Plan (IIP), assessed by the coach and using data, artifacts and reflections by the candidate (i.e., portfolio documents in digitation);
- Participation in the coaching process. Coach's logs are used to verify coaching sessions and archived by the coach in Big Time; Comments and feedback from candidate's coach are documented by the candidate in reflection documents in the portfolio;
- A record of artifacts, evidence and documents providing examples of the candidate's efforts and accomplishments (i.e., e-Portfolio in digitation) toward documenting proficiency of the 6 CPSEL;
- A documentation (i.e., Professional Development Activities Plan in IIP) of 20-30 hours per year of professional development work by the candidate in support of achieving competence of the CPSEL, and/or supporting the individualized needs of the candidate to be a successful administrator in a future position, and/or supporting the needs of the candidate in his/ her current employment position;
- Self-assessment in written reflections
- E-Portfolio review.

CASC Pathway Phase 3: Completion Phase

The identified steps for candidates to receive certification upon completion of the program are as follows:

- Demonstrated proficiency on the CPSEL;
- Satisfactory completion of the Individualized Induction Plan;
- Participation in the required coaching process. Coaching logs are used to verify coaching sessions;
- Completion of required professional development hours;
- Completion of the log demonstrating on-going collaborative activities with others, including site and community persons and organizations;
- Successful completion of the e-Portfolio
- Satisfactory assessment of thee-portfolio by the SCU CASC panel of Educational Leadership faculty members and site administrator supervisors.

Assessment of the Candidate

The candidate's proficiency on the CPSEL is assessed at the end of Years 1 and 2 (i.e., self-assessment; assessment by coach). Progress of the CPSEL proficiency consists of the candidate's self-assessment on each of the CPSEL with the coach's assistance using a *CPSEL e-Portfolio*

Rubric to evaluate entries in the candidate's e-Portfolio that are meant to document CPSEL proficiency. Both the candidate and the coach electronically sign and date the *CPSEL e-Portfolio Rubric* assessment tool upon completion of the evaluation at the end of year 2. Progress is indicated when the candidate moves up the level of practice.

Progress on the Individualized Induction Plan is also assessed with the assistance and feedback of the coach at the end of Year 1 and Year 2. An end of year 1 and end of year 2 proficiency rating is entered onto the IIP to indicate the candidate's level of proficiency based on the CPSEL goals assessment. Candidates also submit a personal reflection that highlights progress, challenges, and successes at the end of years 1 and 2. One hundred percent progress on each of the CPSEL is expected by the end of Year 2 or an explanation is required why this level was not achieved.

All assessment records and the IIP are kept electronically in a password secure Microsoft Word document that is shared between the candidate, the coach and the immediate on-site supervisor so that these documents may be updated regularly and efficiently.

Coaching Component

The series of coaching meetings (i.e., a minimum of 40 hours per year) with each candidate are individualized in support of the candidate achieving mastery of the CPSEL, supporting the individualized needs of the candidate in his/her current employment position, supporting the individualized needs of the candidate to be a successful administrator in a future position of interest to the candidate, and in support of the IIP goals. During Year 1, an IIP is developed between the candidate and the assigned coach, based on the candidate's IIP and the coaching needs and in collaboration with the candidate's immediate supervisor.

The typical coaching meeting pattern has face-to-face meetings each month and or virtual meetings each month. Coaching meetings may need to coincide with the candidate's academic year rather than the SCU academic quarters in order to meet the needs of the candidates.

CASC Pathway coaches document their coaching meetings in 'Big Time,' a software application that records time spent in the coaching meeting and the primary areas of focus.

Descriptions of Practice (DOP)

The Descriptions of Practice respond to the essential question: What does effective leadership look like, not just in theory, but in practice? The DOP enhances the usefulness of professional standards for education leadership, the <u>California Professional Standards for Education Leaders (CPSEL)</u>. They do so by depicting what those elements look like across a continuum of development & moving forward to develop exemplary practices.

Used with standards for administrator leadership, e.g., the CPSEL, the descriptions provide users with common concepts, language, and examples that, together, can serve varied and sometimes overlapping purposes, such as

- starting point for developing credentialing criteria,
- guide for planning leadership preparation or induction
- lens for professional learning goals or outcomes basis for clarifying performance expectations, and
- mirror for an administrator's self-reflection and professional goal-setting.

Determining a specific focus for any one of the CPSEL (standards) and companion DOP is shaped by the candidate's individual needs and context, for example, her or his role as CASC candidate, newly employed administrator, principal-superintendent, high school assistant principal, district director, special education administrator, middle or elementary school principal. While each administrator has common expectations for effective leadership and personal needs for continuous improvement, she or he also has individualized expectations related to the specific role and context of the assignment. The DOP are appropriate for benchmarking leader development across the range of administrator roles and responsibilities. Therefore, the DOP are a significant resource to CASC program sponsors, candidates, induction coaches and district leaders engaged in preparing and supporting beginning administrator

e-Portfolio
One of the strengths of the CASC Pathway e-Portfolio is the developmental manner in which it is maintained. Thee-Portfolio is a digital document that is created in the SCU *Digitation* portal that captures perspectives and reflections on the candidate's learning throughout their two years in the program. Thee-portfolio provides the candidate with the opportunity to reflect on their professional development opportunities, coaching activities, and to document their progress toward proficiency with the CPSEL and their IIP during the CASC Pathway program.

The purpose of the e-Portfolio is to provide the opportunity for the candidate to think about the professional development opportunities, their coaching experiences, and to derive meaning from decisions made and actions completed. Thee-Portfolio is designed to have candidates present their current leadership experiences and to reflect on them in a manner that represents their thinking and learning.

