

CASC Handbook

2025-2027 _____



CASC Cohort Start Date _____ End Date _____

Base Credential Expiration Date _____

Preliminary Credential Expiration Date _____

District Lead _____

Does your Base Credential expiration date and/or your Preliminary Credential expiration date end prior to CASC end date? **YES** **NO**

If yes:

Renew Preliminary (when it has been attached to base credential. This may happen prior to the 5 years granted)

The Preliminary credentials are **not renewable online**. You will need to complete a credential application form and submit the application fee, cashier's check or money order payable to CTC, to extend the remainder of time on your Preliminary Credential. You will also need to fill out the 41-4 form.

You will need to **reach out to your HR department** (one month prior to your credential expiration) to assist you and collect your paperwork (application, fee and TCC application) and mail or email to the FCSS credentials office. After they process your application, they will issue a Temporary Credential so you can stay legally covered in your assignment.

Table of Contents

	Page
CASC CONTACTS	1
CANDIDATE GUIDELINES	
Eligibility Requirements.....	2
Candidate Admission Requirements.....	2
Program Design.....	3
Candidate Participation Hours.....	7
Parking Information, Maps and Addresses.....	7
CASC Dates.....	8
CASC Cost Structure and Payment Schedule.....	10
GENERAL POLICIES	
Attendance.....	11
Portfolio Review	11
Complaint Procedure.....	11
Change in Coach.....	11
Candidate Participation and Payment Authorization.....	12
Disability Accommodations.....	12
Doctoral Waiver.....	12
Enrollment Changes.....	12
Program Extension.....	13
Late Payments	13
Withdrawal from Program.....	14
Program Completion.....	14
Portfolio Review – Questions.....	15
COACH INFORMATION	
Role of a CASC Coach.....	16
Coach Participation Requirements.....	16
Activities.....	17
Coach Responsibilities.....	17
Documents in the E-Portfolio.....	18

Table of Contents

	Page
FORMS	
Professional Learning Reflection.....	19
Job Shadow Reflection.....	20
Distinguished Schools Visit/Bonner/WASC Visit Reflection.....	21
ILP Template.....	22
ILP Directions.....	23
SMART Goals.....	24
CASC Timeline of Requirements.....	25
Enrollment Form.....	27
Verification of Employment Form.....	28
Candidate Participation and Payment Authorization Agreement.....	29
Sample District Letter.....	32
Doctoral Waiver Form.....	33
Complaint Procedure Form.....	34
Request for Change in Coach Form.....	35
Extension Request Form.....	36
Withdrawal Request Form.....	37
Recommendation/Applying for Credential.....	38
Program Completion Checklist Form.....	39
Application to Practice Interim Reflection Assessment Form.....	40
Portfolio Calibration.....	42
Collaborative Coaching Log Form.....	43
ILP Example	44
CALIFORNIA PROFESSIONAL STANDARDS FOR EDUCATION LEADERS (CPSEL).	48
Example Leadership Activities.....	60
MOVING LEADERSHIP STANDARDS INTO EVERYDAY WORK.....	68
DESCRIPTIONS OF PRACTICE (DOPS) Elements 1A-6C	



Fresno County Superintendent of Schools CASC Contacts

Katherine Faragia

Executive Leadership Coach
CASC/Systems & Leadership

kfaragia@fcoe.org (559) 497-3723

Lori Willson

Director
CASC/Systems & Leadership

lwillson@fcoe.org (559) 443-4810

Kristen Reitz

Program Assistant
CASC/Systems & Leadership

kreitz@fcoe.org (559) 265-3016

Dr. Annie Sharp

Executive Director
System Innovation & Improvement

asharp@fcoe.org (559) 265-4002

Madera Satellite Contacts

Jason Mercier

Director of Credential & Certification Programs
Madera County Superintendent of Schools

jmercier@mcsos.org (559) 662-3865

Itzel Serrano

Administrative Assistant
Madera County Superintendent of Schools

iserrano@mcsos.org (559) 662-3856

CASC Office Hours- Second Wednesday of every month 3:30-4:30 pm

Zoom Link: <https://fcoe-org.zoom.us/j/97632438229>

VISION STATEMENT:

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

Candidate Guidelines

Eligibility Requirements for the Clear Administrative Services Credential

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

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

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

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

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

Candidate Admission Requirements (for FCSS CASC Program)

