



# C A S C

**Clear Administrative Services Credential Program**

## **COACH AND CANDIDATE HANDBOOK**

**2019 - 2020**

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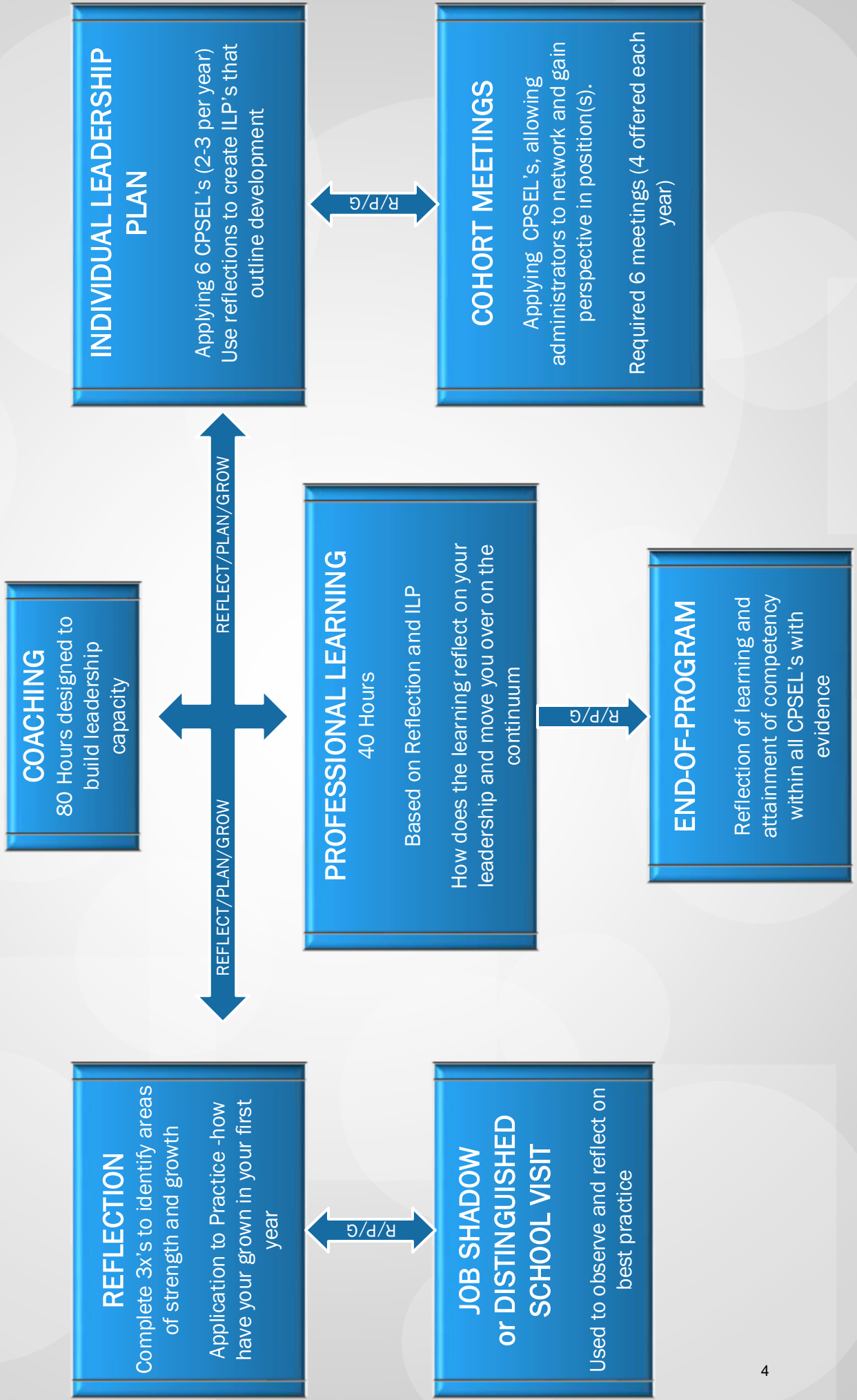
**VISION STATEMENT:**

Participants will demonstrate professionalism, leadership, and positively impact generations of student achievement, building upon evidence based practices through cycles of inquiry, reflection and collaboration.





# INTERRELATIONSHIPS OF PROGRAM REQUIREMENTS



## Candidate Guidelines

### **Eligibility Requirements for the Clear Administrative Services Credential**

To be eligible for a Clear Administrative Services Credential, individuals must satisfy all of the following requirements:

1. Possess a valid Preliminary Administrative Services Credential.
2. Verify a minimum of two-years of successful experience in a full-time administrative position in a California public school, nonpublic school, or private school of equivalent status, while holding the Preliminary Administrative Services Credential.
3. Complete a commission-approved alternative program based on commission-adopted guidelines resulting in a formal recommendation from the program sponsor, FCSS.

In order to meet Commission on Teacher Credential (CTC) requirements, candidates must enroll in the CASC program within **one year** of receiving an administrative position.

A Clear Administrative Services Credential authorizes the holder to provide the following school services in grades 12 and below, including preschool, and in classes organized primarily for adults:

- Develop, coordinate, and assess instructional programs
- Evaluate certificated and classified personnel
- Provide student discipline
- Provide certificated and classified employee discipline
- Supervise certificated and classified personnel
- Manage school site, district, or county level fiscal services
- Recruit, employ, and assign certificated and classified personnel
- Develop, coordinate, and supervise student support service

### **Candidate Admission Requirements (for FCSS CASC Program)**

Candidates are granted admission to the CASC Program by providing the following (see Forms Appendix):

- Complete Enrollment and Candidate/District Agreement Forms
- Verification of employment in administrative position
- Verification of valid California Preliminary Administrative Services Credential

In order to meet CTC requirements candidates must enroll in the CASC program within one year of receiving an administrative position. Candidates must enroll with at least two years remaining on their credential to meet the requirements of completing the FCSS CASC program prior to the expiration of the Preliminary Administrative Services Credential. If the candidate does not have sufficient time they must secure an extension from the CTC. Extension information can be found at: <http://www.ctc.ca.gov/credentials/leaflets/al3.pdf>.

## Program Design

The FCSS CASC Program is founded on an induction-based model that provides support and assistance through a process of personal reflection and assessment, coaching, professional learning, and job shadowing. The candidate, coach, and program staff collaborate to develop opportunities for leadership development appropriate to the needs of the candidate. This is accomplished by assessing current reality of the candidate's leadership and aligning those areas of greatest need to the Individual Leadership Plan (ILP), coaching sessions, and professional learning (PL). This cyclical process is repeated as necessary for areas of need identified from the Reflection Assessment, conducted three times during the program. The program elements are described below.

**California Professional Standards for Educational Leaders (CPSEL)** have been developed by CTC to articulate the required knowledge, skills, and dispositions required to be a successful school administrator. CTC defines these standards as “what an administrator must know and be able to do in order to move into sustainable, effective practice. They are a set of broad policy standards that are the foundation for administrator preparation, induction, development, professional learning and evaluation in California. Taken together, the CPSEL describe critical areas of leadership for administrators and offer a structure for developing and supporting education leaders throughout their careers.”

**Descriptions of Practice (DOP)** have been developed to enhance the usefulness of the CPSELs by explaining the intention of each standard and depicting what its various elements look like across a continuum of practice.

**Individual Leadership Plans (ILPs)** are plans developed by the candidate and coach to address the specific needs of the candidate during the program. ILP content is determined based on greatest need at the time. Needs are determined by: **a)** the Reflection Assessments taken by the candidate at the beginning, middle, and end of the program, and **b)** ongoing conversations with the coach throughout the program. These plans are dynamic and are updated as the candidate achieves goals and circumstances change. The information in the ILPs drive the focus of collaboration and candidate activities, **including professional learning**. ILPs are maintained on the CASC digital portfolio website and can be reviewed by the candidate at any time. It is recommended candidates complete 2-3 ILPs per year, with all 6 CPSEL's being identified. ILP's will include how you have grown as a leader in these areas with supporting evidence.

**Reflection Assessment** is a self-assessment that challenges candidates to use critical thinking to examine where in the progression of Standards/Descriptions of Practice (DOP) the candidate is currently operating. The assessment is completed by the candidate three times during the program and it is expected that the candidate will demonstrate progress over time, and ultimately meet or exceed stated expectations. Reflection Assessments are *initial* (orientation), *interim* (end of year 1), and *ending* (end of year 2). Reflection Assessments are also used to shape goals and action steps of candidate's ILPs.

**Coaching is a fundamental portion of the induction model.** Candidates meet face to face with their coach minimally four-and-a-half hours per month. Meeting hours must total 40 per year for each year of the program. The two-year program minimum requirement is 80 hours. Coaching logs are written by the coach. Each log contains the information discussed during the meetings as well as future activities for both the candidate and coach. The logs are confidential and are maintained on the CASC digital

portfolio website. Logs should be reviewed frequently by the candidate and coach to plan future activities.

**Professional Learning (PL)** opportunities exist so that candidates can choose the areas for additional training/knowledge based on their Reflection Assessments. Candidates are required to attend twenty (20) hours of professional learning per year for a two-year program total of forty (40) hours. The FCSS CASC program provides two optional Saturday PL's each year. These sessions are planned by the CASC Program and address CPSELs 1, 2, and 3 in the Fall and CPSELs 4, 5, and 6 in the Spring. Candidates may register for each PL on the digital portfolio website. These optional Saturday PL opportunities count for up to sixteen (16) of the required twenty (20) hours each year. In addition, the coach and candidate will determine other PL opportunities for the candidate to attend to meet the Professional Learning requirement. If the coach and candidate determine there are other PL's that would be of greater benefit to the candidate, required hours can be completed with the alternative PL.

When candidates attend an alternative PL the following are required to validate attendance (must be uploaded as PDF file:

1. Completed CASC PL Summary – PL Reflection Form
2. Agenda of the Professional Learning
3. Copy of Sign-in sheet (picture from smartphone ok)

Please include the date, name of the PL, and type of document in the file name. For example: 7.18.2016.Equityineducation.signinsheet. The documentation must be uploaded to the Candidate's CASC e-portfolio following the Professional Learning. Be sure to use the dropdown menu when uploading document to select the hours of attendance.

#### **Application to Practice form:**

During your End-of-Year meeting (first year) you will be completing your Interim Reflection Assessment and completing the Application to Practice. Please upload this document to your portfolio - For example: *APPLICATION TO PRACTICE.Lastname*. The purpose of this process is to reflect on growth during your first year and identify ones of focus for the following year. Please use the dropdown menu when uploading document to select the hours of attendance (you may receive 2 hours for this if you choose to use this for Professional Learning time spent with your coach).

#### **Job Shadowing or Distinguished School/WASC Visit Experience**

Candidates are required to spend a minimum of four hours during their two-year program time shadowing a job-alike person or attending a full day California Distinguished School Validation visit or Distinguished School / WASC visitation. Candidates are also required to upload a 1-page summary of the job shadow or school visit.

**Required meetings** are part of the commitment. Candidates and coaches in the FCSS CASC program are required to participate in meetings to expand their capacity as leaders throughout the two-year program. The requirements are summarized below:

#### **Candidate Orientation**

- Year 1 candidates must attend orientation in the first month of their program, either September (Cohort A) or January (Cohort B).



### **Coach Orientation**

- New coaches must attend a two-day training held in August/September. This training introduces new coaches to various components of the program, as well as training in various coaching skillsets needed for facilitative coaching conversations.

**Candidate Cohort Meetings** are held with job-alike candidates to cover important educational issues and to share common experiences. These meetings are an invaluable tool administrators will use to network and gain perspective into their positions.

- Meetings are offered four times per year at FCSS. Candidates are required to attend three per year.
- Candidates may attend cohort meetings satellite locations to meet the program Candidate Cohort Meeting requirement if CASC Coordinator is contacted at least one week in advance of make-up meeting. Dates and times are available in the front of the handbook.
- Candidates must register for cohort meeting on their e-portfolio and sign attendance sheet at meeting. Sign-in sheets will be available at the main entrance to the FCSS building.

**Coach Cohort Meetings** are held with coaches across the county to experience the same content as candidates experience in candidate meetings, as well as learning and practicing coaching skills. These meetings are an invaluable tool coaches will use to best support and develop the leadership development of the candidates they support.

- Meetings are offered four times per year at FCSS. Coaches are **required** to attend each session.
- Coaches must register for cohort session on their e-portfolio and sign attendance sheet at meeting. Sign-in sheets will be available at the main entrance to the FCSS building.
- If a coach misses a meeting, it will be the responsibility of the district employing the coach to provide the training with FCSS-provided materials. Sign-in sheets documenting attendance will be sent back to FCSS CASC coordinator for verification of training.

### **End-of-Year Candidate Meeting**

- All candidates must attend end-of-year meeting in June (Cohort A) or December (Cohort B) of each year of program. If the meeting is missed (prior approval is required if session is missed), it is the responsibility of the candidate to set up a make-up date with the CASC coordinator within **one month**.
- Candidates must register for end-of-year cohort meeting on their e-portfolio and sign attendance sheet at meeting. Sign-in sheets will be available at the main entrance to the FCSS building.

## CASC Candidate and Coach Participation Hours

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Candidate Orientation	3 Cohort A				3 Cohort B					
Coach Orientation	16									
Minimum Individual Coaching Hours	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	
Candidate Cohort Meeting Hours		2.5		2.5		2.5		2.5		
Coach Cohort Meeting Hours		2.5		2.5		2.5		2.5		
Professional Learning offered by FCSS			8				8			
Candidate and Coach End-of-Year				2.5 Cohort B						2.5 Cohort A

## Parking Information and Map

### Directions:

#### Highway 99 (North):

Take exit 131 to merge onto CA-41 N toward Yosemite

Take exit 126B for Van Ness Ave toward Civic Center

Turn left at Van Ness Ave

Immediately after Tulare intersection, turn left into underground parking

Park on Blue Level

#### Highway 99 (South):

Take exit 132B toward Fresno St. Civic Center

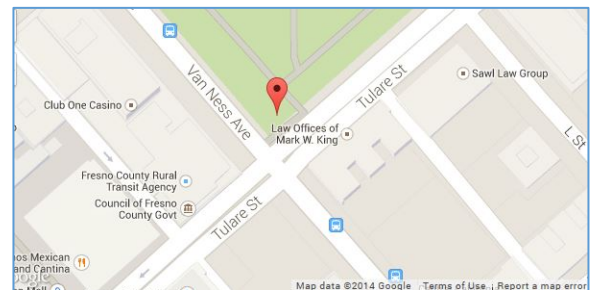
Turn left at Fresno St.

Slight left to stay on Fresno St.

Turn right at Van Ness Ave.

Before Tulare intersection, turn left to underground parking

Park on Blue Level



### Parking

Public parking is available in underground SP Plus parking Lot 8 at the corner of Tulare Street and Van Ness Ave., Fresno, CA.

For more information about parking hours, rates, and maps, visit the Downtown Association website.



# CASC Dates

## September 2019 – June 2020

### NEW CANDIDATE ORIENTATION

#### Fresno County:

August 27, 2019 <b>Cohort A</b>	5:30 pm – 7:30 pm	FCOE Room 101T
January 7, 2020 <b>Cohort B</b>	5:30 pm – 7:30 pm	FCOE Room 270

#### Madera County:

August 28, 2019 <b>Cohort A</b>	4:30 pm – 6:30 pm	MCOE Room 7/8
January 21, 2020 <b>Cohort B</b>	4:30 pm – 6:30 pm	MCOE Room 7/8

### CANDIDATE COHORT MEETINGS

#### Fresno County:

September 24, 2019	5:30 pm – 8:00 pm	FCOE Room 101T & 274; FCOE Room 201 & 270
November 12, 2019	5:30 pm – 8:00 pm	FCOE Room 101T & 274; FCOE Room 201 & 270
January 21, 2020	5:30 pm – 8:00 pm	FCOE Room 101T & 274; FCOE Room 201 & 270
March 31, 2020	5:30 pm – 8:00 pm	FCOE Room 101T & 274; FCOE Room 201 & 270

#### Madera County:

October 7, 2019	4:30 pm – 7:00 pm	MCOE Room 3/4/7/8
November 19, 2019	4:30 pm – 7:00 pm	MCOE Room 7/8
February 4, 2020	4:30 pm – 7:00 pm	MCOE Room 7/8
April 28, 2020	4:30 pm – 7:00 pm	MCOE Room 7/8

### PROFESSIONAL LEARNING

#### Fresno County:

November 2, 2019	8:30 am – 3:30 pm	FCOE Room 101T
March 28, 2020	8:30 am – 3:30 pm	FCOE Room 101T

### CANDIDATE END-OF-YEAR

#### Fresno County:

December 10, 2019 <b>Cohort B</b>	5:30 pm – 7:30 pm	FCOE Room 270 Yr. 2; Room 201 Yr. 1
June 9, 2020 <b>Cohort A</b>	5:30 pm – 7:30 pm	FCOE Room 101T Yr. 2; Room 270 Yr. 1



# CASC Dates

## September 2019 – June 2020

### NEW COACH 2-DAY TRAINING

#### Fresno County:

September 10-11, 2019                      8:00 am – 3:30 pm      FCOE Room 270

### COACH MEETINGS

#### Fresno County:

September 24, 2019                      1:30 pm – 4:00 pm      FCOE Room 201

November 12, 2019                      1:30 pm – 4:00 pm      FCOE Room 201

January 21, 2020                      1:30 pm – 4:00 pm      FCOE Room 201

March 31, 2020                      1:30 pm – 4:00 pm      FCOE Room 201

#### Madera County:

October 7, 2019                      1:30 pm – 4:00 pm      MCOE Room 3/4/7/8

November 19, 2019                      1:30 pm – 4:00 pm      MCOE Room 7/8

February 4, 2020                      1:30 pm – 4:00 pm      MCOE Room 7/8

April 28, 2020                      1:30 pm – 4:00 pm      MCOE Room 7/8

#### Clovis Unified School District

##### (ONLY):

October 3, 2019                      3:30 pm – 5:30 pm      CUSD- PLC Room 7

December 12, 2019                      3:00 pm – 5:00 pm      CUSD- PLC Room 7

February 6, 2020                      3:30 pm – 5:30 pm      CUSD- PLC Room 7

April 16, 2020                      3:00 pm – 5:00 pm      CUSD- PLC Room 7

#### Fresno Unified School District

##### (ONLY):

September 5, 2019                      7:30 am - 9:30 am or  
4:00 pm – 6:00 pm                      FUSD- Center for Professional Development

November 14, 2019                      7:30 am - 9:30 am or  
4:00 pm – 6:00 pm                      FUSD- Center for Professional Development

January 23, 2020                      7:30 am - 9:30 am or  
4:00 pm – 6:00 pm                      FUSD- Center for Professional Development

March 26, 2020                      7:30 am - 9:30 am or  
4:00 pm – 6:00 pm                      FUSD- Center for Professional Development



# Clear Administrative Services Credential Program

## Cost Structure and Payment Schedule

### CASC Cost Structure: FCSS provides Coach

<b>\$7,000 Total for 2 Year Program</b>	<b>Amount:</b>	<b>Date:</b>
<b>Program Fee Responsible Party:</b>		
<b>Cohort A: September Candidates</b>		
Agency/District Pay:	\$3,500.00	November 1 (Year 1)
	\$3,500.00	November 1 (Year 2)
Candidate Pay:	\$1,750.00	November 1 (Year 1)
	\$1,750.00	March 31 (Year 1)
	\$1,750.00	November 1 (Year 2)
	\$1,750.00	March 31 (Year 2)
<b>Cohort B: January Candidates</b>		
Agency/District Pay:	\$3,500.00	March 31 (Year 1)
	\$3,500.00	March 31 (Year 2)
Candidate Pay:	\$1,750.00	March 31 (Year 1)
	\$1,750.00	November 1 (Year 1)
	\$1,750.00	March 31 (Year 2)
	\$1,750.00	November 1 (Year 2)

### Partner District Cost Structure: District provides Coach

<b>\$4,000 Total for 2 Year Program</b>	<b>Amount Due:</b>	<b>Date:</b>
<b>Program Fee Responsible Party:</b>		
<b>Cohort A: September Candidates</b>		
Agency/District Pay:	\$2,000.00	November 1 (Year 1)
	\$2,000.00	November 1 (Year 2)
Candidate Pay:	\$1,000.00	November 1 (Year 1)
	\$1,000.00	March 31 (Year 1)
	\$1,000.00	November 1 (Year 2)
	\$1,000.00	March 31 (Year 2)
<b>Cohort B: January Candidates</b>		
Agency/District Pay:	\$2,000.00	March 31 (Year 1)
	\$2,000.00	March 31 (Year 2)
Candidate Pay:	\$1,000.00	March 31 (Year 1)
	\$1,000.00	November 1 (Year 1)
	\$1,000.00	March 31 (Year 2)
	\$1,000.00	November 1 (Year 2)

Payments accepted by the following methods:

- Cashier’s check, personal check, or purchase order payable to:  
Fresno County Superintendent of Schools (FCSS)  
CASC Program in memo
- Mail to:
  - Fresno County Superintendent of Schools  
Attn: CASC, Kristen Reitz  
1111 Van Ness, Towers 5<sup>th</sup> Floor, Fresno, CA 93721

## General Policies

### **Attendance**

#### **Candidate**

The candidates are required to attend minimally three of the four Candidate Cohort Meetings each year and to attend 20 hours professional learning per year, for total of 40 hours PL over the two-year period. Candidate attendance is for the benefit of their own learning as well as others in the cohort. Instructor facilitation, presentations, and discussions are an essential part of the coaching experience. Candidates must attend orientation (Year 1) and end-of-year meetings at the end of years 1 and 2.

