

2012

Fresno County Office
of Education

[FRESNO COUNTY OFFICE OF EDUCATION]

**CLEAR ADMINISTRATIVE SERVICES
CREDENTIAL PROGRAM**

**Fresno County Office of Education
Clear Administrative Services Program
Guidelines-based Program**

Previous Tier Two Participants:

08-09 ALL	08-09 Fresno	09-10 ALL	09-10 Fresno	10-11 ALL	10-11 Fresno	11-12 ALL	11-12 Fresno
226	107	102	49	87	39	219	127

Fresno County:

Total #: 322

Average in FCOE: 81 per year

Two rotating cohorts: 162

** These numbers are low as they do not include Clovis Unified, only include P/VP candidates from Fresno Unified, and are during a time when multiple Tier Two Credential avenues were offered.

Region 7

Total #: 634

Average in Region 7: 156 per year

Potential in 2 year Cohort: 312

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Preconditions For Standards-Based Clear Administrative Services Credential Programs

Pre-Condition	Narrative Response	Documentation
1. Initial Employment Requirement: An entity that operates a program for the Clear Administrative Services Credential shall determine, prior to admission to the credential program, that the candidate is employed in a position requiring an administrative credential. Statutory basis: Education Code Section 44270 (b) and 44270.1 (a)(2)	<p>Enrollment in the Fresno County Office of Education's Clear Administrative Services Credential program (FCOE CASC) requires candidates to submit evidence of employment or offer of employment in an administrative position. The Program Director verifies candidates' employment status prior to acceptance into the program.</p> <p>Prior to admission to the credential program, candidates submit verification that they hold or have applied for a valid California Preliminary Administrative Services Credential. The Program Director verifies candidates' eligibility prior to acceptance into the program.</p> <p>Outlined below are the FCOE CASC program Enrollment, Screening, and Admission policies and procedures.</p> <p>Requirements for Candidate's Enrollment in Clear Administrative Services Credential Program:</p> <p>Individuals must satisfy all the following requirements (application packet):</p> <ol style="list-style-type: none"> 1. Complete Enrollment Form 2. Verification of employment, or offer of employment, in an administrative position 3. Verification of valid California Preliminary Administrative Services Credential (Copy of credential submitted to office. Enrollment form request social security number for purposes of verification.) 4. Current resume <p>Clear Credential Candidate Screening and Advisement: Enrollees will be processed and reviewed by the FCOE CASC program to verify</p>	<ul style="list-style-type: none"> • Verification of Administrative Position Form • Credential Verification Form • Enrollment Form
2. Prerequisite Credential: An entity that operates a program for the Clear Administrative Services Credential shall determine, prior to admission to the credential program, that the candidate possesses a valid Preliminary Administrative Services Credential. Statutory basis: Education Code Section 44270.1 (a)(1).		

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	<p>applicants' credentials, references, employment status and completed enrollment form. Applicants who have fulfilled all enrollment requirements will be notified of acceptance, invited to an orientation, and enrolled in the FCOE CASC program.</p> <p>Enrollees who have not successfully completed the enrollment, do not possess valid prerequisite credentials, or are not presently employed in an administrative position will be notified of non-enrollment status and given the opportunity to reapply at a later date.</p>	<ul style="list-style-type: none"> • Program Acceptance Letter • Program Non-Acceptance Letter
<p>3. Administrative Experience Requirement: An entity that operates a program for the Clear Administrative Services Credential shall determine, prior to recommending a candidate for the credential, that the candidate has verified completion of a minimum of two years of successful experience in a full-time administrative position in a public or private school equivalent status while holding the Preliminary Services Credential. Statutory basis: Education Code Section 44270.1 (a)(3)</p>	<p>Prior to recommendation and certification for a Clear Administrative Services Credential from Fresno County Office of Education's Clear Administrative Services Credential program (FCOE CASC), the Program Director verifies candidates have completed a minimum of two years of successful experience in a full-time administrative position in a public or private school of equivalent status. Upon completion of program components and demonstration of competencies, candidates are required to provide evidence of successful employment by completing and submitting the Verification of Employment and Experience form. The Program Director verifies with the candidates' successful employment with their employer prior to recommending them for the Clear Administrative Credential.</p>	<ul style="list-style-type: none"> • Program Completion Verification of Employment Form

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Guideline #1: Program Design and Coordination

Guideline #1	Narrative Response	Documentation
<p>The program sponsor identifies the basis upon which decisions will be made in determining developmental objectives for each candidate in the program and for assessing the advancement of each candidate toward those objectives during the course of the program.</p> <ul style="list-style-type: none"> <i>The program sponsor identifies general administrator performance expectations for use in identifying each candidate's strengths and weaknesses, setting developmental objectives, and measuring progress. These general expectations may be the California Professional Standards for Educational Leaders or a similar set of administrator performance expectations that focus on instructional</i> 	<p>The FCOE CASC program's general administrator performance expectations are based on the California Professional Standards for Educational Leaders (CPSEL) and the Descriptions of Practice (DOP) contained in the document <i>Moving Leadership Standards Into Everyday Work: Descriptions of Practice</i>. The CPSELs serve as the basis for program development, candidate assessment and analysis of program effectiveness. The DOP, based on the CPSELs, provides specific descriptions regarding the six standards and the behaviors of leaders in relation to the standards. Additionally, the DOP identifies criteria by which candidates assess growth over time. The <i>Descriptions of Practice</i> is a research-based document developed in collaboration with California Department of Education, Commission on Teacher Credentialing, representatives from higher education, Association of California School Administrators (ACSA), and the California School Leadership Academy at WestEd (CSLA). It is designed to promote professional reflection of leadership performance associated with the California Professional Standards for Educational Leaders (CPSELs). Specifically, the program focuses on the following standard elements:</p> <p>Standard 1.1 – Develop a shared vision 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.</p> <p>Standard 2.2 – Guide the instructional program Facilitate use of a variety of appropriate content-based learning materials and strategies that recognize students as active learners, value reflection and inquiry, emphasize the quality versus the amount of student application and performance, and utilize appropriate and effective technology.</p> <p>Standard 3.3 – Manage the school as a learning-support system Develop leadership in evaluating and monitoring the program and staff in utilizing effective systems management, organizational development,</p>	<ul style="list-style-type: none"> • CPSEL Document • DOP Document • Standard Element List

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<p><i>leadership.</i></p>	<p>problem-solving, and decision making techniques; and align fiscal, human, and material resources to support the learning of all subgroups of students.</p> <p>Standard 4.1 – Collaborate to incorporate the perspective of families and community members Collaborate to incorporate the perspective of families and community members by recognizing and respecting their goals and aspirations, treating all with fairness and respect, and incorporating their expectations into school decision-making and activities.</p> <p>Standard 5.1 – Maintain ethical standards of professionalism Use the influence of office to enhance the educational program and maintain high ethical standards through modeling and by holding high expectations of all members of the school community in ethics, integrity, justice, fairness, and in the protection of rights and confidentiality.</p> <p>Standard 5.3 – Model reflective practice and continuous growth Reflect on personal leadership practices, recognizing their impact and influence on the performance of others, and engage in professional and personal development.</p> <p>Standard 6.2 – Interact with stakeholders View oneself as both the leader of a team and also as a member of a larger team collecting and reporting on school performance and generating support through two-way communications with key decision-makers in the school community.</p> <p>The elements identified as central to the program touch on each of the six standards identified in the CPSELs. They provide a representation of the elements within each standard. All elements of the CPSELs are reviewed in the program orientation and are discussed during the mentor contacts.</p> <p>The Program Staff and mentors use a variety of assessments, strategies, tools, and training, researched and designed by Association of California School Administrators/New Teacher Center’s (ACSA/NTC) Leadership Coaching program,</p>	

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	<p>to determine developmental objectives and in the advancement of candidates toward those objectives. The means used in the program are listed below:</p> <p>CPSELs Reflection – The assessment is based on the California Professional Standards for Educational Leaders (CPSEL) and the <i>Moving Leadership Standards Into Everyday Work: Descriptions of Practice (DOPs)</i> and is designed to promote reflection and discussion with the mentor. The assessment which is based on a Likert scale asks candidates to identify where they fall on a continuum from “Practice is Directed Toward the Standard”, “Practice Approaches the Standard”, “Practice that Meets the Standard”, and “Practice Exemplifies the Standard” on the seven standard elements. The format of this assessment allows for easy comparison to future results as, after the initial administration, candidates take this same assessment at the end of Year 1 and the end of Year 2 for a total of three administrations. Candidates and mentors are able to review progress and identify areas of need throughout the program process. As candidates progress through the program they are able to demonstrate growth on each of the standard elements by movement on the continuum. The candidates are expected to meet or exceed the “Practice that Meets the Standard” level by the completion of the program.</p> <p>The Candidate and Position Profile – This is a narrative document that asks candidates to provide information about their current administrative assignment and challenges. This portion of the initial assessment asks candidates to: 1) describe their current position, roles and responsibilities and current school or department profile; 2) identify how they measure success in their school or department; and 3) identify any current issues or challenges. In addition to the completion during the initial assessment, the assessment is administered at the end of Year 1 and Year 2 to document changes and to identify any new challenges or needs of candidates. Completing the document multiple times during the program allows the program, candidates and the mentor to identify changes in administrative assignment and the development of new challenges or opportunities. The qualitative nature of this</p>	<ul style="list-style-type: none"> • CPSEL Reflection • The Candidate and Position Profile

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	<p>document is conducive to easy comparison and extrapolation of ideas.</p> <p>The results from the CPSELs Reflection and the Candidate and Position Profile are initially used to determine developmental objectives for candidates. These results provide the baseline for all other activities in the program and are referred to when considering progress or growth in leadership skills. As candidates progresses through the program, in addition to the assessments above, the mentor and Program Staff utilize the following sources of data to modify activities and to determine if candidates meeting their developmental objectives:</p> <p>Site Based Reflection – This assessment includes each of the required standard elements and asks candidates to identify the goals that were included on the ILP that address each standard element. Candidates and mentors identify the tangible impact of each goal on leadership knowledge and skills, instructional practice, and student learning. Candidates are asked to provide specific examples of how the goals have been implemented in the activities at their sites. This reflective process allows candidates and mentors to look for patterns in the behavior of candidates and possibly modify activities as needed. The data from the Site Based Reflection is compared to each subsequent administration to demonstrate growth.</p> <p>Professional Development – Candidates participate in a minimum of three professional development activities during the course of the program and are required to complete project based assessments to demonstrate competency. The professional development is identified based upon the developmental objectives and goals set by candidates and mentors.</p> <p>Collaboration logs – Candidates and mentors meet frequently to discuss progress and review the Individual Leadership Plan (ILP). The notes from these sessions are evidence of the progress of candidates and inform the consideration of advancement.</p>	<ul style="list-style-type: none"> • Site Based Reflection • Collaboration Log • ILP

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	<p>The above assessments are used to develop the ILP and to measure progress towards developmental objectives developed collaboratively by the mentor, Program Staff and candidates. The decision to recommend a candidate for certification is based on the data collected from the data sources above.</p> <p>The process for obtaining the Clear Administrative Services Credential is outlined in the Program Handbook and is explained during the initial orientation meeting held at the beginning of each cohort. The details of the required meetings, professional development, and program expectations are clarified and follow-up questions are addressed during this meeting. As candidates meet regularly with mentors any lingering questions or concerns are addressed. The contact information (email and phone) for Program Staff is provided in the handbook allowing candidates to seek information as needed.</p>	<ul style="list-style-type: none"> • Program Handbook • Orientation Agenda
<ul style="list-style-type: none"> • <i>The program sponsor provides its general administrator performance expectations to each candidate at the outset of the candidate's participation in the program and explains the performance expectations.</i> 	<p>The process for obtaining the Clear Administrative Services Credential is outlined in the Program Handbook and is explained during the initial orientation meeting held at the beginning of each cohort. The details of the required meetings, professional development, and program expectations are clarified and follow-up questions are addressed during this meeting. As the candidates meet regularly with mentors any lingering questions or concerns are addressed. The contact information (email and phone) for the Program Staff is provided in the handbook allowing candidates to seek information as needed. As candidates progress through the program mentors and the Program Staff provide detailed information on performance and any direction necessary to address concerns. These directions are reflected on the candidates Individual Leadership Plan and in the Collaboration logs.</p>	<ul style="list-style-type: none"> • Program Handbook • Orientation Agenda • Collaboration Log • ILP
<p>The program is coordinated effectively, and key program personnel are identified and</p>	<p>The program is housed within the Curriculum and Instruction department, specifically within the Academic Systemwide Intensive Support Team (ASIST). The person who is responsible for coordinating the activities of the program and who has</p>	

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<p>their responsibilities are clearly defined.</p> <ul style="list-style-type: none"> <i>The program identifies the individual responsible for coordination of the program, key personnel involved in program implementation, and the reporting relationships between the identified personnel. The program identifies the person or entity to whom the authority to certify program completion is designated.</i> 	<p>the authority to certify program completion is the Director of School Improvement and Accountability. This person oversees all of the mentoring activities and coordinates the professional development offerings. The full reporting and coordination structure of the program is included the organizational chart in the appendix.</p> <p>The Program Director of the program has an extensive background in school leadership, having served as a principal and principal coach for many years. In addition to the applied experience the director is a CLASS certified coach through the New Teacher Center and provides leadership and direction to mentors within the program regarding best practices in coaching. The director is responsible for the following:</p> <ol style="list-style-type: none"> 1. Planning and coordinating program orientation meetings 2. Coordinating professional development offerings for all candidates 3. Coordination of the collection of program specific data regarding effectiveness and accountability 4. Coordinating the recruitment, applications, identification, training and placement of mentors. This also includes any problem solving or issues between mentors and candidates 5. Communicating with districts and employers regarding program requirements and expectations 6. Coordinating the applications, identification and placement of candidates 7. Certification of candidate's completion 8. All fiscal decisions and requirements 9. Coordination of the maintenance of candidates portfolios and data 10. Provide feedback to candidates on program progress 11. Individual Leadership Plan review 12. Coordination with other County Offices, the CTC and the CDE 13. Organization and planning for CTC certification visits and reports 	<ul style="list-style-type: none"> • Organizational Chart

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	<p>To support the director in the program activities the following individuals will be utilized:</p> <ol style="list-style-type: none"> 1. Program secretary <ol style="list-style-type: none"> a. Maintenance of Records b. Candidates' emails and communication c. Record keeping d. Facility scheduling 2. Assessment & Evaluation Coordinator <ol style="list-style-type: none"> a. Data collection, disaggregation, and analysis b. Report completion c. Program revisions <p>Lead Mentors provide a leadership and organizational structure to the mentoring program. They are FCOE employees and oversee mentors in their assigned areas. For example, a Lead Mentor may be the first contact for all mentors working within a large district. In addition they provide direct mentoring services to candidates in the program. All mentors report directly to the Program Director and have the following responsibilities:</p> <ol style="list-style-type: none"> 1. Three to six hours per month mentoring with candidates with a minimum of three hours individual face-to-face. 2. Individual Leadership Plan development, review and revision 3. Coordination and communication with candidates' employers 4. Providing feedback to candidates on progress in the program 5. Attend professional development to improve skills in mentoring activities 6. Attend meetings with Program Staff monthly <p>Mentors are a primary component of the program. They meet frequently with the candidates and interact with employers and program staff. All mentors report directly to the Program Director and have the following responsibilities:</p> <ol style="list-style-type: none"> 7. Three to six hours per month mentoring with candidates with a minimum of 	<ul style="list-style-type: none"> • Lead Mentor Job Description • Mentor Job Description

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	<p>three hours individual face-to-face.</p> <ol style="list-style-type: none"> 8. Individual Leadership Plan development, review and revision 9. Coordination and communication with candidates' employers 10. Providing feedback to candidates on progress in the program 11. Attend professional development to improve skills in mentoring activities 12. Attend meetings with Program Staff quarterly <p>Professional Development Providers provide training for candidates that is aligned to their identified needs. All professional development providers report to the Program Director and have the following responsibilities:</p> <ol style="list-style-type: none"> 1. Train candidates in the identified area 2. Require project based assessment for each course 3. Provide feedback on candidate performance in their specific training <p>County Office Experts are a key component to the success of the program. These individuals provide guidance and information to candidates as identified on their Individual Leadership Plan. They are responsible for providing assistance as needed under the direction of the Program Director.</p> <p>In order to coordinate activities of the program the Program Staff will conduct quarterly and monthly meetings with program staff and mentors. Monthly leadership meetings are held with Lead Mentors and Program Staff to coordinate program activities and solve issues that arise with candidates and mentors. Quarterly mentor coordination meetings are held under the direction of the Program Staff and provide information regarding updated requirements or upcoming professional development opportunities. Both meetings allow mentors to network and calibrate their mentoring activities. In addition, mentors participate in coaching training through the ACSA/NTC entitled California Network of School Leadership Coaches (CNSLC) three days per year.</p>	<p>• Potential Expert List</p>

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	Mentors, Professional Development Providers and County Office Experts are all key personnel who report directly to the Program Director.	

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Guideline #2: Evaluation of Program Quality

Guideline #2	Narrative Response	Documentation
<p>The program sponsor conducts ongoing evaluation of the quality and effectiveness of the program for the purpose of identifying needs for program improvement and to ensure that the program is providing mentoring, support and assistance of high quality that is targeted to meet individual candidates' needs.</p>	<p>The Fresno County Office of Education's Clear Administrative Services Credential program (FCOE CASC) is evaluated frequently, systematically, and formatively. A Tylerian Objectives-Oriented Evaluation approach is used to ensure the success of program candidates (Smith & Tyler, 1942). This approach includes the following:</p> <ol style="list-style-type: none"> 1. Establishing broad goals 2. Defining goals in behavioral terms (operationalize) 3. Development of measurement techniques 4. Collection of performance data 5. Comparison of performance data with behaviorally stated objectives. <p>In addition to the model proposed above the program evaluation embeds a formative process within. Michael Scriven (1967) noted that this type of model enables "administrators to decide whether the entire finished "program", refined by the use of the evaluation process in its formative role, represents a sufficiently significant advance in the "candidate". By including formative checks throughout the evaluation process the Program Director is able to change and improve aspects of the program to ensure the continued success of candidates and therefore achieve a satisfactory overall result. The evaluation plan is outlined in the appendix.</p> <p>The overall goals of the program are as follows:</p> <ol style="list-style-type: none"> 1. Candidates will improve in their leadership ability (Program Quality) 2. Candidates will be able to obtain their Clear Administrative Services Credential while participating in the Fresno County Office of Education's program (Program Effectiveness) <p>These broad goals serve to ensure the program meets the desired quality and effectiveness necessary to produce quality administrators for Fresno County.</p>	

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Guideline #2	Narrative Response	Documentation
	<p>The first goal outlined above is operationalized with the use of the California Professional Standards for Educational Leaders (CPSEL) and the Descriptions of Practice (DOP) contained in the document <i>Moving Forward: Descriptions of Practice</i>. The <i>Moving Forward: Descriptions of Practice</i> is a research-based document developed by California State Universities, University of California, Association of California School Administrators, and WestEd designed to promote professional reflection of leadership performance associated with the California Professional Standards for Educational Leaders (CPSELs).</p> <p>The measurement instrument developed by the program is the CPSEL Reflection. This assessment, which is based on a Likert scale, asks candidates to identify where they fall on a continuum from “Practice is Directed Toward the Standard”, “Practice Approaches the Standard”, “Practice that Meets the Standard”, and “Practice Exemplifies the Standard” on the seven standard elements. The format of this assessment allows for easy comparison to future results as, after the initial assessment, candidates take this same assessment at the end of Year 1 and the end of Year 2 for a total of three administrations. Candidates and mentors are able to review progress and identify areas of need throughout the program process. As candidates progress through the program they are able to demonstrate growth on each of the standard elements by movement on the continuum. The candidates are expected to meet or exceed the “Practice that Meets the Standard” level by the completion of the program. A record of progress over time is used to identify if candidates are progressing in a satisfactory manner. It is expected that at least 95% of candidates will achieve the Meets Standards level on the seven Standard Elements during the program process.</p> <p>As these data are collected continually during the process, the Program Staff review the data for candidates to identify trends or areas of concern. This formative process happens during the monthly and quarterly mentor meetings and allows all program participants to review the overall performance of the candidates and the success of</p>	<ul style="list-style-type: none"> • CPSEL Document • DOP Document • CPSEL Reflection • Standard Element List

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	<p>their work.</p> <p>It is expected that 95% of candidates who complete the program will be recommended for a clear credential. The Program Staff compares the number of candidates who complete the program to those who actually are recommended for a credential.</p> <p>To ensure the performance on the two overall goals is satisfactory the Program Staff monitors the following elements:</p> <ol style="list-style-type: none"> 1. Frequency of contacts <ol style="list-style-type: none"> a. Reported in Collaboration Logs completed by the mentors prior to each quarterly mentor meeting. These reports include contact dates and duration. b. Contacts between mentors and candidates are logged onto collaboration logs and will be loaded into a data tracking system for quick reference and follow-up within one year of the program start. c. Attendance at both cohort and individual mentoring is maintained in the county created database. These data are reviewed at monthly and quarterly meetings. 2. Mentoring content and candidate progress <ol style="list-style-type: none"> a. Samples of Collaboration Logs directly connected to identified SMART goal and CPSEL are uploaded to the candidate's portfolio prior to each quarterly meeting (4 times per year). 3. Professional Development Attendance <ol style="list-style-type: none"> a. Review of sign-in sheets from all professional development sessions. It is expected that providers create the requisite sheets and that candidates participate in three sessions over the two-year process. 4. Program Effectiveness <ol style="list-style-type: none"> a. The Candidate Program Survey is completed once a year and focuses on the level of satisfaction that is experienced by candidates with specific program elements. These elements include, but are not limited 	<ul style="list-style-type: none"> • Collaboration Logs • Candidate Program Survey

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	<p>to, the types of professional development, the type and frequency of communication, the level of responsiveness provided by the program, and the applicability of the program activities.</p> <p>b. Mentors complete the Mentor Program Survey annually. The purpose of the survey is to gather data from the mentor in the areas of coach training, candidate/mentor assignment, formative assessments, collaborative mentoring quality, and program personnel, procedures, and coordination. Mentors are asked to respond by rating prompts on a continuum from “strongly agree” to “strongly disagree.” In addition, mentors are asked to give suggestions for improvement through narrative responses for specific feedback on their perceptions of overall mentor preparation and program component effectiveness.</p> <p>5. Mentor Effectiveness</p> <p>a. To evaluate the success of the mentor, ACSA/NTC developed a survey tool and rating scale based on critical components of successful mentoring. Candidates use the Candidate Program Survey to rate 1) mentoring skills and relationship, 2) mentoring practices, 3) overall leadership mentor services, as well as 4) narrative feedback to the program office and ACSA/NTC. Upon completion of Year 1 and Year 2, candidates respond to a series of statements in each of the above stated areas scoring their mentor on the following scale: 1= strongly disagree, 2 =disagree, 3 = agree, and 4 = strongly agree.</p> <p>6. Professional Development Effectiveness</p> <p>a. The Professional Development Effectiveness Survey from professional development sessions will be collected after each session to gauge the impact of the training on candidates. The forms are provided by the individual trainers.</p>	<p>• Mentor Program Survey</p> <p>• Candidate Program Survey</p>