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

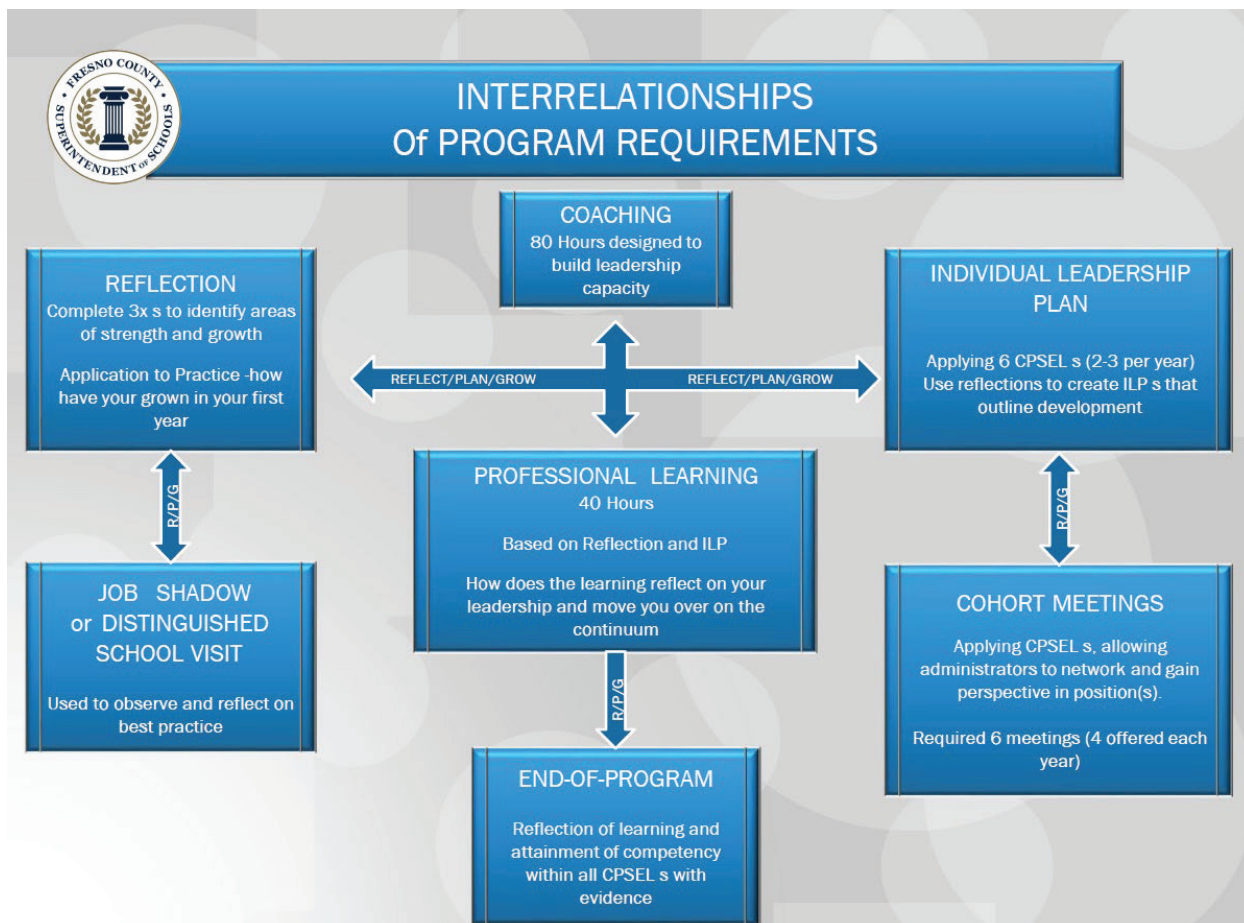
- Complete Enrollment and Candidate/District Agreement Forms
- Verification of employment in administrative position
- Verification of valid California Preliminary Administrative Services Credential

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

Program Design

The 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 *Moving Leadership Standards Into Everyday Work: Descriptions of Practice*. 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 *Descriptions of Practice* 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).



Program Design Continued

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

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

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

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

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

Coaching is a fundamental portion of the induction model. Candidates meet face to face with their coach minimally four-and-a-half hours per month. Meeting hours must total 40 per year for each year of the program (candidate/coach must meet a minimum of 20 hours per semester to meet the two-year program minimum requirement 80 hours). Coach logs are written by the coach. Each log contains the information discussed during the meetings as well as future activities for both the candidate and coach. The logs are confidential and are maintained on the CASC digital portfolio website. Logs should be reviewed frequently by the candidate and coach to plan future activities.

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

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

1. Completed CASC PL Summary – PL Reflection Form
2. Agenda of the Professional Learning
3. Copy of Sign-in sheet. Picture from smartphone or if virtual a screenshot of video conference ok.

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

Application to Practice form:

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

Job Shadowing or Distinguished School/Bonner/WASC Visit Experience

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

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

Candidate Orientation

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

Coach Orientation

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

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

- Meetings are offered four times per year at FCSS. Candidates are required to attend three per year.
- Candidates may attend cohort meetings at satellite location to meet the program requirement. Dates and times are available in the front of the handbook.
- Candidates must register for cohort meeting on their e-portfolio and sign attendance sheet at meeting.