#### **Coach**

The coaches are required to attend four Coaches Meetings each year. Coaches are invited to attend Candidate Cohort Coaching Meetings and Professional Learning days.

### **Portfolio Review**

The CASC Coordinator reviews portfolio's regularly. If a question arises, for example: Reflection not complete, ILP not complete, coaching hours not logged or no write-up with PL, CASC coordinator will contact candidate via email asking for clarification. FCSS wants to make sure you are on track and succeeding. If there are any issues that need to be resolved, we are here to help. See flow chart on page 17.

### **Complaint Procedure**

#### **Complaint Procedure**

1. Complaint Form is submitted to the FCSS CASC Program Coordinator.
2. Complaint is investigated by the FCSS CASC Program Coordinator.
3. A meeting is held with the participant and a mutually agreed upon plan of action to rectify the situation is developed and implemented.

Form found in ePortfolio under Resources and on page 43 in handbook).

### **Change in Coach**

#### **Requesting a change in coach**

1. Candidate must contact FCSS CASC Program Coordinator and inform him/her of their concerns regarding the coaching process.
2. FCSS CASC 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.
3. If candidate is unable to communicate concerns individually, or if the attempt to communicate is unsuccessful, then the FCSS CASC Program Coordinator will arrange to meet with both parties in an effort to resolve outstanding issues.
4. Should issues not be resolved the candidate must complete and sign the Request for Change in Coach Form and a new coach will be assigned.

Form found in ePortfolio under Resources and on page 44 in handbook).

## **Candidate Participation and Payment Authorization Program Agreement**

### **Contract**

The Candidate Agreement must be signed and submitted to the CASC Program Coordinator no more than sixty (60) days after orientation. Failure to complete required documents may jeopardize program enrollment.

### **Disability Accommodations**

#### **Disability**

Candidates with disabilities are eligible for reasonable accommodations in their academic work. Candidates with disabilities should contact FCSS CASC Program Coordinator to discuss academic and other needs as soon as they are diagnosed with a disability. Once documentation is on file, arrangements for reasonable accommodations can be made.

### **Doctoral Waiver**

#### **Doctoral Waiver Policy**

CASC participants who have received a doctoral degree in Education Leadership may be eligible for certain provisions regarding requirements to clear their administrative credential. The candidate will meet individually with the FCSS CASC Program Director to review documentation of granted degree. The California Commission on Teacher Credentialing has approved this waiver. Once all necessary parties approve the waiver, it will be uploaded to the candidate's e-portfolio by the CASC program's support staff (Form found in ePortfolio under Resources and on page 42 in handbook).

### **Enrollment Changes**

#### **District Change (within Fresno County)**

When candidates change districts within the two-year program, there may be a change in the funding structure. For example, if the initial district provides a coach, the candidate is only required to pay \$2,000 per year. If the candidate leaves the district and joins a district that does not provide a coach, the fee will increase to \$3,500 per year. The district that employs the candidate determines payment structure. The candidate is responsible for verifying changes to the payment structure if there are changes in employment. It is the responsibility of the candidate to notify the program if a change in district employment occurs. If there are any questions, check with the FCSS CASC Program Coordinator.

#### **District Change (outside Fresno County)**

If a candidate takes employment outside of Fresno County during the two-year CASC program, the candidate is eligible to have program hours transferred to a different program. Counties in Region 7 (Madera, Merced, Tulare, Kings, and Mariposa) have an agreement that allows this transfer with verification from the FCSS CASC Program Coordinator. Other counties and programs may require other verification and documentation. This is the responsibility of the candidate to collect and provide this to the FCSS CASC Program. To be eligible for the transfer of participation hours and activities, the candidate must be in good standing with the program. This means the following:

1. All fees paid in full.
2. Coaching hours and ILPs are up-to-date.
3. Professional Learning hours are current, i.e., participation in Candidate Coaching Meetings.
4. New Enrollment Form.
5. New Verification of Employment Form.
6. New legal contract agreement.

The candidate must request through email the FCSS CASC Program Coordinator send the verification to the new program.

If the candidate would like to have an FCSS CASC Coach continue to provide services as a coach, the following conditions must be met:

1. The candidate must meet with the coach in Fresno for a majority of the coaching sessions. The coach will provide the services on site twice a year.
2. The coach must be available to travel to the new site.
3. The new site must be in Region 7. There will be no exceptions to this requirement.
4. The candidate must attend all Candidate Coaching meetings at FCSS.

## **Program Extension**

### **Extension Request**

Extensions granted are only under extreme circumstances as approved individually by the FCSS CASC Program Director. Candidates who are unable to complete the program in 24 months may request a 1-year extension. Extensions granted are in 1-year increments only. **Each year required beyond the initial two years requires an additional payment of \$3,500. Any and all costs associated with an extension are the responsibility of the candidate.** The candidate is asked to complete the FCSS CASC Program Extension Request, which includes an individualized plan for completion of the missing requirements. The FCSS CASC Director meets with the participant to clarify requirements and review the criteria for granting an extension. Extreme criteria include: Personal or family illness, personal or family crisis, death in family, maternity or family leave (Form found in ePortfolio under Resources and on page 45 in handbook).

## **Withdrawal from Program**

### **Withdrawal costs**

Any and all costs associated with a withdrawal are the responsibility of the candidate and may require an additional payment of \$3,500. Candidate must submit a Withdrawal Request form to the FCSS CASC Program Coordinator. (Form found in ePortfolio under Resources and on page 46 in handbook).



## **Program Completion**

### **Completing the Clear Administrative Services Credential Program**

During the course of the two-year FCSS CASC program, candidates will collect evidence of their progress and the satisfaction of specific requirements. The items below are required to be collected in the CASC electronic digital portfolio:

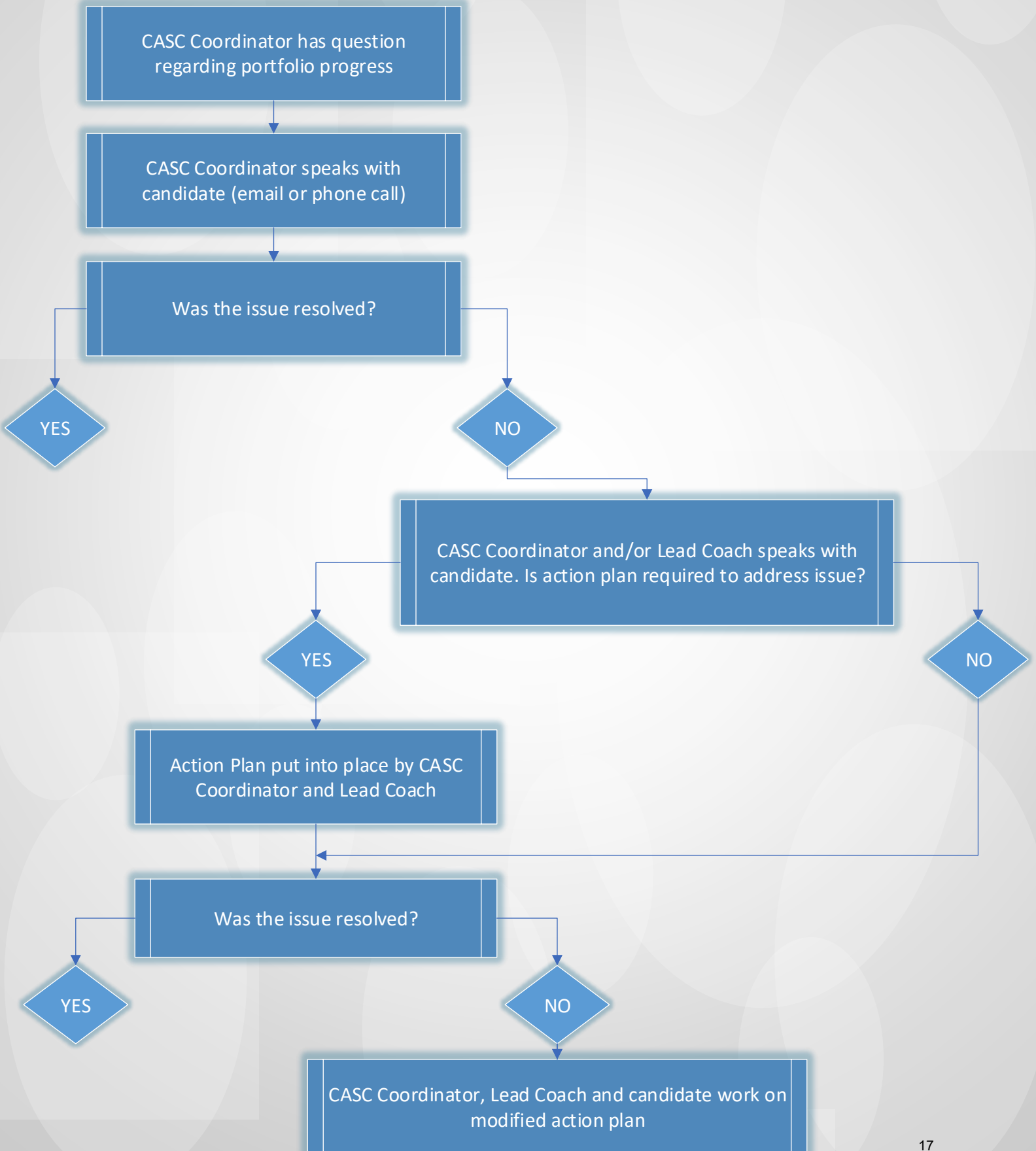
- Completed ILPs demonstrating successful progress on identified goals as measured by program assessments, observations, and collaborative coaching logs.
- Collaborative Coaching logs demonstrating contact between coach and candidate for a minimum of four and a half hours monthly each year. The program requirement is a minimum of 80 coaching hours.
- Candidate Cohort Attendance data demonstrating attendance at six candidate cohort sessions over two years.
- Professional Learning Attendance data demonstrating twenty (20) hours per year of professional learning attendance for a total of forty (40) hours for the program.
- Reflection Assessments (initial, interim, and end of year two)
- Application to Practice
- One-page summary of Job Shadowing or CA Distinguished School/Gold Ribbon Visit Experience.
- Attendance to orientation session in year 1.
- Attendance to end-of-year session each year.

The portfolio will be reviewed by the candidate and their coach annually to ensure completion. In addition to the elements outlined above the candidate must demonstrate administrator competence to merit recommendation for the Clear Administrative Services Credential.

Candidates must demonstrate mastery of the CPSELs through evidence provided on the program assessments, goal attainment on the ILPs, observations, coach recommendations, self-assessments with reflections, and a final self-assessment will be conducted prior to exiting the program. It is the expectation of the FCSS CASC program that all candidates, at a minimum, meet or exceed standard practice on all components of the CPSELs. (Form found in ePortfolio under Resources and on page 48 in handbook).



# PORTFOLIO REVIEW



## **Coach Information**

### **Role of a CASC Coach**

The Coach's function is to serve the candidate throughout the coaching process. They work closely with the candidate to plan, develop action steps, and gather evidence of mastery of leadership standards. The coach will accomplish this through four-and-a-half hours a month of one-on-one coaching time, monitoring ILP development and implementation, determining professional learning needs based on Reflection Assessments, and providing resources and guidance to the candidate as needed. Coaches encourage candidates to master reflective practices through a Blended Coaching model, moving between instructional and facilitative coaching. They assist candidate in developing the complex skills necessary for effective educational leaders.

The role of the CASC Coach is based on trust and permission given by the candidate for assistance solving complex issues, and providing feedback on a regular and on-going basis.

Coaches also act as a liaison between the Candidate and FCSS CASC Program Coordinator.

Coaches may not be direct supervisors.

### **Coach Participation Requirements**

To participate as a coach in the FCSS CASC Program, coaches are required to meet the following qualifications and participate in the following activities:

#### **Qualifications**

- A Clear Professional Administrative Services Credential.
- A minimum of three years successful administrative experience as verified by a recommendation from a superintendent or supervisor.
- Commitment to work collaboratively with a candidate for a minimum of two years.
- Commitment to work collaboratively with a candidate for four-and-a-half hours per month.
- Knowledge of adult learning development.
- Knowledge of continuous improvement and accountability process.
- Knowledge of academic content standards, CPSELs, and DOPs.
- Knowledge of the formative assessment and coaching process.
- Knowledge of cultural, ethnic, cognitive, linguistic and gender diversity.
- Possession of effective interpersonal communication skills.
- Willingness to participate in professional training to acquire the knowledge and skills needed to be an effective and successful coach. This FCSS training includes, but is not limited to:
  - The California Professional Standards for Educational Leaders (CPSELs).
  - Effective Coaching Strategies; and
  - Content specific training that applies to potential candidate's needs.
- Willingness to participate in reflective conversations about their coaching experiences.
- Willingness and ability to be an excellent professional role model.
- Demonstrated commitment to personal professional growth and learning.

## Activities

During the course of the two-year coaching relationship, the coach is expected to participate in the following activities:

1. **Two-day initial coaching training** – This training is based on the methods from both Cognitive Coaching and Blended Coaching and will allow the coach to learn and hone effective coaching skills needed to work with candidates. These are conducted prior to the coach serving candidates.
2. **Four-and-a-half to six hours of face-to-face coaching for each candidate each month** – These coaching meetings are the focus of this program and where candidates will receive the most value from participation and serves as an invaluable piece of the CASC program. Coaching sessions should be geared toward candidate needs and based on program assessment and goals set during previous sessions. Candidates will complete the Individual Leadership Plan, which includes a specific action plan set to accomplish agreed upon goals. A Collaborative Coaching Log must be completed for each coaching session and uploaded to the e-portfolio site.
3. **Four Coaches Meetings** – These sessions provide additional training in coaching practices and allow coaches time to practice their skills. In addition, calibration and training on program tools will be conducted during each session. The coaches are able to share concerns and receive feedback and network with their peers. The meetings are held from 1:30 – 4:00 p.m. In order to stay current with program developments and requirements coaches must attend all of the above meetings. **If a coach misses a meeting, it will be the responsibility of the district employing the coach to provide the training with FCSS-provided materials. Sign-in sheets documenting attendance will be sent back to FCSS CASC coordinator for verification of training.**

## Coach Responsibilities

Under the direction of the FCSS CASC Program Coordinator:

- Review administrator requirements and proficiencies for CPSEL with candidate, complete Reflection Assessments (Initial, Interim, Final) with candidate, collaboratively plan development, monitor implementation, and provide oversight of the Individual Leadership Plan.
- Maintain the integrity and confidentiality of his/her work with the candidate.
- Provide one-on-one support to candidate through coaching sessions, email, and phone contact.
- Schedule and attend regular coaching activities and meetings. Prepare and maintain records of coaching sessions.
- Attend, participate, and conduct a variety of meetings as assigned: orientation, coaching sessions, observations, portfolio presentation, etc.
- Serve as the principle contact and liaison between the candidate and FCSS CASC Program Coordinator.
- Stay current on educational research and demonstrate knowledge of California Professional Standards for Educational Leaders (CPSEL), school/district office administrative procedures and operations, federal and state accountability systems, instructional practices, current research and trends in education.
- Analyze situations accurately and adopt an effective course of action.
- Work independently and varied hours at multiple work locations.

- Ability to work collaboratively/cooperatively and develop effective lines of communication with all members of the team, program personnel, school staff and outside agencies. This includes working directly and first with the candidate to resolve issues that may occur in the coaching relationship.
- Participate in annual program evaluation and improvement processes.

**Documents in the e-portfolio**

- Candidate Individual Leadership Plan (ILP) - completed by candidate
- Collaborative Coaching Logs - completed/uploaded by coach
- Reflection Assessments - completed by candidate
- Candidate Cohort Attendance
- Candidate Professional Learning Attendance
- Job/Shadow/ Distinguished School Summary - completed/uploaded by candidate
- Program Completion Verification Form - by CASC office

**Documents to be uploaded to the e-portfolio:**

<b>Coach</b>	<b>Candidate</b>
1. Collaborative Coaching Log (Monthly)	1. Professional Learning Summary and supporting documents 2. Job Shadow Summary or Distinguished School Summary

**Items to be completed within the e-portfolio:**

<b>Coach</b>	<b>Candidate</b>
1. Registration for Coach Meetings	1. Individual Leadership Plan 2. Reflection Assessments (Initial, Interim, Ending) 3. Registration for Candidate Cohort Meetings 4. Registration for End-of-Year Meeting 5. Registration for FCSS Professional Learning

# How to Log-In

Go to [casc.fcoe.org](http://casc.fcoe.org)



## CASC

DEPARTMENT MENU



Events

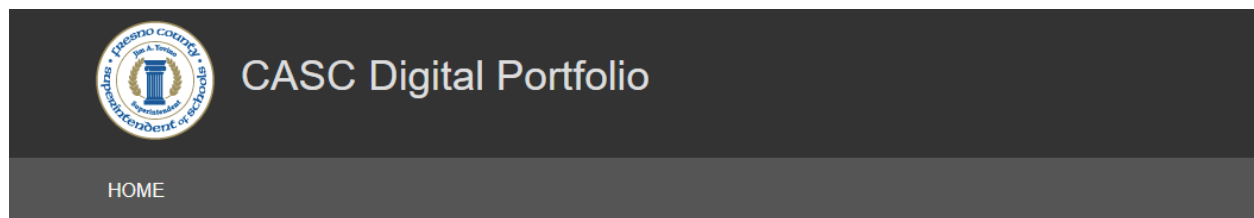
CASC Digital Portfolio



Login to the CASC Digital Portfolio

Login

Log-In



## User account

Username or e-mail address \*

You may login with either your assigned username or your e-mail

Password \*

The password field is case sensitive.

**Username or Email**

**Password** – sent to you from CASC DIGITAL PORTFOLIO

Change your password once you are in your portfolio



# How to Register for Events

1) Click on the "Events" Tab.

CASC Digital Portfolio

HOME EVENTS LOG OUT

Candidate Cohort Meetings  
Professional Learning

### Events

#### Candidate Orientation - Cohort A - 9/1/2016

Thu, 09/01/2016 - 5:30pm to 7:30pm

**Location:**  
Fresno County Office of Education, 1177 Van Ness Ave., Towers Bldg., Room 101T, Fresno, CA 93721

This orientation is for new candidates in Cohort A, beginning the CASC program in September 2016. Soda/water will be provided. Due to the departure time for this meeting, parking is free in the underground parking lot of SP Plus, at the corner of Van Ness Avenue and Tulare Street. Please use the Towers building front entrance. After hours security will be available to escort to the underground parking, upon request.

[Register for this event](#)

2) Identify your event in the list and click "Register for the Event."

3) Click "Save Registration" to confirm your registration.

CASC Digital Portfolio

HOME EVENTS LOG OUT

### Candidate Orientation - Cohort A - 9/1/2016

[View](#) [Register](#)

You are registering: *Myself*

[Save Registration](#) [Cancel](#)

4) Check Confirmation page to ensure that your registration is accurate and saved.

CASC Digital Portfolio

HOME EVENTS LOG OUT

### Registration for Candidate Orientation - Cohort A - 9/1/2016

Registration has been saved.