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	<p>Each of the identified elements contributes to the achievement of candidates and their ability to demonstrate increased leadership capacity. These elements also contribute to a better indication of the effectiveness of the program. As concerns are noted the Program Director intervenes with the appropriate parties to address the identified issues. The Program Staff and all Lead Mentors meet quarterly to review the collected data and make changes as necessary to improve the program process.</p>	
<ul style="list-style-type: none"> <i>The program evaluation process includes an opportunity for candidates to provide the program sponsor with their perceptions of the quality of the various aspects of the program, including those areas in which the program successfully provided appropriate mentoring, support and assistance, and those areas in which candidates perceived program deficiencies</i> 	<p>The program evaluation incorporates several ways for candidates to provide direct feedback regarding program effectiveness. The candidates complete a Candidate Program Survey at the end of every year. These data are reviewed by the Program Staff and mentors to identify any specific needs or concerns. Specially, the candidates are asked about their experience with the mentoring process and how effective the information they are accessing is in their current job environment. As concerns are identified the Program Staff meets individually with candidates to find a solution.</p> <p>To evaluate the success of the mentor, ACSA/NTC developed a survey tool and rating scale based on critical components of successful mentoring. Candidates use the Candidate Program Survey to rate 1) mentoring skills and relationship, 2) mentoring practices, 3) overall leadership mentor services, as well as 4) narrative feedback to the program office and ACSA/NTC. Upon completion of Year 1 and Year 2, candidates respond to a series of statements in each of the above stated areas scoring their mentor on the following scale: 1= strongly disagree, 2 =disagree, 3 = agree, and 4 = strongly agree.</p> <p>Information from the survey is used by the Program Staff to gather feedback on the quality of mentors and mentors' preparation/training. Results from the survey help the Program Staff determine if the criteria for recruiting and training mentors is effective and/or helps in identifying areas of mentors/mentoring needing improvement. The survey is designed to provide enough detail to provide feedback on an individual mentor's strengths and to determine if additional training is needed.</p>	<ul style="list-style-type: none"> • Candidate Program Survey • Candidate Program Survey

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	All cohort mentoring sessions include a discussion about the program and any issues that may be arising. These issues are addressed during the session or if they go beyond the scope of the mentor, are passed on to the Program Staff.	
<ul style="list-style-type: none"> <i>The program evaluation process includes an opportunity for mentors to provide information on their perceptions of the quality of various aspects of the program, including the appropriateness and sufficiency of mentor training requirements, the effectiveness of criteria for mentor assignment, and the quality of the mentor evaluation process.</i> 	<p>Mentors complete the Mentor Program Survey annually. The purpose of the survey is to gather data from the mentor in the areas of coach training, candidate/mentor assignment, formative assessments, collaborative mentoring quality, and program personnel, procedures, and coordination. Mentors are asked to respond by rating prompts on a continuum from “strongly agree” to “strongly disagree.” In addition, mentors are asked to give suggestions for improvement through narrative responses for specific feedback on their perceptions of overall mentor preparation and program component effectiveness. The Program Staff and all mentors meet to review the collected data and make changes as necessary to improve the program process. In addition, a summary of program evaluation data is made available to participating districts annually. These reports are cleared of any identifying information and include a summary of effectiveness information.</p>	<ul style="list-style-type: none"> • Mentor Program Survey
<ul style="list-style-type: none"> <i>The program sponsor uses information obtained through the program evaluation process to identify areas in need of improvement and takes appropriate actions to improve and ensure program quality.</i> 	<p>All of the data elements collected for the program evaluation are designed with use in mind. The process for collecting, analyzing and utilizing results is outlined below.</p> <p>Data Collection <u>Program Evaluation</u></p> <ol style="list-style-type: none"> 1. Candidate Program Survey <ol style="list-style-type: none"> a. Completed at the end of Years 1 & 2 2. Mentor Program Survey <ol style="list-style-type: none"> a. Completed at the end of Years 1 & 2 	<ul style="list-style-type: none"> • Candidate Program Survey • Mentor Program Survey

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	<p>3. Program Completion Rates</p> <p><u>Mentor Evaluation</u></p> <ol style="list-style-type: none"> 1. Mentor Application packet <ol style="list-style-type: none"> a. Completed prior to program participation 2. Attendance at all required trainings including CLASS Training, CNSLC Training, Mentor Meetings, and required cohort meetings 3. Candidate Program Survey <ol style="list-style-type: none"> a. Completed at the end of Year 1 and Year 2 <p><u>Candidate Evaluation</u></p> <ol style="list-style-type: none"> 4. Application packet <ol style="list-style-type: none"> a. Enrollment Form b. Administrative Position Verification c. Professional Agreements d. Completed before program enrollment 5. Initial assessment - CPSELs Reflection and the Candidate and Position Profile <ol style="list-style-type: none"> a. Completed at the beginning and end of Year 1 and the end of Year 2 6. Individual Leadership Plan <ol style="list-style-type: none"> a. Completed at the beginning of the program and as needed throughout the process 7. Site Based Reflection <ol style="list-style-type: none"> a. Completed at the end of Year 1 and end of Year 2 8. Attendance at all required trainings including cohort meetings, professional development, job shadowing and individual mentoring meetings 9. Collaboration Log <ol style="list-style-type: none"> a. Completed monthly by mentors 	<ul style="list-style-type: none"> • Candidate Program Survey • Application packet • Agreements • CPSELs Reflection • The Candidate and Position Profile • ILP • Site Based Reflection • Collaboration Logs

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	<p>Analysis & Utilization Candidate and program data are reviewed in the following ways:</p> <ol style="list-style-type: none"> 1. Monthly Lead Mentor Meetings – These meetings are comprised of the Program Staff and the Lead Mentors. The focus of these meeting is to primarily discuss and evaluate the program process and to make changes or amendments as needed. Data are reviewed for candidate progress, program effectiveness and goal attainment. Trends are noted and adjustments are made based on these data. In addition, data collected regarding mentor performance is reviewed and discussed to address any concerns. Professional development and topic specific cohort mentoring sessions are planned based on the data presented. 2. Quarterly Mentor Meetings – These meetings are comprised of all program staff. The focus of these meetings is to discuss candidate progress and any issues or concerns regarding candidates’ work. Data from all candidates are reported by mentors and reviewed by the group. Trends are noted and specific areas of weakness or concern are addressed and modified as needed. Any specific needs for candidates are noted and included in the data reviewed during the Monthly Lead Mentor meetings. Coaching or instructional strategies are shared to help facilitate effective mentoring with candidates. 3. Year End Program Meetings – These meetings are comprised of all program staff. Data collected from all candidates and mentors is reviewed and trends are noted. Planning for the coming year is conducted and enhancements to the program are made. Efficiency and program progress are scrutinized and issues are addressed by program staff. <p>The annual program evaluation process is detailed in the Calendar of Data Collection and Analysis for the program.</p>	<ul style="list-style-type: none"> • Lead Mentor Meeting Agenda • Quarterly Mentor Meeting Agenda • Calendar of Data Collection and Analysis
The program sponsor	Candidates, upon entering the program, have an electronic profile created. This	• Portfolio Contents

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<p>maintains records of services provided to candidates, candidate assessments and other documentation of program and candidate activities for use in external program assessment activities to be conducted by the Commission.</p> <ul style="list-style-type: none"> <i>The program sponsor maintains records of program policies and procedures, services provided to candidates, candidate assessment data, number of mentors, number of participants, and other data related to the program's value, scope and content.</i> 	<p>profile includes all of the various activities that are associated with the program. It includes the following:</p> <ol style="list-style-type: none"> 1. Orientation date (where candidates are provided all policies and procedures) 2. Contact dates/hours 3. Assessment results 4. Professional development activities <p>These data are maintained online and candidates and program staff can access them at any time to check on progress in the program and to inform the next steps in the development process.</p> <p>Candidates' progress is monitored through the collection of documents and will be uploaded into a county developed system. These data are available for review by mentors and candidates. The results of the CPSELS Reflection are stored in this database in a graphical format. Candidates are aware of the requirement of standard element progress and are able to identify which elements they still need to address. In addition to the online records, Collaboration Logs and ILP review during mentoring sessions will allow candidates to identify progress and areas or potential growth.</p> <p>The data stored in the county developed system will be maintained in a database format. Collected Collaboration Logs and ILPs are scanned and uploaded to the database to provide a document history. These data are kept for a minimum of seven years after the completion of the program.</p>	<ul style="list-style-type: none"> • CPSEL Reflection • Collaboration Logs • ILP
<ul style="list-style-type: none"> <i>The program sponsor consents to providing program information to the Commission upon request and to cooperate with program audit and reporting activities</i> 	<p>The program evaluation data from the Fresno County Office of Education's Administrative Clear Credential program are available to the CTC for review for program audits, report clarification and program renewal.</p> <p>The Program Staff is responsible for initiation, coordination, production, and completion for requests to responses by the CTC to provide records, documentation, and evidence of program components to CTC personnel or independent contractors acting on behalf of the CTC.</p>	

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<i>conducted by the Commission.</i>	Throughout the year the program staff collects documentation and data that support and provide evidence for program components in necessary for reports and maintains program records. The Program Director preschedules reporting deadlines and reports to be completed per CTC regulations and policies. Prescheduling report deadlines ensure personnel and time are available to compile documentation and prepare reports in a timely manner. FCOE and its program office are committed to professional working relations with the CTC. Upon notification of requests for documents needed for audits and reporting activities, FCOE agrees to provide all information, documentation, data and full cooperation. Biennial reporting, audits, and requests for information from CTC are included in the quarterly and end of year meetings agendas.	

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Guideline 3: Initial Assessment of Candidate Competence

Guideline #3	Narrative Response	Documentation
Within the candidate's first 90 days of employment in a position requiring possession of an administrative services credential, the program sponsor initially assesses candidates based on the program's general administrator performance expectations.	<p>The FCOE CASC Program Staff notifies districts of the requirement that new administrators are to enroll in the program within 90 days of their date of hire for a position requiring an administrative credential. This notice provides each district specific program information including dates, credential requirements, and program contacts. The Fresno County Office of Education Credentialing department notifies the Program Staff when a Preliminary Administrative Services Credential is submitted. The individual who has submitted the credential is notified by a letter of the requirement to participate in a Clear Administrative Services Credential Program. This information mirrors the letter provided by the district. Information about the program is provided to districts in the county, on the Fresno County Office of Education website, during administrative meetings held by the county and in the letters sent to preliminary credential applicants. Every effort is made to ensure new administrators are aware of the clear credential requirements.</p> <p>In addition to the notice provided to districts the credentialing department from Fresno County Office of Education issues a letter to all individuals who apply for the Preliminary Administrative Services Credential. This letter outlines the requirements to obtain a Clear Credential and the contact information of the CASC Program. The letter is also provided to the human resource directors throughout the county to assist with the process. When potential candidates are hired within a district the human resources department will provide the new hire with the program requirements and the CASC program contact information.</p> <p>Cohorts are created at the beginning of Fall and Spring semester. All members of their respective cohorts participate in an orientation to review the California Professional Standards for Educational Leaders (CPSEL) and the Descriptions of Practice (DOP). The participants receive the program handbook and the program expectations are reviewed. An in-depth analysis of the CPSELs and the DOPs is</p>	<ul style="list-style-type: none"> • District Letter • CASC Handbook • Orientation Agenda

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	<p>provided. The self-report nature of the initial assessment often results in candidates rating themselves considerably higher than is accurate. The analysis and discussion provided before completing the assessments allows for a more accurate assessment of leadership capabilities. At the conclusion of the orientation, candidates complete the initial assessment which consists of the CPSELs Reflection and the Candidate and Position Profile. This orientation and assessment process is conducted within 90 days of the candidate's employment as an administrator.</p> <p>The program's general administrator performance expectations are based on the California Professional Standards for Educational Leaders (CPSEL) and the Descriptions of Practice (DOP) contained in the document <i>Moving Leadership Standards Into Everyday Work: Descriptions of Practice</i>. The CPSELs serve as the basis for program development, candidate assessment and analysis of program effectiveness. The DOP, based on the CPSELs, provides specific descriptions regarding the six standards and the behaviors of leader in relation to the standards. Additionally, the DOP identifies criteria by which a candidate can assess growth over time. The <i>Descriptions of Practice</i> is a research-based document developed in collaboration with California Department of Education, Commission on Teacher Credentialing, representatives from higher education, Association of California School Administrators (ACSA), and the California School Leadership Academy at WestEd (CSLA). It is designed to promote professional reflection of leadership performance associated with the California Professional Standards for Educational Leaders (CPSELs). Specifically, the program focuses on the following standard elements:</p> <p>Standard 1.1 – Develop a shared vision 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.</p> <p>Standard 2.2 – Guide the instructional program Facilitate use of a variety of appropriate content-based learning materials and</p>	<ul style="list-style-type: none"> • CPSEL Reflection • Candidate and Position Profile • Standard Element List

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	<p>strategies that recognize students as active learners, value reflection and inquiry, emphasize the quality versus the amount of student application and performance, and utilize appropriate and effective technology.</p> <p>Standard 3.3 – Manage the school as a learning-support system Develop leadership in evaluating and monitoring the program and staff in utilizing effective systems management, organizational development, problem-solving, and decision making techniques; and align fiscal, human, and material resources to support the learning of all subgroups of students.</p> <p>Standard 4.1 – Collaborate to incorporate the perspective of families and community members Collaborate to incorporate the perspective of families and community members by recognizing and respecting their goals and aspirations, treating all with fairness and respect, and incorporating their expectations into school decision-making and activities.</p> <p>Standard 5.1 – Maintain ethical standards of professionalism Use the influence of office to enhance the educational program and maintain high ethical standards through modeling and by holding high expectations of all members of the school community in ethics, integrity, justice, fairness, and in the protection of rights and confidentiality.</p> <p>Standard 5.3 – Model reflective practice and continuous growth Reflect on personal leadership practices, recognizing their impact and influence on the performance of others, and engage in professional and personal development.</p> <p>Standard 6.2 – Interact with stakeholders View oneself as both the leader of a team and also as a member of a larger team collecting and reporting on school performance and generating support through two-way communications with key decision-makers in the school community.</p> <p>The elements identified as central to the program touch on each of the six standards identified in the CPSELs. They provide a representation of the elements within each</p>	

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	standard. All elements of the CPSELs are reviewed in the orientation and are discussed during the mentor contacts.	
<p>This initial assessment includes a candidate self-assessment component in which the candidate describes current job responsibilities and challenges, and perceived personal strengths and weaknesses.</p> <ul style="list-style-type: none"> <i>The program's initial assessment is designed to measure a candidate's initial level of competence in each of the program's general administrator performance expectations in a way that can be compared to future assessments of candidate competence so that the program sponsor can determine the candidate's progress and increased administrative effectiveness over time.</i> 	<p>The Fresno County Office of Education's Clear Administrative Services Credential program (FCOE CASC) uses the CPSELs Reflection as one component of the initial assessment for candidates. The assessment is based on the California Professional Standards for Educational Leaders (CPSEL) and the <i>Moving Leadership Standards Into Everyday Work: Descriptions of Practice (DOPs)</i> and is designed to promote reflection and discussion with the mentor. The assessment which is based on a Likert scale asks candidates to identify where they fall on a continuum from "Practice is Directed Toward the Standard", "Practice Approaches the Standard", "Practice that Meets the Standard", and "Practice Exemplifies the Standard" on the seven standard elements. The format of this assessment allows for easy comparison to future results as candidates take this assessment upon entry to the program, at the end of Year 1 and at the end of Year 2 for a total of three administrations. Based on Year 1 data candidates and mentors are able to review progress and identify areas of need throughout the program process. Data from the end of the Year 2 administration is used to base decisions about competence and completion of the program. As candidates progress through the program they are able to demonstrate growth on each of the standard elements by movement on the continuum. The candidates are expected to meet or exceed the "Practice that Meets the Standard" level by the completion of the program.</p> <p>In addition to the CPSEL/DOPs Growth Reflection, candidates complete a narrative assessment called the Candidate and Position Profile, which is the second part of the initial assessment. This portion of the initial assessment asks candidates to: 1) describe their current position, roles and responsibilities and current school or department profile; 2) identify how they measure success in their school or department; and 3) identify any current issues or challenges. This portion of the assessment is administered upon entry to the program and at the beginning of Year 2 to document changes and to identify any new challenges or needs of candidates. The</p>	<ul style="list-style-type: none"> • CPSEL Reflection • Candidate and Position Profile

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	qualitative nature of this document is conducive to easy comparison, development of the ILP and extrapolation of ideas.	
<ul style="list-style-type: none"> <i>The assessment examines candidate competence authentically, systematically and fairly, and takes into account the highly variable nature of administrative responsibilities.</i> 	<p>The CPSELs Reflection and the Candidate and Position Profile are based on CPSELs which are foundational to all administrative positions in education. The elements of the assessments are realistic responsibilities and requirements of good leadership. The assessment is designed to include information from the actual position candidates are holding, which produces authentic results. This allows for a frank discussion of the strengths, challenges and potential areas of need that may be addressed during the coaching sessions. The use of the CPSELs and the DOPs allows for a systematic approach to the review of candidates competency. The standards address all areas that are important to the success of a leader in the school or district setting. The self-report nature of the assessments, combined with the review of the CPSELs and DOPs during the orientation, allow candidates to participate on equal ground. The candidates are able to apply their personal experience to the responses and gauge where they fall on the continuum. In addition, all results are reviewed between mentors and candidates and areas of support are identified in a collaborative fashion.</p> <p>Should positions or circumstances change during the course of the program, the results of the assessment still apply to candidates. The assessments evaluate individual leadership growth in conjunction with the current position, not solely the characteristics of the candidate's position. The candidate's leadership capacity is applicable to all areas of education.</p>	<ul style="list-style-type: none"> • CPSEL Reflection • Candidate and Position Profile
The results of this initial assessment inform decisions concerning the administrator's needs and developmental	After mentors have been assigned to candidates the Program Staff shares the data from the initial assessments with candidates and mentors to assist in the development of the Individual Leadership Plan (ILP). The data from both the CPSELs Reflection and the Candidate and Position Profile assessments are combined to identify the	<ul style="list-style-type: none"> • ILP • CPSEL Reflection • Candidate and Position Profile

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<p>objectives to be met during the course of the program.</p> <ul style="list-style-type: none"> <i>The results of the initial assessment are shared with the candidate and individual(s) assigned to provide the candidate with mentoring, support and assistance to ensure that all parties have a clear understanding of the candidate's initial strengths, weaknesses, and areas of focus for the mentoring, support and assistance to be provided to the candidate.</i> <p>Mentoring, support and assistance activities initially focus on those areas in which the initial assessment indicates additional support is needed for the candidate to be successful in his/her current assignment.</p>	<p>mentoring, support and assistance activities that are required for candidates to become successful administrators. The initial mentoring meeting includes an analysis and reflection of the initial assessments and the identification of potential growth areas for the candidate. Goals, action steps and activities are developed which contributes to the development of the ILP. Once the ILP is developed it is reviewed by the mentor, the candidate and the candidates' employer. The parties indicate their agreement by including their signature on the signature page.</p> <p>The results of the CPSELs Reflection and the Candidate and Position Profile are immediately available to the Program Staff, candidates, and mentors. The initial and all follow-up assessments are conducted online, which allows candidates and mentors to print the results immediately following the completion of the assessment. Candidates, mentors and Program Staff have access to the completed data via the New Teachers Center website. They are able to review the results and reports in conjunction with previous results and make comparisons to determine growth.</p>	
<ul style="list-style-type: none"> <i>The program sponsor maintains a record of each</i> 	<p>The CPSELs Reflection and the Candidate and Position Profile are completed online and are maintained throughout the program. These data are available at any time for the Program Staff, mentors or candidates to review while updating the Individual</p>	<ul style="list-style-type: none"> • CPSEL Reflection

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<i>candidate's initial assessment results for comparison with subsequent assessments to determine candidate progress over the course of the program.</i>	<p>Leadership Plan or discussing possible needs or challenges. All subsequent administrations are conducted online and are available for comparison with the initial assessment. The data are maintained in a data warehouse that facilitates the growth reports required for progress reporting and outcome measures. The data also provide an opportunity for frequent reflection by candidates and mentors on the candidate's progress.</p> <p>The data warehouse used to track the progress of candidates and to maintain candidate assessment results will be developed during year one of the FCOE CASC program and housed at the county office. This system will include a portal for mentors and candidates to review progress and to identify needed documentation.</p> <p>The Program Staff provides a method for maintaining an on-line portfolio for each administrator. The portfolio includes artifacts including, but not limited to, sample ILPs, reflective writing pieces based on the results of job embedded CPSEL based projects, professional development activities, and examples of Collaborative Coaching Logs. The project design requires rigor and relevance while being based on individual candidates self-identified needs.</p>	<ul style="list-style-type: none"> • Candidate and Position Profile • Individualized Mentoring Plan • Collaborative Coaching Logs

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Guideline 4: Individualized Mentoring Plan

Guideline #4	Narrative Response	Documentation
<p>The program sponsor establishes a process through which a mentoring plan is created for each administrator served by the program.</p>	<p>Fresno County Office of Education’s Clear Administrative Services Credential program (FCOE CASC) follows a thoughtful process for the development of the Individual Leadership Plan (ILP). Upon enrollment into the program, the Program Staff notifies the district and school administrators by email of the candidate’s acceptance into the program and the process for the development of the ILP. The first step in the ILP process is candidates’ participation in a Program Orientation where program expectations and responsibilities are outlined. During the orientation, candidates complete initial assessments that contribute to the development of the ILP.</p> <p>The Program Orientation is conducted by the Program Staff at the beginning of Fall and Spring of each school year. These sessions are held with all candidates in a cohort-group format, which allows for consistent information and an opportunity for candidates to network with each other. Program Staff holds a modified orientation meeting with candidates employed after the Fall or Spring Program Orientations to review pertinent information and to administer the initial assessment. This modified orientation is held in May of each year. Candidates are still required to attend the full orientation meeting held in Fall and are part of that cohort.</p> <p>Each Program Orientation session includes an overview of the program process by reviewing the handbook and answering any questions related to program completion. The Program Staff reviews the California Professional Standards for Educational Leaders (CPSELs) and the information from <i>Moving Leadership Standards Into Everyday Work: Descriptions of Practice</i> (DOPs) to ensure candidates understand what is being asked of them in their initial assessment. The self-report nature of the initial assessment often results in candidates rating themselves considerably higher than is accurate. The analysis and discussion provided before completing the assessments allows for a more accurate assessment of leadership capabilities. This training allows candidates to accurately assess their strengths and weaknesses as</p>	<ul style="list-style-type: none"> • Individualized Mentoring Plan • Program Orientation Agenda • Participation Hours • Program Handbook • CPSEL • DOP