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

- Meetings are offered four times per year at FCSS. Coaches are **required** to attend each session.
- Coaches must register for coach session on their e-portfolio and sign attendance sheet at meeting.
- Repeated missed meetings may result in inability to continue coaching.

End-of-Year Candidate Meeting

- All candidates must attend end-of-year meeting in June (Cohort A) or December (Cohort B) of each year of program. If meeting is missed, prior approval from CASC Coordinator is required. Candidate will be placed on hold for the semester, incur late fees and have completion date pushed back.
- Candidates must register for end-of-year cohort meeting on their e-portfolio and sign attendance sheet at meeting.

CASC Candidate and Coach Participation Hours

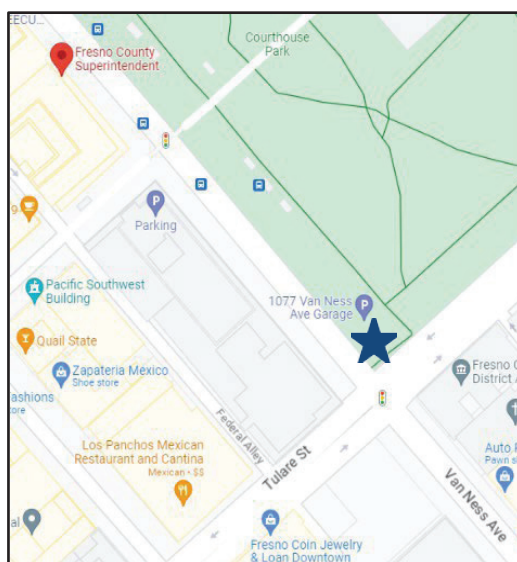
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Candidate Orientation	3 Cohort A				3 Cohort B					
Coach Orientation	16									
Minimum Individual Coaching Hours	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	
Candidate Cohort Meeting Hours		2.5		2.5		2.5		2.5		
Coach Meeting Hours		2.5		2.5		2.5		2.5		
Professional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

Parking Information and Map

FCSS Address: 1111 Van Ness, Fresno, CA 93721

Directions to Parking Lot 8:

Public parking is available in underground parking Lot 8, entrance at the corner of Tulare Street and Van Ness Avenue.



Madera Satellite Address: 1105 S Madera Ave, Madera, CA 93637



CASC Dates

August 2025 – June 2026

NEW CANDIDATE ORIENTATION

Fresno County:August 19, 2025 **Cohort A**

5:00 pm – 7:30 pm

FCOE Room 101T

January 6, 2026 **Cohort B**

5:00 pm – 7:30 pm

FCOE Room 101T

Madera County:August 27, 2025 **Cohort A**

4:30 pm – 6:30 pm

MCOE- Conference Center 5 & 6

CANDIDATE COHORT MEETINGS

Fresno County:

September 16, 2025

5:00 pm – 7:30 pm

FCOE Rooms 301, 274, 201 & 270

November 18, 2025

5:00 pm – 7:30 pm

FCOE Rooms 101T, 274, 201 & 270

February 10, 2026

5:00 pm – 7:30 pm

FCOE Rooms 101T, 274, 270 & 301

April 21, 2026

5:00 pm – 7:30 pm

FCOE Rooms 101T, 274, 201 & 270

Madera County*:

October 1, 2025*

4:30 pm – 7:00 pm

MCOE- Conference Center 3 & 4

November 19, 2025*

4:30 pm – 7:00 pm

MCOE- Conference Center 3 & 4

February 18, 2026*

4:30 pm – 7:00 pm

MCOE- Conference Center 3 & 4

May 13, 2026*

4:30 pm – 7:00 pm

MCOE- Conference Center 3 & 4

PROFESSIONAL LEARNING

Fresno County:

November 1, 2025

8:00 am – 4:00 pm

FCOE Room 101T

March 7, 2026

8:00 am – 4:00 pm

FCOE Room 101T

CANDIDATE END-OF-YEAR

Fresno County:December 8, 2025 **Cohort B**

5:00 pm – 7:30 pm

FCOE Room 101T Year 1

December 9, 2025 **Cohort B**

5:00 pm – 7:30 pm

FCOE Room 101T Year 2

June 8, 2026 **Cohort A**

5:00 pm – 7:30 pm

FCOE Room 101T Year 1

June 9, 2026 **Cohort A**

5:00 pm – 7:30 pm

FCOE Room 101T Year 2

Registration required for all meetings and will close a week prior to the meeting date.