**Event:** [Candidate Orientation - Cohort A - 9/1/2016](#)  
**Created:** Thu, 07/21/2016 - 1:03pm  
**Email Address:** candidate3@email.com  
**Updated:** Thu, 07/21/2016 - 1:03pm  
**Slots Used:** 1  
**User:** Tim Stallings  
**State:** Complete  
**Author:** Tim Stallings

# How To Complete Reflection Assessment

1) Add a DOPS Reflection

The screenshot shows a dashboard with several sections: 'End-of-Year Meetings' (No End-of-Year meetings), 'Documents' (Add Professional Learning, Job Shadow, or Gold Ribbon School Visit documents), 'Professional Learning Documents' (No Professional Learning documents), 'DOPS Reflections Status' (Initial, 20% Complete, EDIT, View Reflections, Add a DOPS Reflection), and 'Coaching Hours' (Hours Met table with one entry: 09-19-2013, 2). A red arrow points from the '1) Add a DOPS Reflection' box to the 'Add a DOPS Reflection' button.

2) Select Term

The screenshot shows the 'Create DOPS Reflection' form. It includes a list of survey questions: 0 = No Experience, 1 = Directed Toward, 2 = Approaches, 3 = Meets, 4 = Exemplifies. Below the list is a 'Submission' dropdown menu with options: - Select a value -, - Select a value -, Initial, Interim (highlighted in blue), and Ending. Below the dropdown is a text area with the prompt: 'Facilitate the development of a shared vision for the achievement of all students; founded on data, using the influence of diversity to improve teaching and learning, and calling the entire school community to action'. A text box contains the response: 'I have facilitated the development of a shared vision for student achievement that resulted in a collaborative decision based on data that addressed all stakeholders.'



# How To Complete Reflection Assessment cont.

3) Click to rate yourself based on the scale. Describe evidence that supports your rating. Evidence can include work experience, professional development, education, etc.

0 = No Experience 1 = Directed toward 2 = Approaches 3 = Meets 4 = Exemplifies

- Select a value -

**DOPS 1.1**  
Facilitate the development of a shared vision for the achievement of all students, founded on data, using the influence of diversity to improve teaching and learning, and calling the entire school community to action

I have facilitated the development of a shared vision for student achievement that resulted in a collaborative decision based on data that addressed all stakeholders.

N/A  
 0  
 1  
 2  
 3  
 4

Evidence

4) **VERY IMPORTANT:** As you progress through the reflection, scroll to the bottom of the screen and click **SAVE**.

I ensure that my school or site functions within all of the local, state, and federal guidelines.

N/A  
 0  
 1  
 2  
 3  
 4

Evidence

Save

# CASC REFLECTION PROTOCOL

## Candidate

### During first meeting with your coach

1. Candidate reads element and language for different levels (Coach, read the element language as well, so when you are engaging in conversation around that element, you have a common understanding of the element).
2. Candidate highlights the descriptions in the placement that best matches their current practice.
3. Candidate shares their placement with Coach
4. Based on the placement, Candidate and Coach review the next developmental level.
5. Candidate verbalizes actionable next steps to grow into the next level.
6. Candidate writes actionable next steps in their reflection.

### At next scheduled meeting:

1. Coach asks Candidate to share their progress on their determined actionable next steps.
2. Coach documents notable information in the monthly collaboration log.

### Throughout the year:

As growth occurs over time, Coach will prompt Candidate to circle and date their new placement on their continuum.




# How to Complete an ILP

Click "Add an ILP"

Tim Stallings

Profile Edit

 candidate3@email.com  
Coach: Tom Jones

**Tim Stallings's Upcoming Events**  
Not registered for upcoming events

**Candidate Cohort Meetings**  
No Professional Learning meetings

**Orientation Meetings**  
Candidate Cohort A Orientation 9/1/2016 - Fresno County Cohort A

**Payment Information**  
Candidate Fee: \$2000.00  
District Fee: \$5000.00  
Program Fee Total: \$7000.00  
Payments:

Date	Payment type	Amount
07-03-2016	Candidate	\$1,000.00
07-05-2016	District	\$2,000.00

Remaining Balance: \$4000.00

**Tim Stallings - ILP List**  
[View Tim Stallings's ILP list](#)


[Add an ILP](#)

Reflections Status

Select standard(s)

Write about your focus/reality/task/new system, etc. that you will be working on this year.

Write a SMART goal (specific, measurable-outcomes – professional growth you would like to achieve)

 CASC Digital Portfolio

HOME EVENTS LOG OUT

Create Individual Leadership Plan

Standards  
 1  2  3  4  5  6

What is your current focus/reality that you will lead to improve?

Based on your focus, what is your SMART Goal?

Action Plan

Indicate your action step

Identify who will be involved in this action

Identify any and all resources you may need for this action

Describe your learning/thoughts/ideas from this action step

When will this action be due?

Action Plan

**Date created**

Date  
07/18/2018  
E.g., 07/19/2018

Action Steps

People Involved

Resources

Summarize: Describe your learning and insights from your Action Steps.

**Due Date**

Date  
07/18/2018  
E.g., 07/19/2018

Identify if this action step is IN PROGRESS or if it is ATTAINED

For each STEP – please add it here (repeat the steps)

Did you attend any PL that could help with this ILP? NO/YES

IF YES – explain how it may have helped you in your learning and CPSEL(s) for this ILP

**REFLECTION –**  
Summarize your ILP, have you grown professionally? Were your outcomes met? Discuss your movement on the continuum with each standard you identified.

Attained \*

In Progress

Remove

Add another item

Did you go to any Professional Learning to help with this ILP?  
Yes

If Yes, please explain what PL it was and how it helped further your learning.

Reflective summary of progress made in meeting your professional growth goal(s) and meeting your measurable outcome(s). Have you moved in your Description of Practice continuum from the beginning of your ILP? If so, how? Where you are now on that continuum?

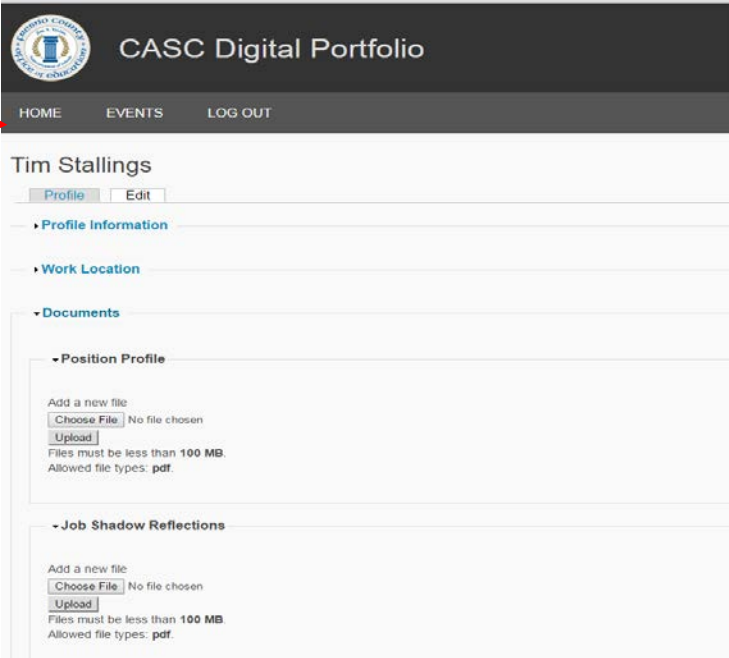
Save

DO NOT FORGET TO **SAVE** EVERYTIME YOU MAKE CHANGES!!!!

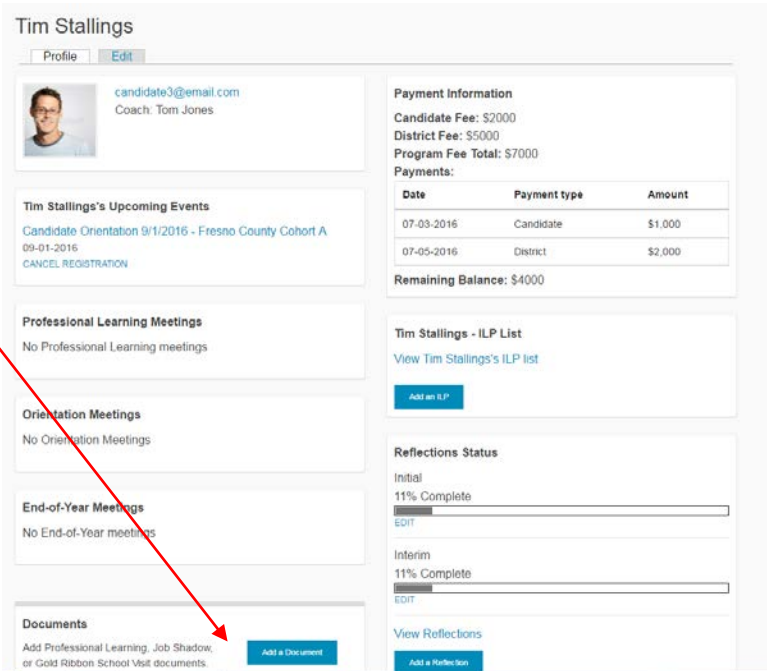
# How To Upload Documents

Important Note: Files must be in PDF format to be uploaded into the e-Portfolio

1) Click on "Home" to return to your profile's Home Page.



2) Click on "Add a Document"



# How To Upload Documents cont.

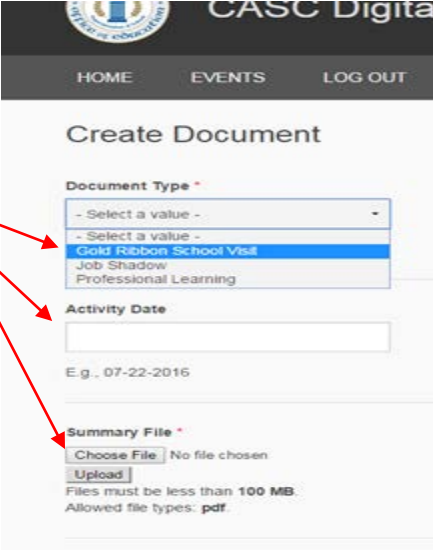
**Important Note: Files must be in PDF format to be uploaded into the e-Portfolio.**

**For Gold Ribbon or Job Shadow**

3) Select Document type and activity date\*

\*For Professional Learning Documents, see below for additional steps

4) Click "Choose File"



**For Professional Learning Documents**

a) Choose File Type

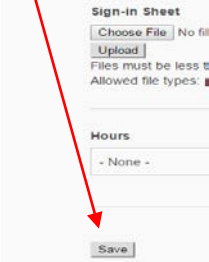
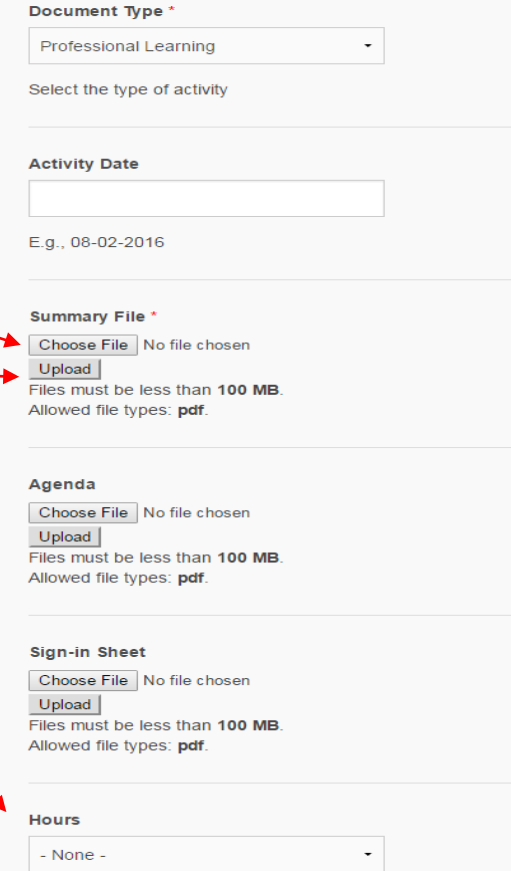
b) Click "Choose File"

c) Locate your file

d) Click Upload

e) Use Drop Down to indicate hours.

f) Click "Save"



# How To Upload Documents cont.

**Important Note: Files must be in PDF format to be uploaded into the e-Portfolio.**

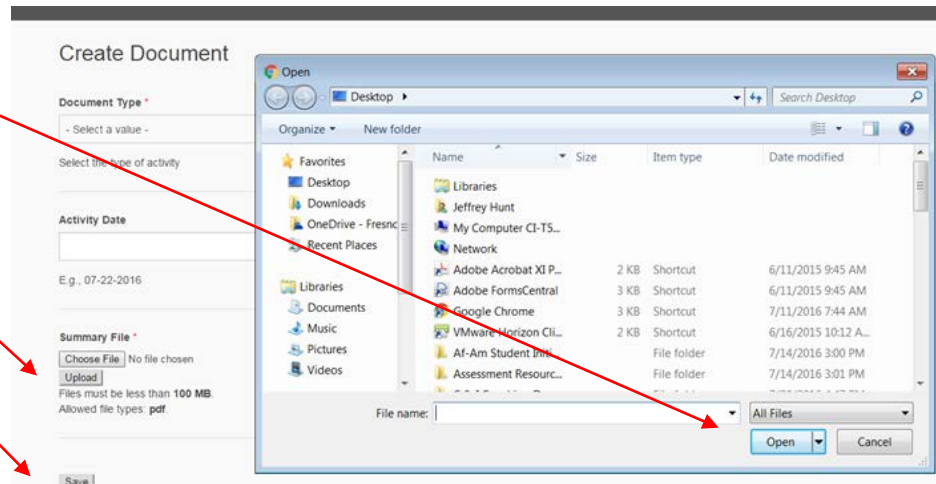
## 5) Choosing your file

a) Locate the file on your device and either double-click on the file or click "Open."

b) When file is selected, click "Upload."

c) Click Save

d) Repeat this process until all PD Application Activity documents are uploaded.





# FCSS Clear Administrative Services Credential Professional Learning Reflection Form

CASC Candidate:	Title of Professional Learning:	Date of Professional Learning:
Which ILP does this relate to?	Which CPSEL(s) does this PL help you grow in?	Where are you on the continuum prior to the PL?
Please give a summary of the Professional Learning and include how it correlates with your goals of your ILP <u>or</u> how it has helped you grow in your CPSEL(s).		





# FCSS Clear Administrative Services Credential Job Shadow Experience

CASC Candidate:	CASC Candidate Position:	Date of Job Shadow:
Who and where are you Job Shadowing?	What position are you Job Shadowing?	Would you recommend this Job Shadow to another candidate?
Why have you chosen to Job shadow this administrator?		
Please describe your time spent with the administrator, what you have learned from this experience and what you can apply in your position from this experience (now or later). Why would you (or not) recommend this Job Shadow to another candidate?		



# FCSS Clear Administrative Services Credential

## Distinguished School / WASC Experience

CASC Candidate:	CASC Who and Where are you visiting:	Date of Visit:
-----------------	--------------------------------------	----------------

What was the program you are visiting designed to focus on? Please describe your time on the campus and what you have learned from this experience. Is there anything from this experience you will take away and use in your own practice or site?

Empty response area for the candidate's answer to the question above.

# How to Upload a Coaching Log

**Important Note: Coaching logs must be in PDF format to be uploaded.**

1) Click "Add Coaching Log" for the applicable candidate.

The screenshot shows a coaching dashboard with tabs for Profile, Contact, and Edit. The main content area includes sections for Upcoming Events (Not registered for upcoming events), Coach Meetings (2-Day Coach Training May 6, 2014/May 27, 2014; Coach Meeting 12/8/2015), and Relation Add (Create a relation from, Relation type). On the right side, there is a Follow-up List (No one is on the follow-up list) and a Candidates list. A red arrow points from the text box to the 'Add Coaching Log' link under the first candidate.

2) Creating Coaching Log

a) Use dropdown arrow to select candidate.

b) Use the calendar to select meeting date.

c) Select "Choose File"

The screenshot shows the 'CASC Digital Portfolio' interface with a 'Create Coaching Log' form. The form includes fields for Candidate (Linda Igoe), Meeting Date (07/21/2016), Document (Choose File | No file chosen), and Hours Met (- None -). A red arrow points from the text box to the dropdown arrow on the Candidate field. Another red arrow points from the text box to the calendar icon on the Meeting Date field. A third red arrow points from the text box to the 'Choose File' button in the Document field.

# How to Upload a Coaching Log cont.

### 3) Creating Coaching Log, con't.

a) Select the file that you wish to upload. Double-click the file or click "Open."

b) When the file is selected, click "upload."

The screenshot shows the 'CASC Digital Portfolio' interface. The 'Create Coaching Log' form is partially visible, showing fields for 'Candidate' (Linda Igoe), 'Meeting Date' (07/21/2016), and 'Document'. A file explorer window is open over the form, displaying a list of files and folders in the 'C & I Coaching Docs' directory. The file 'AAAP Master Form (EBC) - (Updated 1-20...' is selected. Red arrows point from the text boxes to the 'Open' button in the file explorer and the 'Upload' button on the form.

### 4) Creating Coaching Log, con't.

a) Use the drop-down arrow to select the hours represented by the log.

b) Click "Save" at the bottom of the screen.

The screenshot shows the 'CASC Digital Portfolio' interface. The 'Create Coaching Log' form is fully visible, showing fields for 'Candidate' (Linda Igoe), 'Meeting Date' (07/21/2016), and 'Document' (Draft Education Excellence Summit Presentation.pdf). The 'Hours Met' dropdown menu is open, showing '- None -'. Red arrows point from the text boxes to the dropdown arrow and the 'Save' button at the bottom of the form.



Fresno County Office of Education  
 1111 Van Ness Avenue  
 Fresno CA 93721  
 Phone (559) 265-3016

## Clear Administrative Services Credential Program ENROLLMENT FORM

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First and Last Name	Middle	Former/Maiden Name
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Home Mailing Address/ City, State, Zip	Home Phone	Cell Phone
--	------------	------------

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County of Employment	District Name	School Name (if applicable)
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Site Mailing Address/City, State, Zip	Site Phone
---------------------------------------	------------

---

E-Mail Address

---

Preliminary Administrative Service Credential Number	Date of Approval (Attach receipt if application is in process)
--	--

**What Credentials do you hold?**

- Multiple Subject
- Single Subject
- Other – Please specify \_\_\_\_\_

**School Level**

- Primary
- Secondary
- Other \_\_\_\_\_

**Ethnicity** (check all that apply)

- |   |  |
|---|--|
| <input type="checkbox"/> African American | <input type="checkbox"/> American Indian |
| <input type="checkbox"/> Asian            | <input type="checkbox"/> Hispanic        |
| <input type="checkbox"/> Pacific Islander | <input type="checkbox"/> White/Caucasian |
| <input type="checkbox"/> Decline to State | <input type="checkbox"/> Other _____     |

**How did you satisfy the requirements for your Preliminary Services Administrative Credential?**

- University Preparation Program
- Administrative Test
- District Program
- Other \_\_\_\_\_

**If you completed year one with a different Clear Administrative Services Credential Program please provide the name and year of enrollment in the program:**

\_\_\_\_\_

**Gender**

- |   |                                      |
|---|--------------------------------------|
| <input type="checkbox"/> Male             | <input type="checkbox"/> Female      |
| <input type="checkbox"/> Decline to State | <input type="checkbox"/> Other _____ |

**I have read and agree to the conditions of the program. By signing this document, I acknowledge the credential number provided is my actual number.**

---

Clear Administrative Services Credential Candidate Signature	Date
--	------

---

District Representative Signature	District Representative E-Mail Address
-----------------------------------	--

Fresno County Superintendent of Schools Clear Administrative Services Credential Program considers all applicants for all credential positions without regard to race, color, religion, sex, national origin, age, marital or veteran status, the presence of non-job related medical conditions or disabilities or any other legally protected status. The Fresno County Superintendent of Schools Clear Administrative Services Credential Program employee charged with coordinating efforts to comply with this practice and investigate complaints regarding non-compliance is the Administrator of Human Resources.



Fresno County Office of Education  
 1111 Van Ness Avenue  
 Fresno CA 93721  
 Phone (559) 265-3016

## Clear Administrative Services Credential Program VERIFICATION OF EMPLOYMENT & EXPERIENCE

Administrative employment, or offer of employment, is a requirement for candidate enrollment in the Fresno County Superintendent of Schools Clear Administrative Service Credential Program. Administrative employment or history of administrative employment is a requirement for leadership coaches. Please have employment verified that is appropriate for the issuance of this credential/leadership coach qualifications by your current district.

This is to certify that:

\_\_\_\_\_

*(Name of candidate)*

is employed in an administrative position: \_\_\_\_\_ to \_\_\_\_\_.