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Guideline #4	Narrative Response	Documentation
	related to the CPSELs. The initial assessment, which consists of the CPSELs Reflection and the Candidate and Position Profile, is administered to candidates as part of the Program Orientation.	
<ul style="list-style-type: none"> <i>The program sponsor initially assesses each candidate's strengths and weaknesses based on the program's general administrator performance expectations, and uses the results of this assessment to create an appropriate individualized mentoring plan.</i> 	<p>The program uses the CPSELs Reflection as one component of the initial assessment for candidates. The assessment is based on the California Professional Standards for Educational Leaders (CPSEL) and the <i>Moving Leadership Standards Into Everyday Work: Descriptions of Practice (DOPs)</i> and is designed to promote reflection and discussion with the mentor. The assessment which is based on a Likert scale asks candidates to identify where they fall on a continuum from "Practice is Directed Toward the Standard", "Practice Approaches the Standard", "Practice that Meets the Standard", and "Practice Exemplifies the Standard" on the seven standard elements. Any standard elements that are below the "Practice that Meets the Standard" level are considered areas requiring additional support and are included in the ILP. As these are new administrators it is expected that most standard elements will fall into this category.</p> <p>In addition to the CPSEL/DOPs Growth Reflection, candidates complete a narrative assessment called the Candidate and Position Profile, which is the second part of the initial assessment. This portion of the initial assessment asks candidates to: 1) describe their current position, roles and responsibilities and current school or department profile; 2) identify how they measure success in their school or department; and 3) identify any current issues or challenges. This portion of the initial assessment is designed to include context to the areas of weakness and strength. The open-ended structure of this portion of the assessment allows candidates to identify their own areas of need which are also included on the ILP.</p>	<ul style="list-style-type: none"> • CPSEL Reflection • Candidate and Position Profile • Individual Leadership Plan
The plan addresses the mentoring, support and	The initial step in the Individual Leadership Plan (ILP) process involves the completion of the assessments by candidates. Data collected from the CPSELs	<ul style="list-style-type: none"> • CPSEL Reflection • Candidate and

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<p>assistance needs of each administrator, and may identify additional learning activities needed for the administrator's professional development. The plan includes developmental objectives that the individual administrator is expected to meet over the course of the program.</p> <ul style="list-style-type: none"> The candidate, employer, and a program representative participate in the development of the plan and provide written approval of the initial plan. 	<p>Reflection and the Candidate and Position Profile are analyzed by the Program Staff. Based on this analysis, mentors are selected that best suit candidates' needs. Mentors meet individually with candidates to discuss the assessment results and to plan for activities that provide leadership development. The initial ILP is developed through a collaborative process with candidates, mentors, and input from the candidates' supervisor or district. The ILP provides the framework for the mentoring sessions, professional development, and cohort meetings that candidates participate in during the program. The initial ILP is drafted and approved by the Program Staff and each candidate's supervisor.</p> <p>The Individual Leadership Plan (ILP) is based on the identified areas of strength and growth as determined by the CPSELs Reflection and the Candidate and Position Profile assessments.</p> <p>The ILP includes an area for candidates to identify their current reality around a job-focused area of need. This information is populated based on the results of the initial assessment and ongoing meetings with the mentor. Following the current needs section, the ILP includes an area for a SMART Leadership goal. This goal is specific, measurable, attainable, results-oriented, and time specific. Mentors receive training to ensure they are capable of helping candidates set appropriate goals that encourage success in the program. For each goal the associated standard element is identified, which ties the activities to pre and post assessments.</p> <p>Following the goal section of the ILP, candidates develop an action plan tied to developmental objectives. The plan is based on the goals set by candidates in collaboration with their mentor and operationalized in a manner that allows candidates to report progress. As an example, if a candidate sets a goal to implement an observation protocol with English learners based on the results of their CPSELs Reflection and the Candidate and Position Profile assessments the action steps might include meeting with staff to identify concerns, reviewing literature to identify best</p>	<p>Position Profile</p> <ul style="list-style-type: none"> Individual Leadership Plan <ul style="list-style-type: none"> SMART Goal Template Standard Elements ILP

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	<p>practices in observations, the actual implementation of the protocol and the evaluation of the impact. Each of these steps would be time-bound and have specific outcome criteria.</p> <p>The action steps are connected to the person or people involved in the step, which resources are required to complete the step, when the step is to be completed, and the CPSEL that is being addressed. Upon completion of the step the mentor or the candidate updates the ILP with a date of attainment.</p> <p>The final portion of the ILP requires a signature of the mentor, candidate and the district representative. The ILPs are reviewed and discussed at each meeting with the mentor and the candidate. Any changes to the ILP are agreed upon by all signatories. The ILP from the beginning of Year 1 and the beginning of Year 2 are maintained in the candidates' portfolio.</p>	
<ul style="list-style-type: none"> <i>The candidate's developmental needs and current work context are considered and addressed in the development of the plan.</i> 	<p>The initial assessment is designed to address candidates' current reality. In particular, candidates describe their current assignment and identify current issues or challenges in the Candidate and Position Profile portion of the assessment. The information gathered from this assessment allows mentors and candidates to utilize specific data to set goals, identify activities, and schedule mentoring for the credential process.</p>	<ul style="list-style-type: none"> • Candidate and Position Profile
<ul style="list-style-type: none"> <i>The program sponsor provides an opportunity to review and amend the plan as necessary to meet the administrator's needs or address changes in the administrator's assignment or other</i> 	<p>The Individual Leadership Plan (ILP) is updated throughout the program using data collected in Years 1 and 2, as well as from mentoring conversations between mentors and candidates. Additionally, during individual mentor meetings candidates and mentors review the ILP to ensure the activities are being completed and are still relevant to the candidate's assignment. As roles or responsibilities change the ILP is updated to reflect the most current needs and challenges of candidates. New goals and activities may also be added to the ILP to ensure mastery of leadership skills. The changes and amendments are reviewed and approved by the employer annually.</p>	<ul style="list-style-type: none"> • ILP

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<i>aspects of the administrator's work context. The candidate, employer, and a program representative review and approve any changes to the individualized mentoring plan.</i>	Any concerns about the proposed changes are directed to the mentor who negotiates a compromise. If issues are still present the Program Director helps in the process to ensure each candidate's needs are being met. The ILP is designed to be a dynamic document that changes as the candidate's needs or current employment situations change.	

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Guideline 5: Provision of Mentoring, Support and Assistance

Guideline #5	Narrative Response	Documentation
<p>The program sponsor provides mentoring, support and assistance that is designed to meet the individual administrator's needs, and is conducted on a regular, ongoing basis throughout the course of, at minimum, the administrator's first two years of administrative service while possessing the Preliminary Administrative Services Credential.</p> <ul style="list-style-type: none"> <i>The program sponsor, an employer representative, and the administrator collaborate to identify the mentoring, support and assistance needs of the administrator and appropriate means for providing these services.</i> 	<p>The Fresno County Office of Education's Clear Administrative Services Credential program (FCOE CASC) provides support and assistance through a process of appropriate planning, mentoring, professional development, and job shadowing. The combination of these activities allows the candidates to apply information learned during the Preliminary Credential program to the actual experiences in which they are currently involved. This dynamic approach is tailored to the needs of the candidates and serves to foster professional growth. The support is provided, at a minimum, during the initial two-year induction process. Any potential follow-up support is discussed during the final half of year two. This conversation is conducted with the Program Director, the candidates and the candidates' employer. If needed, specific arraignments will be made to best serve the candidates and to function within the program design. Additional services beyond the two years will entail an additional cost.</p> <p><u>Planning</u></p> <p>The initial step in this process is the planning of the candidates activities throughout the two-year program. Using the results of the initial assessments, the candidates, mentor, and the Program Staff collaborate to develop the mentoring activities appropriate to the needs of the candidates. This collaborative process is conducted in several ways including, but not limited to, face-to-face, Skype, online discussions or conference calls. The means of communication are conducive to all parties involved in the collaborative process. During this process the candidates and mentor review the initial assessment results and decide on the best avenue for mentoring and learning for the candidate. The collaboration consists of a review of the identified mentoring, support and assistance needs of the candidates are established through the Individualized Mentoring Plan (ILP). There are three types of services or activities that are initially discussed and included in the candidates program; mentoring, professional development, and job-shadowing.</p>	<ul style="list-style-type: none"> • CPSEL Reflection • Candidate and Position Profile • Individual Leadership Plan

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Guideline #5	Narrative Response	Documentation
<ul style="list-style-type: none"> <i>The administrator's individual mentoring plan identifies the frequency of regularly scheduled meetings between the administrator and lead mentor. Communication formats for these meetings may be varied (e.g. phone, e-mail, teleconference) but must allow reasonable access for the administrator to the individual(s) assigned to provide support.</i> <i>The program sponsor provides opportunities for communication between administrators served by the program to allow for peer engagement and support.</i> 	<p><u>Mentoring</u></p> <p>Mentoring is the cornerstone of the program in that all of the activities participated in by the candidates are planned and then reviewed during the mentoring process. All challenges and opportunities are debriefed in mentoring sessions and the candidates are able to collaboratively plan for success. Mentoring takes place in two formats, individual face-to-face and in a cohort. The format of these sessions is deliberate and designed to allow the individual attention as well as the networking and subject expertise needed by the candidates. During all mentoring sessions the mentor completes the Collaborative Coaching Logs to report what was covered in the session, to identify any specific goals for the candidates and to note progress in the candidates' plan. These logs are shared with the candidates and are used as a roadmap of actions between mentoring sessions.</p> <p>Individual face-to-face mentoring will take place between all candidates and mentors three hours per month each month school is in session. The sessions are structured to best meet the needs of the candidates and may occur on a single day or on multiple days in the month. The sessions are tied to the ILP goals and the work in which the candidates are currently engaged. These meetings are outlined on the candidates' ILP and scheduled on a semester by semester basis.</p> <p>Cohort mentoring sessions are held every month and are designed to allow candidates to network and collaborate. The candidates will initially attend the cohort that is run by their identified mentor but will be able to move into other cohorts to meet their identified needs. Sessions are all two-three hours in length and held during times that are conducive to all participants and are facilitated by the mentors and at times will be assisted by content experts. Candidates are required to attend six of the eight offered sessions over the two years of the program and choose which sessions to attend based on the feedback of their mentor, their current needs, and information from their ongoing assessments. Candidates are encouraged to attend all eight offered</p>	<ul style="list-style-type: none"> • Collaborative Coaching Logs • Cohort Mentoring Meeting Agenda • Cohort Mentoring Plan

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Guideline #5	Narrative Response	Documentation
<ul style="list-style-type: none"> <i>The program sponsor ensures that the administrator has access to mentoring and support in crises or other sensitive situations that occur at times other than the regularly scheduled meetings between the administrator and lead mentor.</i> 	<p>cohorts, but not required.</p> <p>The content of the sessions follows a pattern of either environment-alike sessions (i.e., high school, district office, etc) or topic based sessions (i.e., budgets, Federal Program Monitoring, special education, assessment, etc.). These sessions are conducted in a scenario based environment, sending specific scenarios to each participant prior to the session and asking them to come prepared to offer ideas or solutions based on the scenario. The scenarios are based on the trends from the information collected during individual mentor meetings and by reviewing the needs from assessments and ILPs. The program seeks to maintain the individualized focus of the activities by allowing candidates to attend topics that are aligned to their needs and by including content that addresses the specific needs of participants.</p> <p>While mentoring is regular and scheduled throughout the year, concerns may arise where the candidates needs to contact the mentor for advice. In the Program Handbook each candidate are provided with contact information for Program Staff that can be utilized when crisis situations arise or sensitive issues emerge. It is the expectation that the candidates will not wait for the regularly scheduled meetings to reach out for support in these types of situations.</p> <p><u>Professional Development</u></p> <p>Based on the needs of the candidates identified through their ILPs and mentoring meetings, Professional Development is offered. The professional development might include, but is not limited to, budget development, ethics and legal issues, instructional leadership, discipline practices, human resources, and other subjects as needed. This professional development is an added component of the support provided to candidates and provides an opportunity for candidates to learn from experts in the field regarding issues they are currently dealing with at their sites. The counties in Region 7 collaborate to offer multiple types of professional development and training to maximize resources by drawing experts from within the region. The professional development is provided by the experts and is then incorporated into the</p>	<ul style="list-style-type: none"> • Program Handbook

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	<p>mentoring process. As both the candidates and the mentors attend the professional development, follow-up discussions take place in cohort coaching meetings and in individual mentoring. After each professional development offering a cohort coaching session will be included that is directly tied to the presented content, which allows for the candidates to clarify any learned information and to plan ways to implement the material.</p> <p>Candidates are required to attend three full-day sessions during their two year program, which are in addition to the six cohort sessions, but are encouraged to attend all five professional development sessions. Agreement from the district to release administrators for three days during the course of the program is obtained with the initial registration paperwork. Each of the professional development offerings includes a performance assessment that is completed during the course of the session. The assessments are tied directly to the content and encourage collaboration and discussion with other candidates. All assessment results utilized by trainers to identify mastery are incorporated into a portfolio for the candidates to use at the completion of the program to demonstrate growth.</p> <p><u>Job Shadowing</u> Support provided to candidates through the program also entails Job Shadowing. The candidates are required to spend a minimum of 4 hours during their two year program time shadowing a job-alike person or to attend a full day California Distinguished School Validation visit. The purpose of these shadowing opportunities is to allow the candidates to observe an effective administrator involved in situations similar to their own. The candidates and mentors will work together to identify the person to be shadowed in order to maximize the effectiveness of this activity. A distinguished school visit is a means of satisfying this requirement as the candidates are able to review the multi-faceted nature of a highly effective school. The candidates write a reflection of the shadowing experience which is discussed in the follow-up mentoring session and kept in their portfolio.</p>	<ul style="list-style-type: none"> • Agreement

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<ul style="list-style-type: none"> <i>The program sponsor provides a list of additional resources that may assist the administrator in succeeding in the current administrative assignment.</i> <i>The program sponsor identifies other individuals, in addition to the lead mentor, who have expertise in specific areas applicable to the administrator's current assignment and who will be available to the administrator as needed to provide additional information and guidance.</i> 	<p><u>Additional Support</u> Beyond the regularly scheduled mentoring meetings, shadowing and professional development, candidates are provided additional resources to assist with specific needs throughout the program. The Program Staff helps to maintain a website with the six other counties in the region. The website contains web resources, contact information for specialists at the county and state level, and relevant literature pertaining to educational leadership and practice. The website contains a Wiki that is updated by the mentors and candidates as they locate additional resources through their training or work experience.</p> <p>In addition to the support identified above, the candidates are provided the contact information for Fresno County Office of Education administrators and experts who specialize in areas needed to provide additional information and guidance. The candidates are advised to follow their district's policy for contacting these outside resources. The preferred procedure for contacting these outside sources is to communicate the need first to the candidates' mentor or to the Program Staff. The candidates' needs are then communicated to the appropriate county administrator. These specialists include, but are not limited to, English Learner Support, Technology, Assessment, Budget, Human Resources, etc.</p>	<ul style="list-style-type: none"> • FCOE Expert List • CASC Communication Protocol

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Guideline 6: Mentor Qualifications and Assignment

Guideline #6	Narrative Response	Documentation
<p>The program sponsor establishes specific qualifications for the selection of lead mentors and criteria to be used in determining the appropriate assignment of lead mentors to individual administrators served by the program.</p> <ul style="list-style-type: none"> <i>The program sponsor creates a list of prospective lead mentors of sufficient number to serve all administrators served by the program. All mentors listed meet the qualifications for lead mentors established by the program sponsor.</i> <p>Qualifications for lead mentors include appropriate mentor training and experience.</p> <ul style="list-style-type: none"> <i>Lead mentor qualifications address the</i> 	<p>The Program Staff recruits a pool of perspective Lead Mentors and Mentors from human resource directors and superintendents within Fresno County. The initial step in the recruitment process is a review of the current staff at Fresno County Office of Education (FCOE) who are available and qualified to participate as mentors. In addition, information is provided to district and site level administrators regarding the need for qualified mentors to participate in the Clear Administrative Services Credential program. This information is distributed at various administrator meetings held at FCOE (i.e., Superintendent's Network, Curriculum Network, Principal's Roundtable, etc.). An email distribution list is also utilized to notify potential mentors throughout Fresno County. A database of potential lead mentors has been developed from the recommendations. From this database the Program Staff determines those individuals who meet initial qualifications and applications are provided to perspective lead mentors for further consideration.</p> <p>The Program Staff understands that the careful selection, preparation, and ongoing professional development of lead mentors is the foundation of a successful FCOE CASC program. Well-defined selection criteria are outlined in the Mentor Application packet which is distributed to all participating districts. These criteria include:</p> <ol style="list-style-type: none"> 1. A Clear Professional Administrative Credential; 2. A minimum of three years successful administrative experience as verified by a recommendation from a superintendent or supervisor; 3. Commitment to work collaboratively with a candidate for a minimum of two years; 4. Commitment to work collaboratively with a candidate for three-six hours per month; 5. Knowledge of adult learning development; 	<ul style="list-style-type: none"> • List Example • Mentor Application Packet

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<p><i>number of years of administrative experience and other teaching and services experience; the level and quality of training in support and mentoring; special skills and/or experiences applicable to administrative responsibilities; and other characteristics conducive to successful mentoring, support and assistance.</i></p>	<ol style="list-style-type: none"> 6. Knowledge of continuous improvement and accountability process; 7. Knowledge of academic content standards, CPSELs, and DOPs; 8. Knowledge of the formative assessment and mentoring process; 9. Knowledge of cultural, ethnic, cognitive, linguistic and gender diversity; 10. Possession of effective interpersonal communication skills; 11. Willingness to participate in professional training to acquire the knowledge and skills needed to be an effective and successful mentor. This training includes, but is not limited to: <ol style="list-style-type: none"> a. The California Professional Standards for Educational Leaders (CPSELs) b. Effective Coaching Strategies; and c. Content specific training that applies to potential candidate's needs. 12. Willingness to participate in reflective conversations about their mentoring experiences; 13. Willingness and ability to be an excellent professional role model; 14. Demonstrated commitment to personal professional growth and learning. <p>All mentors in the program must have at least three years successful experience as an administrator. This experience is verified through the recommendation of their superintendent or current or previous administrator. Superintendents, human resource directors, and other administrators who know their staff in context of each administrative assignment recommend lead mentors according to the criteria listed above.</p> <p>Lead mentors participate in the ACSA/NTC Coaching Leaders to Attain Student Success (CLASS) training and participate in ACSA/NTC's California Network of School Leadership Coaches (CNSLC). ACSA/NTC Leadership Coach trainers verify mentors' competency in application of Blended Coaching skills and strategies through CNSLC each year. This three-day training is designed to prepare individuals to provide intensive individualized support to new and experienced principals. This</p>	<p>• CLASS Flyer</p>

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	<p>program is based upon the New Teacher Center’s groundbreaking work coaching teachers and principals. The trainings focus on problem-solving around coaching challenges; practice coaching skills; review articles that delve deeper into the content of the CLASS workshop; expanding knowledge of coaching skills, sharing programs and resource information. Participants learn to use the assessment tools in the CASC program that are part of the Alternative Professional Clear Administrative Services Credential.</p>	
<ul style="list-style-type: none"> <i>The program sponsor’s criteria of assignment of lead mentors to individual administrators consider similarities in their current responsibilities and work contexts; geographic proximity; ease of interaction; and other characteristics likely to result in a positive mentoring relationship.</i> 	<p>Leadership mentors spend three-six hours a month supporting candidates. If a mentor is presently employed as an site or district administrator they may only mentor two candidates at a time. Leadership mentors who are not currently employed as a site or district administrator may determine the number of candidates they mentor based on multiple factors including travel and planning time needed to meet each candidate’s needs. The critical determining factor regarding the number of candidates a mentor may work with ties directly to the amount of time needed to ensure they provide quality service to their candidate(s).</p> <p>The Program Staff uses the information from the Lead Mentor Application and the initial assessments to match mentors and administrators. The mentor assignment process includes a review of the potential candidates and their current job responsibilities. Mentors are chosen from the database of qualified applicants and matched based on their expertise in the area candidates are working. Several mentors might be initially identified as potential matches but the best match is identified using the following criteria:</p> <ol style="list-style-type: none"> 1. The specific setting of both the mentor and candidate are considered. Teams are matched based on the types of school/districts they are working in and the level of the school (i.e., elementary/secondary); 2. The level of need identified from the initial assessments; 3. Preferred communication style; 	<ul style="list-style-type: none"> • Lead Mentor Application Packet

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	<p>4. The candidate and mentor's geographic proximity; 5. The ratio of candidates to mentors.</p> <p>The candidate and mentor requirements include:</p> <p>Mentor Agrees</p> <ol style="list-style-type: none"> 1. Provide confidential support to candidate 2. Provide one-on-one support to candidate in the form of mentoring sessions, phone, email contact, etc. (minimum three hours per month) 3. Utilize research based strategies, skills and tools of Blended Coaching in working with candidate 4. Respond to candidate's requests in a timely and effective manner 5. Build trust in the relationship through open communication, meeting commitments, and by operating competently 6. Maintain professional relationship and open lines of communication 7. Respect candidate's demanding schedule, offering services at times agreeable to candidate and avoid duplication of programs and commitments 8. Mentor with the goal of supporting the development of leadership aligned to CPSEL 9. Participate in all program components including scheduled events, documentation, and program evaluation <p>Candidate Agrees:</p> <ol style="list-style-type: none"> 1. Approach mentoring relationship with openness, honesty and professionalism; 2. Arrange for observations of real work situations that allow for targeted mentoring; 3. Maintain professional a relationship and open lines of communication; 4. Take full advantage of support provided by mentor, written materials, and other resources; 	<ul style="list-style-type: none"> • Mentor Job Description • Lead mentor Job Description