Candidates document evidence of their experiences and reflections on those experiences in the e-Portfolio with a variety of artifacts and work samples as well as written reflections; and logs: collaboration, coaching and professional development.

The e-Portfolio is a requirement for all participants and is viewed as a significant part of the candidate's growth as an instructional leader.

Evaluation of the SCU CASC Pathway Program

Ongoing program evaluation is an integral part of the CASC Pathway. Evaluation forms and surveys are administered to candidates and coaches to collect data on program quality and effectiveness. The results from the evaluation forms and surveys are compiled by the SECP Director of Assessment and reviewed by the Educational Leadership Program faculty on an annual basis. Based on the data from the evaluation forms and surveys, adjustments and updates to the pathway and materials are made accordingly.

Individual Induction Plan (IIP)

The Individual Induction Plan (IIP) is one of the four Professional Learning components required for approved administrator induction programs. The IIP is the only required document outlined in the program standards and serves as the blueprint for the full induction experience. The plan not only outlines a candidate's plan for future growth, it also serves as documentation of the candidate's two years of experiences and developing expertise of their professional practice. The IIP is collaboratively developed by the candidate and the induction coach, with CASC induction program coordinator and employer input as appropriate. It is grounded in the CPSEL standards and considers employer priorities as well as the candidate's individual job responsibilities and prior professional experience. The IIP serves as an organizational and monitoring tool for the full induction experience. It outlines the components of the program that direct and support each candidate in meeting or exceeding individualized, established performance goals. The IIP is a working document, meaning that it is regularly revisited, revised, & monitored to check on the candidate's progress. This iterative on-going process connects the assessment, coaching and professional development components of the induction program's professional learning program standard.

Learner Outcomes

The assessment of proficiency on the CPSEL becomes the basis of the Individualized Induction Plan (IIP), which is continually monitored by the CASC coach. Progress on the plan, highlighting success, challenges, etc. is formally evaluated for each candidate at the end of Years 1 and 2 by the coach, candidate and the candidate's immediate on-site supervisor. This information is sent

to the SECP Director of Assessment so that the data can be included in the overall evaluation of the CASC Pathway to be considered by the Educational Leadership faculty in their annual review of the pathway. The portfolio is submitted to the SECP Director of Assessment to be included in the overall evaluation of the CASC Pathway Program.

Professional Development

1. CASC Pathway candidates are required to document participation in 20-30 hours per year for additional professional development activities. This supports and helps attain the candidate's learning for the achievement of goals as listed in their IIP throughout the two years of the CASC Pathway. Professional development activities may include the following:
   1. Special action research projects pertinent to the workplace of candidate
   2. Workshops
   3. On-line modules
   4. Independent study work, such as readings accompanied by reflection papers/alternative assessments
   5. Webinars accompanied by reflection papers/alternative assessment
   6. Conference sessions with specified focus accompanied by reflection papers/alternative assessments
   7. YouTube videos with reflection papers/alternative assessment

Documentation of candidate's involvement in collaborative practices with other candidates or persons appropriate, is agreed upon between coach and candidate. This may include program coordination with others, collaborative workshops with each candidate presenting major learning to other CASC candidates, administrative decision malting meetings, meetings of teachers facilitated by the candidate as required by the completion of CalAPA Cycles 1 - 3, specific collaborative outreaches by candidate to other administrators to assist the candidate in efficiently learning IIP performance goals and the implementation & completion of the CalAPA Cycles 1 - 3.

CASC Pathway candidates document and reflect on their professional development activities when they record the activity on the "CASC Professional Development Activities" form and write a reflection on these activities. These documents are kept in the candidates e-Portfolio in *Digitation.*

CANDIDATE'S PERFORMANCE EXPECTATIONS

Candidates are expected to maintain an e-Portfolio representing the two years of leadership development, based on the CPSEL, the IIP and the Individual Coaching Plan. Common e-Portfolio products that are developed, implemented and evaluated are the following.

- Pre-Assessment, End of Year 1 Assessment (mid-program), End of Year 2 Assessment (summative assessment) of the CPSEL (i.e., "Assessment of Proficiency")
- Successful completion of the Individualized Induction Plan (IIP), including the required signatures.
- Written reflection from the candidate at the end of Year 1 and Year 2, highlighting progress, successes and challenges
- *A* collection of workplace products/artifacts (i.e., 1-2 for each CPSEL) that document the candidate's best work from the two-year program
- Completion of professional development hours documentation (i.e., Professional Development Activities Plan in the IP)
- Coaching Plan (i.e., part of the JIP)

CANDIDATE'S ASSESSMENT AND EVALUATION

COMPONENT	DATA COLLECTED	REVIEWER(S)
CPSEL Proficiency	Assessment of Proficiency (pre-assessment, end of year 1, end of year 21	Coach reviews the data in e-Portfolio and makes any appropriate recommendations.
Individualized Induction Plan	Action Plan (e.g., CPSEL 1-3, year 1; CPSEL 4-6, year 2) Progress towards goals for each CPSE: Formative, Mid-Program/benchmark, Summative	Same as above
Coaching Component	Coaching logs (one copy for candidate and one for coach)	Same as above
Professional Development	CASC Professional Development Activities form	Coach and site administrator supervisor review the data and make any appropriate recommendations.
e-Portfolio	Year 1- End of year formal review using "CASC Pathway: CPSEL Goals and Goals and e-Portfolio Assessment Rubric ".	Year 1- Coach and candidate 's site administrator supervisor Year 2 - panel of 2-3 reviewers (i.e., Educational Leadership faculty and site administrator supervisors).