*(Month/Year)*

*(Month/Year)*

**In the position of:**

- Principal
- Assistant Principal
- District/County Administrator
- Internship
- Other \_\_\_\_\_

**Possess Preliminary Administrative Services Credential**

Date of Award \_\_\_\_\_

Credential Number \_\_\_\_\_

- Full-time
- Part-time *(specify)*: \_\_\_\_\_ hours/day \_\_\_\_\_ days/week
- Other *(specify)*: \_\_\_\_\_

Site/School/District: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

Supervisor Title: \_\_\_\_\_

Date: \_\_\_\_\_

Verified by Supervisor: \_\_\_\_\_

*(Signature)*



## **CANDIDATE PARTICIPATION AND PAYMENT AUTHORIZATION TO CLEAR ADMINISTRATIVE SERVICES CREDENTIAL PROGRAM AGREEMENT**

Diane Leonardo, FCSS Senior Director of Curriculum & Instruction  
Fresno County Clear Administrative Services Credential Program  
Fresno County Office of Education, 1111 Van Ness Ave., Fresno, CA 93721  
Phone: (559) 265-3098 Email: [dleonardo@fcoe.org](mailto:dleonardo@fcoe.org)

**INSTRUCTIONS:** This Candidate Participation and Payment Authorization ("**Authorization**") must be completed and signed for each Candidate who is participating in the Fresno County Clear Administrative Services Credential Program ("**Program**"), and delivered to the FCOE Director of Curriculum & Instruction at the address, facsimile number, or email listed above.

This Authorization is entered into pursuant to and incorporates by reference all of the terms and conditions of the Clear Administrative Services Credential Program Agreement ("**Agreement**") between the Fresno County Superintendent of Schools ("**FCSS**") and the Agency listed in Part 1 below. If there is any conflict between any provision in this Authorization and any provision in the Agreement, the provision in this Authorization shall govern but only with respect to this Authorization.

### **PART 1 – CANDIDATE AND AGENCY INFORMATION.**

"Candidate" Name: \_\_\_\_\_

"Agency" Name: \_\_\_\_\_

"Participation Period": The two school years falling within month date year to month date year

**PART 2 – CANDIDATE ROLES AND RESPONSIBILITIES.** Candidate agrees to and shall comply with all of the following during the Participation Period and any extension thereof:

1. Enter the Program within 120 calendar days of the start of Candidate's initial administrative contract. If, for any reason, Candidate is unable to participate fully in the Program, Candidate understands that he/she will need to contact his/her Coach and the FCOE Director of Curriculum & Instruction. Any extension will only be granted under extenuating circumstances (e.g., medical/family illness or emergency).
2. Is an employee of the Agency in an administrative position. At all times while Candidate participates in the Program, Candidate is and remains an employee of Agency.
3. Has or have applied for a valid California Preliminary Administrative Services Credential. **A copy of the application or credential is attached.**
4. Commit to the Program for, and complete it within, the Participation Period. If Candidate requires additional time beyond the Participation Period, Candidate must notify the FCOE Director of Curriculum & Instruction or other designated FCOE staff. Candidate understands and agrees that FCSS, in its discretion may deny or approve an extension of the Participation Period and Candidate is responsible for the cost of his/her participation in the Program beyond the Participation Period.
5. Understand that recommendation for a CASC is separate from Candidate's employment with the Agency.
6. Develop a relationship with Candidate's Coach characterized by openness, sharing, and reflection.
7. Meet with Candidate's Coach a minimum of four-and-a-half hours per month.
8. Attend all professional development and coaching sessions as scheduled. Arriving late or leaving early may necessitate a make-up of the session and may jeopardize Candidate's participation in the Program.
9. Complete and revise, as needed, Individual Leadership Plans ("**ILP**"), and assemble ILP via an e-Portfolio of growth and application based on the California Professional Standards for Educational Leaders ("**CPSEs**").

10. Participate in the formative assessment system (including collaborative logs, ILP, observations) in a reflective manner to guide my growth as an administrator.
11. Understand that information gathered regarding practice/performance is confidential. Information regarding Candidate's completion of the Program may be shared with FCSS and Agency and site or program administrators.
12. Attend Coaching and Professional Learning sessions as follows: (A) Coaching sessions: monthly September-May, for a minimum of 9 four-and-a-half-hour sessions per year; (B) Candidate Cohort sessions: offered 4 times per year, Candidate must attend 3 sessions; (C) Professional Learning: 6 full-day sessions offered in 2 year program, Candidate must attend 4 sessions, or Candidates may attend Professional Learning approved by Coach and CASC Program Coordinator that meets the 40 program requirement during the 2 year program; and (D) One four-hour job shadowing session or one-day California distinguished school visit.
13. Attend scheduled meetings and interact with assigned Coach through email and phone contact as needed.
14. Communicate questions or concerns about the Program by following the communication protocol.
15. Participate in the Program evaluation process and comply with reporting procedures.
16. Notify my Coach, the FCOE Program Director of Curriculum & Instruction, and Agency if I intend to withdraw from the Program before the expiration of the Participation Period or my completion of the Program.
17. Understand that the FCOE Director of Curriculum & Instruction and/or Agency may, after written notice is provided to Candidate, terminate Candidate's participation in the Program and terminate this Authorization if Candidate repeatedly fails to participate in or meet the requirements of the Program, or based on other grounds. If Candidate objects to the termination, Candidate shall provide such objection to the terminating Party within 15 days of the date of the terminating Party's termination notice. If no timely objection is received by the terminating Party within the 15 days and unless FCSS, Agency, and Candidate agree on a different date in which case Candidate's participation in the Program and this Authorization shall terminate effective 12:00 midnight on such date, Candidate's participation in the Program and the applicable Authorization shall terminate effective 12:00 midnight on the date of withdrawal stated in the terminating Party's notice of termination.

**PART 3 – PROGRAM FEE.** As full consideration and compensation to FCSS for Candidate's participation in the Program, and FCSS' implementation of the Program and performance of those obligations required of FCSS' under the Agreement, the Program Fee shall be paid to FCSS in accordance with the following:

**PLAN** (*mark each Plan and complete as applicable*):

- PLAN A – AGENCY. Agency agrees to and shall pay to FCSS the Program Fee of \$\_\_\_\_\_ in accordance with the following: **Cohort A:** Two equal installments, the first installment to be paid November 1 (Year 1), the second installment November 1. (Year 2). **Cohort B:** Two equal installments, the first installment to be paid March 31 (Year 1), second installment March 31 (Year 2).
- PLAN B – CANDIDATE. Candidate agrees to and shall pay to FCSS the Program Fee \$\_\_\_\_\_ in accordance with the following: **Cohort A:** Four equal installments, the first installment to be paid November 1, the second installment March 31 (Year 1), third installment November 1, and fourth installment March 31 (Year 2). **Cohort B:** Four equal installments, the first installment to be paid March 31, the second installment November 1 (Year 1), third installment March 31, and fourth installment November 1 (Year 2).
- PLAN C – OTHER. Payment of the Program Fee shall be as follows: \_\_\_\_\_

**OTHER TERMS AND CONDITIONS** (*leave blank if none*):



**PART 4 – APPROVALS AND SIGNATURES**

**CANDIDATE**

By signing below, I agree to participate in the Program, and have carefully reviewed and understand the terms and conditions in Parts 2 and 3 and agree to comply with such terms and conditions.

Sign: \_\_\_\_\_ Print Name: \_\_\_\_\_ Date: \_\_\_\_\_

**AGENCY**

By signing below, I recommend and approve Candidate to participate in the Program and agree on behalf of Agency that Agency will ensure that Candidate complies with the requirements in Parts 2 and 3. I represent that I am authorized to execute on behalf of and to bind the Agency to this Authorization.

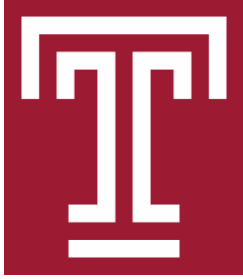
Sign: \_\_\_\_\_ Print Name: \_\_\_\_\_ Date: \_\_\_\_\_

**FCSS - FCOE SENIOR DIRECTOR OF CURRICULUM & INSTRUCTION/DESIGNEE**

By signing below, I approve the Candidate to participate in the Program.

Sign: \_\_\_\_\_ Print Name: \_\_\_\_\_ Date: \_\_\_\_\_

SAMPLE



Twilight Town Unified School District  
2208 New Moon Way  
Twilight, OR 30054

June 13, 2019

RE: Verification of Administrative Employment for Katherine Faragia

To Whom It May Concern,

Please accept this letter as verification of experience for Katherine Faragia. Mrs. Faragia has been employed in a full-time Administrative position as a Vice-Principal for Twilight Town Unified School District beginning July 29, 2015 and continues in this position currently. If you have any questions, please feel free to contact me.

Sincerely,

Bree Tanner  
HR Coordinator  
Twilight Town Unified School District  
[btanner@tusd.org](mailto:btanner@tusd.org)



Fresno County Office of Education  
 1111 Van Ness Avenue  
 Fresno CA 93721  
 Phone (559) 265-3016

## Clear Administrative Services Credential Program CASC DOCTORAL WAIVER FORM

CASC participants who have received a doctoral degree in Education Leadership may be eligible for certain provisions regarding requirements to clear their administrative credential.

1. Candidate must be enrolled in the FCOE CASC program having satisfied all enrollment requirements.
2. Candidate must have graduated with either a PhD or EdD from a regionally accredited program in Educational Leadership or Administration.
  - a. Candidates with all coursework done but who have not completed their dissertation will not satisfy this requirement.
  - b. **No** other doctoral specializations will satisfy this requirement (i.e., Curriculum & Instruction, Special Education, etc.)

For candidates who satisfy the requirements above, specific professional learning activities may be waived from the CASC program based on course completion and verification. The candidate will be required to complete **all** other program requirements including coaching, candidate meetings, assessments and program surveys. There will be **no reduction** in cost for the program.

To qualify for the waiver from specific courses the candidate will meet individually with the Program Coordinator to review documentation of granted degree. The candidate must bring the following:

1. Transcripts from the degree granting institution
2. Course catalogue with course descriptions from the degree granting institution

The CASC Coordinator will review coursework from the transcript and identify courses that satisfy the specific topics below:

- |                           |  |
|---------------------------|--|
| 1. Human Resources        | 3. Curriculum & Instructional Leadership |
| 2. Legal & Ethical Issues | 4. Finance & Budget                      |

Any topics that are not specifically covered in the candidate’s doctoral coursework will be a requirement during the program.

A decision will be made by the Program Coordinator to waive the Professional Development requirement and communicated to the candidate within one week.

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Candidate Signature Date

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CASC Coordinator Signature Date



Fresno County Office of Education  
1111 Van Ness Avenue  
Fresno CA 93721  
Phone (559) 265-3016

## CASC Program Complaint Procedure Form

### Complaint procedure

- Complaint Form is submitted to the FCSS CASC Program Coordinator
- Complaint is investigated by the FCSS CASC Program Coordinator
- A meeting is held with the candidate and a mutually agreed upon plan of action to rectify the situation is developed and implemented

Date of incident \_\_\_\_\_

Name \_\_\_\_\_

Please describe the issue of your complaint in detail. You may attach additional page(s) if necessary. Please file this complaint with the FCSS CASC Program Coordinator.

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Date of meeting with candidate and FCSS CASC Program Coordinator \_\_\_\_\_

Plan of Action:

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\_\_\_\_\_  
Candidate Signature

\_\_\_\_\_  
FCSS CASC Program Coordinator Signature



Fresno County Office of Education  
1111 Van Ness Avenue  
Fresno CA 93721  
Phone (559) 265-3016

## Clear Administrative Services Credential Program REQUEST FOR CHANGE IN COACH

### Process for requesting a change in coach

1. Candidate must contact the FCSS CASC Program Coordinator and inform him/her of their concern(s) regarding the coaching process.
2. FCSS CASC 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.
3. If candidate is unable to communicate concerns individually, or if the attempt to communicate is unsuccessful, then the FCSS CASC Program Coordinator will arrange to meet with both parties in an effort to resolve outstanding issues.
4. Should the issue not be resolved, the candidate will sign and complete the form below and a new coach will be assigned.

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Date of contact with FCSS CASC Program Coordinator: \_\_\_\_\_

Date of meeting with Coach: \_\_\_\_\_

Following the process outlined above, I am requesting Coach re-assignment,

Candidate Signature \_\_\_\_\_

Date \_\_\_\_\_





Fresno County Office of Education  
1111 Van Ness Avenue  
Fresno, CA 93721  
Phone (559) 265-3016

## Clear Administrative Services Credential Program WITHDRAWAL REQUEST FORM

### Withdrawal Request

- Any and all costs associated with a withdrawal are the responsibility of the candidate. May require an additional payment of \$3,500.00.

Date of Request \_\_\_\_\_

Name \_\_\_\_\_

Please describe in detail the nature of the withdrawal request.

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\_\_\_\_\_  
Candidate Signature

\_\_\_\_\_  
FCSS CASC Program Coordinator Signature



## Clear Administrative Services Credential Program Recommendation/Applying for Credential

### CASC Completion Process:

Recommendation for approval for the Clear Administrative Services Credential will be made by the CASC Coach and FCSS Program Coordinator based upon the candidates successful demonstration that he/she has met the required leadership standards.

1. Candidate and Coach should complete the *Program Completion Verification* form. The form should be signed and submitted to the CASC Program Coordinator on or before the End-of-Year meeting.
2. The CASC Program Coordinator approves the candidate for the credentialing process by verifying e-portfolio requirements and by signing the Candidate's Program Completion Verification form.
3. The CASC Program Coordinator will submit a completed CASC Completion Candidate Roster to the FCSS Credentials Office.
4. The CASC Program Coordinator will notify the candidate via email when the roster has been submitted to the FCSS Credential Office.
5. Candidate will then be instructed to bring credit/debit card and ID to the FCSS Credential Office to pay fee. Credential Office will also need correct date of birth, social security number, and valid email address.
6. FCSS Credential Office will use the CTC Online system to submit application for the Clear Administrative Services Credential. In 10 days the Candidate should receive email notification of receipt from [www.ctc.ca.gov](http://www.ctc.ca.gov). To complete the application process the candidate must click on the hyperlink identified in the email notification, which will take the candidate directly to the applicant login page on the CTC website.
7. Candidate can monitor the CTC Process at:  
<http://www.ctc.ca.gov/credentials/application-status.html#monitor>
8. If a Candidate chooses to use US Postal Service to mail the application, expect a 3-month window before notification from CTC.

### Contact information:

FCSS Credential Office (559) 265-3005





## Clear Administrative Service Credential Program PROGRAM COMPLETION VERIFICATION

This form must be completed and submitted to the FCSS CASC Program Coordinator to have recommendation submitted to the CTC. When the recommendation has been submitted the candidate will be notified so they can apply for their Clear Administrative Credential.

	District Representative	FCSS CASC Coordinator
Action Steps in all Individual Leadership Plans Completed	<input type="checkbox"/>	<input type="checkbox"/>
Program costs paid (zero balance)	<input type="checkbox"/>	<input type="checkbox"/>
Attended 6 Candidate Cohort Sessions	<input type="checkbox"/>	<input type="checkbox"/>
Met 80 total coaching hours over 2 years	<input type="checkbox"/>	<input type="checkbox"/>
Completed Required End-of-Year Assessments	<input type="checkbox"/>	<input type="checkbox"/>
Candidate Demonstrates Growth on Reflection Assessment	<input type="checkbox"/>	<input type="checkbox"/>
All 6 Required CPSEL Standards are Addressed in ILPs	<input type="checkbox"/>	<input type="checkbox"/>
Completed Job Shadowing/CA Distinguished School/Gold Ribbon Visit	<input type="checkbox"/>	<input type="checkbox"/>
Attended 40 hours Professional Learning Sessions Over 2 Years	<input type="checkbox"/>	<input type="checkbox"/>
An original letter on district letterhead from employer verifying two years successful experience in a full-time administrative position	<input type="checkbox"/>	<input type="checkbox"/>

Candidate	Signature	Date
Coach	Signature	Date
District Representative	Signature	Date
FCSS CASC Program Coordinator	Signature	Date



# Application to Practice using Interim Reflection Assessment

**The five elements (items) I feel most proud of my growth so far in this program include:**

Standard #	Element #	Potential reason(s) for growth:

**The five elements (items) I feel I need to focus on most in my second year of the program include:**

Standard #	Element #	Potential reason(s) for lack of growth:

## Action Plan for Standard/Element to Focus On

Standard/ Element	Interim Rubric Score	Desired Rubric Score for this Item at Completion of Program	What specific behavior from my coach might support me in growing in this area?	What might I be able to plan this coming year to help develop my leadership in this area?	Potential ILP Revisions or new ILPs that would support my leadership development in this area?

## Learning and Leadership Impact

Reflecting on your CPSEL's and the evidence you have provided for growth, your ILP's, your Professional Learning and Job Shadow or Distinguished School/WASC Visit, explain how those experiences have made you a better leader.

# Portfolio Calibration

Beginning Year: \_\_\_\_\_ Cohort: \_\_\_\_\_ Ending Year: \_\_\_\_\_

## Candidate Cohort Meetings (Events)

(Candidate must attend 3 of 4 per year held at candidate's County Office of Education.)

Year 1	Date:	Date:	Date:	Date:
Year 2	Date:	Date:	Date:	Date:

## Professional Learning (Events) or (Candidate Home Page)

(Candidate must attend/log 20 hours of Professional Learning per year. Program requirement is 40 Hours Total.)

Date(s)	Topic

## Job Shadow/CA Distinguished School/Gold-Ribbon School Visit (Candidate Home Page)

(Candidate must complete a 4-Hour job shadow or a full-day Gold-Ribbon School Visit over the course of the two-year program. A 1-page summary must be uploaded to the candidate's home page as documentation for either.)

Date(s)	Notes

## Coaching Logs

(Program requires 40 Hours per year of coaching to be documented by coaching logs. Program requirement is 80 hours over the two-year program.)

Year 1	Sep:	Oct:	Nov:	Dec:	Jan:
	Feb:	Mar:	Apr:	May:	
Year 2	Sep:	Oct:	Nov:	Dec:	Jan:
	Feb:	Mar:	Apr:	May:	

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# Portfolio Calibration cont.

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## Reflection(s)

Initial Reflection must be completed within 30 days of Orientation.

Interim Reflection must be started during the End Of Year 1 Candidate Meeting.

Ending Reflection must be completed 1-month prior to the End Of Year 2 Candidate Meeting.

Date(s)	Notes



# Collaborative Coaching Log

Candidate: \_\_\_\_\_

Coach: \_\_\_\_\_

Meeting Date: \_\_\_\_\_

Time: \_\_\_\_\_

- Facilitating a Vision of Learning
- Shaping the School Culture & Instructional Plan
- Managing the Organization
- Collaborating with Families & Communities
- Modeling Ethics & Building Leadership Capacity
- Responding to Political, Social, Economic, Legal & Cultural Context

Current Focus, Challenges, & Celebrations:

Candidate's Next Steps:

Coaches' Next Steps

ILP Revisions:

Next Meeting Date & Time:



# Collaborative Coaching Log

Candidate: Tim Stallings

Coach: \_\_\_\_\_

Meeting Date: 11/3/2017

Time: 4 hours

- Facilitating a Vision of Learning
- Shaping the School Culture & Instructional Plan
- Managing the Organization
- Collaborating with Families & Communities
- Modeling Ethics & Building Leadership Capacity
- Responding to Political, Social, Economic, Legal & Cultural Context

## Current Focus, Challenges, & Celebrations:

1. Current focus is on working out the details in the ILP related to the EL program. For the most part, the materials are in place, students are scheduled to work with the IA and receive support and the assessments for each quarter are ready. Now the process of aligning instruction and support to the assessments begins. It will be important to work with and build collaboration among your teachers and your IA in order to fully support the EL students and allow the program to not simply be compliance measure, but an actual support. Meeting with teachers and showing them the expectations for the EL students is important to help them contribute meaningful ideas to work with the students. By connecting the two groups together then the EL doesn't become an isolated pull-out event with little relevance. Determine how to get that started and which teams to begin with.

2. Challenges - Teachers can be your greatest supporter, but sometimes they can also be the cause of problems. As you build your rapport with them things will improve and they will begin to seek you for instructional advice more than they currently do. It can be frustrating to be valued for your ability to make copies, for example and not your ability to understand how to approach instruction. As you move into the second semester, begin to work with your principal to get into the classrooms more and do some observations where you begin to provide teachers with specific feedback. That will help teachers begin to see your role as more than administrative or clerical support.

3. Celebrations - the ILP is written and submitted! It wasn't as difficult to organize and write out as we anticipated. But that was because of all the conversations we were having about it and working out the details in our conversations and reflections. It was certainly in motion before it was fully written, but it's nice to have the done and now we can begin to monitor it.