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	<p>5. Participate in all program components including scheduled events, documentation, and program evaluation</p> <p>This signed agreement is kept on file as a record of common agreements and expectations of both the mentor and the candidate.</p>	<ul style="list-style-type: none"> • Agreements
<p>The program sponsor establishes an evaluation process for lead mentors and uses the evaluation results to amend mentor selection qualifications and/or training requirements, and to reassign or replace mentors as needed.</p> <ul style="list-style-type: none"> • <i>The program sponsor creates a mechanism for each administrator in the program to evaluate his/her lead mentor. The evaluation provides information on each lead mentor's strengths and weaknesses, identifies areas in which additional training may be required, and rates the overall performance of the mentor from the perspective of the administrator being mentored.</i> 	<p>The program assesses the quality of services provided by mentors to candidates using multiple sources of evidence. Collaborative Coaching Logs, completed by mentors, record the type of support provided to candidates, candidate progress and are an indication of the quality of service. Logs are monitored by the Program Staff at regular mentor meetings to ensure that mentors meet regularly with candidates; provide a variety of services; and complete professional development modules as identified in the ILP.</p> <p>During the course of the mentor relationship the mentor logs the time and date of each session into the county developed data system. These hours are monitored by the Program Staff to ensure adequate service to all candidates. In addition, mentors are required to sign in at each quarterly and monthly mentor meeting and these sign-in sheets are reviewed to ensure adequate attendance.</p> <p>Candidates evaluate the success of the mentor, by completing the Candidate Mentor Survey, a tool and rating scale developed by Association of California School Administrators and the New Teacher Center. This survey is based on critical components of successful mentoring. Candidates use the Candidate Mentor Survey to rate 1) mentoring skills and relationship, 2) mentoring practices, 3) overall leadership mentor services, as well as 4) narrative feedback to the program office. Upon completion of Year 1 and Year 2, candidates respond to a series of statements in each of the above stated areas scoring their mentor on the following scale: 1= strongly disagree, 2 =disagree, 3 = agree, and 4 = strongly agree.</p> <p>Information from the survey is used by the Program Staff to gather feedback on the</p>	<ul style="list-style-type: none"> • Coaching Logs • ILP • Candidate Mentor Survey

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	<p>quality of mentors and mentors' preparation/training. Results from the survey help the Program Staff determine if the criteria for recruiting and training mentors is effective and/or helps in identifying areas of mentors/mentoring needing improvement. The survey is designed to provide enough detail to provide feedback on an individual mentor's strengths and to determine if additional training is needed.</p>	
<ul style="list-style-type: none"> <i>The program sponsor uses the results of the lead mentor evaluations to make any necessary changes to lead mentor selection qualifications, amend training requirements, and reassign or replace mentors who receive unsatisfactory evaluations.</i> 	<p>The Program Director determines a course of action whenever there is a concern with individual mentors. This may be indicated if collaborative logs show a trend of inadequate support and are not completed and turned in on time, or if attendance at mentoring coordination meetings is remiss. Candidates are encouraged to contact Program Staff, if there are unresolved issues with their mentor. In cases where it is clear that the Mentor and Candidate are either not able or willing to carry out their duties effectively the Program Staff selects another mentor, according to the specified criteria.</p> <p>In order to collect the data candidates complete a Candidate Program Survey at the end of every year. These data are reviewed by Program Staff and Mentors to identify any specific needs or concerns. Specially, the candidates are asked about their experience with the mentoring process and how effective the information they are accessing is in their current job environment. As concerns are identified the Program Director meets individually with the candidate to resolve them.</p> <p>To evaluate the success of the mentor a survey tool and rating scale was developed based on critical components of successful mentoring. Candidates use the Candidate Mentor Survey to rate 1) mentoring skills and relationship, 2) mentoring practices, 3) overall leadership mentor services, as well as 4) narrative feedback. Upon completion of Year 1 and Year 2, candidates respond to a series of statements in each of the above stated areas scoring their mentor on the following scale: 1= strongly disagree, 2 =disagree, 3 = agree, and 4 = strongly agree.</p>	<ul style="list-style-type: none"> • Coaching Logs • Communication Protocol • Candidate Program Survey • Candidate Mentor Survey

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Guideline #6	Narrative Response	Documentation
	<p>Stated in the Mentor/Candidate Participate Agreement form is the expectation that both parties will communicate and attempt to resolve conflicts or issues that arise in the mentoring relationship prior to attempts to dissolve their mentoring partnership. In the event that candidates find conflicts and/or issues in the mentoring relationship which are unacceptable, they may request a mentor reassignment by notifying the Program Staff in writing, either by email, fax, or personnel letter. Thereafter, candidates shall put into writing the rationale for the request in the Mentor Reassignment Request Form; the request must include specific descriptions of the factors and/or events(s) that they find unacceptable and submit it to the program office within 10 working days of the initial notification.</p> <p>The Program Director shall bring the complaint to a meeting with two or more members of the Program Staff for discussion. Because each complaint will be rooted in a different set of circumstances, the team will develop an action plan, unique to the candidate's request/situation, on how to proceed. Should it be determined that the mentor relationship is unsalvageable, the Program Director shall assign another leadership mentor to the candidate. It should be noted, that while reassignments are rare and undesirable, delays in program completion may occur.</p>	<ul style="list-style-type: none"> • Handbook

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Guideline 7: Assessment of Candidate Competence

Guideline #7	Narrative Response	Documentation
<p>The program sponsor conducts ongoing assessment of the candidate's competence based on the program's general administrator performance expectations, and provides the results to the candidate and the candidate's lead mentor to be used as an indicator of candidate progress, and to redirect the focus of mentoring, support and assistance, if needed.</p>	<p>Candidates and mentors in the FCOE CASC program utilize multiple assessment measures and indicators to assess progress in the program. The assessments used in the program are based on the California Professional Standards for Educational Leaders (CPSEL) and the Descriptions of Practice (DOP). The data collected reflect the progress of candidates toward mastery of these standards and assist the candidates in their application of the skills to a real life setting. The assessments also include information about the unique circumstances of candidates and their site. The challenges identified by candidates are included in the analysis of the results and application of the findings to provide the most directed training and mentoring possible.</p> <p>The program uses the CPSELs Reflection as one component of the assessment of candidates. The assessment is based on the California Professional Standards for Educational Leaders (CPSEL) and the <i>Moving Leadership Standards Into Everyday Work: Descriptions of Practice (DOPs)</i> and is designed to promote reflection and discussion with the mentor. The assessment, which is based on a Likert scale, asks candidates to identify where they fall on a continuum from "Practice is Directed Toward the Standard", "Practice Approaches the Standard", "Practice that Meets the Standard", and "Practice Exemplifies the Standard" on the seven standard elements. The format of this assessment allows for easy comparison between results as, after the initial assessment, candidates take this same assessment at the end of Year 1 and the end of Year 2 for a total of three administrations. Candidates and mentors are able to review progress and identify areas of need throughout the program process. As candidates progress through the program they are able to demonstrate growth on each of the standard elements by movement on the continuum. Candidates are expected to meet or exceed the "Practice that Meets the Standard" level by the completion of the program.</p>	<ul style="list-style-type: none"> • CPSEL • DOP • CPSEL Reflection

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<ul style="list-style-type: none"> <i>The assessment examines candidate competence authentically, systematically and fairly, and takes into account the highly variable nature of administrative responsibilities.</i> 	<p>In addition to the CPSEL/DOPs Growth Reflection, candidates complete a narrative assessment called the Candidate and Position Profile. This assessment asks candidates to: 1) describe their current position, roles and responsibilities and current school or department profile; 2) identify how they measure success in their school or department; and 3) identify any current issues or challenges. In addition to the initial assessment, this portion of the assessment is also administered at the end of Year 1 and Year 2 to document changes and to identify any new challenges or needs of the candidate. Completing the document multiple times during the program allows the program, candidate and the mentor to identify changes in administrative assignment and the development of new challenges or opportunities. The qualitative nature of this document is conducive to easy comparison and extrapolation of ideas.</p> <p>The CPSELs Reflection and the Candidate and Position Profile are based on CPSELs which are foundational to all administrative positions in education. The elements of the assessments are realistic responsibilities and requirements of god leadership. The assessment is designed to include information from the actual position candidates are holding, which produces authentic results. This allows for a frank discussion of the strengths, challenges and potential areas of need that may be addressed during the coaching sessions.</p>	<ul style="list-style-type: none"> • Candidate and Position Profile
<ul style="list-style-type: none"> <i>Each candidate's individualized mentoring plan is reviewed periodically on the basis of the assessment results and amended as necessary to respond to changes in the candidate's needs for mentoring, support and</i> 	<p>Candidates Individual Leadership Plans (ILP) are reviewed at each mentoring and cohort meeting and changes are made as needed by the mentor, candidates and Program Staff. The CPSEL Reflection, Candidate & Position Profile and the Site Based Reflection are completed at the end of each year. These data are used to update and adapt the ILP to better address candidates needs. The ILP drives the activities of candidates and is kept current with the position, goals, and challenges unique to candidates. As new opportunities and challenges arise the ILP reflects the continued development and progress toward developmental objectives for candidates.</p>	<ul style="list-style-type: none"> • ILP • CPSEL Reflection • Candidate and Position Profile • Site Based Reflection

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Guideline #7	Narrative Response	Documentation
<i>assistance.</i>		
<ul style="list-style-type: none"> <i>Candidates are provided feedback on their progress at multiple points in the program.</i> 	<p>Candidates review progress on various assessments and their ILP during each mentoring visit and during cohort meetings. The feedback from the assessments is explained and specific actions are outlined to allow candidates to apply the information their current situation. All data collected by the program are maintained in an online environment which allows for periodic review by candidates. The assessments and projects that are completed during the professional development activities are also maintained online and feedback is provided from the professional developer at the time of the training.</p> <p>Candidates also complete the Site Based Reflection at the end of Years 1 and 2. This assessment includes each of the required standard elements and asks candidates to identify the goals that were included on the ILP that address each standard element. Candidates and mentors then identify the tangible impact of each goal on leadership knowledge and skills, instructional practice, and student learning. Candidates are asked to provide specific examples of how the goals have been implemented in the activities at their sites. This reflective process allows candidates and mentors to look for patterns in the behavior of candidates and possibly modify some activities as needed. The data from the Site Based Reflection is compared to each subsequent administration to demonstrate growth.</p> <p>In addition to the CPSELs Reflection and the Site Based Reflection, the program uses the assessments taken during the various professional development activities that candidates participate in during the course of their program. The results of these projects, assignments and assessments are compiled into a portfolio for consideration of proficiency in leadership development. The results are used by candidates and mentors to decide which areas continue to require focus and where candidates are sufficiently progressing. These data are collected in an ongoing process throughout</p>	<ul style="list-style-type: none"> • ILP • Site Based Reflection • CPSEL Reflection • Candidate and Position Profile • Portfolio Contents

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	<p>the time candidates are in the program.</p> <p>Data used for consideration of candidates' progress are also gathered from mentor meetings via Collaborative Coaching Logs and ILPs. These anecdotal notes are reviewed for support of other collected data and are utilized in the process of updating the ILP and candidates activities. Both the mentor and candidates maintain copies of the logs following each meeting.</p> <p>In addition to all of the data listed above, updated and changed ILPs are also collected and utilized to demonstrate growth of candidates. As goals are achieved, new goals are set and the ILP is updated. The ILP is used as a tool to monitor progress by candidates throughout the program. SMART goals are recorded at each mentoring meeting and progress toward those goals is recorded at each subsequent session. The data collected on the ILP demonstrates the specific actions and activities that candidates have been involved in during the course of the program. It serves to illustrate clearly how candidates are progressing.</p> <p>The data collected on the CPSELs Reflection throughout the program are maintained on the New Teacher Center website and available to candidates and mentors as needed to review progress towards proficiency. The data from the Site Based Reflection is also kept online and is reviewed frequently during cohort and mentoring meetings. The collaboration logs are maintained by candidates and mentors and are reviewed during every regularly scheduled meeting. Candidates receive a copy of each log which is a guide to agreed upon activities throughout the program. The portfolio is also maintained online and access is given to mentors, candidates and the Program Staff.</p> <p>The program will maintain records of candidate progress and proficiency through a county developed data system that will be developed during the first year of the FCOE CASC program. Prior to this system the program office will maintain paper</p>	<ul style="list-style-type: none"> • Collaborative Coaching Logs • SMART Goals Template • Site Based Reflection • CPSEL Reflection

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	<p>records and provide feedback to candidates during cohort meetings.</p> <p>Mentors and candidates review all of the collected data each time they meet during individual mentoring meetings. All goals are set and activities identified based on the progress attained by candidates since the previous meeting. As much of the focus of the program is on the application of learning to practice, the formative process of the program allows candidates to modify any activities that are not achieving the desired results. It is expected that candidates are always aware of their current progress in the program and reflects on this during mentoring meetings. The ILP is updated as needed based on the progress of candidates.</p>	
<p>Prior to certifying that each candidate has completed program requirements, the program sponsor conducts a culminating assessment of the candidate's competence based on the program's general administrator performance expectations and the developmental objectives identified in the candidate's individualized mentoring plan. Through this assessment the program sponsor and the lead mentor verify that the candidate has met the developmental objectives established in the individualized mentoring plan</p>	<p>At the completion of Year 2, candidates' summative performance is measured using the data collected over the course of the program and end of program measures. The data collected includes:</p> <ol style="list-style-type: none"> 1. Data from the CPSELS Reflection which demonstrates growth over time on the standard elements. It is expected that all candidates will minimally achieve "Practice Meets Standard" on each standard element by the end of the program. 2. Results from the Site Based Reflections which demonstrate the tangible impacts of the mentoring experience. 3. Data included in the portfolio such as the assessments and summaries from the various professional development activities that candidates participated in during the program. <p>These data will be used to determine the leadership proficiency of candidates and whether a recommendation for a Clear Administrative Services Credential will be granted.</p>	<ul style="list-style-type: none"> • CPSEL Reflection • Site Based Reflection • Portfolio Contents • Program Completion Form

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<p>and has reached a level of administrative competence appropriate to merit recommendation for the Clear Administrative Services Credential.</p> <ul style="list-style-type: none">• <i>A culminating assessment forms the basis for certifying that the candidate has successfully completed the program and has reached a level of competence meriting possession of a Clear Administrative Services Credential.</i>		

FCOE CASC

Appendices



Fresno County Office of Education

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Clear Administrative Service Credential Program VERIFICATION OF EMPLOYMENT & EXPERIENCE

Administrative employment, or offer of employment, is a requirement for candidate enrollment in the Fresno County Office of Education Clear Administrative Service Credential Program. Administrative employment or history of administrative employment is a requirement for leadership coaches. Please have employment verified by your current district using this form. You only need to verify employment that is appropriate for the issuance of this credential/leadership coach qualifications.

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 _____

Where did you receive your Teacher Preparation?

- ☐ K-5
☐ 6-8
☐ High School
☐ Alternative Education
☐ District Office
☐ County Office
☐ Other _____

- ☐ Full-time
☐ Part-time (specify): _____ hours/day _____ days/week
☐ Other (specify): _____

School/District: _____

Address: _____

Telephone Number: _____

Verified by Supervisor: _____
(Signature)

Name: _____

Title: _____

Date: _____

**Fresno County Office of Education**

1111 Van Ness Ave.

Fresno, California 93721

(559) 265-3098

<http://www.fcoe.org/>

Mail, Fax or Email to: FCOE CASC

Fax: (559) 265-3056

E-mail: dleonardo@fcoe.org**Clear Administrative Service Credential Program****Enrollment Form**☐ 1st Year ☐ 2nd Year

First and Last Name	Middle	Former/Maiden Name
Home Mailing Address/City, State Zip	Home Phone	Cell Phone
County of Employment	District Name	School Name
School mailing Address/City, State, Zip	School Phone	
School Level	Number of Years Teaching Full Time in the Classroom (not including sub-time)	
Social Security # (required for Credential Verification)	Date of Birth	E-mail Address

Preliminary Administrative Service Credential Number**Date of Approval** (Attach receipt if application is in process)**What Credential(s) do you hold?**

- ☐ Preliminary Administrator ____ Years Experience
☐ Multiple Subject ____ Years Experience
☐ Single Subject ____ Years Experience
☐ Other _____ ____ Years Experience

☐ **Educational Specialist Credential and Area of Specialization**

- ☐ Designated Subjects Career Technical Education Teaching Credential

☐ Other – Please specify _____

If you completed Year One with another Clear Administrative Services Credential Program please list the name of that program and the year of enrollment:

Where did you receive your Teacher Preparation?

- ☐ In California ☐ Not Applicable

Where did you earn your credential? Please name the campus or district in addition to the type of institution.

☐ UC _____☐ CSU _____☐ Private Institution _____☐ District Intern Program _____**How did you satisfy the requirements for your Preliminary Services Credential?**☐ University Preparation Program☐ Administrative Test☐ District Program☐ Other _____

I have read and agree to the conditions of the program and support listed in the handbook.

Clear Credential Candidate Signature**Date****District Representative Signature****District Representative Email Address**

Fresno County Office of Education's Administrative Clear 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 Office of Education's Administrative Clear Credential program employee charged with coordinating efforts to comply with this practice and investigate complaints regarding non-compliance is the Administrator of Human Resources.



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To Whom It May Concern:

JOHN DOE has been accepted into the Fresno County Office of Education Clear Administrative Services Credential program. This program will require the administrator to participate in 3-6 hours of monthly mentoring and attend professional development throughout the year. The program is intended to encompass two years after which JOHN will be eligible to apply for the Clear Administrative Service Credential. The plan developed in collaboration with JOHN and FCOE will provide development in the California Professional Standards for Educational Leaders (CPSELs) and will be tailored to JOHN's needs. As JOHN'S direct supervisor please review the program participation requirements included below and feel free to forward along any questions. We look forward to working with JOHN over the course of the next two years.

Sincerely,

Diane Leonardo

Director, School Improvement & Accountability

Participation Requirements

During the course of two years from acceptance in the program the candidate will:

1. Participate in 3-6 hours of mentoring with a mentor assigned by the FCOE CASC program
2. Participate in 6 of 9 provided cohort mentoring sessions (These sessions will take place in the evening)
3. Participate in a half-day orientation meeting at the beginning of the semester
4. Minimally participate three full-day professional development sessions over the course of two years
5. Participate in one half-day shadowing or one full-day distinguished school visit
6. Complete several surveys, reflection tools and assessments to provide information on growth and program effectiveness



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E-mail: dleonardo@fcoe.org

To Whom It May Concern:

JOHN DOE has not been accepted into the Fresno County Office of Education Clear Administrative Services Credential program. JOHN was not accepted in the program due to the inadequate amount of time remaining on HIS Preliminary Administrative Services Credential. All participants must have at least two years remaining of eligibility on their Preliminary Administrative Services Credential to participate in the program. JOHN must submit a waiver request to the California Commission on Teacher Credentialing to be eligible for program participation. The information needed to submit the waiver can be found at <http://www.ctc.ca.gov/>. Once the waiver has been granted please feel free to reapply for the program.

Sincerely,

Diane Leonardo

Director, School Improvement & Accountability



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Fax: (559) 265-3056

E-mail: dleonardo@fcoe.org

To Whom It May Concern:

JOHN DOE has not been accepted into the Fresno County Office of Education Clear Administrative Services Credential program. JOHN was not accepted in the program as HE does not possess HIS Preliminary Administrative Services Credential. All participants must have a valid Preliminary Administrative Services Credential to participate in the program. Once JOHN has been granted a Preliminary Administrative Services Credential feel free to reapply for the program.

Sincerely,

Diane Leonardo

Director, School Improvement & Accountability



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E-mail: dleonardo@fcoe.org

Clear Administrative Service Credential Program

Program Component Verification

☐ 1st Year ☐ 2nd Year

Individual Leadership Plan Completed ☐ Yes ☐ No

Attended 6 of 9 Cohort Coaching Session ☐ Yes ☐ No

Met 3 Hours Per Month With Mentor ☐ Yes ☐ No

Completed Required Assessments ☐ Yes ☐ No

Completed Job Shadowing ☐ Yes ☐ No

Attended at a Minimum 3 Professional Development
Sessions Over 2 Years ☐ Yes ☐ No

Your signature denotes that you are aware of your progress and agree to the information outlined above.

Candidate Name _____

Candidate Signature _____

Date _____

Program Coordinator _____

Program Coordinator Signature _____

Date _____

ACSA/NTC
Alternative Clear Credential Program
REQUIRED CPSEL ELEMENTS

CPSEL STANDARD 1: FACILITATING A VISION OF LEARNING
Competency 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
Competency 1.2- Plan and implement activities around the vision
Competency 1.3- Allocate resources to support the vision
CPSEL STANDARD 2: SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM
Competency 2.1- Develop a school culture of high expectations and ensure equity
Competency 2.2 – Facilitate use of a variety of appropriate content-based learning materials and strategies that recognize students as active learners, value reflection and inquiry, emphasize the quality versus the amount of student application and performance, and utilize appropriate and effective technology.
Competency 2.3- Guide professional growth of staff and develop skills in collaboration, distributed leadership and shared responsibility
Competency 2.4- Create and utilize standards-based accountability systems for teaching and learning
CPSEL STANDARD 3: MANAGING THE ORGANIZATION
Competency 3.1- Ensure a safe school environment
Competency 3.2- Create an infrastructure to support an effective learning environment
Competency 3.3 –Develop leadership in evaluating and monitoring the program and staff in utilizing effective systems management, organizational development, problem-solving, and decision making techniques; and align fiscal, human, and material resources to support the learning of all subgroups of students.
Competency 3.4- Maintain legal integrity
CPSEL STANDARD 4: COLLABORATING WITH FAMILIES AND COMMUNITIES
Competency 4.1 – Collaborate to incorporate the perspective of families and community members by recognizing and respecting their goals and aspirations, treating all with fairness and respect, and incorporating their expectations into school decision-making and activities.
Competency 4.2- Establish and manage linkages between the site and the larger community context
Competency 4.3- Engage and coordinate support from agencies outside the school
CPSEL STANDARD 5: MODELING ETHICS and BUILDING LEADERSHIP CAPACITY
Competency 5.1 – Use the influence of office to enhance the educational program and maintain high ethical standards through modeling and by holding high expectations of all members of the school community in ethics, integrity, justice, fairness, and in the protection of rights and confidentiality.
Competency 5.2- Guide sound courses of action using pertinent, state-of-the-art methods
Competency 5.3– Reflect on personal leadership practices, recognizing their impact and influence on the performance of others, and engage in professional and personal development.
Competency 5.4- Sustain professional commitment and effort
CPSEL STANDARD 6: RESPONDING TO POLITICAL, SOCIAL, ECONOMIC, LEGAL & CULTURAL CONTEXTS
Competency 6.1- Engage with the policy environment to support school success.
Competency 6.2 – View oneself as both the leader of a team and also as a member of a larger team collecting and reporting on school performance and generating support through two-way communications with key decision-makers in the school community.
Competency 6.3- Incorporate input from the public

Appendix V
Rubric for the Leadership Portfolio

**Descriptions of Practice
of the
California Professional Standards
for
Educational Leaders (CPSELs)**

from

Moving Leadership Standards Into Everyday Work

By

WestEd (2003)*

*From Moving Leadership Standards Into Everyday Work, WestEd, 2003

1.1 Develop 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
While the administrator is aware of the potential of vision, activities toward the development and use of a site vision are in preliminary stages. The administrator may have begun the process of engaging faculty and community members in initial dialogue about the important of site vision. She or he may have begun to introduce the concepts of high standards, equity, and the unique characteristics of the student population into site meetings. She or he initiates activities to bring all stakeholders into the discussion.	The administrator establishes and implements a structured process for engaging faculty and community members in dialogue to create a site vision. She or he facilitates participants in examining standards, considering data/information about students, and identifying desired outcomes. The administrator ensures that decisions about the vision are informed by principles of equity and reflect the needs/input of key constituencies. She or he identifies stakeholders who are not engaged in the process and actively seeks their involvement.	The school leader facilitates and guides a collaborative process of dialogue that generates a site vision for which there is broad consensus. The leader ensures that the vision reflects the needs and strengths of the student population, that it is congruent with state and district standards, and that it is grounded in principles of equity and high expectations. She or he has begun linking the vision to ongoing teaching and learning activities.	The school leader makes use of the site vision to maintain schoolwide focus on equitable student achievement to high academic and social standards and sustained progress toward meeting those standards. The leader uses the vision to forge and sustain cohesion among the staff as well as between the school and the larger community. She or he establishes and maintains a process for appropriate review and revision of the vision that involves all key school constituencies.