<u>CULMINATING ASSESSMENT OF CANDIDATE'S e -PORTFOLIO</u>

The candidate's performance expectations will be assessed through multiple measures including the following:

- Self-assessments with input from the coach and site administrator site supervisor to assess proficiency on the CPSEL, as documented in the e-Portfolio.
- An examination of the candidate's success in reaching goals on the Individualized Induction Plan, assessed by the coach and using data, artifacts and reflections
- Participation in the coaching process. (Coaches logs are used to verify coaching sessions)
- A record of artifacts, evidence and documents providing examples of the candidate's efforts and accomplishments, as filed in the e-Portfolio.
- Record of completion of at least 20-30 hours of professional development activities per-year (i.e., 40-60 hours total)
- e-Portfolio review and presentation to a panel.

Candidates have the opportunity to develop evidence of progress based on current program, site or district priority in the writing of his/her goals associated with the CPSEL and workplace responsibilities.

Coaches are trained to assist candidates in linking personal professional development with enhanced staff performance and increasing student achievement. For example, the coach assists the candidate in building skills to develop professional learning communities who use formative assessment data to make instructional decisions that affect student achievement.

At the end of year two, the candidate presents his/ her e-Portfolio to a panel of Educational Leadership faculty (i.e., the coach and one other faculty member) for purposes of assessing candidate's proficiency on the CPSEL. *A* rubric in alignment with the CPSEL is provided for the panel members to apply in their evaluation of the candidate's portfolio.

CASC Pathway: CPSEL e-Portfolio Assessment Rubric

CATEGORY	Level 4: Practice that exemplifies the standard	Level 3: Practice that meets the standard	Level 2: Practice that approaches the standard	Level1: Practice that is directed toward the standard	RATING
Required elements of the CASC Pathway	All required elements are in the e-Portfolio. Required elements reveal an in-depth understanding and growth directly related to the Individualized Induction Plan.	All required elements are in thee-Portfolio. Required elements reveal an understanding and growth related to the Individualized Induction Plan.	All required elements are in thee-Portfolio. Required elements reveal surface knowledge of goals related to the Individualized Induction Plan.	Some of the required elements are unaccounted for or are not related directly to the Individualized Induction Plan.	
Selection of the Artifacts in Relationship to Goals	All artifacts and work samples are clearly and directly related to the candidate's goals and/or workplace responsibilities. A variety of artifacts is included.	Most artifacts and work samples are related to the candidate's goals and/or workplace responsibilities.	Some of the artifacts and work samples are related to the candidate's goals and/or workplace responsibilities.	None of the artifacts and work samples is related to the candidate's goals.	
Reflections	All reflections clearly describe growth, accomplishments, and challenges and include goals for accomplishments, and challenges and include goals for continued learning (long and short term).	Most of the reflections describe some growth and include goals for continued learning.	A few of the reflections describe growth and include goals for continued learning.	None of the reflections describes growth and does not include goals for continued learning.	
Organization Presentation and Text Elements	Layout of pages is easy to read and follow, artifacts are easy to locate, choice of font and colors does not distract from content. White space is used appropriately to organize content.	Layout of pages is easy to read, most artifacts are easy to locate, choice of font and colors occasionally distract from content. White space is generally used appropriately to organize content.	Layout of pages is not easy to read, some artifacts not easily located, choice of font and colors often distract from content. White space is used inappropriately to organize content.	Layout of Pages Not Easy To follow, artifacts not easily located, choice of font and colors often distract from content. Content appears cluttered and disorganized.	
Writing Mechanics	There are no errors in grammar, capitalization, punctuation and spelling.	There are a few errors in grammar, capitalization, punctuation, and spelling. These require minor editing	There are several errors in grammar, capitalization, punctuation, and spelling requiring editing and revision.	There are many errors in grammar, capitalization, punctuation, and spelling requiring major editing and	

		and revisions.		revision.	

Overall E-Portfolio Rating*: (circle one)
Level 4: Practice that exemplifies the standard Level 3: Practice that meets the standard
Level 2: Practice that approaches the standard
Level 1: Practice that is directed toward the standard

*In order to be considered as 'passing', CASC Pathway candidates need to earn at least an overall 'Level 3' rating on their e-Portfolio as part of the criteria that needs to be met in order to be recommended for their Clear Administrative Services Credential at SCU.

e-Portfolio Presentation Assessment
use with CASC Goals & e-Portfolio Assessment Rubric

Reviewer	Overall Rating (Circle One)
Reviewer 1 – Coach (Faculty Member 1)	Level 4: Practice that exemplifies the standard Level 3: Practice that meets the standard Level 2: Practice that approaches the standard Level 1: Practice that is directed toward the standard
Reviewer 2 – Faculty Member 2	Level 4: Practice that exemplifies the standard Level 3: Practice that meets the standard Level 2: Practice that approaches the standard Level 1: Practice that is directed toward the standard
Reviewer 3 – Site Supervisor	Level 4: Practice that exemplifies the standard Level 3: Practice that meets the standard Level 2: Practice that approaches the standard Level 1: Practice that is directed toward the standard
Overall Rating	Level 4: Practice that exemplifies the standard Level 3: Practice that meets the standard Level 2: Practice that approaches the standard Level 1: Practice that is directed toward the standard

*In order to be considered as 'passing', CASC Pathway candidates need to earn at least a 'Level 3' rating on their e-Portfolio as part of the criteria that needs to be met in order to be recommended for their Clear Administrative Services Credential at SCU.