## Candidate's Next Steps:

1. Monitor the current ILP and set dates for when you will check the assessments.
2. Set up meetings with your teachers and IA so that you can begin to bridge the instructional piece for your EL students.
3. Begin to think about our next ILP topic - Ethics and Integrity. What do you see on the campus or with teachers or students that would be good to focus on in terms of that topic?

## Coaches' Next Steps

Read through the completed and submitted ILP and check for any loose ends. Research the next ILP topic and be prepared to provide some suggestions.

## ILP Revisions:

None at this time.

## Next Meeting Date & Time:

December - aim for last week of the semester during secondary finals week.



# Collaborative Coaching Log

- Facilitating a Vision of Learning
- Shaping the School Culture & Instructional Plan
- Managing the Organization
- Collaborating with Families & Communities
- Modeling Ethics & Building Leadership Capacity
- Responding to Political, Social, Economic, Legal & Cultural Context

Candidate: Tim Stallings

Coach: \_\_\_\_\_

Meeting Date: 5/10/2017

Time: 2 hours

<p><b>Current Focus, Challenges, &amp; Celebrations:</b></p> <p><b>Current Focus:</b></p> <ul style="list-style-type: none"> <li>- Grievance process: school board reviews that grievance was not in violation of CUTA Collective Bargaining Agreement</li> <li>- Review of Safety Procedures and Security</li> <li>- Professional Learning Communities and how to build culture with ELA/ELD teams</li> <li>- Analyze textbook and curriculum for Seniors (use EAP scores to identify need for ERWC placement)</li> <li>- Review of Log-Hours, Professional Development, and Shadow Visit</li> </ul> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>- Continue working with ELA team to build culture (affirm and praise those showing innovation and who are team-players)</li> <li>- Find storage for new interactive readers of newly adopted textbooks for next year</li> <li>- Work with DO and with principal for distributing necessary safety procedures to teachers/staff members</li> </ul> <p><b>Celebration:</b></p> <ul style="list-style-type: none"> <li>- 22 of the 20 hours of CASC Professional Development hours are complete</li> <li>- Shadow visit at Biola Elementary completed</li> <li>- Safety threats brought before spring break were handled well</li> </ul>	<p><b>Candidate's Next Steps:</b></p> <ul style="list-style-type: none"> <li>- Complete Log of Shadow Visit</li> <li>- Identify Professional Development opportunities for next year</li> </ul> <p><b>Coaches' Next Steps</b></p> <p>Continue to review dashboard and professional learning documents.</p> <p><b>ILP Revisions:</b></p> <ul style="list-style-type: none"> <li>- Continue working with DO and other VP's to complete Run-Hide-Fight training for teachers and students</li> </ul> <p><b>Next Meeting Date &amp; Time:</b></p> <p>June - after graduation time. Will set specific time and date by the end of this week.</p>
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# Collaborative Coaching Log

- Facilitating a Vision of Learning
- Shaping the School Culture & Instructional Plan
- Managing the Organization
- Collaborating with Families & Communities
- Modeling Ethics & Building Leadership Capacity
- Responding to Political, Social, Economic, Legal & Cultural Context

Candidate: Tim Stallings

Coach: \_\_\_\_\_

Meeting Date: 10/3/2017

Time: 4 hours

## Current Focus, Challenges, & Celebrations:

1. Current focus is on working out the details in the ILP related to the EL program. For the most part, the materials are in place, students are scheduled to work with the IA and receive support and the assessments for each quarter are ready. Now the process of aligning instruction and support to the assessments begins. It will be important to work with and build collaboration among your teachers and your IA in order to fully support the EL students and allow the program to not simply be compliance measure, but an actual support. Meeting with teachers and showing them the expectations for the EL students is important to help them contribute meaningful ideas to work with the students. By connecting the two groups together then the EL doesn't become an isolated pull-out event with little relevance. Determine how to get that started and which teams to begin with.

2. Challenges - Teachers can be your greatest supporter, but sometimes they can also be the cause of problems. As you build your rapport with them things will improve and they will begin to seek you for instructional advice more than they currently do. It can be frustrating to be valued for your ability to make copies, for example and not your ability to understand how to approach instruction. As you move into the second semester, begin to work with your principal to get into the classrooms more and do some observations where you begin to provide teachers with specific feedback. That will help teachers begin to see your role as more than administrative or clerical support.

3. Celebrations - the ILP is written and submitted! It wasn't as difficult to organize and write out as we anticipated. But that was because of all the conversations we were having about it and working out the details in our conversations and reflections. It was certainly in motion before it was fully written, but it's nice to have the done and now we can begin to monitor it.

## Candidate's Next Steps:

1. Monitor the current ILP and set dates for when you will check the assessments.
2. Set up meetings with your teachers and IA so that you can begin to bridge the instructional piece for your EL students.
3. Begin to think about our next ILP topic - Ethics and Integrity. What do you see on the campus or with teachers or students that would be good to focus on in terms of that topic?

## Coaches' Next Steps

Read through the completed and submitted ILP and check for any loose ends. Research the next ILP topic and be prepared to provide some suggestions.

## ILP Revisions:

None at this time.

## Next Meeting Date & Time:

December - aim for last week of the semester during secondary finals week.



# Collaborative Coaching Log

- Facilitating a Vision of Learning
- Shaping the School Culture & Instructional Plan
- Managing the Organization
- Collaborating with Families & Communities
- Modeling Ethics & Building Leadership Capacity
- Responding to Political, Social, Economic, Legal & Cultural Context

Candidate: Tim Stallings

Coach: \_\_\_\_\_

Meeting Date: 4/3/17 4/21/17

Time: 4 hours

<p><b>Current Focus, Challenges, &amp; Celebrations:</b></p> <p>Tim and I discussed his coordination of the LPAC field test on his campus. We discussed logistics, challenges, and implications for school-wide administration in years to come. We discussed learnings that transcend LPAC and contribute to other formative and summative assessment administrations. We discussed the format of the delivery of the assessment and its implication on instruction that prepares students to perform well on LPAC administrations.</p> <p>Tim and I discussed the writing process and writing instruction in general on his campus. We discussed the shortfalls of the adopted instructional materials implementation related to explicit writing instruction. We discussed writing strategies and ways to incorporate writing across the core curriculum.</p> <p>Tim and I discussed the ILP's that he has in progress and important information to contribute to his ILP's. We discussed his progress in the CASC program and her professional growth.</p> <p>Our meeting time also included an extensive conversation about formative assessment. We discussed the use of summative assessment to help teachers develop strategies to modify instruction, checks for understanding, and other formative assessment strategies to improve alignment between formative and summative assessment tools.</p> <p>Tim and I discussed the implications of the LCAP on the availability of on-campus programs. He was able to organize an after-school program for students through the use of LCAP funds. We discussed the purpose of LCAP and the emphasis on increased and enhanced services for students at risk of academic failure.</p>	<p><b>Candidate's Next Steps:</b></p> <p>-Review Interim reflection to identify targets for his last semester.</p> <p><b>Coaches' Next Steps</b></p> <p>-Review Interim reflection to identify targets for his last semester.          -Introduce resources to increase his knowledge of budgeting and school finance.</p> <p><b>ILP Revisions:</b></p> <p>None at this time.</p> <p><b>Next Meeting Date &amp; Time:</b></p> <p>May 2, 2017          May 25, 2017</p>
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# ILP Example:

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## ILP - Tim Stallings - 03-16-2016

### What is your current focus/reality that you will lead to improve?:

The grade level Multi-Tiered Support System (MTSS) focusing on Response To Intervention (RTI) at WWW Elementary lacks focus, accountability and a functional framework through which all students (struggling learners all the way through accelerated learners) will be challenged to improve.

### Based on your focus, what is your SMART Goal?:

Through master scheduling at the end of the 2016-2017 school year time during the school day will be created for each grade level Professional Learning Community to meet, discuss data and plan for targeted instruction. Time during the school day will be created for targeted MTSS that does not conflict with any first time best instruction.

### Standards:

2

### Action Plan:

#### Action Steps:

Meet with grade level chairs (Grades 1-6) to discover what they have been doing for RTI over the past year Request the grade level chairs meet with their Professional Learning Communities to develop a plan for RT

#### People Involved:

Administration Classroom Teachers

#### Resources:

RTI support documents from each Professional Learning Community grade level

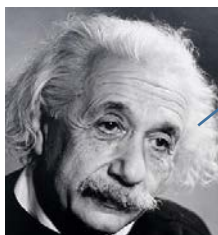
#### Due Date:

03-25-2016

#### Attained

#### Summarize: Describe your learning and insights from your Action Steps.:

It was interesting to find that at each grade level different things were happening with RTI. Nothing earth shattering, but different. Not everyone was on the same page. Looked like a communication issue that can be resolved pretty easily. I am thinking that there has not been consistency for everyone. Once this was established and the grade level chairs met, a game plan was set and communication was re-established. A consistent plan for the school year is in place.



What are your take-aways, ah-ha's? What went well? What could you do to make this work better next time?

**Action Steps:**

Administration works with the master schedule to create time during the school day for the 2016-2017 school year for both PLC meetings and Target Time for MTSS. This involves working with both the Choir/Band/Orchestra teachers as well as the administration from another site that shares these teachers.

**People Involved:**

People Involved: Administration Classroom Teachers Choir/Band/Orchestra Teachers (including Administration from other sites that share these teachers) Intervention Aids

**Resources:**

Resources: Intervention funds to fund the Intervention Aids ALEKS licenses for enriching our accelerated learner's math skills. Support materials that are requested by each grade level.

**Due Date:**

06-24-2016

**Attained****Summarize: Describe your learning and insights from your Action Steps.:**

This was done in collaboration. We had everyone wanting to have a voice. We systematically worked through the master schedule to meet the needs of everyone. There were a few situations that someone didn't get the choice they originally wanted, however, the ultimate goal is what is best for our students. With that lens, everyone was able to put aside their "must have's" and we dialogued about how to achieve the outcome we wanted. Great process!

**Action Steps:**

PLC's identify essential focus standards, decide on common assessments to give, share their results data and create 3 to 4 (struggling, nearly at grade level, grade level and advanced) targeted groups based on student need. Teachers plan lessons/activities targeted at each achievement level group.

**People Involved:**

People Involved: Administration Classroom Teachers

**Resources:**

Common Core Standards Common Assessment Data

**Due Date:**

08-26-2016

**Attained****Summarize: Describe your learning and insights from your Action Steps.:**

This process was great to listen through the grade level conversations. I was able to clearly understand where they were going and wanting students to come in with. They were able to identify each of the areas (struggling, nearly at, grade level and advanced) and how they would accommodate throughout the year the process of re-teaching or going beyond if necessary. The lesson plans were very targeted and looks to be achievable. This process took 3 PLC's and time at the end of the school year and a refresher few hours when we returned from summer break.

**Action Steps:**

Administration hires support personnel to support the teachers during Target Time. Administration identifies areas on campus that can be used during Target Time due to large achievement level group sizes. Teachers implement their lessons/activities for each achievement group in two-six week cycles (decided on by the PLC based on their data/need). During the cycle formative assessments are given and end of the cycle teachers give a summative assessment to assess progress.

**People Involved:**

Administration Classroom Teachers Choir/Band/Orchestra Teachers (including Administration from other sites that share these teachers) Intervention Aids

**Resources:**

Intervention funds to fund the Intervention Aids ALEKS licenses for enriching our accelerated learner's math skills. Support materials that are requested by each grade level.

**Due Date:**

08-25-2016

**Attained****Summarize: Describe your learning and insights from your Action Steps.:**

Principal was able to allocate money for Instructional Aide to help with pull-out sessions. We were able to access a room that was not being used throughout the day for this to happen (different rooms at different times, but we had the place). When a certificated teacher was unable to work with the groups the Instructional Assistant would have the lessons ready for the students. These are already made with the assistance from the grade level teachers.

**Action Steps:**

PLC's decide on the next essential standard of focus for MTSS Target Time. The cycle repeats.

**People Involved:**

PLC's Administration Intervention Aides

**Resources:**

Intervention funds to fund the Intervention Aids ALEKS licenses for enriching our accelerated learners math skills. Support materials that are requested by each grade level.

**Due Date:**

09-29-2016

**Attained****Summarize: Describe your learning and insights from your Action Steps.:**

Once we began the school year and went through the first cycle, we were able to identify the next essential standard of focus. Teachers were very excited to have the support and the consistency.

**Did you go to any Professional Learning to help with this ILP?:**

Yes

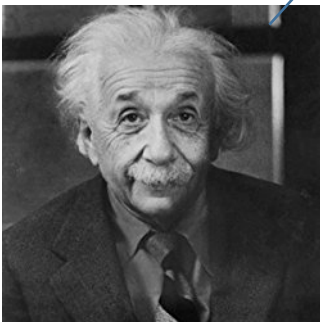
**If Yes, please explain what PL it was and how it helped further your learning.:**

MTSS Training - Multi-Tiered System of Supports is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. The framework of MTSS is a “way of doing business” which utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports helps schools and districts to organize resources through alignment of academic standards and behavioral expectations, implemented with fidelity and sustained over time, in order to accelerate the performance of every student to achieve and/or exceed proficiency.

**Reflective summary of progress made in meeting your professional growth goal(s) and meeting your measurable outcome(s). Have you moved in your Description of Practice continuum from the beginning of your ILP? If so, how? Where you are now on that continuum?:**

This was a long process and there were many components moving at the same time. Knowing that our teachers really were not on the same page helped understand the frustration that many felt prior to this year. Once we all got on the same page and the expectations were set and followed, it seemed to go very well. There were a couple of teachers who needed a little more support (new teachers) because they just didn't know the process - there were teachers stepping up that were "stuck" in a rut, but seemed to come out with all of the discussions. New lesson plans and excitement within a few of the teams. Hopefully that continues to grow. My understanding of **Standard 2** was at a 1. However, through this process I have moved over into 2 - Allowing staff input in order to provide a range of PL for individuals and groups of staff that reflects the sites shared vision. Guiding development and use of the site and individual PL plans to identify goals, strategies and activities to increase the knowledge and skills necessary to meet student needs. This was great to create opportunity for staff to try out learning structures and processes, such as collaborative inquiry and joint problem solving and then to share results with the rest of the staff!!

How have you grown in each standard you identified for this ILP? Can you identify other standards that you may not have identified at the beginning of this ILP? If so, what are they? Were you able to meet your measurable outcomes? Why or Why not? Was this ILP helpful in your administrative growth? Why or Why not.



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# ILP Example:

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## ILP - Tim Stallings - 08-02-2016

### What is your current focus/reality that you will lead to improve?:

Current SST process is not systematic nor is it beneficial for students or the instructional process. Currently SSTs require teachers to submit a request for an SST with the expectation that students will be tested for SPED. Currently, data does not support the teachers' requests. Continuing from 15-16 school year to current, there have been over approximately 120 Requests for SSTs. Follow-up meetings are inconsistent and too many students were sent to testing without a data basis.

### Based on your focus, what is your SMART Goal?:

By June 2017, there will be an SST system in place and familiar to all teachers, that will include a pre-meeting between teacher and administrator to discuss student achievement data and decide on next steps for individual student's needs

### Standards:

1, 2, 3, 5, 6

### Action Plan:

#### Action Steps:

Since the SST process is a possible precursor to a student being identified for an IEP or 504 plan, I will develop my knowledge by reading about the Rehabilitation Act of 1973 (504) and IDEA 2005 (IEP).

#### People Involved:

me

#### Resources:

online articles regarding policy and law

#### Due Date:

09-30-2016

#### Attained

#### Summarize: Describe your learning and insights from your Action Steps.:

After reading up on RA and IDEA i have gained a greater understanding of who should qualify for IEP's and/or 504 plans. I have sought out our physiologist and counselors to ask more pointed questions related to a few of our students and our process for IEP's and 504's.

#### Action Steps:

Develop a new SST form based upon the old form and what was effective and what was not.

#### People Involved:

Me/counselor/psychologist/nurse/ Intervention teachers / RSP teachers other administrators

**Resources:**

Previous SST Request form and forms from other districts / agenda / room to meet

**Due Date:**

10-03-2016

**Attained****Summarize: Describe your learning and insights from your Action Steps.:**

Having conversations with all stakeholders, reviewing our current form it was much easier to revise our form. It was done to a better degree with "all eyes" on it. Understanding who should be involved in this process and why made much more sense. Going forward this form will allow communication to be better and all parties now have a "say" in how our process works. Everyone understands their role any why everyone needs to be involved and "in the loop"

**Action Steps:**

Once a comprehensive data driven form is created, I will create and deliver a visual process of the Learning Review Team (the pre-SST process) and present to support staff and teachers and train them on the process.

**People Involved:**

Me, support staff, teachers

**Resources:**

Multi-Purpose room, Padlet form, laptop, created form

**Due Date:**

10-20-2016

**Attained****Summarize: Describe your learning and insights from your Action Steps.:**

I was able to explain to the staff how our process will work. Many questions were raised and answered. I am glad I had the opportunity to lead this discussion and work with all parties. My understanding of the how/why has deepened and I am able to walk our team through this process.

**Action Steps:**

Create a schedule to begin the Learning Review Meetings with teachers.

**People Involved:**

Me

**Resources:**

Schedule, schedule form, and email

**Due Date:**

10-24-2016

**Attained****Action Steps:**

When observing that teachers were slow to turn in Request for Assistance forms, establish bi-monthly meetings with the Intervention Team and weekly meetings with the Intervention Teacher to review data and initiate meetings with teachers with struggling students.



**People Involved:**

Me, intervention team, intervention teacher, teachers

**Resources:**

Agenda, minutes, schedules

**Due Date:**

11-21-2016

**Attained****Summarize: Describe your learning and insights from your Action Steps.:**

I noticed that the teachers were a little hesitant to turn in Requests for assistance. When talking with the teachers it seemed they 1) didn't truly understand the importance of this 2) they still had questions 3) they didn't have confidence in their decision. Thinking this through and talking with other administrators, I wanted to give that support and data to back it up. I don't want the teachers to think they are on an island with no help or that this is just another "thing" to do. I want them to understand how we all can help our kids together.

**Action Steps:**

Put on agenda once a month to meet with Leadership, Intervention Team to refine system as needed and keep new form a working document.

**People Involved:**

Me, leadership team, intervention team

**Resources:**

Agenda, minutes, padlet

**Due Date:**

12-01-2016

**Attained****Summarize: Describe your learning and insights from your Action Steps.:**

Once again, I wanted to make sure this process is not lost. Consistency and data will drive our work. Teachers are buying in, we need to continue to support and work alongside them.

**Did you go to any Professional Learning to help with this ILP?:**

No

**Reflective summary of progress made in meeting your professional growth goal(s) and meeting your measurable outcome(s). Have you moved in your Description of Practice continuum from the beginning of your ILP? If so, how? Where you are now on that continuum?:**

I have learned a lot from this process. What I thought would be an easy change in procedure allowed me to see that there are many working parts and sometimes what "seems" to be an easy fix, truly can be overwhelming for some. I have learned that it may take many conversations, data, and consistency to help provide the tools for change. I gave myself a 1 on Standard **1C** - being allowed to work through this and continue this process for the next few years I have been able to move into 2, where I am guiding development of an action plan detailing specific goals and strategies director toward achieving the vision. I am checking the effectiveness of selected strategies at regular meetings and checking for overall progress.

Standard **2A** I am also in 2 where I am creating opportunities for staff to try out learning structures and processes, such as collaborative inquiry and joint problem solving and sharing out results. Standard **3B** I am now meeting the standard - modeling and encouraging open, safe communications, providing staff with opportunities to share in problem solving and decision-making, while safeguarding student and staff confidentiality. **5A** my practice is meeting the standard (3) where I am modeling self-awareness by engaging in reflective practice that results in greater insight into personal assumptions, values, and beliefs that affect my outcome. I am regularly examining my performance, considering how personal actions affect others and influence progress toward the goal of having ALL students graduate ready for college and career. **6B** I am meeting (3) the standard - supporting public policies and administrative procedures intended to address present and future student and family needs and focusing attention on improving education so that all students graduate ready for college and career.

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# ILP Example:

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## ILP - Tim Stallings - 07-16-2017

### What is your current focus/reality that you will lead to improve?:

WWW Elementary's educational environment focuses on data such as academic test scores (mind) and physical education test scores (body). The entire focus of the schools educational program is to improve the scholastic ability of their students and have that reflected in the end of the year summative examinations. This approach yields results but it can be greatly enhanced through educating and engaging the whole child; not just the mind and the body but also the spirit. Teacher focus on engaging and nurturing the social-emotional needs and well-being of students is lacking.