1.2 Plan and Implement Activities Around The Vision

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
The administrator recognizes that achieving the vision requires her or him to provide leadership with respect to planning and implementation. She or he may have introduced the vision and the examination of data into some planning and decision-making. She or he and others responsible for decision-making may have begun identifying barriers to achieving the vision.	The administrator's communication about planning stresses the relationship between decisions and the accomplishment of the goals of the vision. She or he facilitates dialogue at the site that engages staff in examining data about the site and comparing it with the desired vision. She or he supports staff in developing capacity to think systematically about strategic courses of action that are likely to move the school toward the vision. She or he guides staff in identifying and addressing barriers to achieving the vision.	The school leader organizes and facilitates data analysis and long-range planning activities with staff that result in the development of a strategic plan for the site that identifies courses of action aimed at achieving the vision. She or he ensures that short-term planning and decision-making are linked to the strategic plan and standards. She or he provides staff and committees with relevant up-to-date information and facilitates the interpretation and use of these data to make sound choices among courses of action.	The school leader actively infuses the site vision and standards into the strategic plan and all decision-making processes in the school. She or he ensures that courses of action and decisions in specific areas (e.g., curriculum, assessment, professional development) serve to align school subsystems in support of achieving standards. The leader guides staff in using data thoughtfully to assess options and commit to courses of action that are likely to support achieving the milestones and benchmarks in the strategic plan. She or he ensures that relevant data are available and examined regularly to monitor progress and adjust plans accordingly.

1.3 Allocate Resources To Support The Vision

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
The administrator demonstrates awareness of the importance of resource allocation for the achievement of the vision. She or he has begun to link decisions about seeking and allocating resources to the goals of the vision and to strategic planning for achieving the vision.	The administrator incorporates the goals of the vision into the development of the site budget. She or he allocates discretionary funds in support of achieving standards. She or he seeks and uses information related to instructional needs as part of the budgeting process.	The school leader communicates and models the expectation that decisions about resource allocation are directed at achieving the goals of the vision. She or he engages staff in identifying budgetary priorities linked to implementation of the strategic plan and achievement of standards. She or he capitalizes on opportunities to augment resources by engaging staff in developing proposals in response to funding opportunities.	The school leader ensures that all short- and long-term decisions about resource allocation are justified and aligned with strategic courses of action for achieving the vision. The leader acts as a resource developer and broker, leading the school to seek and obtain appropriate resources in support of standards. She or he ensures sound and equitable decisions about the distribution and use of resources to support student learning and closing of the achievement gap between subsets of students.

2.1 Develop School Culture And Ensure Equity

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
The administrator demonstrates awareness of the professional culture of the school and is able to assess how well it represents high standards of professionalism and the principle of education equity. She or he identifies important changes in culture that need to occur for the school to become a powerful learning environment for all students. The administrator may have begun to identify specific areas of belief/values for change and strategies for achieving change.	The administrator provides opportunities for faculty to examine their understandings of standards-based education, professionalism, equity, and excellence and to identify ways in which current beliefs, values, and practices fall short of desired ideals. She or he examines ways in which her or his own actions and communications influence shared values; she or he identifies and uses strategies to support needed changes in moving the school toward greater equity and professionalism.	The school leader engages in a range of ongoing activities that shape and reinforce a professional culture by conveying a consistent set of beliefs, values, and assumptions regarding the educability of all students in a standards-based system and the principle of equity. She or he explicitly and implicitly incorporates questions of values and beliefs into professional dialogue at the site. The leader challenges and encourages members of the school community to examine and refine individual and collective expressions of professionalism.	The school leader's actions support all members of the school community in maintaining a culture of excellence and responsibility. By her or his words and deeds, the site leader models commitment to high standards for all students and to closing the achievement gap among subgroups of students; moreover, these actions encourage and influence the faculty to embrace and demonstrate shared commitment to these beliefs and values. Individually and collectively, they model professionalism in their sense of responsibility for the results they achieve, their students, and each other.

2.2 Guide The Instructional Program

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
The administrator recognizes the centrality of her or his role in guiding the instructional program. She or he uses data about student learning to identify areas of strength in the instructional program, as well as areas in which the program does not yet succeed in supporting all students to achieve to high standards. The administrator initiates professional dialogue with teachers around instructional goals and strategies.	The administrator engages faculty in dialogue around the instructional program, with a focus on standards and on site data. She or he guides staff in using data to identify areas needing improvement, to set goals in these areas, and to identify and implement strategies for achieving those goals. The administrator's communication with staff emphasizes the importance of supporting all students in achieving to high standards and supports staff in considering and responding to the range of needs represented in the students population.	The school leader works with faculty to articulate and extend understanding of standards-based teaching and learning and to use this knowledge to develop and improve the instructional program at the site. The leader's actions ensure a focus on achieving high standards and on closing the achievement gap between subgroups of students. She or he ensures that decisions about instructional schedules, materials, pedagogy, and assessment are responsive to student needs and to state and district learning expectations. She or he supports faculty in using data and other relevant information, supported by the appropriate use of technology, to monitor and adjust instruction.	The school leader uses his or her deep understanding of standards-based teaching and learning to provide ongoing, coherent guidance for implementation and continuous improvement of the school's instructional system. She or he ensures that all instructional subsystems (e.g., instructional materials, pedagogy, assessment, use of technology) are designed and aligned to facilitate the achievement of high standards and closing the achievement gap. She or he ensures that faculty demonstrate an inquiring stance toward the results of the core instructional work of the school. The leader facilitates professional dialogue at the site so that individual teachers and the faculty as a whole are engaged in ongoing articulation, testing, and refinement of their understanding of relationships between instructional practices and student learning results and use this understanding to make positive changes in their practice.

2.3 Guide Professional Growth Of Staff

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
While the administrator realizes that the professional growth of staff is important for student learning and school improvement, strategies to support such growth are limited in their capacity to address the range of needs at the site. The administrator is beginning to deepen her or his understanding of what constitutes learning-rich environments for adults and how to create such environments. She or he may rely on “one-size-fits-all” staff development opportunities and defer to “outside experts” to facilitate teachers’ learning	The administrator works with staff to deepen understanding of standards-based teaching and learning, to assess individual and collective needs, and to plan professional development aligned with those needs. She or he facilitates the identification of short- and long-term learning goals for the staff and allocates resources in accordance. The administrator communicates to staff the importance of continuous growth and work to inculcate norms of relative practice, self-assessment, collaboration, and openness to new ideas. She or he ensures that all professional staff participate in appropriate professional learning activities.	The school leader establishes understanding among the professional staff that their continuous growth is a key element in improving student learning. The leader ensures that appropriate professional learning opportunities are available for the entire range of teacher experience and identified needs at the site. She or he develops and implements a variety of strategies to build leadership capacity in others, especially with respect to standards-based teaching and learning processes. She or he creates a culture that embodies norms of reflection and collaboration around matters of practice. The staff demonstrates continuous improvement in its capacity for self-directing learning.	The school leader facilitates development and oversight of a broad range of professional growth opportunities for the staff. She or he works with other instructional leaders at the site to ensure that professional growth activities occur within the context of a focused and coherent plan for improving standards-based student learning through the development of individual and collective capacity. Taking into account the heterogeneity of the staff, as well as changes in the instructional program that results from district/state/federal initiatives, the leader applies principles of effective professional and organizational development to ensure progress of individuals and groups on achieving standards. The leader sustains a professional environment that is a learning rich environment for adults, characterized by members of the learning community assuming responsibility and leadership for their own and other’s development.

2.4 Create And Utilize Accountability Systems

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
The administrator ensures compliance with state and district accountability procedures. She or he discusses data from these procedures with staff to identify areas for improvement. The administrator periodically reviews student learning and data with teachers individually and in groups.	The administrator works with staff to clarify learning expectations and to use student data to monitor and assess achievement of goals. She or he facilitates individual and collective dialogue with staff to inculcate high expectations and a sense of professional responsibility for student achievement. She or he ensures compliance with state and district accountability procedures.	The school leader works collaboratively with all members of the professional staff to identify and implement assessment strategies that support continuous improvement of all students to high standards of learning based on content and performance standards. The leader ensures that these strategies incorporate accurate and appropriate data about teaching and learning. She or he supports staff in using technology as part of the analysis process and in aligning professional growth goals with assessment data.	The school leader facilitates the development of schoolwide commitment to multiple measures of student learning, regular assessment of progress, and use of assessment data to guide teaching and learning. She or he ensures that the site's accountability strategies focus on the achievement of all students to high academic levels and on closing the achievement gap between subgroups of students. The leader actively promotes the goal of improving schoolwide, standards-based instructional capacity as an essential component of accountability.

3.1 Ensure A Safe School Environment

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
The administrator understands and is committed to creating and maintaining the school as a safe environment. She or he values a positive school climate and identifies areas for improvement. The site administrator recognizes the importance of shifting responsibility for safety from her or his office to the school community as a whole, but may feel compelled to rely heavily on rules and consequences at this stage.	The administrator ensures that appropriate policies, plans, and monitoring activities are in place to maintain the school as a safe environment. She or he communicates regularly with members of the community so that they are aware of these expectations and understand their roles in maintaining school safety. She or he engages members of the community in identifying and implementing processes to build civility, mutual respect, and caring among individuals and groups.	The school leader implements a range of collaborative activities and processes that contribute to the maintenance of the site as a safe, attractive, warm, and nurturing environment for adults and students. She or he works with students and staff to internalize responsibility for school safety and climate. She or he guides members of the school community in articulating images of a positive environment that fosters student achievement, shared responsibility, respect, and self-regulation. She or he supports staff and students in exercising leadership to create such an environment.	The school leader institutionalizes values, norms, and practices that promote and enhance shared responsibility among all members of the school community for student achievement through positive climate. She or he facilitates members of the school community in ongoing refinement of their commitment to developing and sustaining an environment that supports the physical, emotional, intellectual, and social well-being of all.

3.2 Create An Infrastructure To Support An Effective Learning Environment

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
The administrator demonstrates understanding that the school is an organizational system and appreciates the interconnectedness of subsystems (e.g., instruction assessment, budget, planning) in the organization. She or he ensures that all responsibilities at the site are assigned to individuals and/or groups. She or he carries out program and staff evaluation in compliance with district and state policy.	The administrator conceptualizes and establishes a set of site-based subsystems to enhance teaching and learning at the site. She or he ensures that these systems function as useful tools for planning, implementing, and monitoring school operations. The administrator works with individuals and groups to explain the use of such systems and to involve them in using system feedback (e.g., data, information, experiences) to refine the design and operation of the subsystems.	The school leader establishes and oversees a coherent and aligned set of operational subsystems at the site. She or he works with staff to deepen their understanding of these systems so that individuals and groups are able to exercise leadership in assuring that systems operate to support student learning results. She or he coordinates and facilitates operational planning, implementation, and assessment activities, assuring that relevant data and information are available and incorporated into these processes to improve standards-based teaching and learning at the site.	The school leader demonstrates a deep understanding of organizational and systems theory as evidenced by a set of organizational structures, practices, and policies that complement and enhance each other in support of student learning to high standards. The leader ensures that this infrastructure allows individuals and groups to exercise professional responsibilities effectively and efficiently. She or he incorporates and guides a variety of monitoring and assessment activities that support continuous development and improvement on the part of teachers and students.

3.3 Manage The School As A Learning-Support System

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
The administrator oversees and manages the daily and cyclical operations of the school to ensure a continuity of performance. She or he recognizes areas in which management requires strengthening in support of student learning and achievement of important goals. She or he may have begun to seek out opportunities to increase capacity in these areas. She or he ensures that resources are allocated in a timely manner.	The administrator identifies and implements management practices that enhance teaching and learning. She or he works with faculty and community members to create structures for coordinated planning and decision-making. She or he seeks out opportunities to extend management skills and to build shared responsibility for the operation of the school as a learning-support system. She or he ensures that resources are allocated soundly to support teaching and learning.	The school leader develops, implements, and monitors strategies that engage all stakeholders in actively and effectively sharing responsibility for planning, decision-making, and problem solving at the site. She or he ensures that appropriate structures (e.g., committees, forums) and timelines are established and implemented to maintain focus on improving standards-based teaching and learning. The leader makes effective and equitable decisions in allocating and aligning resources to facilitate the achievement of all students and subgroups of students.	The school leader demonstrates expertise in linking management strategies to goals of achieving standards in teaching and learning. She or he ensures that short-and long-term cycles of planning and review are coordinated with respect to engaging stakeholders, using relevant data and information technology, and focusing on standards-based goals. The leader ensures that decisions of individuals and groups with responsibility for resource allocation are soundly based on principles of equitable access and opportunity.

3.4 Maintain Legal Integrity

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 of contractual and legal obligations that inform her or his work. She or he responds to situations in which individuals or groups question whether such obligations are being met. The administrator maintains confidentiality in discussing legal matters and ensures the privacy of information for staff, students, parents, and community members.</p>	<p>The administrator exercises responsibility in maintaining accurate knowledge of all contractual and legal obligations affecting the school and in using that knowledge to establish and maintain compliance. She or he works with staff to develop their understanding and commitment to legal responsibilities. The administrator models and communicates expectations regarding issues of confidentiality and privacy of information.</p>	<p>The school leader is actively engaged as a mentor and teacher at the site with respect to legal matters and contractual obligations. Her or his leadership actions demonstrate broad understanding of the range of legal matters that impact the site (e.g., requirements of categorical funding, use of the internet, child safety and abuse, special education, release of children to an adult). She or he engages others in reflecting on issues of legal integrity and in sharing responsibility for administering contracts and agreements fairly. The leader models professional integrity and encourages others to do the same.</p>	<p>The school leader demonstrates through her or his communication and behavior a deep understanding of legal issues affecting students, teachers, and the school, and a principled commitment to act with integrity. She or he ensures that concepts and practices associated with professional and legal integrity are infused throughout the site. She or he facilitates and supports contract administration to ensure equity as well as fairness, consistent with the purpose of the school and the rights of all members of the school community.</p>

4.1 Collaborate To Incorporate The Perspective Of Families And Community Members

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
The administrator demonstrates understanding of the importance of incorporating the perspectives of families and community members into the life of the school. She or he identifies existing gaps in ways that the school is handling this and communicates with staff the need to address these gaps. She or he is able to assess her or his strengths and limitations in public engagement and to identify areas for improving professional capacity in this arena.	The administrator works with staff to prioritize and address needs concerning the incorporation of perspectives of families and community members. She or he guides staff in identifying specific site activities and groups (e.g., planning, implementation, oversight groups) that would benefit from such involvement; she or he develops, implements, and assesses strategic plans for including family and community perspectives.	The school leader establishes and implements a range of strategies whereby family and community perspectives are sought and considered as an integral part of planning and reviewing site goals, results, and operations. The leader ensures that avenues for providing input are available to families and community members, including those whose primary language is not English. The leader facilitates meetings and forums, and guides others to do so, in a democratic manner that welcomes and treats fairly the input of all participants.	The school leader demonstrates a highly refined and effective set of skills for eliciting and incorporating the perspectives of families and community members. She or he actively engages these stakeholders in the ongoing cycles of planning, implementation, assessment, and refinement that occur at the site. She or he ensures that engagement strategies are democratic, valuing input from all stakeholders, and that the larger community remains focused on goals that reflect principles of equity and of all students achieving high levels of academic standards.

4.2 Establish And Manage Linkages Between The Site And The Larger Community Context

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
The administrator is aware of the importance of establishing connections between the school and the community. She or he establishes at least one regular strategy for disseminating information to parents and community members. Partnerships between the school and other institutions may exist at a preliminary level of engagement.	The administrator works with staff and with district leaders to identify needed connections between the site and the larger context in which it operates. She or he develops, implements, and monitors strategies to create such linkages. The administrator works with district, site, and community leaders to identify opportunities for establishing partnerships that will contribute to achieving the goals of the school.	The school leader maintains and assesses an established set of strategies for communicating about the school and about student results with stakeholders in the community. She or he participates in networking and exploratory dialogue with potential partners, identifies promising opportunities, and works with staff to establish and implement partnership activities.	The school leader creates an innovative and effective set of strategies to communicate regularly about the school with all families and other community members. She or he demonstrates a deep understanding of how partnerships and networking relationships benefit the school. This is evidenced by strategic choices that are implemented, with adequate support, to enhance the professional learning of teachers and the academic and social development of students.

4.3 Engage And Coordinate Support From Agencies Outside The School

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
The administrator demonstrates awareness of the needs of families and students. She or he identifies areas in which students would benefit from community support services and provides appropriate information to families.	The administrator works with staff to assess the needs of families and students. Based on site needs, the administrator establishes connections between the school and community support agencies. She or he supports families and students in accessing needed services.	The school leader creates and maintains linkages between the school and a range of community service agencies. She or he ensures that families have knowledge about, and access to, a range of services that support their children's physical, emotional, academic, and social development. She or he supports staff in deepening their understanding of child and adolescent development and applying this understanding in their work with students and their families.	The school leader serves as an advocate for students and their families by actively engaging the participation and support of community service agencies in the school. She or he shapes a culture in which advocacy for students and their families is considered central to the work of the school, thereby assuring that adults in the school take an active role in connecting families with appropriate outside support.

5.1 Maintain Ethical Standards Of Professionalism

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
The administrator demonstrates knowledge of and compliance with ethical standards and professional expectations that apply to her or his work. She or he is aware of the rights of all students, families, and staff and acts to protect these rights.	The administrator consistently applies and models principles of ethical and professional behavior in carrying out her or his role. She or he works with staff to articulate a shared understanding of the rights of all students and their families and to incorporate this understanding into individual and collective practices.	The school leader articulates and communicates a set of professional values that is aligned with ethical concepts of fairness, justice, and service. She or he guides staff to examine policy and practice with respect to the desired outcome of providing all students with a quality education. She or he facilitates and supports decisions and courses of action that embody principles of high ethical and professional standards.	The school leader practices leadership from a base of personal and professional ethics that place the good of students, families, and staff ahead of personal interests. Her or his words and actions demonstrate the highest level of commitment to promoting the right of every student to a quality education and assuring that the school provides all students equal access to standards-based education. The leader influences the professional culture of the school to infuse the values of fairness, justice, service and integrity among all adults.

5.2 Guide Sound Courses Of Action Using Pertinent, State-Of-The-Art Methods

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 demonstrates a fundamental understanding of decision-making processes and of the need to base decisions on pertinent information. She or he communicates to teachers the importance of using student data and other relevant information to inform practice. She or he identifies areas in which decisions and/or practice may not reflect relevant and/or current information.</p>	<p>The administrator engages teachers in regularly examining student data and using the information as the basis for decisions about classroom practice. She or he demonstrates the use of student data and other information in site decisions. She or he encourages and supports teachers in staying abreast of current information about teaching and learning.</p>	<p>The school leader ensures that the professional culture of the school reflects a commitment to the use of student data on an ongoing basis. She or he guides decision-making activities so that they reflect responsible and appropriate uses of data and other information. She or he works with staff to refine individual and collective capacity to use state-of-the-art information and technology about standards-based teaching and learning in its work.</p>	<p>The school leader is highly skilled in modeling and guiding the use of relevant information, including disaggregated student data throughout the cycles of planning, implementing, evaluating, and refining programs that occur in the school. She or he highly values the use of state-of-the-art technology and knowledge derived from research, theory, and best practices. The leader ensures that the school consistently accesses and incorporates such knowledge in its work.</p>

5.3 Model Reflective Practice And Continuous Growth

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
The administrator demonstrates commitment to professional growth by regular participation in activities such as conferences, professional development opportunities, and professional reading.	The administrator demonstrates the ability and willingness to examine her or his practice, identify needed areas of development, and engage in appropriate learning opportunities in support of identified goals for growth.	The school leader models principles of reflective practice and continuous growth by acting as the principal learner in the school community. She or he engages in a variety of strategies to extend and develop his/her relevant professional knowledge and personal development. She or he demonstrates ways of integrating professional and personal growth into her or his daily practice.	The school leader models reflection and continuous growth by publicly disclosing and sharing her or his learning process and its relationship to organizational improvement. She or he uses personal and professional experiences as well as more formal learning opportunities as the basis for ongoing reflection and development. The leader actively integrates these opportunities and/or their results into the professional environment of the school to shape a culture that values reflection, inquiry, and continuous individual and organizational learning.

5.4 Sustain Professional Commitment And Effort

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
The administrator demonstrates commitment to her or his school and its community. She or he is aware of areas in which the professional community in the school might increase commitment and effort to benefit student learning. She or he encourages others in their performance.	The administrator recognizes the need to nurture the commitment of individuals at the site in support of the common agenda. She or he identifies strategies to assist and support members of the school community in prioritizing commitments and focusing efforts toward student learning. She or he facilitates colleagues in seeking an effective balance between work and personal life.	The school leader demonstrates the effective use of multiple strategies to increase commitment and effort among all staff. She or he facilitates staff in regularly clarifying priorities in relationship to educational purpose. She or he employs a range of substantive and symbolic actions to inspire staff.	The school leader acts as a model of commitment and effort by demonstrating an active balance in her or his work and personal life that allows her or him to sustain focused purpose and a high level of professional performance. By her or his example and efforts, including substantive and symbolic strategies, she or he ensures the staff's collective capacity to inspire each other to high levels of effort.

6.1 Engage With The Policy Environment To Support School Success

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
The administrator realizes that district, state, and federal policy impacts her or his site and students. She or he ensures compliance with policy and participates in local discussion about district policy and site practices.	The administrator actively seeks policy information relevant to her or his site from a variety of sources. She or he anticipates the effects of policy proposals for students and families in her or his community, participates in forums to provide information to policymakers, and encourages the participation of other stakeholders.	The school leader considers influencing policy as an integral part of her or his work as an educator. She or he maintains up-to-date knowledge and understanding of policy development, particularly at the state and local levels, and uses this knowledge proactively to further important education goals for the site and district. She or he seeks out opportunities and actively engages in a variety of forums to influence policy in the interests of all children.	The school leader maintains an up-to-date familiarity with education policy and takes a proactive stance as an advocate for all students. She or he is a skilled analyst of policy at local, regional, and national levels, particularly with respect to the effects of these policies on the opportunities and success of students at her or his site. She or he demonstrates understanding of local and state policymaking and successfully applies this knowledge to influence and shape policy that will support the achievement of key education goals. She or he demonstrates leadership among professional colleagues and in the larger community by facilitating dialogue on policy that furthers the pursuit of student achievement, equity, and educational excellence.