Candidate:
Passes_____   Does Not Pass _____

CASC Pathway Responsibilities

**Responsibilities of the SECP and
Department of Education (Educational
Leadership Program)**

- Assist and support candidates in acquiring a Professional Clear Administrative Services Credential
- Establish and maintain an individualized program/pathway focusing on the CPSEL for new administrators
- Build capacity that sustains ongoing professional learning for school leaders
- Assist candidates in improving proficiency on the CPSEL
- Recruit into the program school administrator leaders as coaches
- Interview, hire, ongoing certification and training for coaches
- Assist and support coaches in mentoring and guiding candidates
- Provide for capacity in the Director of Educational Leadership responsibilities to oversee and administer the program
- Meet to discuss data, issues, concerns, modifications for improvement of the program
- Provide technology assistance to candidates in producing an e-Portfolio
- Provide professional development opportunities and activities for candidates and coaches
- Analyze **all** data and program evaluations from the CASC Pathway program and modify the program to improve its quality
- Communicate with districts, coaches, candidates and their immediate site administrator supervisor on the CASC Pathway program description, expectations and credential requirements
- Provide adequate information in a timely way to candidates and districts on the 90-day requirement to register and assess CPSEL proficiency
- Provide meeting and collaboration times for coaches
- Ensure that all candidates, coaches, and site administrator supervisors participate in surveys and other evaluation procedures
- Assume responsibility for business/budget functions
- Maintain all records on candidates and the program

Responsibilities of the Coach to the Candidate:

- *Assessment*
    - Collaborate with the candidate to design, implement, and track an *Individual Induction Plan* that forms and guides candidate assessment and support.
    - Guide and assist the candidate in self-assessment and reflection, including through the mid-program and end-program.

- o Guide and assist the candidate through the creation, curation, reflective development and presentation of the required electronic portfolio. This electronic portfolio will use the *Digitation* platform to demonstrate evidence of professional growth and improvement in administrative practices in fulfillment of program and professional standards. The portfolio is initiated in the first quarter of enrollment and reviewed at the end of the first and second year.
- *Coaching*
  - o Coach, observe, and provide timely feedback to the candidate utilizing evidence based coaching approaches.
  - o Coaching the candidate for a minimum of two times per month, site or virtual; candidate receives minimum of 40 hours per year.

  - o Be available and responsive to the candidate by email, phone, text, or other electronic platforms, maintaining an active and timely dialogue with the candidate throughout the program.
  - o Facilitate three-way meetings with the candidate and his or her supervisor two times per year.
  - o Respect the sensitive nature of candidate discussions and discloses. Respect the schedule and demands of the candidate's administrative duties by offering services at convenient times and locations primarily on site.
- *Professional Learning*
  - o Guide and assist the candidate's professional learning in the design and selection of professional development activities and opportunities, and through information, contacts, resources, workshops, and site visits appropriate to candidate needs and interests.
  - o Guide the candidate in forming and maintaining relationships with an appropriate and forming helpful collegial relationships.

Responsibilities of the Coach to the University:

- Attend monthly coaching meetings.
- Attend the yearly coach orientation day at the beginning of the academic year.
- If a new coach, complete the approved new coach training to be certified as a CASC coach.
- Attend training listed on the CASC Coach and Program Faculty Professional Development Calendar.
- Participate in ongoing coach formative assessments, including self-assessment, goal setting, peer reflection, and problem-solving activities.

- Create and maintain accurate, adequate, and appropriate records of candidate assessment, coaching, and professional activities. This includes maintaining a log of coaching interactions and notes in Big Time and responding promptly to all University email and other communications.

Responsibilities of the Candidate

• Work with your coach to establish goals for the Individualized Induction Plan based on your workplace context and needs.
• Work with the coach and the site administrative supervisor for goal approval or any change in the goals.
• Make every effort to increase administrative leadership skills and complete performance expectations of the program.
• Fully participate honestly and openly in the coaching process.
• Consult with your coach when you have workplace issues/challenges.
• Assist your coach in observing real workplace activities/ situations (e.g., classroom observation, staff meeting, professional development)
• Work with your coach on any individualized needs for resources or research.
• Complete all program evaluations.
• Complete thee-Portfolio.
• Complete the 20-30 hours per year of professional development activities, ongoing pattern of collaborative activities and reflections.

California Professional Standards for Educational Leaders (CPSEL) Assessment of Proficiency*

Candidate's Name: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ **Initial Date:** _

 Please complete an assessment of your proficiency with the assistance of your coach on the CPSEL three times during the CASC Pathway program: Pre-Assessment (i.e., within 120 days of your appointment to your administrative position), a mid-program assessment (i.e., end of year 1), and a post/summative assessment (i.e., end of year 2). The results will be recorded on your IIP.1nclude a copy of the IIP in your e Portfolio.

Directions: With the assistance of your coach, use *Moving Leadership Standards into Everyday Work: Descriptions of Practice, 2 ᴺᴰ Ed.* (Kearney, 2015) to self-assess your proficiency in the CPSEL. Read the specific descriptions regarding the six standards and the behaviors of leaders in relation to the standards. Each standard displays the elements of the standards and a description of practice which are laid out on a continuum that illustrates increasing skill levels, application, and results. These differentiate four levels of leadership development:

Level 1: practice that
is directed toward
the standard
Level 2: practice
that approaches
the standard
Level 3: practice
that meets the
standard
Level 4:
practice that
exemplifies
the standard
(WestEd,
2015)

In the table below, write a number (i.e., 1-4) in the column for the assessment and the box for the CPSEL element to indicate your level of proficiency. When you have

completed the assessment, provide a total and average for the assessment (i.e., Pre, End of Year 1, End of Year 2). Then transfer the results to the **Assessment Results "Assessment Proficiency" table on your UP.** Discuss the results with your coach and reflect on areas of strengths and needs. Use the results to develop and update your IIP.