### Based on your focus, what is your SMART Goal?:

To increase the social-emotional wellbeing of the WWW students both the staff and the students will addressed. By the end of the school year effectively engage the staff in reflection on the importance of not just mind and body but also spirit and provide students the opportunity to experience impact of their actions on the emotions/feelings of other students.

### Standards:

5

### Action Plan:

#### Action Steps:

For this year's Physical Fitness Testing (PFT) create a theme that focuses on Mind-Body-Spirit. In the staff in-service for the PFT include an emphasis on the spirit and facilitate the staff's understanding that if the spirit is healthy, nurtured and positive a person is much more able to be healthy and productive in both mind and body.

#### People Involved:

All classroom teachers, Guidance Instructional Specialist, Principal.

#### Resources:

An effective space for training (the library was used), computer and projector.

#### Due Date:

08-18-2017

#### Attained

#### Summarize: Describe your learning and insights from your Action Steps.:

Starting in this area helped create a starting point for our "theme" of the year throughout our school (culture). All staff were made aware of the "theme" in PE and to encourage students to become productive citizens and thoughtful of words "TOGETHER WE CAN" not only addresses helping each other in PE, but outside of PE as well. Encouraging one another to be the best we can!

**Action Steps:**

To improve the social-emotional focus on students who are in conflict or have regular discipline issues during lunch/lunch recess guidelines will be created for the 4 campus monitors on site. Embedded into the guidelines will be a restorative justice approach to conflict resolution that addresses the students in conflict social-emotional needs. The campus monitors will then be trained on this restorative justice practice and implement it during lunch/lunch recess. This restorative justice practice essentially gives each student involved in conflict the ability to speak, be heard and to come to a resolution.

**People Involved:**

Students in crisis, Campus Monitors, Guidance Instructional Practice.

**Resources:**

Campus Monitor Expectations, Computer, Time to train each Campus Monitor.

**Due Date:**

03-30-2018

**Attained****Summarize: Describe your learning and insights from your Action Steps.:**

The second part of improving our scholastic abilities and addressing the WHOLE child is identifying students in "need" or "crisis". We were able to identify students who have regularly had issues during lunch or break and worked with our campus monitors to reach out to these students and provide a line of help. The monitors were able to work with the individual students so that the first instinct became "think first" "walk away from conflict" and/or "don't just respond with violence" - Not all students were able to apply this all year, but we did have a decrease in incidents at break and lunch. We went from 20 - 30 (severe) incidents a month to 5. GREAT PROGRESS

**Action Steps:**

Create an Anti-Bullying and Social Media Safety presentation that will be presented to the entire school during two different assemblies. One assembly will be for grades 1-3 and the other assembly will be for grades 4-6. This presentation will address not only the actions that bullies exhibit but the consequences, both physical and emotional, that are experienced by victims. As part of the presentation the students will take a clean sheet of paper and crush and crumble it bit by bit as the presentation goes on. At the end of the presentation the paper will be crumbled into a ball. This represents the social and emotional impacts that a bully has on a person (a clean sheet of paper). Then the paper is unfolded and the students will try and return the paper back to its smooth, clean appearance. This represents the bully making amends and apologizing for their actions. What the students will find is that they are never able to get the paper back to its pristine condition and the folds (i.e. emotional scars) are still there.

**People Involved:**

School Psychologist, Guidance Instructional Specialist

**Resources:**

Computer, Projector, Sound System, Paper.

**Due Date:**

03-30-2018

**Attained**

**Summarize: Describe your learning and insights from your Action Steps.:**

What a fantastic presentation this was for our students. We were able to get to some students who previously had never talked about this topic. With the discussions in each group being different (due to the ages), it seemed to open the eyes of students who may never have thought about this before. The continuation of the PE "Theme" and ongoing support of our monitors - this was a success!!

**Did you go to any Professional Learning to help with this ILP?:**

Yes

**If Yes, please explain what PL it was and how it helped further your learning.**

PBIS training. This training allowed me to deepen my understanding of Every Child can learn proper behavior, stepping in early can prevent more serious behavior problems, each child is different and schools need to provide many kinds of behavior support, how schools teach behavior should be based on research and science, following a child's behavior progress is important and schools must gather and use data to make decisions about behavior problems.

**Reflective summary of progress made in meeting your professional growth goal(s) and meeting your measurable outcome(s). Have you moved in your Description of Practice continuum from the beginning of your ILP? If so, how? Where you are now on that continuum?:**

I am so excited about the progress made on campus! We were able to utilize different means in which to reach our students. Our behaviors during break and lunch has improved (number of incidents went down), more students are coming forward to HELP each other out, rather than put them down, teachers are seeing a "calmer" time after breaks/lunch within the classrooms. Teachers are having conversations with the students about what is appropriate behaviors vs sending them right out of the room. I am hoping to continue on this progress over the next year. Adding to what we have begun, I would hate for this to slip away! **Standard 5** - I was previously at a 2. I see that I am meeting the standard now. I have moved from knowing about ethical and moral issues in education and the potential consequences of the action engaging in opportunities to develop cultural proficiency skill and identified relevant research, best practices and trends to continuously improving my performance by actively engaging in ongoing professional learning that incorporates research and best practice focused on standards

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# ILP Example:

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## ILP - Tim Stallings - 07-16-2017

### What is your current focus/reality that you will lead to improve?:

We need a strong tier 2 for counseling/mental health district wide. We currently have a good tier 1 and tier 3 but tier 2 needs to be improved.

### Based on your focus, what is your SMART Goal?:

Train staff district wide on the Student Assistance Program (SAP). Devise a referral process for students and assist staff with scheduling to run groups for the 17-18 school year.

### Standards:

3, 4, 5, 6

### Action Plan:

#### Action Steps:

Contact trainer for SAP. Schedule a training for identified staff from each site.

#### People Involved:

Myself, Site admin, SAP staff, support staff.

#### Resources:

SAP trainer, master calendar

#### Due Date:

08-31-2017

#### Attained

#### Summarize: Describe your learning and insights from your Action Steps.:

Working with schedules of admin on all sites was at first a little difficult. I was able to use Survey Monkey to send out a few dates/times to see where we could all come together. THIS WAS SO MUCH EASIER! Once we were able to get that squared away, the training day went very well. No hick-ups with agenda, personnel, food, etc.

#### Action Steps:

Work with each site admin to identify appropriate individuals to be trained in the SAP.

#### People Involved:

Myself, Site admin

#### Resources:

Site admin

#### Due Date:

09-06-2017

**Attained**

**Summarize: Describe your learning and insights from your Action Steps.:**

There were some individuals that were identified that I would not have thought of to be trained in SAP. Specific teachers, clerical, student services (campus monitors or SRL's) and coaches. It was great to be able to work with all those involved and think of ALL who could help.

**Action Steps:**

Take care of logistics for the training i.e. agenda, breakfast, lunch, site, tech needs.

**People Involved:**

Myself, tech dept., DO staff, SAP trainer

**Resources:**

Catering services, tech support

**Due Date:**

05-31-2018

**Attained**

**Summarize: Describe your learning and insights from your Action Steps.:**

Having to look at specific dates for training and allowing for those to get time off they needed provided for some obstacles. I had to work with supervisors and finding sub days for some individuals I had not planned on. Where would the \$ come from for the subs and would we have enough subs on the training day due to other high sub day already (other training's). Working with my assistant to coordinate all the food and room usage - needed to be put in the system to use the room. The room also needed to be set up with computer/video/sound - I made sure I went through and did a check on each of those components, because in the past they were not working in that room. I contacted tech to go with me for the check.

**Action Steps:**

Work on a referral process for students to be involved in SAP and work with SAP staff to schedule time for groups in the 17-18 school year.

**People Involved:**

Myself, SAP staff, admin

**Resources:**

SAP materials, site schedules

**Due Date:**

08-31-2017

**Attained**

**Summarize: Describe your learning and insights from your Action Steps.:**

I worked with the counselors/psych's and other sites that have used SAP in the past. I was able to gather three different forms to start putting ours together. Once I put what I thought was good together I shared it with the leadership team/SAP trainer/counselors/teachers/psych's for input. I was able to make a few changes based on their input. I was able to avoid a few issues that would have arisen because we made the changes FIRST (prior to printing).

**Action Steps:**

Build supports/a plan for when staff needs to debrief or receive assistance during the 16-17 school year once group start.

**People Involved:**

Myself, school psych, mental health counselor, SAP staff

**Resources:**

Mental health school staff

**Due Date:**

09-27-2017

**Attained****Summarize: Describe your learning and insights from your Action Steps.:**

This was critical and useful throughout the year. Had we not had this plan there were a few situations that could have gone sideways. Having the supports/dates in place for debrief truly allowed for situations to be handled appropriately. It also allowed the staff to vent or change what needed to be. Constant communication with the staff allowed me to keep a pulse on each of the groups needs

**Did you go to any Professional Learning to help with this ILP?:**

Yes

**If Yes, please explain what PL it was and how it helped further your learning.:**

SAP Training - Student Assistance Program is a systematic team process used to mobilize school resources to remove barriers to learning. SAP is designed to assist in identifying issues including alcohol, tobacco, other drugs, and mental health issues which pose a barrier to a student's success. The primary goal of the Student Assistance Program is to help students overcome these barriers so that they may achieve, advance, and remain in school. The structure and operation of the program in our district expression of an integrated model serving the needs of families and students.

**Reflective summary of progress made in meeting your professional growth goal(s) and meeting your measurable outcome(s). Have you moved in your Description of Practice continuum from the beginning of your ILP? If so, how? Where you are now on that continuum?:**

This implementation has allowed me to look at the district as a whole and understand where there are needs at each site. I am also able to utilize different personnel from each site with a different lens (I get a better picture of where to place people, based on needs). Going through the training myself gave me a much better understanding of the process for which students can get help needed. I was also able to reach out to community leaders/organizations for referral help for students and families. Understanding standards **3-4-5-6** where I was either at 0 or 1 I have been able to become more familiar and comfortable in planning, climate, community partnerships and resources, reflective practice and professional influence. I actually had only one standard checked when I began this ILP, but as I continued my work and understanding of the standards, I was able to realize that this really goes beyond standard 3. As I continue to deepen my understanding of the standards, this should become easier to identify upfront. I would like to see how I can foster more community resources and services for our students. Having different SAP groups available on site will allow me to do community outreach and



find as many resources as possible. I also believe this could lead to more SEL on our campus. After this was completed I was able to reflect on our practices on campus and further develop SAP groups and community resources. I was able to build capacity within students and staff to understand and value the role of physical and emotional safety at the site in enabling student learning and well-being (3C) I was also able to Involve staff groups in identifying potential partners and broadening the focus of partnerships to support students and deepen their commitment to, and hone their skills for, treating all partner groups with fairness(4B) I have been able to model self-awareness by engaging in reflective practice that resulted in greater insight into personal assumptions, values, and beliefs (5A)

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# ILP Example:

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## ILP - Tim Stallings - 09-30-2017

### What is your current focus/reality that you will lead to improve?:

I looked at student data (DIBELS, CELDT, ROLA, AR, etc.) from incoming students for placement in seminars, interventions, teachers, etc. I also did focus walks to learn the teachers' teaching style and level of receptivity. (Today's date 9/30/17) With a greater understanding of analyzing data through focus walks I have a strong understanding of the data analysis, but would like to grow in this area with the new goal I've added, goal #4, I still have learning to do with analyzing formative assessment data. What data do I look at? How is it measured? How do I know it's effective? I want to better understand how to monitor this goal.

### Based on your focus, what is your SMART Goal?:

By June, 2018 I will grow from a rating of 1 to 4 as evidenced by my consistent and focused instructional feedback to teachers that increases student mastery in CCSS. (Today's date 9/30/17) Smart Goal I will continue my growth in understanding data analysis through formative assessment. I will also see formative assessment measures within their lessons by June 2018.

### Standards:

2

### Action Plan:

#### Action Steps:

I will work within my grade level (6th) to disaggregate data and use it to inform instructional practices.

#### People Involved:

6th Grade PLC

#### Resources:

Illuminate reports, assessments in Illuminate, PLC minutes, (Today's Date 9/30/17) Formative Assessment qualitative analysis through focus walks, observations, reflective conversations, PLC lead minutes, lessons.

#### Due Date:

06-15-2018

#### Attained

#### Summarize: Describe your learning and insights from your Action Steps.:

This allowed me to work with our teachers and understand the 6th grade curriculum. It also gave me insight into the strengths and weaknesses of the team. I was able to research and seek out resources for the team in specific areas they were needing.

**Action Steps:**

I will learn from my administrative cabinet colleagues how to share data at the cabinet level and the strategies they use with their PLCs. 9/30/17 The data analysis will be shared with the administrative team at the site.

**People Involved:**

Administrators, PLC leads

**Resources:**

Notes, data, Illuminate 9/30/15

**Due Date:**

06-08-2018

**Attained****Summarize: Describe your learning and insights from your Action Steps.:**

This truly allowed me to work with the administrative team and learn how each team member worked with their data and shared their data. I was able to elicit advice when I had questions or was just stumped at the data I was looking at - what it actually meant and how I could use it correctly.

**Action Steps:**

After my colleague's model data and strategy sharing, I will share my grade level data and get feedback from my colleagues to take back to my PLC. (Today's Date 9/30/17) Formative Assessment qualitative analysis through focus walks, observations, reflective conversations, PLC lead minutes, lessons.

**People Involved:**

Administrators, PLC leads

**Resources:**

Notes, data, Illuminate

**Due Date:**

06-08-2018

**Attained****Summarize: Describe your learning and insights from your Action Steps.:**

I was able to take what I had shared and learned from my colleagues with a deeper understanding and walk through the information with the 6th grade team. I was able to ask more pointed questions and work through questions I may not have been able to do had I not worked with the leadership team. I am now able to find resources for questions I would have NEVER been able to do on my own.

**Did you go to any Professional Learning to help with this ILP?:**

No

**If Yes, please explain what PL is was and how it helped further your learning.**

NO – BUT...I wish to attend PL in the future regarding assessment and accountability for a deeper understanding for accurate conclusions about professional and student performance. Also to be able to apply the data in driving the changes needed to continuously strengthen teaching and learning (2C).

**Reflective summary of progress made in meeting your professional growth goal(s) and meeting your measurable outcome(s). Have you moved in your Description of Practice continuum from the beginning of your ILP? If so, how? Where you are now on that continuum?:**

I would like to see myself become more fluent in my understanding of curriculum and instruction - meaning going from a very superficial conversation with my teachers/admin/stakeholders to that of developing a deep understanding of student content and performance expectations in order to solicit their participation in designing and providing innovative learning opportunities. I would like to be able to work with the instructional leadership team to design effective curriculum for students with diverse assets and needs and implement evidence-based instructional and support strategies. Working to implement a seamless system of curriculum, instruction, assessment, and professional learning (2B) - with this ILP I was able to move over from a 1 to a 2 guiding staff in developing a shared understanding of curriculum. I would like to continue and be able to guide and facilitate in staff involvement in assessing and continuously improving the alignment of curriculum, instruction, assessment, and PL. I believe if I am able to continue with this team, I will be able to have a deeper base to work from.



# California Professional Standards for Education Leaders

## Introduction

The academic success and well-being of California's students are outcomes that are highly connected to excellent educators – both teachers and administrators. Robert Marzano, Timothy Waters, and Brian A. McNulty made note in *School Leadership that Works: From Research to Results* that principal and teacher quality account for nearly 60% of a school's total impact on student achievement, and principals alone for a full 25%<sup>1</sup>. Administrators - at site, district, regional and state levels - are education leaders who are key players in ensuring that all students, including those students who have been underserved, graduate ready for advanced learning and careers. They have the potential to create an environment where teachers want to work and where teachers and students learn and thrive.

The California Professional Standards for Education Leaders (CPSEL) identify what an administrator must know and be able to do in order to move into sustainable, effective practice. They are a set of broad policy standards that are the foundation for administrator preparation, induction, development, professional learning and evaluation in California. Taken together, the CPSEL describe critical areas of leadership for administrators and offer a structure for developing and supporting education leaders throughout their careers.

## History of the California Professional Standards for Education Leaders

CPSEL have been a part of the California's education leader preparation continuum since 2001. The CPSEL were drafted through a collaboration of representatives from the California School Leadership Academy at WestEd, the Association of California School Administrators, the Commission on Teacher Credentialing (Commission), the California Department of Education (CDE), California public and private universities, and county offices of education. The CPSEL were adapted from the national Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders (1996) to fit the California context and emerging accountability expectations. In 2004, the CPSEL were adopted as part of the standards-based program for the Administrative Services Clear Credential which licenses a broad range of education leaders, school principals, district superintendents and directors, county and state program administrators, and administrators in nursing, special education, counseling and technology. Locally, many districts have adopted or adapted the CPSEL for administrator induction programs, professional learning structures and evaluation. Finally, in California's SB 1292 (Liu), Chapter 435, Statutes of 2012, expectations for principal evaluations are now based on the CPSEL.

Still strongly supported a decade after the original CPSEL document was written, the Administrative Services Credential (ASC) Advisory Panel (2010-2011), the ASC writing panel (2011-2014), and the 2012 state Educator Excellence Task Force report, *Greatness by Design*, recognized the CPSEL as an important component of building a coherent leadership development system. However, the need for "refreshing" the CPSEL to better reflect the 21<sup>st</sup> century leader expectations, the current context for

schooling, and needs of California’s widely diverse students was also identified. In October 2013, the Commission and the California CDE jointly convened a panel tasked with updating the CPSEL.

After reviewing the original CPSEL, research studies, professional literature, examples of national, state and district standards for administrators, as well as the newly adopted content and performance expectations for preliminary administrator certification, the CPSEL Update Panel drafted the updated set of CPSEL. The draft underwent review by the Commission and two public surveys soliciting comments. The refined CPSEL were approved by the Commission in February 2014.

### **Guiding Principles for the CPSEL**

The updated CPSEL reflect current and emerging expectations for education leaders. They are built on a set of Guiding Principles, developed by the revision committee, that identify foundational beliefs supporting each CPSEL.

The CPSEL:

- Inform leadership development and performance across a career continuum
- Incorporate existing, accepted descriptions and guides for professional education leadership
- Consistently promote student attainment of performance and content expectations as well as student well being
- Acknowledge the need for ongoing dialogue, challenging assumptions and continued learning among staff and stakeholders
- Reflect the pervasive need to consider equity dilemmas, problems, and issues
- Promote action on the concepts of access, opportunity, and empowerment for all members of the school community

### **Organization of the CPSEL**

The CPSEL are the professional standards for education leaders and broadly describe effective leadership. The updated CPSEL are organized into three levels: standards, elements, and example indicators of practice. This format helps to describe, in increasing detail, the work of an education leader and parallels the structure of other state documents such as the *California Standards for the Teaching Profession* (2009) and the Quality Professional Learning Standards (Torlakson, January 2014).

The standards are organized into six broad categories that represent the responsibilities of an education leader, reflecting both professional and personal practice. The updated standards maintain the basic footprint of the six major leadership areas of the original CPSEL. This continuity helps educators, policymakers and programs align and link the updated CPSEL with existing California state policies and local uses, the national ISLLC standards (2008), research, and evidence-based practices across the states.

Each standard has a title that supports its identification and use:

- Development and Implementation of a Shared Vision
- Instructional Leadership
- Management and Learning Environment

- Family and Community Engagement
- Ethics and Integrity
- External Context and Policy

The elements highlight three to four main focus areas within each standard. They serve to clarify the intention of the standard and help to organize and define key areas of leader actions within the standard. The indicators further delineate leader action. They are examples of how an education leader might demonstrate the element or standard within his or her practice. The indicators are not intended to be a comprehensive or required list of administrator behaviors, rather they are examples of practice that illustrate the intent of the standard and element. The indicators can be used and/or adapted in a variety of ways by state and local education leaders to guide and support administrator leaders from preparation through levels of increasingly accomplished practice.

### **Conclusion**

The work of California's administrators has changed and expanded since the first edition of the California Professional Standards for Education Leaders in 2001. To reach every student and support every teacher in meeting increasingly complex outcomes demands a cadre of increasingly committed and effective administrators. Transforming our state's system for developing and supporting administrators to become excellent education leaders requires consensus about high expectations that are attainable over time with quality preparation, induction, and ongoing professional learning. The CPSEL serve as broadly supported leadership criteria that are a critical component of a coherent system of leadership development and support that ensures excellent education leaders throughout California.