6.2 Interact With Stakeholders

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
The administrator demonstrates understanding of the importance of communicating with stakeholders in the community. She or he makes information available as required within the parameters of district policies and expectations. She or he responds appropriately to specific requests for information.	The administrator establishes and implements regular means of communicating some information about the site with stakeholders. She or he identifies areas in which to strengthen communication with stakeholders and takes positive action in these directions.	The school leader effectively anticipates the needs of constituents to be informed about site issues and information. She or he provides stakeholders with timely, useful, understandable information related to site issues, policies, and practices, including data about school and student performance. She or he uses interactions with stakeholders as opportunities to listen and inform, thereby building positive and open relationships.	The school leader demonstrates commitment and skills in engaging and communicating with stakeholders. She or he builds and sustains support for the school by developing and nurturing ongoing trusting relationships with individuals and groups. She or he ensures that a range of accurate information about the school and its performance is clearly and effectively communicated through multiple media and channels.

6.3 Incorporate Input From The Public

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
The administrator is aware of the importance of public opinion and accepts input from the public when it is offered. She or he engages the public in the events of the school so as to maintain a positive image. She or he may identify areas in which public engagement requires strengthening.	The administrator establishes opportunities for public input into school issues. She or he recognizes the challenges of positive public engagement across a range of interests and strategizes with others to improve relationships between the school and the public.	The school leader encourages input from the public by facilitating access to key meetings and forums. She or he demonstrates the ability to acknowledge, manage, and respond professionally to public input in the interest of the school's children and achieving school goals.	The school leader views herself or himself as both an advocate for the school and a steward of a public institution. She or he ensures that the school remains open to public scrutiny by actively seeking out public involvement in a broad range of school events. She or he uses public input to shape strategic engagement and dialogue that strengthen public support for the mission and vision of the school.

ACSA / NTC
CPSEL Reflection
CPSEL 1

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

Fall Yr 1:	1=Directed Toward	2=Approaches	3= Meets	4= Exemplifies	1	2	3	4
I have guided a collaborative process that generated a school vision for which there is a broad consensus.								
I have ensured that the school vision reflects the needs and strengths of our student population, is congruent with state and district standards, and is grounded in principles of equity and high expectations.								
I am leading processes to begin linking learning and teaching activities to the school vision.								
Spring Yr 1:	1=Directed Toward	2=Approaches	3= Meets	4= Exemplifies	1	2	3	4
I have guided a collaborative process that generated a school vision for which there is a broad consensus.								
I have ensured that the school vision reflects the needs and strengths of our student population, is congruent with state and district standards, and is grounded in principles of equity and high expectations.								
I am leading processes to begin linking learning and teaching activities to the school vision.								
Spring Yr 2:	1=Directed Toward	2=Approaches	3= Meets	4= Exemplifies	1	2	3	4
I have guided a collaborative process that generated a school vision for which there is a broad consensus.								
I have ensured that the school vision reflects the needs and strengths of our student population, is congruent with state and district standards, and is grounded in principles of equity and high expectations.								
I am leading processes to begin linking learning and teaching activities to the school vision.								

ACSA / NTC
CPSEL Reflection
CPSEL 2

DOPS 2.2 - Facilitate use of a variety of appropriate content-based learning materials and strategies that recognize students as active learners, value reflection and inquiry, emphasize the quality versus the amount of student application and performance, and utilize appropriate and effective technology.

Fall Yr 1:	1=Directed Toward	2=Approaches	3= Meets	4= Exemplifies	1	2	3	4
I work with the staff to articulate and extend understanding of standards-based teaching and learning and to use this knowledge to develop and improve instructional practices at the school site.								
I ensure a focus on achieving high standards and on closing the achievement gap between subgroups of students.								
I ensure that decisions about instructional schedules, materials, pedagogy, and assessment are responsive to student needs and to state and district learning expectations.								
I guide and support the faculty in using data and other relevant information, supported by the appropriate use of technology, to monitor and adjust instruction.								
Spring Yr 1:	1=Directed Toward	2=Approaches	3= Meets	4= Exemplifies	1	2	3	4
I work with the staff to articulate and extend understanding of standards-based teaching and learning and to use this knowledge to develop and improve instructional practices at the school site.								
I ensure a focus on achieving high standards and on closing the achievement gap between subgroups of students.								
I ensure that decisions about instructional schedules, materials, pedagogy, and assessment are responsive to student needs and to state and district learning expectations.								
I guide and support the faculty in using data and other relevant information, supported by the appropriate use of technology, to monitor and adjust instruction.								
Spring Yr 2:	1=Directed Toward	2=Approaches	3= Meets	4= Exemplifies	1	2	3	4
I work with the staff to articulate and extend understanding of standards-based teaching and learning and to use this knowledge to develop and improve instructional practices at the school site.								
I ensure a focus on achieving high standards and on closing the achievement gap between subgroups of students.								
I ensure that decisions about instructional schedules, materials, pedagogy, and assessment are responsive to student needs and to state and district learning expectations.								
I guide and support the faculty in using data and other relevant information, supported by the appropriate use of technology, to monitor and adjust instruction.								

ACSA / NTC
CPSEL Reflection

CPSEL 3

DOPS 3.3 - Develop leadership in evaluating and monitoring the program and staff in utilizing effective systems management, organizational development, problem-solving, and decision making techniques; and align fiscal, human, and material resources to support the learning of all subgroups of students.

Fall Yr 1:	1=Directed Toward	2=Approaches	3= Meets	4= Exemplifies	1	2	3	4
I engage all stakeholders in actively and effectively sharing responsibility for planning, decision-making, and problem-solving.								
I have ensured that appropriate structures (e.g., committees, forums) and timelines are established and implemented to maintain focus on improving standards-based teaching and learning.								
I make effective and equitable decisions in allocating and aligning resources to facilitate the achievement of all students and subgroups of students.								
Spring Yr 1:	1=Directed Toward	2=Approaches	3= Meets	4= Exemplifies	1	2	3	4
I engage all stakeholders in actively and effectively sharing responsibility for planning, decision-making, and problem-solving.								
I have ensured that appropriate structures (e.g., committees, forums) and timelines are established and implemented to maintain focus on improving standards-based teaching and learning.								
I make effective and equitable decisions in allocating and aligning resources to facilitate the achievement of all students and subgroups of students.								
Spring Yr 2:	1=Directed Toward	2=Approaches	3= Meets	4= Exemplifies	1	2	3	4
I engage all stakeholders in actively and effectively sharing responsibility for planning, decision-making, and problem-solving.								
I have ensured that appropriate structures (e.g., committees, forums) and timelines are established and implemented to maintain focus on improving standards-based teaching and learning.								
I make effective and equitable decisions in allocating and aligning resources to facilitate the achievement of all students and subgroups of students.								

ACSA / NTC
CPSEL Reflection

CPSEL 4

DOPS 4.1 - Collaborate to incorporate the perspective of families and community members by recognizing and respecting their goals and aspirations, treating all with fairness and respect, and incorporating their expectations into school decision-making and activities.

Fall Yr 1:	1=Directed Toward	2=Approaches	3= Meets	4= Exemplifies	1	2	3	4
I have implemented a range of strategies whereby family and community perspectives are sought and considered as an integral part of planning, and reviewing site goals, results, and operations.								
I ensure that avenues for providing input are available to all families and community members, including those whose primary language is not English.								
I facilitate meetings and forums, and guide others to do so, in a democratic manner that welcomes and treats fairly the input of all participants.								
Spring Yr 1:	1=Directed Toward	2=Approaches	3= Meets	4= Exemplifies	1	2	3	4
I have implemented a range of strategies whereby family and community perspectives are sought and considered as an integral part of planning, and reviewing site goals, results, and operations.								
I ensure that avenues for providing input are available to all families and community members, including those whose primary language is not English.								
I facilitate meetings and forums, and guide others to do so, in a democratic manner that welcomes and treats fairly the input of all participants.								
Spring Yr 2:	1=Directed Toward	2=Approaches	3= Meets	4= Exemplifies	1	2	3	4
I have implemented a range of strategies whereby family and community perspectives are sought and considered as an integral part of planning, and reviewing site goals, results, and operations.								
I ensure that avenues for providing input are available to all families and community members, including those whose primary language is not English.								
I facilitate meetings and forums, and guide others to do so, in a democratic manner that welcomes and treats fairly the input of all participants.								

ACSA / NTC
CPSEL Reflection
CPSEL 5

DOPS 5.1 - Use the influence of office to enhance the educational program and maintain high ethical standards through modeling and by holding high expectations of all members of the school community in ethics, integrity, justice, fairness, and in the protection of rights and confidentiality.

Fall Yr 1:	1=Directed Toward	2=Approaches	3= Meets	4= Exemplifies	1	2	3	4
I articulate and communicate a set of professional values that is aligned with ethical concepts of fairness, justice, and service.								
I guide the staff to examine policy and practice with respect to the desired outcome of providing all students with a quality education.								
I facilitate and support decisions and courses of action that embody principles of high ethical and professional standards.								
Spring Yr 1:	1=Directed Toward	2=Approaches	3= Meets	4= Exemplifies	1	2	3	4
I articulate and communicate a set of professional values that is aligned with ethical concepts of fairness, justice, and service.								
I guide the staff to examine policy and practice with respect to the desired outcome of providing all students with a quality education.								
I facilitate and support decisions and courses of action that embody principles of high ethical and professional standards.								
Spring Yr 2:	1=Directed Toward	2=Approaches	3= Meets	4= Exemplifies	1	2	3	4
I articulate and communicate a set of professional values that is aligned with ethical concepts of fairness, justice, and service.								
I guide the staff to examine policy and practice with respect to the desired outcome of providing all students with a quality education.								
I facilitate and support decisions and courses of action that embody principles of high ethical and professional standards.								

ACSA / NTC
CPSEL Reflection
CPSEL 5

DOPS 5.3 - Reflect on personal leadership practices, recognizing their impact and influence on the performance of others, and engage in professional and personal development.

Fall Yr 1:	1=Directed Toward	2=Approaches	3= Meets	4= Exemplifies	1	2	3	4
I model principles of reflective practice and continuous growth by acting as the principal learner in the school community.								
I engage in a variety of strategies to extend and develop my professional knowledge and personal development.								
I demonstrate ways of integrating professional and personal growth into my daily practice.								
Spring Yr 1:	1=Directed Toward	2=Approaches	3= Meets	4= Exemplifies	1	2	3	4
I model principles of reflective practice and continuous growth by acting as the principal learner in the school community.								
I engage in a variety of strategies to extend and develop my professional knowledge and personal development.								
I demonstrate ways of integrating professional and personal growth into my daily practice.								
Spring Yr 2:	1=Directed Toward	2=Approaches	3= Meets	4= Exemplifies	1	2	3	4
I model principles of reflective practice and continuous growth by acting as the principal learner in the school community.								
I engage in a variety of strategies to extend and develop my professional knowledge and personal development.								
I demonstrate ways of integrating professional and personal growth into my daily practice.								



Fresno County Office of Education
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(559) 265-3098
<http://www.fcoe.org/>

Mail, Fax or Email to: FCOE CASC
Fax: (559) 265-3056
E-mail: dleonardo@fcoe.org

Candidate & Position Profile

☐ 1st Year ☐ 2nd Year

Please complete the following information referencing your current position and experience. The results of this assessment will be used to develop your Individual Leadership Plan and as a comparative tool to assess growth or change in your program. The thoroughness of your responses will impact the validity of the use of these results.

First and Last Name		Middle
County of Employment	District Name	School Name
Length of Time in District	Current Position	Previous Position

Job Site Setting (Circle appropriate choice)

Urban Suburban Rural

School Size (Circle appropriate choice)

<300 300-500 501-700 701-1000
1000-2000 >2000 COE, District or NA

District Size (Circle appropriate choice)

<1500 1500-3000 3000-10000
10000-25000 >25000 COE, District or NA

Student Achievement (Circle appropriate choice)

High achieving (2 or more yrs ahead of AYP targets)

Meeting AYP

Program Improvement (Circle appropriate year)

Year 1 Year 2 Year 3
Year 4 Year 5 >Year 5

API at the beginning of coaching _____

Narrative

Describe your current role, responsibilities and position in your organization.

What are the indicators of success in your school or organization?

List current leadership and organizational challenges that are relevant to your position.

FCOE CASC Site Based Reflection Document

ACCP CPSEL Element	ILP Goal(s) this Year	Tangible Impact/Outcomes of Coaching
CPSEL 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.		Leadership knowledge & skills
		Improved instructional practice
		Student learning/ achievement
CPSEL 2.2 Facilitate use of a variety of appropriate content-based learning materials and strategies that recognize students as active learners, value reflection and inquiry, emphasize the quality versus the amount of student application and performance, and utilize appropriate and effective technology.		Leadership knowledge & skills
		Improved instructional practice
		Student learning/ achievement

FCOE CASC Site Based Reflection Document

<p>CPSEL 3.3</p> <p>Develop leadership in evaluation and monitoring the program and staff in utilizing effective systems management, organizational development, problem-solving, and decision making techniques; and align fiscal, human, and material resources to support the learning of all subgroups of students.</p>		Leadership knowledge & skills
		Improved instructional practice
		Student learning/ achievement
<p>CPSEL 4.1</p> <p>Collaborate to incorporate the perspective of families and community members by recognizing and respecting their goals and aspirations, treating all with fairness and respect, and incorporating their expectations into school decision-making and activities.</p>		Leadership knowledge & skills
		Improved instructional practice
		Student learning/ achievement

FCOE CASC Site Based Reflection Document

<p>CPSEL 5.1</p> <p>Use the influence of office to enhance the educational program and maintain high ethical standards through modeling and by holding high expectations of all members of the school community in ethics, integrity, justice, fairness, and in the protection of rights and confidentiality.</p>		Leadership knowledge & skills
		Improved instructional practice
		Student learning/ achievement
<p>CPSEL 5.3</p> <p>Reflect on personal leadership practices, recognizing their impact and influence on the performance of others, and engage in professional and personal development.</p>		Leadership knowledge & skills
		Improved instructional practice
		Student learning/ achievement

FCOE CASC Site Based Reflection Document

<p>CPSEL 6.2</p> <p>View oneself as both the leader of a team and also as a member of a larger team collecting and reporting on school performance and generating support through two-way communications with key decision-makers in the school community</p>		Leadership knowledge & skills
		Improved instructional practice
		Student learning/ achievement

Collaborative Coaching Log

Candidate: _____

Coach: _____

Meeting Date: _____

- ☐ 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

I.L.P. Revisions:

Next Meeting Date & Time:



FCOE CASC Program Individual Leadership Plan

CPSEL Element

Revision Dates:

Candidate

Coach

Year

Action Plan/Benchmarks	Who	Resources	When	Attained

Coachee

Coach

Date

Action Plan/Benchmarks	Who	Resources	When	Attained



Orientation Dates:

- January
- May
- September

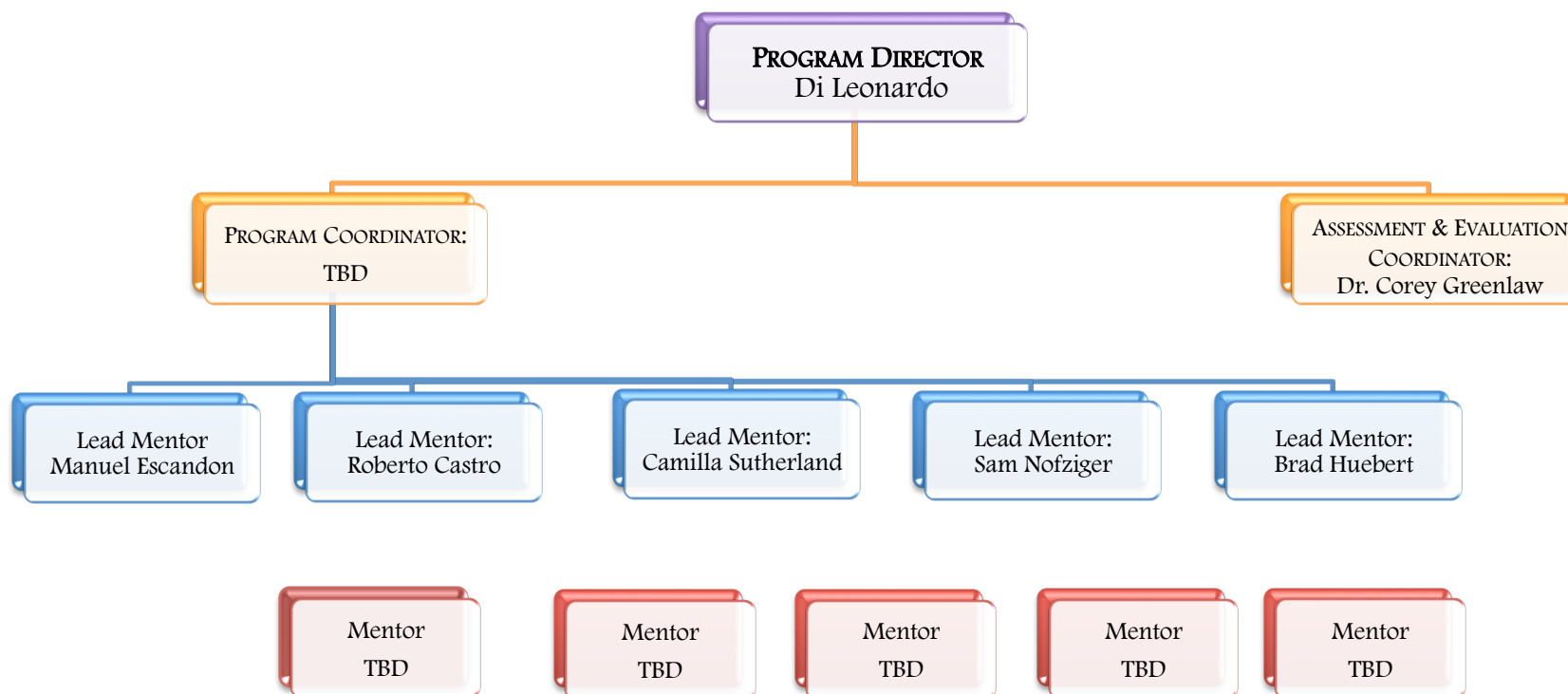
Orientation Agenda:

1. Welcome
2. Program Review
 - a. Coaching timelines and outcomes
 - b. Professional Development timelines and outcomes
 - c. Expectations
 - i. Candidate
 - ii. Mentors
 - iii. Program Staff
 - d. Assessments & Program Completion Requirements
3. Policy and procedure Review
4. Questions and Answers

BREAK

5. CPSEL and DOPS Analysis, Review and Reflection
6. Initial Online Assessments

**FRESNO COUNTY OFFICE OF EDUCATION
CLEAR ADMINISTRATIVE SERVICES CREDENTIAL (CASC) PROGRAM
ORGANIZATIONAL CHART**



Expert List

Armen D. Bacon..... 265-3012

Administrator, Public Relations/Communications FAX 237-0733

Peggy Stathem, Administrative Assistant II

Linda Bacon..... 265-3003

Lead Legal Council, Legal Services FAX 265-3054

Linda Murphy, Legal Secretary II

Jan M. Biggs..... 497-3795

Senior Administrator to the Superintendent, Support Services FAX 497-3747

Elizabeth S. Torres, Administrative Assistant II

Dr. Michele Cantwell-Copher..... 265-4036

Administrator, Educational Services FAX 265-3056

MaryEllen Galvan, Administrative Assistant II

Rubén V. Castillo..... 497-3862

Administrator, Migrant Education FAX 497-3801

Rita Contreras, Administrative Assistant II

Dr. Kathryn Catania..... 265-3071

Assistant Superintendent, Curriculum and Instruction FAX 265-3056

Susan Halbert, Administrative Assistant III

Pam Coronado..... 495-3778

Administrator, Court Schools FAX 495-3791

Patricia Gutierrez, Administrative Assistant II

Trina Frazier..... 265-3040

Administrator, SELPA/Special Education FAX 265-3076

Angeleen Corona, Administrative Assistant II

Laurie Gabriel..... 265-3008

Administrator, Human Resources Confidential FAX 497-3949

Enedelia Perea, Administrative Assistant II

Richard A. Martin..... 265-3083

Deputy Superintendent, Business Services FAX 237-3251

Linda Hooton, Administrative Assistant III

Raj Sra..... 265-3017

Administrator, Information Systems & Technology FAX 497-3707

Cristine Allen, Administrative Assistant II

Valerie Vuicich..... 497-3860

Administrator, Fresno ROP (*Regional Occupational Program*) FAX 497-3806

Ofelia Pettross, Administrative Assistant II

Jim Yovino..... 265-3090

Deputy Superintendent, Educational Services FAX 497-3739

Gloria Ferrer, Administrative Assistant III

Prior to contacting the experts, please consult with your immediate supervisor to ensure you are following district policy and protocols. In addition, please refer to the CASC Communication Protocols in your program handbook.

FCOE – CASC

Candidate Program Evaluation Survey

Personal Information

First Name	
Last Name	
Job Title	
Company Name	
Work Phone	
Email Address	
Coach	

Coaching Skills and Relationships

	Strongly Disagree	Disagree	Agree	Strongly Agree
My coach listens to me effectively.				
My coach demonstrates perceptive observation skills.				
My coach asks questions that support effective learning.				
My coach establishes and maintains a relationship built on trust.				
My coach demonstrates knowledge around problem solving strategies.				
My coach regularly and effectively gives feedback.				
My coach effectively promotes a systems thinking approach.				
Comments:				

Coaching Practices

	Strongly Disagree	Disagree	Agree	Strongly Agree
My coach provides 3-6 hrs/mo of 1-to-1 coaching.				
My coach is accessible via phone or email.				
My coach maintains continuous focus on student learning and achievement.				
My coach includes 1-to-1 reflective conversation but also faculty meeting observations, grade level/department meeting observation, leadership team observations, pre/post teacher observation conferences, classroom observations, classroom walkthroughs, etc				
My coach uses effective administration of 360 survey.				
My coach consistently promotes collaborative development of IDP/Action Plan, monitoring of progress and recording of attainments.				
My coach consistently uses collaborative logs to record reflections, accomplishments and progress, planning and next steps.				
My coach is of assistance to me in assessing my areas of strengths and needs.				
My coach is of assistance to me in celebrating my successes.				
Overall, my coach provides me quality assistance.				
Comments:				

Overall Services

	Strongly Disagree	Disagree	Agree	Strongly Agree
Overall, I am satisfied with the services of this program.				
Overall, I am a more effective instructional leader as a result of this program.				
Comments:				

FCOE – CASC

Coach Program Evaluation Survey

Personal Information

First Name _____

Last Name _____

Job Title _____

Company Name _____

Work Phone _____

Email Address _____

Coachee(s) _____

Elements of the Program

	Strongly Disagree	Disagree	Agree	Strongly Agree
The coach training is provided efficiently and effectively.				
The coach training is appropriate for my needs.				
The caseload assigned to me is appropriate.				
The program design supports coach and candidate growth.				
The coach shadowing process gives me valuable feedback.				