Pre	Date	End of Year 1	Date	End of Year 2	Date	CPSEL Element**
						IA: Student- Centered Vision
						1B: Developing Shared Vision
						IC: Vision Planning and Implementation
						2A: Professional Learning Culture
						2B: Curriculum and Instruction
						2C: Assessment and Accountability
						3A: Operations and Facilities
						3B: Plans and Procedures
						3C: Climate
						3D: Fiscal and Human Resources
						4A: Parent and Family Engagement
						48: Community Partnerships
						4C: Community Resources and Services
						5A: Reflective Practice
						5B: Ethical Decision-Making
						SC: Ethical Action
						6A: Understanding and Communicating Policy
						6B: Professional Influence
						6C: Policy Engagement
						Total the numbers as each column is completed for Pre, Mid Program and Summative
						Average of each column.

It is expected that by the end of Year 1, the candidate would have an average score of at least '3' 'Meets the Standard' in CPSEL 1-3 and that by the end of Year 2 the candidate would have an average score of at least '3' 'Meets the Standard' in CPSEL 1 -6.

If the candidate does not *have* an average score of at least '3 ' 'Meets the Standard' in CPSEL 1-6 by the end of Year 2, their CASC Pathway program may need to be extended in order for the candidate to *have* more time to meet the standards and to be recommended for the CASC.

*'Assessment of Proficiency' - Adapted from the Santa Clara Office of Education Administrative Leadership Program document
**CPSEL Element- from *Administrative Services Credentials Program Handbook* (2014•) p. 30, Revised June 2016

Reference: Kearney, K. (Ed.) (2015). Moving leadership standards into everyday work: Descriptions of practice, 2nd Ed. San Francisco, CA: WestEd.

INDIVIDUAL INDUCTION PLAN (IIP)

Candidate's Profile

Candidate's Name: **Date:**   **School Site:**

Administrative Position   **District**

School Site Address

Home Address

Home Phone: **Cell Phone:**   **Office Phone:**

ASSESSMENT RESULTS

Assessment Proficiency

Pre-Assessment	Date	End of Year 1	Date	End of Year 2	Date
Total		Total		Total	
Average		Average		Average	

Initial Assessment Results Summary: Provide an initial assessment of the candidate's job requirement, prior experiences, and needed skills and knowledge based on the pre-assessment and employer and candidate input.

CPSELS Goals Assessment

CPSEL	End of Year 1 Ratings*	Date	End of Year 2 Ratings	Date
CPSEL 1				
CPSEL 2				
CPSEL 3				
CPSEL 4				
CPSEL 5				
CPSEL 6				

* CASC PATHWAY: CPSEL Goals & e-Portfolio Assessment Rubric

e -Portfolio Presentation Assessment

Overall Rating	Level 4: Practice that exemplifies the standard Level 3: Practice that meets the standard Level 2: Practice that approaches the standard Level 1: Practice that is directed toward the standard
Candidate: Passes	**Does not pass**

*In order to be considered as 'passing', CASC Pathway candidates need to earn at least a 'Level 3' rating on their e-Portfolio as part of the criteria that needs to be met in order to be recommended for their Clear Administrative Services Credential at SCU

California Professional Standards for Educational Leaders (CPSEL) -
Professional performance goals for each CPSEL

CPSEL 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.

Goal: _

Action Plan:

Objective (1-2 Objectives)	Activities to Achieve Objective & Evidence	End of Year 1 Level Of Proficiency Rating*	End of Year 2 Level of Proficiency Rating*

Reflection:

What worked?

What didn't work?

What would you do differently?

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.

Goal: _

Action Plan

Objective (1-2 Objectives)	Activities to Achieve Objective & Evidence	End of Year 1 Level Of Proficiency Rating*	End of Year 2 Level of Proficiency Rating*

Reflection:

What worked?

What didn't work?

What would you do differently?

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

Goal: - -   -   -   -   -   -   -   -   -   -   -
         -     -   -   -   -   -   -   -   -   -   -
         -     -   -   -   -   -   -   -------------------

Action Plan:

Objective (1-2 Objectives)	Activities to Achieve Objective & Evidence	End of Year 1 Level Of Proficiency Rating*	End of Year 2 Level of Proficiency Rating*

Reflection:

What worked?

What didn't work?

What would you do differently?

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.

Goal:- -

Action Plan:

Objective (1-2 Objectives)	Activities to Achieve Objective & Evidence	End of Year 1 Level Of Proficiency Rating*	End Year 2 Level of Proficiency Rating*

Reflection:

What worked?

What didn't work?

What would you do differently?

CPSEL 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.

Goal: -   -   -   -   -   -   -   -   -   -   -
           -      -   -   -   -   -   -   -   -   -   -
           -      -   -   -   -   -   -   - - - - - - - - - - - - - - - - - - -

Action Plan:

Objective (1-2 Objectives)	Activities to Achieve Objective & Evidence	End of Year 1 Level Of Proficiency Rating*	End of Year 2 Level of Proficiency Rating*

Reflection:

What worked?

What didn't work?

What would you do differently?

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

Goal

Action Plan:

Objective (1-2 Objectives)	Activities to Achieve Objective & Evidence	End of Year 1 Level Of Proficiency Rating*	End of Year 2 Level of Proficiency Rating*

*CASC Pathway: CPSEL e-Portfolio Assessment Rubric

Reflection:

What worked?

What didn't work?

What would you do differently?