## California Professional Standards for Education Leaders (CPSEL) Standards & Elements

### **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

Element 1B: Developing Shared Vision

Element 1C: Vision Planning and Implementation

### **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

Element 2B: Curriculum and Instruction

Element 2C: Assessment and Accountability

### **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

Element 3B: Plans and Procedures

Element 3C: Climate

Element 3D: Fiscal and Human Resources

### **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

Element 4B: Community Partnerships

Element 4C: Community Resources and Services

### **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

Element 5B: Ethical Decision-Making

Element 5C: Ethical Action

### **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

Element 6B: Professional Influence

Element 6C: Policy Engagement

# 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 the staff and school community understands it and uses 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 engages 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 experience 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 insure 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 clear rationale for decisions and distribute resources equitably to advance 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 community members and staff 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, 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 their 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, 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 to graduate 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 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



SECOND  
EDITION

# Descriptions of Practice

Element 1A Student Centered Vision

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
<p>The administrator understands that the site's purpose centers on increasing each student's learning and well-being. The administrator makes public and transparent her/his core belief that the site's vision encompasses the value of education and equitable opportunity. S/he uses available data to identify current opportunities and outcomes for students with various academic, linguistic, cultural, social-emotional, behavioral, and physical development needs. S/he initiates staff discussions that identify various learning opportunities and supports that build on student assets and address student needs.</p>	<p>The administrator communicates that the vision of all students meeting content and performance standards is central to developing and implementing instructional activities and support services. S/he works with staff to commit to a vision focused on student-centered learning and on the well-being of each student. S/he draws attention to existing equity gaps for diverse student populations. The administrator provides information for staff to learn about the range of academic, linguistic, cultural, social-emotional, behavioral, and physical development needs of the site's students. S/he builds staff capacity for implementing strategic initiatives that both build on students' assets and address their needs as a means to attain equity by closing opportunity and achievement gaps.</p>	<p>The leader and staff consistently work toward eliminating disparities among student groups. Working with staff, students, and others, the leader shapes a collective vision of equitable access and opportunity in support of all students' learning and well-being. S/he facilitates a review of varied sources of information about the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learner to gauge the learner's progress in meeting content and performance outcomes. The leader solicits input about ways to institutionalize equitable access and opportunities for all students to meet expected outcomes. S/he empowers staff to use their experience and expertise to cultivate multiple learning and support opportunities that align with students' diverse assets and needs.</p>	<p>The leader manifests the vision of all students graduating ready for college and career. S/he does so by proactively engaging staff, students, and the broader community in evidence-rich conversations about equitable opportunities and outcomes for all students' learning and well-being. S/he makes certain that these opportunities are available to, and support, students with academic, linguistic, cultural, social-emotional, behavioral, and physical development needs. In collaboration with stakeholders, s/he creatively designs and implements multiple learning opportunities with the goal of eliminating disparities in opportunity and achievement among student groups. The leader sustains effective systems for students with differing abilities, seeing to it that their needs are met with a sense of urgency and high expectations.</p>

Element 1B Developing a Shared Vision

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
<p>The administrator invites staff and a group of community leaders to become involved in developing the site's vision. S/he introduces these individuals to relevant local, state, and federal education laws and regulations that must serve as parameters for the vision. To make stakeholders aware of the resulting vision, the administrator articulates it through a variety of communication modes. S/he asks staff for ideas about how they can use the shared vision in their work and how best to convey the vision to families.</p>	<p>The administrator enlists staff and other stakeholders to participate in the vision-development process. In that process, s/he presents relevant local, state, and federal laws and regulations as a guide for framing a vision of equity and fairness. Engaging with individual and groups of stakeholders, s/he facilitates the sharing of different views and helps participants reach consensus around a vision they can support. S/he asks staff involved in vision development to report to other staff about the process as it is underway and to share the vision with families, to help garner commitment to using the vision for decision-making. S/he aligns the site's vision and goals with district, state and federal regulations and links them to the student needs targeted by stakeholders.</p>	<p>The leader recruits a broad range of staff, students, families, and others to actively engage in an inclusive and broadly supported vision-development process. Before finalizing the vision, s/he works with others to check alignment with local, state, and federal laws and regulations. Once the vision is developed, the leader uses staff meetings and regular communications to consistently reinforce the shared vision and discuss what needs to be done to accomplish it. The leader engages staff and community leaders in taking responsibility to communicate the vision. S/he uses existing structures and systems to embed the vision in decision-making processes.</p>	<p>The leader mobilizes a broad range of stakeholders, offering a variety of activities to maximize their engagement in developing an authentic site vision. S/he helps staff and the community to understand local, state, and federal education laws and regulations that affect the vision, and s/he reviews and adjusts the vision as needed to create systemic coherence. S/he uses various settings to communicate the vision to all stakeholders, building broad ownership. S/he demonstrates the vision's relevance for day-to-day work by holding staff accountable for making progress on strategies that are included in the vision. S/he models accountability by referencing it in progress reports at community meetings and events and asking other school community leaders to do the same.</p>

Element 1C Vision Planning and Implementation

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
<p>The administrator recognizes that, to realize the vision, s/he must direct planning and implementation activities. S/he understands that plans may evolve as circumstances change so implementation plans for the site's vision should be reviewed and updated if needed. S/he identifies multiple sources of evidence to be collected to determine whether the implementation plan is helping the site address its vision. The administrator refers to the site's vision when allocating resources.</p>	<p>The administrator guides development of an action plan detailing specific goals and strategies directed toward achieving the vision. S/he informally checks the effectiveness of selected strategies at regular staff meetings and checks overall progress more formally during annual program reviews that include additional stakeholders. The administrator works with staff to adjust activities in the action plan, as needed, in order to continuously progress toward the site's vision and goals. The administrator uses the site's vision and goals as the basis for prioritizing and aligning available human, fiscal, and technological resources.</p>	<p>The leader engages staff and stakeholders in a process of ongoing monitoring and assessment of progress toward realizing the vision. S/he works with staff to systematically collect and analyze data about the site's growth and gaps. The leader expects staff to communicate all results to site families and community members. S/he uses the results to build interest in and commitment to updating the implementation plans that are necessary to achieve equitable results. The leader monitors the alignment of effort and resources to properly support the plan for implementing the vision and goals. To that end, s/he maximizes existing resources and identifies any additional human, fiscal, or technological resources that are needed.</p>	<p>The leader works with staff and stakeholders to sustain a system of continuous improvement based on ongoing review and analysis of evidence to determine results and potential modification of activities. The leader presents stakeholders with varied opportunities to provide feedback on the effectiveness of implementation plans, and s/he advocates for careful consideration of stakeholder input. Using a variety of evidence, the leader reprioritizes existing human, fiscal, and technological resources and seeks new and creatively conceived resources, as needed.</p>

Element 2A Professional Learning Culture

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
<p>The administrator recognizes that professional growth is essential for overall progress toward student achievement. S/he is knowledgeable about the state standards for educators and for professional learning. S/he presents staff with expectations that they will develop individual learning plans linking their growth with the site's vision and goals. The administrator solicits staff to participate in planning professional learning activities that reflect staff perspectives. S/he is beginning to use structures and processes to promote collaboration and joint problem solving.</p>	<p>The administrator seeks staff input in order to provide a range of professional learning for individuals and groups of staff that reflects the site's shared vision. S/he guides development and use of site and individual professional learning plans to identify goals, strategies, and activities to increase the knowledge and skills necessary to meet student needs. The administrator reviews the individual plans to identify staff strengths in research-based and best practices, and s/he encourages staff to share their expertise in planning and delivering professional learning activities for the site. S/he creates opportunities for staff to try out learning structures and processes, such as collaborative inquiry and joint problem solving, and then to share results with the rest of the staff.</p>	<p>The leader collaborates with staff in designing and implementing coherent professional learning opportunities that are aligned to the site's vision, and s/he consistently applies research-based practices tied to teaching and student growth outcomes. S/he makes sure that professional growth activities for staff are embedded in relevant work; address the range of staff experience, skills, and needs; and are documented in professional learning plans for individuals and for the full staff. The leader leverages staff expertise by providing regular opportunities for them to serve as leaders in planning, convening, and assessing professional learning activities. S/he builds staff trust and confidence by implementing structures and processes that promote collaborative inquiry and problem solving.</p>	<p>The leader uses her/his deep understanding of research and best practices for standards-based teaching and learning to collaboratively organize and guide a coherent system of professional learning. S/he oversees a system that targets and extends the site's vision for student and staff growth. S/he shares leadership with staff in building and implementing individual and site-wide professional learning plans that document a strategic and systematic approach to continuously improving instruction, support, and student growth. S/he co-leads development, implementation, and assessment of new professional learning structures and processes that integrate staff assets and needs with inquiry and problem-solving practices related to meeting site goals.</p>

Element 2B Curriculum and Instruction

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
<p>The administrator references student content and performance expectations in discussions with staff about curriculum and instruction. S/he has a broad understanding of content and performance standards on which the adopted curriculum is based. The administrator gathers information about resources needed for delivering state-adopted curriculum.</p>	<p>The administrator guides staff in developing a shared understanding of curriculum, instructional strategies, and state assessments that is shaped by student content and performance standards. S/he monitors whether staff who are working in content areas that have state frameworks and guides are using them when planning lessons. The administrator seeks staff input to understand whether staff have adequate resources to support the site's diverse students in meeting standards.</p>	<p>The leader creates subject- and grade-level teams that draw on a shared understanding of student content and performance standards to plan goals and instruction. S/he works with staff to align curriculum with state expectations for all students and to use evidence-based instructional and support strategies. S/he engages staff in determining the varied resources needed for effective instruction and support services for students with a wide range of assets and needs. As part of sharing responsibility, the leader guides and facilitates staff involvement in assessing and continuously improving the alignment of curriculum, instruction, assessment, and professional learning.</p>	<p>The leader engages staff, students, and other stakeholders in developing a deep understanding of student content and performance expectations in order to solicit their participation in designing and providing innovative learning opportunities. S/he works with the established instructional leadership team to design effective curriculum for students with diverse assets and needs and to implement evidence-based instructional and support strategies. S/he shares leadership with staff in identifying, acquiring, and distributing a variety of resources that are relevant in supporting all students to graduate ready for college and career. The leader also works with staff and other stakeholders in gauging the success of implementing a seamless system of curriculum, instruction, assessment, and professional learning.</p>

Element 2C Assessment and Accountability

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
<p>The administrator understands various purposes and measures for collecting and using information about program, professional-practice, and student outcomes. S/he understands how to analyze state's student-assessment and program information and how it must be protected. S/he summarizes data and presents it to staff, initiating staff discussions about using information from a variety of sources to fairly assess program, personnel, or student results. S/he is developing knowledge about technology for gathering feedback, organizing data sources, and monitoring student progress. S/he uses teaching standards as the foundation for collecting data on the professional practice of staff.</p>	<p>The administrator works with staff to clarify their understanding of, and commitment to, collecting and using state and local information to assess program effectiveness, professional practice, and student outcomes. S/he reviews and shares disaggregated student and program data with staff and provides training on using multiple measures and varied sources of data to draw fair and accurate conclusions. The administrator works with a team to pilot and recommend to staff various technologies to use when gathering and monitoring site-generated information. The administrator explains district expectations for how s/he and the staff will use professional standards to guide, support, monitor, and assess efforts to improve professional practice.</p>	<p>The leader works with all staff members to define clear goals and working agreements related to measuring and using outcome data for program, professional-practice, and student accountability. The leader facilitates and supports staff in using formative and interim site and student assessments to gauge short- and long-term progress in meeting expected student standards. In regularly scheduled sessions, the leader and staff extend their collective capacity to apply a variety of tools and technology, disaggregate and analyze local and state assessment results, and identify changes needed to improve the site's program and staff practices. The leader collaborates with staff in using professional standards as the basis for staff professional learning and the supervision process.</p>	<p>The leader engages the staff, students, and community in discussing assessment and accountability measures that inform progress on program, professional-practice, and student outcomes. S/he facilitates regular opportunities for staff and community to monitor, disaggregate, and analyze local and state student assessment and program results, to build transparent accountability. With community support, s/he and staff employ resources that enable broad and deep data collection needed for fair and accurate conclusions about professional and student performance. S/he applies that data in driving changes needed to continuously strengthen teaching and learning. S/he shares leadership for incorporating professional standards into reviewing, supporting, and supervising all professional practice.</p>



Element 3A Operations and Facilities

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
<p>The administrator understands and commits to operating a well-functioning, clean, and safe site that supports an environment focused on student learning. S/he knows about the state and local mandates for meeting accessibility, health, and welfare requirements and has a written emergency plan. The administrator provides staff and students with materials, equipment, and technology necessary for operations and instruction, keeping students with special needs in mind. S/he shares student services, operations and maintenance procedures with staff and follows safety and security regulations established by the district.</p>	<p>The administrator develops a schedule for regularly inspecting the site for any problems that might compromise a safe, well-functioning learning environment. S/he schedules safety and security drills. S/he enlists site and district staff for a committee to help identify accessibility, safety, health, and welfare issues to be considered for inclusion in their federal, state, and local improvement goals and plans. The administrator establishes a process for purchasing and monitoring materials, equipment, and technology for operations and instruction, and s/he encourages general education staff to work with staff specialists to address student needs for additional learning support.</p>	<p>The leader collaborates with staff in promoting effective operations, accessibility, safety, health, and welfare policies and practices. S/he directs the acquisition, distribution, and maintenance of equipment, materials, and technology for all staff and students, with attention to the academic, linguistic, cultural, social-emotional, and physical needs of students. The leader convenes, facilitates, and collaborates with district staff, stakeholders and experts to plan, implement, and communicate emergency and risk management procedures for individuals and the site. S/he sees that students and staff are trained in, and regularly practice, emergency and risk management procedures. S/he works with all staff, the district, and other partners to coordinate and sustain student services that support student learning, safety, health, and welfare.</p>	<p>The leader shares leadership with staff and others in overseeing a coherent, integrated operations system. S/he and staff engage students, families, and the community as partners in maintaining buildings and grounds and keeping equipment and technology in good condition. The leader advocates for acquiring and distributing equipment, materials, and technology that supports all staff and students, including students with specific academic, linguistic, cultural, social-emotional, and physical needs. S/he works with the staff, district, local authorities, and other specialists to anticipate accessibility, health, welfare, and safety challenges and has contingency plans and cooperative agreements in place to address them quickly.</p>

Element 3B Plans and Procedures

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
<p>The administrator considers site goals and the need to protect instructional time as key factors in developing plans and procedures. S/he follows and directs established practices for determining student and staff placements, assignments, and schedules. S/he understands and applies laws and district requirements to the maintenance of staff and student confidentiality. The administrator sets up clear communication processes to share expectations and procedures with staff in a timely fashion. S/he understands the importance of staff involvement in solving problems and sharing practices, and s/he encourages staff to participate in discussions that the administrator structures.</p>	<p>The administrator guides staff in making student placements and scheduling decisions that are focused first on student learning. The administrator assigns staff responsibilities with attention to protecting instructional time, and s/he sets expectations, agendas, and meeting time for staff to share problems, practices, and results with others. S/he establishes and maintains open lines of communication with staff for timely information flow, providing staff with information that builds their understanding of issues related to legal and contractual agreements and to student and staff security and privacy. When necessary, s/he organizes ad hoc committees for staff to identify potential changes aimed to improve site processes or procedures or to monitor and revise plans and programs.</p>	<p>The leader works with staff to develop processes and structures for organizing students and staff to consistently focus on instruction and student outcomes. S/he models and encourages open, safe communications, providing staff with opportunities to share in problem solving and decision-making, while safeguarding student and staff confidentiality. S/he shares leadership for moving policies into operational decisions related to curriculum planning, instruction, support programs, and assessments. The leader manages legal and contractual agreements, gathering staff and other stakeholder input about the agreements' impact on teaching and learning. The leader protects time for staff to collaborate on instruction, assessments, and procedures affecting instruction. S/he engages staff and other stakeholders in reviewing the impact of established policies and processes on all students and in revising short- and long-term plans as necessary.</p>	<p>The leader, staff, and other stakeholders capitalize on their collective policy, procedures, and working agreements to organize and structure student-centered learning and support options. The leader reinforces and protects open, safe communications so that staff take multiple opportunities to share leadership on instructional and management issues. S/he cultivates shared responsibility and accountability among staff and other stakeholders to guarantee confidentiality and safeguard the privacy of staff, students, parents, and other community members. The leader facilitates opportunities for staff to lead short- and long-term cycles of planning with stakeholders, reviewing and applying relevant data and technology to determine the status of shared goals and outcomes.</p>

Element 3C Climate

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
<p>The administrator draws staff attention to the importance of a safe, positive site climate for student success. S/he encourages staff participation in developing respectful environments that address varied staff and student needs. The administrator establishes and reinforces a student behavior system that includes the teaching of rules and consequences for any actions that hinder teaching and learning. S/he conveys clear behavioral expectations that are equally applicable to all students and encourages staff to acknowledge student achievements and behaviors that meet expectations. The administrator collects data about individual and group attendance and discipline referrals, communicating results to staff so they can use the data to help improve school climate.</p>	<p>The administrator builds staff and student capacity to understand and value the role of physical and emotional safety at the site in enabling student learning and well-being. S/he convenes staff to learn about behavior-management systems that stress fair and incremental responses to student discipline issues and that incorporate culturally responsive strategies. With staff, s/he discusses and uses site-specific data to raise questions about any student groups that are consistently identified for disciplinary action and the possible individual and collective reasons for any imbalances. The administrator engages a committee of staff and other stakeholders in developing or updating a site behavior-management plan that addresses student attendance, participation, discipline, and achievement. Together, committee members commit to working on improvement goals and acknowledging accomplishments.</p>	<p>The leader enlists the assistance of staff, students, and other stakeholders in establishing and monitoring an environment that employs engagement and participation strategies to increase a sense of belonging, self-worth, and dignity among all staff and students. S/he works with staff and students to implement and oversee a behavior-management system with incremental interventions based on prevention, personal responsibility, and restorative practices. S/he leads and collaborates with staff and stakeholders in analyzing and responding to all relevant data to build and sustain a safe, fair, and respectful climate that meets the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner. S/he initiates regular celebrations to mark student, staff, and site accomplishments.</p>	<p>The leader cultivates shared leadership among staff, students, and other stakeholders, empowering them to use disaggregated data to identify factors that impact student engagement, connection, and sense of belonging. S/he facilitates an integrated instructional and behavior-management system in which staff and other stakeholders lead and implement culturally responsive strategies that engage students and staff in individual and collective learning. The leader consistently sponsors actions that promote a safe, fair, and respectful environment for all students, with extra support for students with intellectual, linguistic, cultural, social-emotional, physical, or other needs. In collaboration with others, the leader regularly reviews progress and next steps for continuously improving site climate and regularly acknowledges individual and group accomplishments.</p>

Element 3D Fiscal and Human Resources

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
<p>The administrator understands federal, state, and local requirements and policies for managing fiscal and human resources. S/he references these requirements when talking with staff about fair short- and long-term resource decisions for local funding and accountability plans. The administrator knows the importance of professional learning for improving staff and student outcomes, and s/he solicits staff input on varied options before making plans final. S/he follows district human resource policies and labor agreements for establishing staff expectations, providing professional learning, monitoring performance, and conducting evaluations. S/he provides timely feedback to individual staff members, acknowledging positive accomplishments, and responds to poor or inappropriate behavior.</p>	<p>The administrator directs financial and personnel resources toward activities included in the site's vision, goals, and plans. S/he builds staff and community understanding of federal, state, and local regulations regarding fiscal allocations, uses, and restrictions. S/he initiates opportunities for inclusive, transparent, and sound short- and long-term fiscal and human resource planning and monitoring for local funding and accountability plans. S/he works with staff groups to coordinate contractual agreements and the equitable distribution of fiscal and human resources with student-centered interests and needs. S/he engages staff in a range of learning opportunities, from increasing individual knowledge to advising the administrator on hiring, placement, professional learning, and evaluation matters. S/he offers individual staff feedback on growth and performance during the evaluation process. S/he recognizes staff achievements and quickly attends to any poor or inappropriate staff behavior.</p>	<p>The leader engages staff and stakeholders in aligning fiscal and human resources to the site's vision and plans for a productive learning environment. S/he helps stakeholders use short- and long-term management strategies and procedures that reinforce consensus on consistent and equitable distribution of fiscal and human resources. The leader is deliberate in putting student academic and support goals at the center of staff hiring, placement, and professional learning decisions, working within established policies and contractual agreements. S/he promotes the continuous improvement of all staff by supporting a system of professional learning and personnel evaluation. With each staff member, the leader collects and uses varied evidence to evaluate individual professional growth and performance in meeting student outcome goals. S/he consistently monitors staff behavior and performance and provides specific and actionable feedback that addresses problems directly and swiftly.</p>	<p>The leader partners with staff and other stakeholders, through collaborative agreements and processes, to monitor, leverage and equitably align all fiscal and human resources with the site's goals, including a productive learning environment and desired student outcomes. The leader bases staff hiring, placement, professional learning, and evaluation on assets and gaps in the staff's and site's capacity to equitably and effectively serve all students. Together, the leader and staff create a coherent system of professional learning and support for continuous improvement that integrates contractual agreements and established policies. For individual performance evaluations, the leader emphasizes a collaborative process that uses systematic feedback and multiple forms of evidence to assess areas of strength and needed improvement. The leader immediately remedies poor performance or inappropriate behavior.</p>