Comments:

Program Design

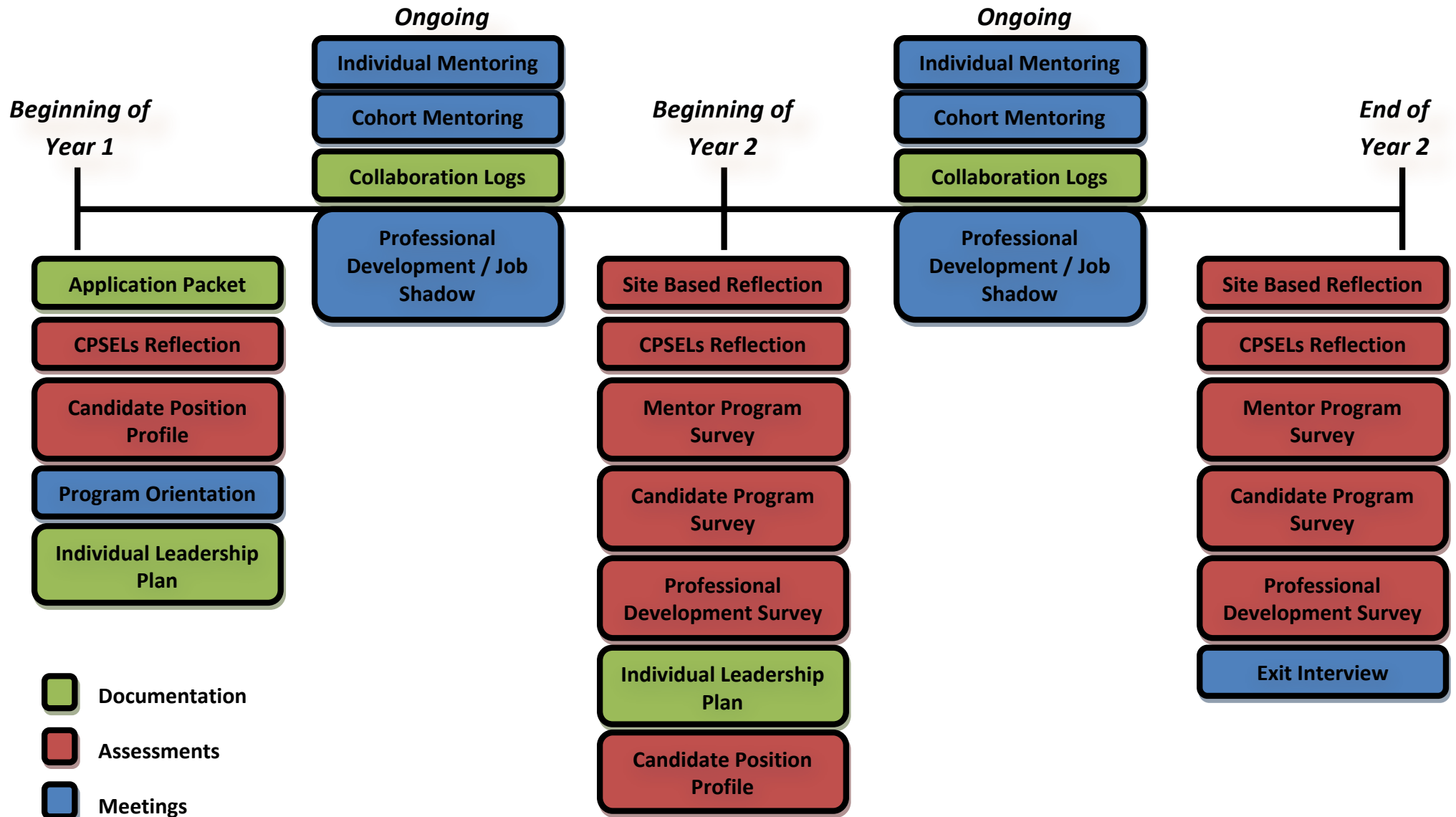
	Strongly Disagree	Disagree	Agree	Strongly Agree
The formative assessment processes support the coaching outcomes.				
The Collaborative Log supports effective communication.				
Individual Development Plan (IDP) supports continuous improvement.				
Online Reflections are effective and easy to use.				
The Candidate Program Evaluation Survey gives me valuable feedback.				
Overall, I am satisfied with the program design.				
Comments:				

Personnel

	Strongly Disagree	Disagree	Agree	Strongly Agree
The program director facilitates and supports program processes.				
Coaches work effectively as a professional learning community.				
Candidates are committed to the program processes and goals.				
The candidate's supervisor is supportive of program processes and goals.				
Comments:				

Fresno County Office of Education

Clear Administrative Service Credential Program Timeline





Fresno County Office of Education

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Clear Administrative Service Credential Program Portfolio Contents

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

1. Example ILP - These should include information about goal attainment and successful completion of program elements.
2. Sample Collaboration Logs
3. Completed Professional Development Projects
4. Site Based Reflections
5. CPSEL Reflections
6. Candidate Position Profile
7. Cohort Coaching Attendance Form

The portfolio will be reviewed by the candidate and their mentor annually to ensure completion.

SMART GOALS – TEMPLATE

SMART goals help improve achievement and success. A SMART goal clarifies exactly what is expected and the measures used to determine if the goal is achieved and successfully completed.

A SMART goal is:

Specific (and strategic): Linked to position summary, departmental goals/mission, and/or overall School of Medicine goals and strategic plans. Answers the question—Who? and What?

Measurable: The success toward meeting the goal can be measured. Answers the question—How?

Attainable: Goals are realistic and can be achieved in a specific amount of time and are reasonable.

Relevant (results oriented): The goals are aligned with current tasks and projects and focus in one defined area; include the expected result.

Time framed: Goals have a clearly defined time-frame including a target or deadline date.

Examples:

Not a SMART goal:

- Employee will improve their writing skills.

Does not identify a measurement or time frame, nor identify why the improvement is needed or how it will be used.

SMART goal:

- The Department has identified a goal to improve communications with administrative staff by implementing an internal departmental newsletter. Elaine will complete a business writing course by January 2010 and will publish the first monthly newsletter by March 2010. Elaine will gather input and/or articles from others in the department and draft the newsletter for supervisor review, and when approved by supervisor, distribute the newsletter to staff by the 15th of each month.

SMART Goal Planning Form

Specific – WHO? WHAT?

Measurement/Assessment – HOW?

Attainable/Achieve – REASONABLE?

Relevant – EXPECTED RESULT?

By

Timed – WHEN?

Lead Mentor Meetings will be held Monthly

Lead Mentor Meeting Agenda:

1. Program Procedural Updates and Clarifications
2. Mentor Review and updates
3. Plan Quarterly Mentor Meeting – identify trends in areas of need
4. Mentor Training Update(ACSA/NTC)
5. Review of Candidate Assessment: Growth, trends, areas of concern
6. Cohort Coaching: Debrief and Planning
7. Professional Development: Debrief and Planning

Mentor Meetings will be held Quarterly:

September

November

January

April

Mentor Meeting Agenda:

1. Program and Procedural Updates and Clarifications
2. Quarterly Coaching Log Review
3. ILP Calibration and Review
4. Collaboration Log Calibration and Review
5. Cohort Coaching Debrief and Planning
6. PD Debrief and coaching application
7. Coach the Coach: Challenging situations from the field
8. Mentor Agenda Items

Orientation Dates:

- January
- May
- September

Orientation Agenda:

1. Welcome
2. Program Review
 - a. Coaching timelines and outcomes
 - i. 1:1 Coaching
 - ii. Cohort Coaching
 - iii. ILPS
 - iv. Collaboration Logs
 - b. Professional Development timelines and outcomes
 - c. Expectations
 - i. Candidate
 - ii. Mentors
 - iii. Program Staff
 - d. Assessments & Program Completion Requirements
3. Policy and procedure Review
4. Questions and Answers

BREAK

5. CPSEL and DOPS Analysis, Review and Reflection
6. Initial Online Assessments

Cohort Coaching Expectations:

- Four cohort Coaching Sessions will be offered each year. Candidates are required to attend at least 3 of those sessions *each* year.
- Candidates are expected to attend Cohort Coaching sessions fully prepared with written responses and artifacts related to the “Topic of the Night”.

Cohort Coaching Meeting will be held from 5:30 – 7:30 on the 1st Thursday of the following months:

- October
- December
- February
- April

Cohort Coaching Agenda:

- 5:30 – 6:30 Topic of the Night
- 6:30 – 7:30 Coaching and candidate networking/discussion around current challenges and successes in their progress towards full attainment of ILP Goals.

Cohort Coaching Topics:

- Trends from 1:1 coaching, assessments and professional development will be identified for each cohort and Cohort Coaching Topics will be aligned to those trends.
- Potential Topics for Cohort Coaching are as follows:
 - School Discipline Policies/ Bullying
 - School Searches: People and Property
 - Student Suspension
 - Student Free Speech
 - Interagency Collaboration
 - Building School Climate and Culture
 - Instructional Leadership
 - Common Core Standards
 - Data Driven Schools
 - Progressive Discipline
 - Parent and Community Involvement
 - Ethics and Leadership
 - Categorical Programs: Service and Compliance
 - Adult Learning/change theory
 - SPED



Fresno County Office of Education

1111 Van Ness Ave.

Fresno, California 93721

(559) 265-3098

<http://www.fcoe.org/>

Mail, Fax or Email to: FCOE CASC

Fax: (559) 265-3056

E-mail: dleonardo@fcoe.org

Clear Administrative Service Credential Program Communication Protocol

Candidates are provided a list of experts that are available to help with specific situations that may arise during their program. In order to contact these experts the candidates must follow the CASC Communication Protocol outlined below. If the candidate has any questions or is unclear about the process for contacting an expert they should contact their mentor.

1. All questions about district or school issues should be cleared with the candidate's district or their immediate supervisor as the first step in the communication process.
2. Candidates should next contact their mentor with the questions or issues to help clarify and possibly address the issue.
3. If the mentor is unable to answer the question they will pass the question along to the identified expert and include the name of the candidate so the expert can contact both with a reply.
4. It is imperative that candidates follow all district protocols when seeking advice from FCOE experts.



The New Teacher Center and the Association of California School Administrators is offering...

Coaching Leaders to Attain Student Success(CLASS)

Background

This three-day training is designed to prepare individuals to provide intensive individualized support to new and experienced principals. This program is based upon the New Teacher Center's groundbreaking work coaching teachers and principals. The Stupski Family Foundation has provided funding in support of the development of this workshop. This workshop is a prerequisite to certification as a NTC/ACSA Master Leadership Coach.

Intended Audience

This workshop is designed for individuals interested in serving as:

- Coaches of beginning and experienced principals, assistant principals and teacher leaders
- Instructors in education administration pre-service programs
- Coaches serving in ATP/AB430 principal training programs and Professional Clear Administrative credential programs
- Individuals responsible for the design and implementation of professional development programs for school leaders, including central office personnel
- Central office personnel seeking to improve their capacity to support site administrators

Outcomes

Participants will:

- Understand the learning and support needs of new and experienced site administrators.
- Learn and practice a variety of coaching strategies and skills designed to meet the needs of coaches serving new and veteran school administrators in induction, ATP/AB430 and other professional development programs.
- Access a variety of tools and resources specific to needs of site administrators.
- Understand the characteristics of a well designed, coaching-based program of leadership development for site administrators.
- Become part of a new learning community of leadership coaches.
- Enhance their confidence and competence as educational leaders.

Key Components of Coaching Leaders to Attain Student Success

Blended Coaching Strategies

Learn to draw upon a variety of Instructional and Collaborative Facilitative Coaching Strategies aimed toward the goal of building the capacity of the site administrator to improve student achievement.

Coaching Skills

Learn and practice a variety of basic coaching skills including trust building, listening, questioning, problem solving, distinguishing assessments and assertions, formative assessment and goal setting.

Tools and Resources for Coaches and Principals

Access a range of tools for coaches, including self-assessment and 360° instruments aligned with leadership standards, forms, logs, sample letters and other materials to assist in establishing a coaching or mentoring program. Access a set of resources developed to assist coaches in meeting the needs of their coaches, including planning tools, articles, sample documents, and links to other resources.

Perspectives on Coaching...

"The most effective way to forge a winning team is to call on the players' need to connect with something larger than themselves." ...*Phil Jackson*

"Masterful coaches inspire people by helping them recognize the previously unseen possibilities that lay embedded in their existing circumstances." ...*Robert Hargrove*



The New Teacher Center and the Association of California School Administrators is offering...

Coaching Leaders to Attain Student Success(CLASS)

Class Selector (Please select the location you wish to attend) • All sessions run from 8:30 a.m. - 3:30 p.m.*

▮ February 14-16, 2012 ACSA Burlingame – 1575 Bayshore Highway, Burlingame, CA 94010 – Program #261P

▮ February 29-March 2, 2012* Shasta COE, Upstairs Board Room 1644 Magnolia Ave., Redding, CA 96001 – Program #261S

*Please note that the hours for the CLASS Training at the Shasta COE vary slightly. This session will run from 8:00 a.m. – 2:30 p.m.

▮ June 19-21, 2012 ACSA Sacramento – 1029 J Street, Suite 320, Sacramento, CA 95814 – Program #261Q

▮ June 26-28, 2012 ACSA Burlingame – 1575 Bayshore Highway, Burlingame, CA 94010 – Program #261R

Registration Fee:

\$600 for ACSA members - \$650 for non-members

Registration includes participant's manual, continental breakfast and lunch for all 3 days.

Registration is due two weeks prior to the event.

Registration Information

Name:

Last Four Digits of Social Security

No.: Position:

School:

District:

Area Code + Phone No.:

Mailing Address (street):

City

State

Zip

▮ Home ▮ Work ▮ District

Area Code + Fax No.:

E-mail Address:

Method of Payment (Please select one)

Purchase Order No.

Check No.

Visa/MasterCard No.

Expiration Date

Name on Credit Card

Signature

Cancellation Policy:

Cancellation Policy: Cancellations MUST be in writing and postmarked a minimum of 15 days prior to the program date to be eligible for a refund. A service fee is charged for all cancellations. NOTE: Each cancellation notice received is reviewed on an individual basis to determine if a refund is warranted. The following are the service fees:

60 days priorFull refund less \$40 service fee
30 days priorFull refund less \$50 service fee
15 days prior50% refund
14 days or less.....No refund

Make checks payable to:

ACSA/Foundation for Educational Administration (FEA)

Mail or fax registration with payment to:

ACSA, 1575 Bayshore Hwy., Burlingame, CA 94010

Fax (for credit card orders and purchase orders only): 650.692.6858

For further information, contact:

Jessaca Young in ACSA's Educational Services Department @ 916.329.3843, 800.608.2272 or via e-mail at jyoung@acsa.org



Mentor Job Description

Role:

The Lead Mentor's function is to serve the candidate throughout the mentoring process. They work closely with the candidate to plan, develop action steps, gather evidence of mastery of leadership standards, and modify, as needed, the Individual Leadership Plan (ILP); this includes 3-6 hours a month of one-on-one coaching time, monitoring ILP implementation, determining professional development needs, and providing resources and guidance to the candidate. Lead Mentors encourage candidates to master reflective practices through a Blended Coaching model, moving between consultative and transformational coaching. They assist candidates to develop the complex skills necessary for effective educational leaders.

The role of Leadership 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 bases.

Coaches also act as a liaison between the candidate and Program Coordinator.

Responsibilities:

Under the direction of the Program Coordinator:

- Review general administrator requirements and proficiencies for CPSEL with candidate, complete Reflections I and II with candidate, collaboratively plan development, monitor implementation, and provide oversight of the Individual Leadership Plan.
- Maintain the integrity the 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 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

Other Duties:

- Perform related duties as assigned

Qualifications and Requirements:

- A Clear Professional Administrative 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 three-six 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 mentoring 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 mentor. This 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 mentoring experiences;
- Willingness and ability to be an excellent professional role model;
- Demonstrated commitment to personal professional growth and learning.

Lead Mentor Job Description

Role:

The Lead Mentor's function is to serve the candidate throughout the mentoring process. They work closely with the candidate to plan, develop action steps, gather evidence of mastery of leadership standards, and modify, as needed, the Individual Leadership Plan (ILP); this includes 3-6 hours a month of one-on-one coaching time, monitoring ILP implementation, determining professional development needs, and providing resources and guidance to the candidate. Lead Mentors encourage candidates to master reflective practices through a Blended Coaching model, moving between consultative and transformational coaching. They assist candidates to develop the complex skills necessary for effective educational leaders.

The role of Leadership 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 bases.

Coaches also act as a liaison between the candidate and Program Coordinator.

Responsibilities:

Under the direction of the Program Coordinator:

- Review general administrator requirements and proficiencies for CPSEL with candidate, complete Reflections I and II with candidate, collaboratively plan development, monitor implementation, and provide oversight of the Individual Leadership Plan.
- Maintain the integrity the 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 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
- Supervise a cadre of mentors who are assigned candidates

Other Duties:

- Perform related duties as assigned

Qualifications and Requirements:

- A Clear Professional Administrative 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 three-six 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 mentoring 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 mentor. This 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 mentoring experiences;
- Willingness and ability to be an excellent professional role model;
- Demonstrated commitment to personal professional growth and learning.
- Be an employee of Fresno County Office of Education

(FCOE Letter Head)

(Date)

Dear Educator,

Congratulations on completing your Preliminary Administrative Services Credential! As per California Teacher Credentialing Guidelines, **new administrators are required to enroll in a Clear Administrative Services Credential Program within 90 days of beginning their first Administrative assignment.**

This letter serves to inform you that Fresno County Office of Education offers the CASC (Clear Administrative Serves Credential) Program to support you in meeting this requirement and in ensuring a successful administrative career. CASC is a 2 year credentialing program based on individual and cohort coaching around the California Professional Standards For Educational Leaders (CPSELs) and the real life job experiences that are part of one's first administrative assignment. During the 2 years, you will network with a cohort of new administrators, meet with an experienced Educational Leader for monthly coaching support, participate in relevant and timely professional development and receive the overall support needed to become a highly effective educational leader. Complete information and details about the CASC program can be found at (insert webpage).

Best of luck in your new professional endeavors.

Respectfully,

-----, Program Coordinator

Di Leonardo, Program Director

dleonardo@fcoe.org

(559) 265-3800

2012

Fresno County Office of Education

Clear Academic Services Credential
Program Handbook



FCOE Mission Statement

The Fresno County Office of Education supports strong academic programs, career technical education, and the arts as we work to create a culture rich society where the whole child is important. FCOE will continue to provide support to meet the challenges of the 21st Century and help our students become successful in the new global economy.

CASC Program Mission Statement

The Fresno County Office of Education Clear Administrative Services Credential Program (CASC) is committed to improving the leadership qualities of the administrators serving all students by providing high quality professional development, collaborative mentoring, and a program of support that includes assessment and reflection.

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Welcome and Purpose

The CASC Program is dedicated to the development of high quality leaders who provide rigorous educational programs for all students.

The CASC Program delivers an interconnected and comprehensive curriculum, which integrates face-to-face professional development sessions, field experiences, cohort professional learning communities, and integrates a blended learning model through the use of technology. The curriculum is based on the California Professional Standards for Educational Leaders (CPSELs) and is designed for candidates to demonstrate the ability to meet or exceed each of the standards as outlined in the candidate self-assessment.

California Professional Standards for Educational Leaders

Standard 1

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, vision of a vision of learning that is shared and supported by the school community.

- Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.
- Communicate the shared vision so the entire school community understands and acts on the school's mission to become a standards-based education system.
- Use the influence of diversity to improve teaching and learning.
- Identify and address any barriers to accomplish the vision.
- Shape school programs, plans and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision.
- Leverage and marshal sufficient resources, including technology, to implement and attain the vision for all students and all subgroups of students.

Standard 2

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- Shape a culture in which high expectations are the norm for each student as evident in rigorous academic work.
- Promote equity, fairness, and respect among all members of the school community.
- Facilitate the use of a variety of appropriate content-based learning materials and learning strategies that:
- Recognize students as active learners, value reflection and inquiry, emphasize the quality versus the amount of student application and performance, and utilize appropriate and effective technology.
- Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards.
- Provide opportunities for all members of the school community to develop and use skills in collaboration, distributed leadership, and shared responsibility.

- Create an accountability system grounded in standards-based teaching and learning.
- Utilize multiple assessments to evaluate student learning in an ongoing process focused on improving the academic performance of each student.

Standard 3

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

- Sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.
- Utilize effective and nurturing practices in establishing student behavior management systems.
- Establish school structures and processes that support student learning.
- Utilize effective systems management, organizational development, and problem-solving and decision-making techniques.
- Align fiscal, human and material resources to support the learning of all subgroups of students.
- Monitor and evaluate the program and staff.
- Manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.

Standard 4

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- Recognize and respect the goals and aspirations of diverse family and community groups.
- Treat diverse community stakeholder groups with fairness and respect.
- Incorporate information about family and community expectations into school decision-making and activities.
- Strengthen the school through the establishment of community, business, institutional, and civic partnerships.
- Communicate information about the school on a regular and predictable basis through a variety of media.
- Support the equitable success of all students and all subgroups of students by mobilizing and leveraging community support services.

Standard 5

A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

- Model personal and professional ethics, integrity, justice, and fairness and expect the same behaviors from others.
- Protect the rights and confidentiality of students and staff.
- Use the influence of the office to enhance the education program, not personal gain.

- Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.
- Demonstrate knowledge of the standards-based curriculum and the ability to integrate and articulate programs throughout the grades.
- Demonstrate skills in decision-making, problem-solving, change management, planning, conflict management, and evaluation.
- Reflect on personal leadership practices and recognize their impact and influence on the performance of others.
- Engage in professional and personal development.
- Encourage and inspire others to higher levels of performance, commitment, and motivation.
- Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.