Professional Development Activities Plan

Log of Professional Development Activities (20-30 Hours for Each Year; 40-60 Hours total for the 2 years

Date: # of Hours	Activity Verification/Reflection included in e-Portfolio	Supports CPSEL goals
1.		
2.		
3.		
4.		
5.		
6.		

INDIVIDUALIZED INDUCTION PLAN SIGNATURE PAGE

Approval of IIP Signatures (Within 120 Days of assignment):

Candidate: _   Site:
_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Administrative Position: _ _ _ _ _ _ _ _ _ _ _ _ _   District: _ _ _ _

Coach: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _   Date: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Immediate Supervisor: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _   Date: _ _ _ _ _ _ _ _ _

End of Year 1 Assessment Signatures:

Candidate: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _   Site: _ _ _ _ _ _ _ _ _ _ _ _ _ _

Coach:_____Date: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Immediate Supervisor: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _   Date: _ _ _ _ _ _ _ _ _

Completion of IIP Signatures (End of Year 2 Assessment):

Candidate: _   Site : _ _ _ _ _ _ _ _ _ _ _
Coach: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _   Date: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Immediate Supervisor: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _   Date:_ _ _ _ _ _ _

Coach's ePortfolio Checklist

Candidate's Name_ _

Included	ePortfolio Requiremet
	Candidate's profile (see IIP)
	Assessment of proficiencies (CPSEL) • Pre-assessment • end of Year 1 • end of Year 2 • final Portfolio evaluation by faculty (Overall average rating of at least '3')
	Individualized Induction Plan (IIP) • Signed by school supervisor, coach and candidate • Three goals completed in year 1 • Three goals completed in year 2 • Evidence of goal completion with artifacts aligned to goals (see ePortfolio in Digication)
	Reflections • End of Year 1 reflection • End of year 2 reflection
	Professional Development Plan • 20-30 hours completed in year 1 • 20 -30 hours completed in year 2
	Coaching logs • Coaching log for year 1 reflects 40-60 hours of coaching • Coaching log for year 2 reflects 40-60 hours of coaching

Coach's signature_ _Date_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _
_

Candidate's signature_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ Date_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _
_ _

Coaching Plan of Support (40-60 hours each Year)

Coach's Name:_____Phone #:   Email address:

Coaching Log: # of hours - year I _____ # of hours - year 2_____

What are the most important things that need to be addressed based on your current assessment of competence in all areas (e.g., observation, reflections about work, reflection about future goals, feedback from others, etc.)?

What are the things or areas that went well?

What are your biggest challenges?

Progress on IIP, indicating recommendations:

Dates for coaching meetings:

On-site meetings:

Virtual meetings: (e.g., tele-conferencing, phone):

Candidate Evaluation

Name of Coach:

Please rank the coach/mentor on the following items. Ranking is 1-5. 1 = lowest/serious inadequacies; 3 = adequate in terms of consistency and quality; and S=highest /consistently and with outstanding quality

My coach administers the program as per the program description in the Handbook.
My coach meets with me frequently, approximately twice a month, for 1-2 hours.
My coach assists me in building proficiency on the CPSELs/Goals.
My coach assists me in completing the Administrative Leadership Plan.
My coach assists me in building administrative leadership skills.
My coach assists me with day-to-day workplace planning, challenges, etc.
My coach guides me through the e-Portfolio.
My coach is available (on a reasonable basis) for e-mails correspondence and telephone calls.
My coach keeps our discussions confidential.
My coach attends the coach ' s meetings and professional development trainings.

Comments:

Program Director's Evaluation of Coach

Name of Coach:

Please rank the coach/mentor on the following items. Ranking is 1-5. 1 = lowest/serious inadequacies; 3 = adequate in terms of consistency and quality; and S=highest/consistently and with outstanding quality

The coach/mentor administers the program as per the program description in the Handbook
The coach/mentor meets with the candidate at least twice a month for 1-2 hours
The coach/mentor assists the candidate in building proficiency on the CPSELs
The coach/mentor assists the candidate in completing the Individualized Leadership Plan
The coach/mentor the candidate through thee-Portfolio
The coach/mentor is available (on a reasonable basis) for e-mails, correspondence and telephone calls
The coach/mentor attends the coach's meetings and professional development trainings
The coach/mentor assists the candidate with the Perceptions in the Workplace survey
The coach/mentor establishes trust and rapport with the candidate
The coach/mentor attends the coach' s training sessions
The coach/mentor uses strategies and techniques practiced in the coaches/mentors training sessions
The coach/mentor attends coach' s meetings
The coach/mentor meets with the candidate and the district/county immediate supervisor to discuss candidate' s goals
The coach/mentor turns in required paperwork
The candidate is on track for completion of the program

Coach ' s Strengths: Additional Comments/Areas for Growth:

Professional Development Evaluation

Questions are on Google docs survey.

Part I: Questions are ranked 1-5. 1 is definitely no, and 5 is definitely yes.
Workshop met stated outcomes, including resource material.

Workshop activities and materials addressed the participant's needs.

Trainers provided opportunities for questions and group interaction.

Workshop was effective in increasing understanding of content.

Part II: Comments written in by participant.
What I expected:

What I valued:

How I will use this information from the seminar:

Suggestions for improvement:

Comments to trainer:

Administrative Leadership Program
PROGRAM EVALUATION

Thank you for participating in this survey. The survey will take approximately 10 minutes of your time, and your responses will be completely confidential.

This evaluation is being

completed by

(choose one):

Candidate

Coach

Pleas e rate how strongly you agree or disagree with the following statements regarding the Administrative Leadership Program offered through Contra Costa County Office of Education, Monterey County Office of Education, or Santa Clara County Office of Education.