Element 4A Parent and Family Engagement

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
<p>The administrator is aware that parents and families have varied goals for students. S/he is aware of research and regulations regarding family involvement in site activities. S/he guides staff in identifying and prioritizing needs related to meaningful family engagement in student academic programs and expresses an expectation that staff will strengthen current practices. The administrator facilitates development of a plan for increased family engagement that brings in traditionally underrepresented communities, and that aims to grow staff capacity for working effectively with diverse families. S/he works with staff to strengthen communications with the range of diverse families and to invite families to participate in their children's schooling.</p>	<p>The administrator understands the importance of recognizing diverse parent and family goals and aspirations for students. S/he stresses that federal, state, and local regulations set expectations for families to be active players in developing their students' academic and support plans. S/he initiates a plan to invite meaningful participation by families, including those from traditionally underrepresented communities. S/he prompts staff to identify specific site activities and committees that might benefit from including a broader range of family perspectives. The administrator develops staff commitment to making parent and family participation an integral part of planning and to reviewing goals, operations, and results related to that participation. S/he works with staff to strengthen and clarify communication that delivers information to families and that describes specific opportunities and processes for their participation in meaningful site activities.</p>	<p>The leader creates a respectful culture that stresses the involvement of all students' parents and families, including those who add to the school community's linguistic, cultural, and economic diversity. S/he uses mandates, policies, and legal agreements to help shape staff and community expectations for families to have a strong voice in airing concerns, ideas, and interests. The leader collaborates with staff and families, including those from underrepresented communities, in finding ways to make all communications timely, accessible, and understandable. The leader, with staff, engages family members to help in decision-making about academic programs and supports that build on individual and collective student assets and address their needs. S/he solicits a variety of interactions with families to exchange information and facilitates reciprocal relations that further build site capacity to achieve desired student and site outcomes.</p>	<p>The leader shares responsibility with staff and families to create and sustain a climate and culture in which respect for diverse viewpoints is expected and all stakeholders empathize with others' perspectives. The leader's behavior serves as a model for enacting strong collaborative relationships with diverse families that makes them feel valued and connected to the site vision and student goals. S/he guides staff and others in consistently following federal and state requirements and legal agreements as they co-create and implement innovative communications. As part of an ongoing partnership, staff and families collaborate in determining which academic and support programs to implement. Together, they then monitor the effectiveness with which the programs are tailored for individuals, groups of students, or all students. The leader and staff form mutually beneficial relationships with families, recognizing assets and areas of growth needed for both the site and the families in order to support student learning and well-being.</p>

Element 4B Community Partnerships

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
<p>The administrator is knowledgeable about the need to collect information regarding community expectations to inform decision-making and provides opportunities for such input. S/he initiates partnerships with community groups to solicit funds and other resources to address site needs. The administrator invites community members into the site and initiates relationships that signal her/his interest in establishing fair and respectful partnerships to address expectations for students. S/he periodically meets with community-service and local news organizations to share site news and accomplishments.</p>	<p>The administrator establishes a plan to engage community members, organizations, businesses, and institutions in partnerships that can help support site goals. S/he involves staff groups in identifying potential partners and broadening the focus of partnerships to support student readiness for college and career. S/he reminds staff to consider family and community expectations for students in their own planning and decision-making processes. The administrator encourages staff to deepen their commitment to, and hone their skills for, treating all partner groups with fairness and respect. The administrator communicates with key community organizations and leaders about site needs, activities, and accomplishments.</p>	<p>The leader regularly collaborates with stakeholders to pursue and maintain mutually beneficial partnerships with a range of stakeholders, including business and community members, organizations and agencies, county offices of education, and universities. S/he regularly reinforces for staff and others that partnerships are directed toward reaching the site's vision of all students becoming ready for college and career. S/he models fair and respectful engagement with community members and partner organizations, incorporating their diverse perspectives when planning and assessing education programs and services. S/he is consistently visible, accessible, and responsive in interacting with a broad range of community members to promote site and student successes.</p>	<p>The leader shares leadership for engaging a broad range of stakeholders to communicate their expectations and needs, then using that information in program planning and decision-making directed toward the site's vision and goals. Together, s/he and staff build and sustain a variety of long-term, mutually beneficial partnerships with a range of local and national organizations. S/he is skilled in negotiating community partnerships that reflect shared goals and decisions that are widely understood and supported by stakeholders. S/he monitors and reinforces staff and community agreements to operate inclusive partnerships with fairness and respect. S/he is highly visible in local activities and proactive in regularly delivering progress reports that staff, students, and families communicate, in turn, to the broader community.</p>

Element 4C Community Resources and Services

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
<p>The administrator is aware that students and their families sometimes need extra support for students to be successful in learning. S/he reviews available data to identify areas in which students would benefit from community support services. S/he researches and identifies external resources that provide academic, cognitive, linguistic, cultural, social-emotional, physical, or other supports. The administrator and staff develop an outreach plan for contacting community resource and service providers. They also explore how the site and community services can cooperate to increase resources.</p>	<p>The administrator works with staff to assess specific academic, cognitive, linguistic, cultural, social-emotional, physical, or other support needs of the site's students and families. S/he uses multiple sources of data to identify areas in which community resources and services provide the support her/ his students need to succeed. The administrator initiates linkages between the site and community service, emergency, and welfare agencies that most directly match site needs and can offer support. S/he works with select staff to develop options for site and community coordination of services, to make the most of resources. The administrator and staff communicate with families in understandable ways about existing community services and how to access them.</p>	<p>The leader and staff seek out and collaborate with community services that support the academic, cognitive, linguistic, cultural, social-emotional, physical, and economic needs that inhibit student learning and well-being. The leader supports staff in expanding their capacity to respond effectively to student and family needs and to broker connections between students and families and appropriate on-site or community-based services. S/he and staff are committed to building and sustaining positive partnerships and working agreements with local community, emergency, and welfare agencies by building mutually beneficial relationships that coordinate the use of site and community facilities and services. S/he capitalizes on community relationships to sustain existing resources and identify new resources to address needs.</p>	<p>The leader establishes a culture in which staff and stakeholders engage every available avenue and resource to support student learning and well-being. S/he advocates for students and their families by actively eliciting support for them from varied community service agencies and by connecting students and families with those services. The leader collaborates with staff and other stakeholders to regularly assess emerging needs and to review the effectiveness of partnerships and student progress related to support services. Together, they develop and implement new programs and delivery systems based on those data. The leader continuously seeks new opportunities to develop positive relationships, and s/he partners with external organizations that have mutual interests in sustaining and extending community resources to support students in reaching their goals.</p>

Element 5A Reflective Practice

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
<p>The administrator knows about ethical and moral issues in education and the potential consequences of related action. S/he understands that personal assumptions, values, and beliefs influence how s/he acknowledges student assets and addresses students' various academic, linguistic, cultural, social-emotional, physical, and economic needs. S/he is able and willing to reflect on personal and professional challenges in order to identify areas in need of improvement, but is inconsistent in making time to do so. The administrator realizes that it is her/ his ethical responsibility to keep up to date on research and best practices that apply to increasing student learning and well-being and seeks out opportunities for professional and personal learning. S/he is searching for ways to balance professional and personal responsibilities.</p>	<p>The administrator reflects on and refines personal assumptions, values, and beliefs as a way to align her/his personal code of ethics with her/his professional responsibilities for addressing students' various academic, linguistic, cultural, social-emotional, physical, and economic needs and building on their assets. S/he takes responsibility for personal growth by identifying and initiating professional learning that strengthens her/his ability to promote equitable practices and access to appropriate resources for staff and for students. The administrator engages in opportunities to develop cultural proficiency skills and identify relevant research, best practices, and trends in curriculum, instruction, and assessment appropriate for supporting all students' learning and well-being. S/he initiates a plan for balancing professional and personal responsibilities so as to maintain her/his motivation, commitment, energy, and health.</p>	<p>The leader models self-awareness by engaging in reflective practice that results in greater insight into personal assumptions, values, and beliefs that affect her/his actions. S/he demonstrates her/his values and beliefs through personal and professional codes of ethics that promote equitable practices that address students' various academic, linguistic, cultural, social-emotional, physical, and economic needs and that build on students' assets. The leader regularly examines her/his performance, considering how personal actions affect others and influence progress toward the goal of having all students graduate ready for college and career. The leader continuously improves her/ his performance by actively engaging in ongoing professional learning that incorporates research and best practices focused on standards-based curriculum, instruction, and assessment, and on cultural proficiency. The leader balances professional and personal responsibilities in order to sustain personal motivation, commitment, energy, and health.</p>	<p>The leader regularly analyzes her/his values and beliefs to reflect on how her/his personal and professional codes of ethics shape collaborations with students, staff, and stakeholders. The leader publicly shares her/his codes of ethics and explicitly connects them with the advocacy and actions required to implement and sustain equitable practices that address students' various academic, linguistic, cultural, social-emotional, physical, and economic needs and that build on their assets. The leader continuously improves her/his performance by capitalizing on research and best practices focused on curriculum, instruction, assessment, and culturally proficient behavior to transform teaching and learning. The leader's behaviors model a work/life balance that sustains personal motivation, commitment, energy, and health.</p>



Element 5B Ethical Decision-Making

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
<p>The administrator is able to analyze and draw conclusions about many of the moral implications and potential legal consequences of decisions. S/he explains to staff the importance of using relevant research and evidence in making fair decisions. The administrator supports staff's access to various sources of information about effective teaching and learning, leadership, management practices, equity, and other content that contribute to making fair and ethical decisions about instruction and support services. The administrator facilitates staff discussions about personal and institutional biases that are obstacles to student learning and well-being and strategizes with them on ways to individually and collectively address those biases. The leader articulates her/his personal commitment to fair and ethical decisions and practices.</p>	<p>The administrator dialogues with site and district staff when considering potential moral and legal consequences of individual and site decisions. S/he regularly engages staff in examining student data and guides them in using the information appropriately and fairly. S/he supports staff to review their individual assumptions and beliefs about teaching and learning, and, then, to identify any biases institutionalized in site policies and practices. Together, s/he and staff consider these obstacles to student learning and ways to remove barriers, including those specifically related to economic, social-emotional, racial, linguistic, cultural, physical, gender, or any other sources of education disadvantage or discrimination. S/he commits to making difficult decisions in the service of equitable outcomes for students, staff, and the community.</p>	<p>The leader works with site and district staff and others to adopt a set of guiding criteria for considering and evaluating potential moral and legal consequences of individual and collective decisions. Together, s/he and staff consistently apply current research on effective teaching and learning, leadership, management practices, and equity, coupled with data from multiple sources, to make fair and ethical decisions. S/he coaches staff and community members to examine and address personal and institutional biases that are barriers to student learning, including those specifically related to economic, social-emotional, racial, linguistic, cultural, physical, gender, or other sources of education disadvantage or discrimination. S/he is transparent about the criteria and ethical principles applied in decision-making and honors her/his commitment to prioritize the needs of students, staff, and the school community when resolving conflicts.</p>	<p>The leader shares leadership with staff and community members in monitoring and updating criteria and processes for considering and evaluating potential moral and legal consequences of individual and collective decisions. With staff, along with external experts, s/he reviews pertinent existing research and collaborates with them in conducting action-research related to their own questions about effective teaching and learning, leadership, management, and equity relevant to making fair and ethical decisions on behalf of students and the community. S/he and staff escalate action that eliminates personal and institutional barriers emanating from economic, social-emotional, racial, linguistic, cultural, physical, gender, or other sources of education disadvantage or discrimination. The leader works with others to grow collective capacity and commitment to persist in making difficult decisions aimed at achieving equitable outcomes for students, staff, and the community.</p>

Element 5C Ethical Action

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
<p>The administrator recognizes that her/ his role can lead to professional influence. S/he expresses the necessity of having a climate of trust, respect, and communication in order to make fair decisions for students. S/he communicates expectations that staff decisions reflect ethics, integrity, justice, and equity. The administrator guides staff in discussing assumptions and beliefs about teaching and learning that can negatively affect outcomes for students. S/he strives to be a role model for staff. S/he protects student and staff confidentiality by following legal, social, and ethical use of technology and encouraging staff to do the same.</p>	<p>The administrator activates her/his professional influence with staff by initiating activities that develop the climate of trust, respect, and communication needed to make fair and equitable decisions for students. The administrator communicates and supports the expectation that staff actions reflect ethics, integrity, justice, and equity. The administrator facilitates a process by which staff can safely examine any personal assumptions and beliefs about teaching and learning that negatively affect outcomes for students. The administrator sets an example for high expectations and transparent action that colleagues notice and are inspired to emulate in their own performance, commitment, and accountable behavior. The administrator protects the rights and confidentiality of staff and students and promotes staff understanding of the legal, social, and ethical use of technology.</p>	<p>The leader uses her/his professional influence to engage staff and the community in nurturing a climate of trust, mutual respect, and honest communication that undergirds fair and equitable decisions for all students. The leader bases her/his actions on a foundation reflecting ethics, integrity, justice, and equity, and s/he communicates expectations and provides support for the same professional behavior from staff. S/he employs varied strategies to support staff and community members in safely examining their own assumptions about teaching and learning and to respectfully challenge any beliefs that undermine equitable outcomes for all students. S/he models transparent, accountable behavior to encourage staff and others to higher levels of performance, commitment, and motivation. The leader consistently protects the rights and confidentiality of students, staff, and families and guides the legal, social, and ethical use of technology.</p>	<p>The leader intentionally extends her/his professional influence to staff, students, and community members so that, together, they support and sustain the climate of trust, mutual respect, and honest communication needed for fair and equitable actions on behalf of all students. S/he collaborates with staff and the community to monitor and refine collective actions to reflect ethics, integrity, justice, and equity. S/he enables staff and community members to use strategies that assist them and other stakeholders in safely and regularly challenging assumptions and beliefs about teaching and learning that negatively affect actions taken on behalf of all students. The leader models, monitors, and coaches transparent and accountable behavior to lift staff, students, and community members to higher levels of performance, commitment, and motivation. S/he works with staff and other stakeholders to understand and protect student, staff, and family confidentiality, and to adhere to legal, social, and ethical technology use.</p>

Element 6A Understanding and Communicating Policy

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
<p>The administrator manages her/his site to comply with federal, state, and local laws and policies, following district direction. S/he invites the local community to the site to discuss how to improve education programs and student achievement for all students, including those needing extra support. In that discussion, s/he incorporates information about federal, state, and local education laws and policies. S/he knows the roles of school leaders, education boards, legislators, and other key stakeholders in making education policy. The administrator participates in district meetings to understand the district's parameters for an administrator's engagement in policy discussions and development.</p>	<p>The administrator, during planning and monitoring processes, discusses with staff and site governance groups the major federal, state, and local laws, regulations, and policies affecting the site and how the site operates within them. S/he understands and can explain the roles of school leaders, education boards, legislators, and other decision-makers in developing education policy. The administrator encourages the local community, and at times a broader public audience, to participate in planned activities to talk with her/him and staff about how to improve student learning and achievement for all students, including English Learners and students needing additional support. S/he uses these opportunities to elicit a broader perspective about future site and student needs.</p>	<p>The leader guides and supports staff and community members in operating consistently within local, state, and federal parameters. S/he structures various opportunities for staff and community to build understanding of federal, state, and local laws, policies, regulations, and statutory requirements, by hosting and facilitating conversations that explain them and how they affect education programs and outcomes for all students, including English Learners and those needing additional support, and how federal state, and local education laws, policies, regulations, and statutory requirements relate to the site's goals. S/he engages community members in expanding their collective understanding of how the work of school leaders, education boards, legislators, and other key stakeholders connect, and s/he explores potential conflicts or agreements among agencies or stakeholders that may arise during the development of policies. Together, they analyze emerging policy trends to forecast external factors that may affect site and district goals, programs, practices, and resources.</p>	<p>The leader shares responsibility and accountability with staff and stake-holders to operate consistently within federal, state, and local laws, regulations, and policies. The leader establishes and co-facilitates regularly scheduled study sessions and forums in which staff and stakeholders discuss continuously improving education programs and outcomes for all students, including English Learners and those needing additional support, and how federal state, and local education laws, policies, regulations, and statutory requirements relate to the site's goals. S/he engages community members in expanding their collective understanding of how the work of school leaders, education boards, legislators, and other key stakeholders connect, and s/he explores potential conflicts or agreements among agencies or stakeholders that may arise during the development of policies. Together, they analyze emerging policy trends to forecast external factors that may affect site and district goals, programs, practices, and resources.</p>

Element 6B Professional Influence

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
<p>The administrator discusses with staff the education, linguistic, cultural, social-emotional, legal, physical, and economic needs of their site's students and families. S/he facilitates discussions at site meetings to identify ways the site can work on ensuring the adequacy and equitable allocation of student resources and supports so that every student has the opportunity to meet education goals. The administrator follows public policies and procedures that are relevant to student and family needs. The administrator publicizes opportunities for staff and the broader site community to participate in planning for the equitable distribution of resources and support services.</p>	<p>The administrator supports staff in developing a common understanding of what the adequacy and equitable allocation of student resources and supports means at the site, and s/he discusses site issues and solutions with them, highlighting the education, linguistic, cultural, social-emotional, legal, physical, and economic needs of their students and families. S/he supports public policies and procedures that provide for the current needs of all children and families and that improve equity outcomes that lead to having every student graduate ready for college and career. The administrator engages staff and the local community in planning for the equitable distribution of resources and support services for all students.</p>	<p>The leader works with staff and community members to identify equitable policies and practices that address the education, linguistic, cultural, social-emotional, legal, physical, and economic needs of the site's students and families, and s/he advocates for adequacy and equitable allocation of student resources and supports. S/he supports public policies and administrative procedures intended to address present and future student and family needs and focuses attention on improving education so that all students graduate ready for college and career. The leader sponsors staff and community participation in working with her/him to promote public policies directed toward the equitable distribution of resources and support services for all students.</p>	<p>The leader collaborates with staff and community members to develop collective capacity to advocate for equitable actions directed toward addressing the education, linguistic, cultural, social-emotional, legal, physical, and economic needs of students and families. S/he shapes policies and procedures to actively address the present and future needs of students and families with ongoing action that results in all students graduating ready for college and career. With the community and external stakeholders, the leader promotes public policies and plans for the adequacy and equitable allocation of resources and support services for all students.</p>

Element 6C Policy Engagement

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
<p>The administrator responds to invitations from the governing board and with district and local leaders to discuss policies that benefit students and support the improvement of teaching and learning. S/he explores building relationships with stakeholders, policymakers, and researchers to identify issues and potential changes that could affect education. The administrator identifies community leaders, stakeholders, and researchers to contact when addressing cultural, economic, and social issues related to students and their families.</p>	<p>The administrator works with the governing board and with district and local leaders to influence local policies that benefit students and support the improvement of teaching and learning. S/he teams with stakeholders, policymakers, and researchers representing a range of interests and expertise, working with them to identify and address issues, trends, and potential changes that could affect the context and conduct of education. The administrator initiates relationships with community leaders, stakeholders, and researchers to support her/him in program planning to address cultural, economic, and social issues affecting students and their families.</p>	<p>The leader shares responsibility with the governing board and with district and local leaders to influence policies that benefit students and support the improvement of teaching and learning. S/he actively develops relationships with stakeholders, policymakers, and researchers, who have varied areas of interest and expertise, to identify and address issues, trends, and potential changes that could affect the context and conduct of education. The leader partners with community leaders, stakeholders, and researchers — all with identified expertise — to inform specific district and school planning, policies, and programs that address current and emerging cultural, economic, and social issues affecting students and their families.</p>	<p>The leader shares responsibility with the governing board and with district and local leaders to influence policies that benefit students and support the improvement of teaching and learning. S/he capitalizes on well-developed relationships with stakeholders, policymakers, and researchers who have varied areas of interest and expertise, to affect policy changes related to the most important issues and trends of education. The leader is engaged with community leaders, stakeholders, and researchers in active and ongoing collaborations to inform district and site planning, policies, and programs that respond to current and emerging cultural, economic, and social issues that affect students and their families.</p>