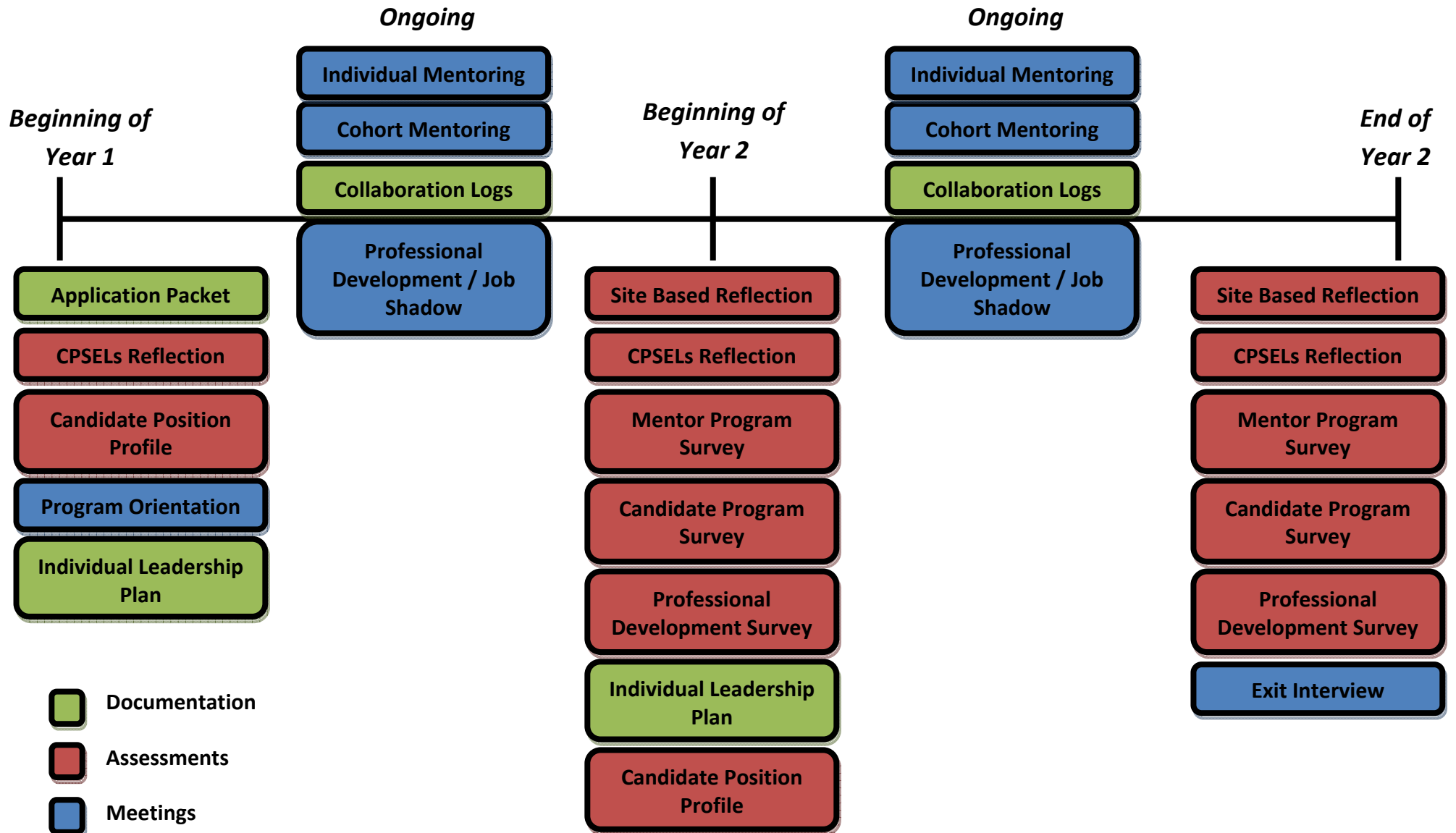
Standard 6

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

- Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
- Influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students.
- Ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.
- Generate support for the school by two-way communication with key decision-makers in the school community.
- Collect and report accurate records of school performance
- View oneself as a leader of a team and also a member of a larger team.
- Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement.

Fresno County Office of Education

Clear Administrative Service Credential Program Timeline



Fresno County Office of Education
Clear Administrative Services Credential Program
Participation Hours

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
Individual Hours	3	3	3	3	3	3	3	3	3
Cohort/ Meeting Hours	3	2.5		2.5		2.5		2.5	3
Professional Development			6		6		6		
Total Hours	6	5.5	9	5.5	9	5.5	9	5.5	6

Candidates in the FCOE CASC program are required to participate in mentoring and professional development activities throughout the two year program. The requirements for each candidate are summarized below:

Individual Mentoring Session: Monthly Sept – May for a minimum of 9 three-hour sessions

Cohort Mentoring Sessions: Offered 4 times per year, candidates required to attend 3

Professional Development: Six sessions offered over the two year program, candidates must attend 3

Candidates will participate in direct program activities on an average of 4 to 6 hours per month. In addition to scheduled meetings candidates will interact with mentors through email and phone contact as needed.

Directory
CASC Program:
Fresno County Office of Education

Diane Leonardo School Improvement and Accountability Director Fresno County Office of Education	<u>dleonardo@fcoe.org</u>	(559) 265-3098
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FCOE CASC PROGRAM

Administrative Services Credentials authorize 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 students' discipline
- Provide certificated and classified employees 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 services

Requirements for the Clear Administrative Services Credential

Individuals must satisfy **all** of the following requirements:

1. Possess a valid Preliminary Administrative Services Credential (see Terms and Definitions)
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 **one** of the following:
 - a. Obtain the recommendation of a Commission-approved program verifying completion of an individualized program of advanced preparation designed in cooperation with your employer and the program sponsor
 - b. Meet Mastery of Fieldwork Performance Standards through a Commission-approved program. Colleges and universities with approved programs leading to a Clear Administrative Services Credential may offer a streamlined assessment option to allow candidates to forego the course work component of the program and allow them to demonstrate their knowledge, skills and abilities through the assessment component of the program.
 - The assessment must result in formal recommendation for the credential and the application for the credential based on this evaluation must be submitted by the college or university that conducted the evaluation
 - c. ***A Commission-approved alternative program based on Commission-adopted guidelines resulting in a formal recommendation from the program sponsor****
 - ***The application must be submitted by the program sponsor via the online application submission process***
 - d. A Commission-approved performance assessment, when available

Term of the Clear Credential

The term of the clear credential may not exceed five calendar years and may be limited to expire with the prerequisite credential (see Terms and Definitions). The clear credential is renewable online at <http://www.ctc.ca.gov/>

***The FCOE CASC Program meets requirement 3c.**

TERMS AND DEFINITIONS***Administrative Experience (see CTC Terms and definitions)***

Two years of successful experience full-time administrative position in a California public school, nonpublic, or private school of equivalent status, while holding the Preliminary Administrative Services Credential. Verification of experience must be on the district or employing agency letterhead and signed by the superintendent, assistant superintendent, director of personnel, or director of human resources. School or district personnel other than the applicant must verify all experience.

Experience

Three years of successful, full-time experience in a public school, nonpublic school, or private school of equivalent status. This experience may be teaching, pupil personnel work, librarianship, health services, or clinical or rehabilitative services. Substitute or part-time service does not apply.

Full-Time Service

Full-time service means service for at least a minimum of four hours per day for three-fourths of the total days in the school year. Substitute or part-time service does not apply.

Valid Preliminary Administrative Services Credential

For the purposes of the Administrative Services Credential, the term “valid” means that the holder met the requirements to have held the preliminary credential, which afforded the individual the opportunity to gain the necessary experience and to complete academic requirements to earn the clear credential. It does not mean that the document must be active date-wise when applying for the clear credential.

Reference: California Education Code 44270, 44270.5; Title 5, California Code of Regulations 80054

Admission Requirements

Candidates are granted admission to our program if they fulfill and provide the following requirements:

- Complete application packet
- Complete Enrollment form
- Verification of employment in administrative position
- Verification of valid California Preliminary Administrative Services Credential
- Current resume

Candidate must enroll with sufficient time to meet the requirements of completing the FCOE CASC program prior the expiration of the Preliminary Administrative Services Credential, if not candidate must secure an extension from the Commission on Teacher Credentialing (CTC).

Program Design

The Fresno County Office of Education's Clear Administrative Services Credential program provides support and assistance through a process of appropriate planning, mentoring, professional development, and job shadowing.

Planning:

The candidate, mentor, and program staff collaborate to develop mentoring activities appropriate to the need of the candidate.

The collaborative process is conducted in several ways including but not limited to, face-to-face, online discussions, or conference calls.

Mentoring:

Candidates will meet with their mentor minimally three hours per month.

Cohort mentoring sessions are held every monthly during the school year and are designed to allow candidates to network and collaborate.

Candidates are required to attend six of the nine, 2-3 hour sessions offered during the school year.

Professional Development:

Candidates are required to attend three full-day sessions during their two year program.

The professional development includes, but is not limited to, budget development, ethics and legal issues, instructional leadership, discipline practices, human resources, and other subjects as needed.

Job Shadowing:

Candidates are required to spend a minimum of 4 hours during their two year program time shadowing a job-alike person or attending a full day California Distinguished School Validation visit.

The FCOE CASC Program

Candidates enrolled in the FCOE CASC Program will be enrolled in the program for two consecutive years. The candidates will demonstrate progress over the course of the program to develop an e-portfolio. Candidates will use an e-portfolio website template to organize evidence related to each required California Professional Standards for Educational Leaders (CPSEL) standard element. The e-portfolio will include:

1. Example ILP - These should include information about goal attainment and successful completion of program elements.
2. Sample Collaboration Logs
3. Completed Professional Development Projects
4. Site Based Reflections
5. CPSEL Reflections
6. Candidate Position Profile
7. Cohort Coaching Attendance Form

The process for creating and implementing an Individual Leadership Plan is as follows:

Candidates and Mentors will develop and complete an Individual Leadership Plan by using information from the candidate application, the initial self-assessments, and analysis of the candidate's strengths and weaknesses. The initial plan will be written and agreed upon by the candidate, mentor, and input from the candidates' supervisor or district. The initial ILP is drafted and approved by the Program Staff and each candidate's supervisor.

The ILP is based on the identified areas of strength and growth as determined by the CPSELs Reflection.

The ILP includes an area for Specific, Measureable, Attainable, Results, and Time specific goals. (SMART) For each goal the standard element is identified, which ties the activities to pre and post assessments.

Following the goal section of the ILP, candidates develop an action plan to developmental objectives.

The ILP is updated throughout the program using data collected in Years 1 and 2, as well as from mentoring conversations between mentors and candidates.

General Policies

Acts of Dishonesty:

All people participating in the FCOE CASC integrity in all aspects of their academic work. Academic dishonesty program are expected to pursue honesty and, including plagiarism, falsification of records or documents, personal misrepresentation, theft, and evasion of program financial obligations will not be tolerated.

Attendance:

The candidate will be required to attend minimally, six to nine cohort coaching sessions each year.

Attend required three-day candidate professional development over two year period.

Your agreed upon attendance is for the benefit of your own learning as well as others in the cohort. Instructor facilitation, presentations, and discussions are essential part of the educational experience.

Business Office Procedures:

Refunds are not available

Candidates who are not able to complete the program due to personal or family illness, maternity or paternity leave, death in immediate family, relocation due to job transfer, or other family or personal crisis that prevents them from successfully participating in the program, may receive credit for participation in a future class with a different cohort. It is the responsibility of the candidate to communicate with the program director if and issue is preventing him/her from completing the program.

Disability:

Candidates with disabilities are eligible for reasonable accommodations in their academic work in this program. In order to receive assistance, the candidate with a disability must provide the Human Resources Division with documentation that describes the specific disability. The documentation must be from a qualified professional in the areas of the disability (i.e. psychologist, physician or educational diagnostician). Candidates with disabilities should contact program staff 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.

Extension Request:

Extensions will only be granted under extreme circumstances as approved individually by the Program Director. Candidates who are unable to complete the program in 24 months may request a 1 year extension. Extensions are granted in only 1 year increments. Each year required beyond the initial two years will require an additional payment of \$3,500. **Any and all costs** associated with an extension will be the responsibility of the candidate. The candidate will be asked to complete FCOE CASC program extension request which will include an individualized plan for completion of the missing requirements. The director will meet with the participant to clarify requirements and review the criteria for granting an extension

Extreme criteria include: Personal or family illness, family or personal crisis, death in family, maternity or family leave.

Course Work:

Requirements to prove administrator competence necessary to merit recommendation for the Clear Administrative Services Credential include:

Multiple measures will be used to evaluate the candidate's performance on the CPSELs. These measures include observations, mentor recommendations, self-assessments with reflections, and portfolio evidence.

It is the expectation of the program that all candidates will, at a minimum, meet or exceeds standard practice on all components of the CPSELs.

Payment:

Cost of the Program: \$7,000

The Program can be paid in three installments:

Installment 1:	\$3,500	30 Days from Initial Orientation
Installment 2:	\$3,500	Beginning of Year 2

Payment can be made by the following options:

- Cashier's Check made out to FCOE
- Purchase Order from sponsoring district

Completion of the Program

Requirements to prove administrator competence necessary to merit recommendation for the Clear Administrative Services Credential include:

1. Successful progress on identified goals as measured by program assessments and evidence in the candidate portfolio
2. 3 to 6 hours of face-to-face contact with assigned mentor Sept – May of each academic year participating in the program
3. Attendance at a minimum of 6 cohort coaching sessions over the course of the 2 year program
4. Participation in a minimum of 3 full day professional development sessions offered by the program
5. Completion of professional development assignments
6. One half-day job shadowing or one full-day distinguished school visit

Candidate Letter of Agreement

2012-2013

I, _____, wish to participate in the Fresno County Office of Education CASC Program. I have read the Candidate responsibilities described below and agree to follow them to the best of my ability.

- I understand that I must enter a clear administrative services credential program within 90 calendar days of the start of my initial administrative contract. If, for any reason, I am unable to participate fully in the F COE CASC Program, I understand that I will need to contact my Mentor and the FCOE CASC Program Director. I also understand that extensions will only be granted under extenuating circumstances (e.g., medical/family illness or emergency).
- I understand that the program is for two years of participation. Should I require additional time, the cost of participation will be my responsibility.
- I further understand that recommendation for a clear administrative credential is separate from my employment status in my district.

I understand I need to do the following to complete the program:

- Develop a relationship with my mentor characterized by openness, sharing, and reflection.
- Meet with my Mentor a minimum of three hours per month.
- Complete and revise, as needed, an Individual Leadership Plan (ILP).
- Assemble evidence in the form of an Individual Leadership Plan (ILP) via an e- Portfolio of growth and application based on the California Professional Standards for Educational Leaders (CPSELs).
- Complete the ILP and e-Portfolio and gather evidence of my growth, which is my responsibility and is required to apply for a Clear Administrative Services Credential.
- Participate in the formative assessment system (including collaborative logs, ILP, observations) in a reflective manner to guide my growth as an administrator.
- Understand that information gathered regarding **practice/performance** is confidential. Information regarding **completion** may be shared with site/district/program administrators.
- Attend required three-day candidate professional development over two year period.
- Attend required Cohort Coaching. **The candidate will be required to attend minimally, six sessions over the course of 2 years.**
- Communicate questions or concerns about the CASC Program, including concerns about my Mentor partnership, by following the communication protocol.
- Participate in the program evaluation process and comply with reporting procedures.
- Notify my Mentor and the FCOE CASC Program Director should I leave the program before completion.

Candidate Signature: _____ Date: _____
District: _____ School: _____

After signing the Letter of Commitment, please retain a copy in your e-Portfolio and return the original to:

Diane Leonardo, Director
Fresno County Clear Administrative Services Credential Program
Fresno County Office of Education
1111 Van Ness Ave.
Fresno, CA 93721

**FCOE CASC Program
Complaint Procedure Form**

Complaint procedure

- Complaint form is submitted to the program coordinator
- Complaint is investigated by the program coordinator
- A meeting is held with the participant and a mutually agreed upon plan of action to rectify the situation is developed and implemented.

Date of Problem _____

Name: _____

Please describe the issue of your complaint in detail. You may attach additional pages if necessary to fully describe the situation. Please file this complaint with the Program Director.

Plan of Action:

Signature of Complainant

Signature of FCOE CASC Program Director

Request for Change in Mentor

Process for requesting a change in mentor:

1. If prior to mid-year mentor evaluation, candidate should contact FCOE CASC Program Coordinator and inform him/her of their concerns regarding the coaching process.
2. FCOE CASC Program Coordinator is responsible for documenting concerns and if possible, assisting the candidate with facilitating a conversation with the mentor 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 FCOE CASC Program Coordinator will arrange to meet with both parties in an effort to resolve outstanding issues.
4. Should a mismatch be apparent, the candidate will sign and complete the form below and a new mentor will be assigned.

Date of contact with Program Coordinator: _____

Date of meeting with Mentor: _____

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

Signature: _____

Date: _____

**Mentor Letter of Agreement
2012-2013**

I, _____, wish to participate in the Fresno County Clear Administrative Services Credential Program as a mentor. I have read the Mentor responsibilities described below and agree to follow them to the best of my ability.

- I understand that I must maintain my clear administrative credential with the California Commission on Teacher Credentialing.
- I understand that the program is for two years of participation and will receive a stipend at the close of each year.
- I will seek to build trust in my mentoring relationship and support the ongoing work identified by both the candidate and his/her district goals.
- I will be attentive to the needs of the candidate to ensure that my services remain beneficial to their professional growth, and will be open to collaborating with the FCOE CASC Program Director should my services not be meeting the candidate's needs.
- I will model the professional standards as described in the CPSELs.

Responsibilities of a FCOE CASC Mentor:

- Develop a relationship with my candidate characterized by openness, sharing, and reflection.
- Provide one-on-one support to candidate a minimum of three hours per month
- Assist my candidate in completing and revising, as needed, an Individual Leadership Plan.
- Provide support to my candidate through self or providing access to supporting mentors.
- Understand that information gathered regarding **practice/performance** is confidential. Information regarding **completion** may be shared with site/district/program administrators.
- Attend mentoring professional development session provided by the F COE CASC Program prior to beginning mentoring partnership.
- Respond to candidate's requests in a timely and effective manner
- Attend required professional development with my candidate that matches my candidate's Individual Leadership Plan.
- Attend and complete the ACSA/NTC CLASS program
- Communicate questions or concerns about the FCOE CASC Program, including concerns about my candidate partnership, with FCOE CASC Program Coordinator.
- Participate in the program evaluation process and comply with consortium reporting procedures.

Mentor Signature: _____ Date: _____

After signing the Letter of Commitment, please retain a copy and return the original to:

Diane Leonardo, Director
Fresno County Clear Administrative Services Credential Program
Fresno County Office of Education
1111 Van Ness Ave.
Fresno, CA 93721

FCOE CASC AGREEMENTS

I wish to participate in the FCOE CASC program, and I understand & accept the following as conditions and requirements for participation (please read & initial):

District Approval (District supervisor initials required)

1. My supervisor endorses and recommends my participation _____Please Initial
2. My district will allow me to attend at a minimum four full day professional development activities during the course of the 2 year program. _____Please Initial

Financial Options (Candidate initials required)

3. Check the appropriate box below (2 options)

- ☐ **Option A:** I have district approval to participate in the FCOE CASC Program. My district will be responsible for generating a purchase order for \$7,000. _____Please Initial
- ☐ **Option B:** I am applying as an individual and agree to pay the training fee of \$7,000. _____Please Initial

Time Commitment (Candidate initials required)

4. I am required to complete all program components. _____Please Initial
5. Should I not complete the required program components within the two year timeframe, I will be required to file an extension and pay for an additional year at \$3,500. _____Please Initial

Personal Responsibilities

6. I agree to attend all professional development and coaching sessions as scheduled. Arriving late or leaving early may necessitate a make-up of the session and could jeopardize my status as a participant in the program. _____Please Initial

School and District: _____

Candidate Signature

Date

Direct Supervisor Signature

Date

Candidate Signature (Print)

Direct Supervisor Signature (Print)

**Fresno County Office of Education
Clear Administrative Services Credential Program
Participation Hours**

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
Individual Hours	Ind	Ind	Ind	Ind	Ind	Ind	Ind	Ind	Ind
Cohort Hours	Orient	CS		CS		CS		CS	Eval
Professional Development			PD		PD		PD		
Total Hours	6	5.5	8	5.5	8	5.5	8	5.5	5.5

Candidates in the FCOE CASC program are required to participate in mentoring and professional development activities throughout the two year program. The requirements for each candidate are summarized below:

Individual Mentoring Session: Monthly Sept – May for a total of 9 three hour sessions

Cohort Mentoring Sessions: Offered 4 times per year, candidates required to attend 3

Professional Development: Six sessions offered over the two year program, candidates must attend 3

Candidates will participate in direct program activities on an average of 4 to 6 hours per month. In addition to scheduled meetings candidates will interact with mentors through email and phone contact as needed.



Fresno County Office of Education
1111 Van Ness Ave.
Fresno, California 93721
(559) 265-3098
<http://www.fcoe.org/>

Mail, Fax or Email to: FCOE CASC
Fax: (559) 265-3056
E-mail: dleonardo@fcoe.org

Mentor Application

First and Last Name		Middle	Former/Maiden Name
Home Mailing Address/City, State Zip		Home Phone	Cell Phone
Current or Last Employment	District Name	County Name	School Name
Last School or District mailing Address/City, State, Zip			School or District Phone
School Level		Number of Years as Administrator	
Social Security # (required for Credential Verification)		Date of Birth	E-mail Address
Clear Administrative Service Credential Number		Date of Approval	
What Credential(s) do you hold? <input type="checkbox"/> Clear Administrator _____ Years Experience <input type="checkbox"/> Multiple Subject _____ Years Experience <input type="checkbox"/> Single Subject _____ Years Experience <input type="checkbox"/> Other _____ Years Experience <input type="checkbox"/> Educational Specialist Credential and Area of Specialization <input type="checkbox"/> Designated Subjects Career Technical Education Teaching Credential <input type="checkbox"/> Other – Please specify _____ If you completed Year One with another Clear Administrative Services Credential Program please list the name of that program and the year of enrollment: _____		Where did you receive your Administrator Training? <input type="checkbox"/> In California <input type="checkbox"/> Not Applicable Where did you earn your credential? Please name the campus or district in addition to the type of institution. <input type="checkbox"/> UC _____ <input type="checkbox"/> CSU _____ <input type="checkbox"/> Private Institution _____ <input type="checkbox"/> District Program _____ How did you satisfy the requirements for your Preliminary Services Credential? <input type="checkbox"/> University Preparation Program <input type="checkbox"/> Administrative Test <input type="checkbox"/> District Program <input type="checkbox"/> Other _____	

Please respond to the following:

1. Describe your involvement as an administrator in the continuous improvement and accountability process.

FCOE CASC Mentor Application

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

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

As a Mentor with the FCOE CASC program I agree to:

- | | |
|---|--|
| ...commit to work collaboratively with a candidate for a minimum of two years | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| ...commit to work collaboratively with a candidate for three-six hours per month | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| ...participate in professional training to acquire the knowledge and skills needed to be an effective and successful mentor | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| ...participate in reflective conversations about their mentoring experiences | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| ...be an excellent professional role model | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| ...demonstrate commitment to personal professional growth and learning. | <input type="checkbox"/> Yes <input type="checkbox"/> No |

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

Mentor Applicant Signature

Date

District Representative Signature

District Representative Email Address

Fresno County Office of Education's Administrative Clear 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 Office of Education's Administrative Clear Credential program employee charged with coordinating efforts to comply with this practice and investigate complaints regarding non-compliance is the Administrator of Human Resources.