1. Strongly Disagree
2. Disagree
3. Neutral or Undecided
4. Agree
5. Strongly Agree

Questions are on Google docs survey.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The Administrative Leadership Program is a high-quality program.					
The Administrative Leadership Program is effective/useful.					

The Administrative Leadership Program is administered according to the description on the county office web site and in the handbook				
Candidates increase proficiency on the California Professional Standards for Educational Leaders (CPSELs)				
The Administrative Leadership Program has a positive impact on the candidates.				
The Administrative Leadership Program is individualized according to candidate needs.				
If the candidate has questions or needs assistance, he/she knows where to go.				
The immediate supervisor of the candidate gives input into the candid ate' s goals.				
The Administrative Leadership Program listens to the feedback on evaluations and adjusts improve the program.				
Coaches/mentors assist the candidate in honing administrative skills				
Coaches/mentors are available via email or telephone when a candidate needs assistance.				
Professional development seminars are high quality.				
Professional Development content and activities are applicable to candidate's workplace needs.				
The Program Director responds quickly to answer questions and return phone calls.				
The Program Director assists in resolving issues.				
The knowledge and skills gained in the Administrative Leadership Program will have a positive impact on the candidate through his/her career.				
The Administrative Leadership Program builds leadership capacity within Program Improvement schools/districts.				
The handbook contains useful information and resources				

Santa Clara University
Clear Administrative Services Credential Induction Coach

Santa Clara University is seeking letters of interest from qualified, certificated individuals who possess a California Clear Administrative Services Credential to provide support and assistance to participating beginning administrators enrolled in the SCU Clear Administrative Services Credential Program.
Required scope of skills, knowledge and experience include:

2.   A minimum of four (4) years of full time successful educational leadership experience (e.g. site administrator, district administrator, county office of education administrator, et c.).

3.   Evidence of successful formal or informal mentoring relationships.

4.   Valid and current Clear Administrative Services Credential

5.   Demonstrated success in identifying and developing the qualities of effective administrators and the California Professional Standards for Education Leaders (CPSEL), California Standards for the Teaching Profession (CSTP), and California Academic Content Standards and State-adopted curriculum frameworks, the legal policies and obligations for serving English Learners and special population students including special education and alternative settings, and the developmental phases of beginning administrators.

6.   Demonstrated success as a leader with the ability to share knowledge and understanding about effective leadership practices to others.

7.   Demonstrated commitment to personal professional growth and learning and willingness to participate in professional training to acquire the knowledge and skills needed to be an effective coach.

8.   Demonstrated success in the design, administration, and interpretation of authentic assessments and willingness to engage in formative assessment processes, including reflective conversations about formative assessment evidence with participating administrators

9.   Demonstrated success in a variety of educational leadership experiences in public and Catholic schools and demonstrated success in implementation of current educational initiatives and key educational issues and challenges.

10.   Demonstrated success in diverse school settings including effective supervision of some combination of alternative, career, charter, court-community, English language development, or special education programs.

11.   Demonstrated qualities of respectfulness, professionalism, and adaptability, as well as commitment to the University's core mission of developing women and men of competence,

conscience, and compassion, and the University's focus on the personal and professional development of each student.

12.   Interested individuals are invited to submit a letter of interest describing qualifications and experience and a current resume to the chair of the Department of Education at Santa Clara University. Letters will be reviewed upon receipt and accepted until positions are filled. Selected individuals will be part of a pool of coaches and matched with beginning administrators, as coaches are needed.

Santa Clara University
Clear Administrative Services
Credential Induction Coach

Responsibilities to the Candidate:

Assessment

- Collaborate with the candidate to design, implement, and track an *Individual Induction Plan* that forms and guides candidate assessment and support.

- Guide and assist the candidate in self-assessment and reflection, including through the mid program and end-program *Benchmark 360 Assessment.*

- Guide and assist the candidate through the creation, curation, reflective development, and presentation of the required electronic portfolio. This electronic portfolio will use the *Digitation* platform to demonstrate evidence of professional growth and improvement in administrative practices in fulfillment of program and professional standards. The portfolio is initiated in the first quarter of enrollment and reviewed at the end of the first and second year.

Coaching

- Coach, observe, and provide timely feedback to the candidate utilizing evidence based coaching approaches.
- Meet with the candidate for coaching a minimum of two times per month such that the candidate receives 40-60 hours of coaching each year.
- Be available and responsive to the candidate by email, phone, text, or other electronic platforms, maintaining an active and timely dialogue with the candidate throughout the program.
- Facilitate three-way meetings with the candidate and his or her supervisor two times per year.

- Respect the sensitive nature of candidate discussions and disclosures. Respect the schedule and demands of the candidate's administrative duties by offering services at convenient times and locations, primarily on site.

Professional Learning

- Guide and assist the candidate's professional learning in the design and selection of professional development activities and opportunities, and through information, contacts, resources, workshops, and site visits appropriate to candidate needs and interests.
- Guide the candidate in forming and maintaining relationships with an appropriate mentor and forming helpful collegial relationships.

Responsibilities to the University:

- Attend monthly coaching meetings on the 2nd Thursday of each month. Attend the yearly coach orientation day in September.
- Complete 4 days of an approved new coach training.

- Attend all trainings on the CASC Coach and Program Faculty Professional Development Calendar

- Participate in ongoing coach formative assessments, including self-assessment, goal setting, peer reflection, and problem-solving activities.

- Create and maintain accurate, adequate, and appropriate records of candidate assessment, coaching, and professional learning. This includes maintaining a log of coaching, tracking task and outcome progress in *Trello,* providing timely feedback and guidance in *Digitation* and other electronic systems used in the program, and responding promptly to all University email and other communications.

Santa Clara University
Clear Administrative Services
Credential Induction Coach

Persons who apply for appointment as Induction Coaches are screened and interviewed by the chair of the Department of Education, the director of the Educational Leadership Program, a member of the Program faculty, and an educational leader from one of the University's cooperating programs. This team recommends the appointment of coaches after consideration of their application, interview, experience; and available references and other documentation.

The in initial training and onboarding of coaches is managed by chair of the Department of Education, the director of the Educational Leadership Program, and coaching consultants and trainers as needed. On conclusion of the initial 4 days of approved training in equity coaching, the coach, department chair, and program director meet for initial reflection, goal setting, and onboarding to the program. During the first year of coaching, each coach completes an extended program of professional development that includes orientation to the core competencies developed by the *International Coach Federation* [ICF], completion of an online course in leadership coaching for educators, thorough training in the use of the program electronic systems, and extensive training in the basis and use of the *Benchmark 360 Assessments* used in the program.

The assignment and re-assignment of coaches to particular candidates is managed by the chair of the Department of Education along with the director of the Educational Leadership Program by considering the candidate's placement, strengths, needs, and personality and identifying a coach with experience in similar placements, and with personal and coaching strengths and skills appropriate to the strengths, needs, and personality of the candidate. Coaches are re-assigned upon the reasonable request of either the candidate or coach after meeting with the chair of the Department of Education and the director of the Educational Leadership Program.

The ongoing supervision, evaluation, and retention of Induction Coaches is managed by chair of the Department of Education along with the director of the Educational Leadership Program, and the coordinator of the Clear Administrative Services Credential program with the assistance of coaching consultants as needed. A rich program of ongoing formation is available to each coach, and is managed by the director of the Educational Leadership
Program, with the assistance of coaching consultant s.

While coaches are not required to complete certification from the *International Coach Federation* [ICF], they are required to complete training in and consistent with /*CF Core Competencies, which* are a primary basis for coach selection, assignment, retention or release, and development. The development and evaluation of coaches is focused on the 11 *ICF Core Competencies* that describe the qualities of professional coaches who set a foundation, co-create a coaching relationship, communicate effectively, and facilitate learning and result s. The /*CF Core Competencies* categories are:

Setting the Foundation

Meeting Ethical Guidelines and Professional Standards
Establishing the Coaching Agreement

Co-creating the Relationship
Establishing Trust and Intimacy with the Client
Coaching Presence

Communicating Effectively
Active Listening
Powerful Questioning
Direct Communication

Facilitating Learning and Results
Creating Awareness
Designing Actions
Planning and Goal Setting
Managing Progress and Accountability

Criteria for the Selection of Coaches

1. The coach candidate meets or exceeds the qualifications listed in the *Job Description.*

2. The coach candidate has demonstrated ability to successfully meet all obligations to the candidate and obligations to the University listed in the *Scope of Work.*

3. The coach candidate demonstrates the */CF Core Competencies* as elaborated in the */CF Core Competencies Rating Levels* at a reasonable baseline level, and is committed to growth in each competency.

4. The coach candidate is willing and able to learn and follow University procedures, including for assessment and documentation.

5. The coach candidate is committed to a mutually agreed plan for professional learning that includes attendance at professional development events on the *CASC Induction Coach and Program Faculty Professional Development* calendar.

Criteria for the Retention of Coaches

1. The coach continues to meet or exceed the qualifications listed in the *Job Description.*

2. The coach has successfully met all obligations to the candidate and obligations to the University listed in the *Scope of Work.*

3. The coach demonstrates appropriate attainment of the */CF Core Competencies* as elaborated in the */CF Core Competencies Rating Levels,* has demonstrated significant growth from the baseline level, and is committed to continued growth in each competency.

4. The coach has learned and followed University procedures, and has completed all assessments and documentation in a timely way. This documentation includes timely completion of coaching logs in *Big Time,* tasks in *Trello,* portfolio items in *Digitation, all Individual Induction Plans and 360 Benchmark Assessments,* and timely response to all University communications.

5. The coach completed the mutually agreed plan for professional learning, and consistently attended professional development events on the *CASC Induction Coach and Program Faculty Professional Development* calendar.

6. The coach maintained positive and productive relationships with candidates and program staff, as indicated by their written evaluations of the coach.

7. The coach completed a 360 assessment of his or her professional performance as a coach.

Criteria for the Release of Coaches

After review of the criteria by the department chair and program director, the coach will be released on placed on an improvement plan if any of the following are found to be true:

1. *The coach does not continue to meet or exceed the qualifications listed in the* Job Description.

2. *The coach has not successfully met all obligations to the candidate and obligations to the University listed in the* Scope of Work.

3. The coach has not demonstrated appropriate attainment of the */CF Core Competencies as* elaborated. in the */CF Core Competencies Rating Levels,* has not demonstrated significant growth from the baseline level, and/or is not demonstrably committed to continued growth in each competency.

4. The coach has not learned and followed University procedures, and/or has not completed assessments and documentation in a timely way. The documentation is missing, inadequate, or late in completion of coaching logs in *Big Time,* tasks in *Trello,* portfolio items in *Digitation,* all *Individual Induction Plans* and *360 Benchmark Assessments.* Response to University communications have not been timely.

5. The coach did not adequately complete the mutually agreed plan for professional learning, and/or did not consistently attend professional development events on the *CASC Induct ion· Coach and Program Faculty Professional Development* calendar.

6. The coach did not maintain positive and productive relationships with candidates and program staff, as indicated by their poor written evaluations of the coach.

7. The coach did not complete a 360 assessment of his or her professional performance as a coach.