*meeting capacity 30 participants for Madera County Candidate meetings



CASC Dates

August 2025 – June 2026

NEW COACH TRAINING

Fresno County:

September 2, 2025	8:00 am – 3:30 pm	FCOE Room 270
-------------------	-------------------	---------------

COACH MEETINGS

Fresno County:

September 16, 2025	1:30 pm – 4:00 pm	FCOE Room 201
November 18, 2025	1:30 pm – 4:00 pm	FCOE Room 270
February 10, 2026	1:30 pm – 4:00 pm	FCOE Room 270
April 21, 2026	1:30 pm – 4:00 pm	FCOE Room 201

Madera County:

October 1, 2025	1:30 pm – 4:00 pm	MCOE- Conference Center 3 & 4
November 19, 2025	1:30 pm – 4:00 pm	MCOE- Conference Center 3 & 4
February 18, 2026	1:30 pm – 4:00 pm	MCOE- Conference Center 3 & 4
May 13, 2026	1:30 pm – 4:00 pm	MCOE- Conference Center 3 & 4

Clovis Unified (ONLY):

September 25, 2025	3:30 pm – 5:30 pm	CUSD PLC 9
December 11, 2025	3:30 pm – 5:30 pm	CUSD PLC 10
February 26, 2026	3:30 pm – 5:30 pm	CUSD PLC 9
April 23, 2026	3:30 pm – 5:30 pm	CUSD PLC 7

Fresno Unified (ONLY):

September 23, 2025	8:00 am – 10:00 am	1020 S. 10 th St. Fresno, CA 93702
December 2, 2025	8:00 am – 10:00 am	1020 S. 10 th St. Fresno, CA 93702
February 18, 2026	8:00 am – 10:00 am	1020 S. 10 th St. Fresno, CA 93702
April 28, 2026	8:00 am – 10:00 am	1020 S. 10 th St. Fresno, CA 93702

Fresno County Superintendent of Schools

1111 Van Ness Ave.
Fresno, CA 93721

Madera County Superintendent of Schools

1105 S. Madera Ave.
Madera, CA 93637

Registration required for all meetings and will close a week prior to the meeting date.



Clear Administrative Services Credential Program

Cost Structure and Payment Schedule

CASC Cost Structure: FCSS provides Coach

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

Partner District Cost Structure: District provides Coach

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

Payments accepted by the following methods:

- Cashier's check, personal check, or purchase order payable to:
Fresno County Superintendent of Schools or (FCSS)
CASC Program in memo
- There is a drop box available inside the main entrance of the Fresno County Office of Education.
Checks left in drop box must be in an envelope clearly marked with ATTN: CASC- Kristen Reitz
- Mail to:
 - Fresno County Superintendent of Schools
Attn: CASC, Kristen Reitz
1111 Van Ness, Towers 5th Floor, Fresno, CA 93721

General Policies

Attendance

Candidate

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

Coach

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

Portfolio Review

The CASC Coordinator reviews portfolios regularly. If a question arises, for example: Reflection not complete, ILP not complete, coaching hours not logged or no write-up with PL, CASC coordinator will contact candidate via email asking for clarification. FCSS wants to make sure you are on track and succeeding. If there are any issues that need to be resolved, we are here to help. See flow chart on page 15.

Complaint Procedure

Complaint Procedure

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

Form found in ePortfolio under Resources and on page 46 in handbook.

Change in Coach

Requesting a change in coach

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

Form found in ePortfolio under Resources and on page 47 in handbook.

Candidate Participation and Payment Authorization Program

Agreement Contract

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

Disability Accommodations

Disability Accommodations

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

Doctoral Waiver

Doctoral Waiver Policy

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

Form found in ePortfolio under Resources and on page 45 in handbook.

Enrollment Changes

District Change (within Fresno County)

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

District Change (outside Fresno County)

If a candidate takes employment outside of Fresno County during the two-year CASC program, the candidate is eligible to have program hours transferred to a different program. Counties in Region 7 (Madera, Merced, Tulare, Kings, and Mariposa) have an agreement that allows this transfer with verification from the FCSS CASC Program Coordinator. Other counties and programs may require other verification and

documentation. This is the responsibility of the candidate to collect and provide this to the FCSS CASC Program. To be eligible for the transfer of participation hours and activities, the candidate must be in good standing with the program. This means the following:

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

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

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

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

Program Extension

Extension Request

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

Form found in ePortfolio under Resources and on page 48 in handbook.

Late Payments

Late Payments

Payments are required in November and March annually and a late payment fee of \$100 per month will be incurred if not paid on time.

Withdrawal from Program Withdrawal Costs

Any and all costs associated with a withdrawal are the responsibility of the candidate and may require an additional payment of \$3,500. Candidate must submit a Withdrawal Request form to the FCSS CASC Program Coordinator.

Form found in ePortfolio under Resources and on page 50 in handbook.

Program Completion

Completing the Clear Administrative Services Credential Program

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

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

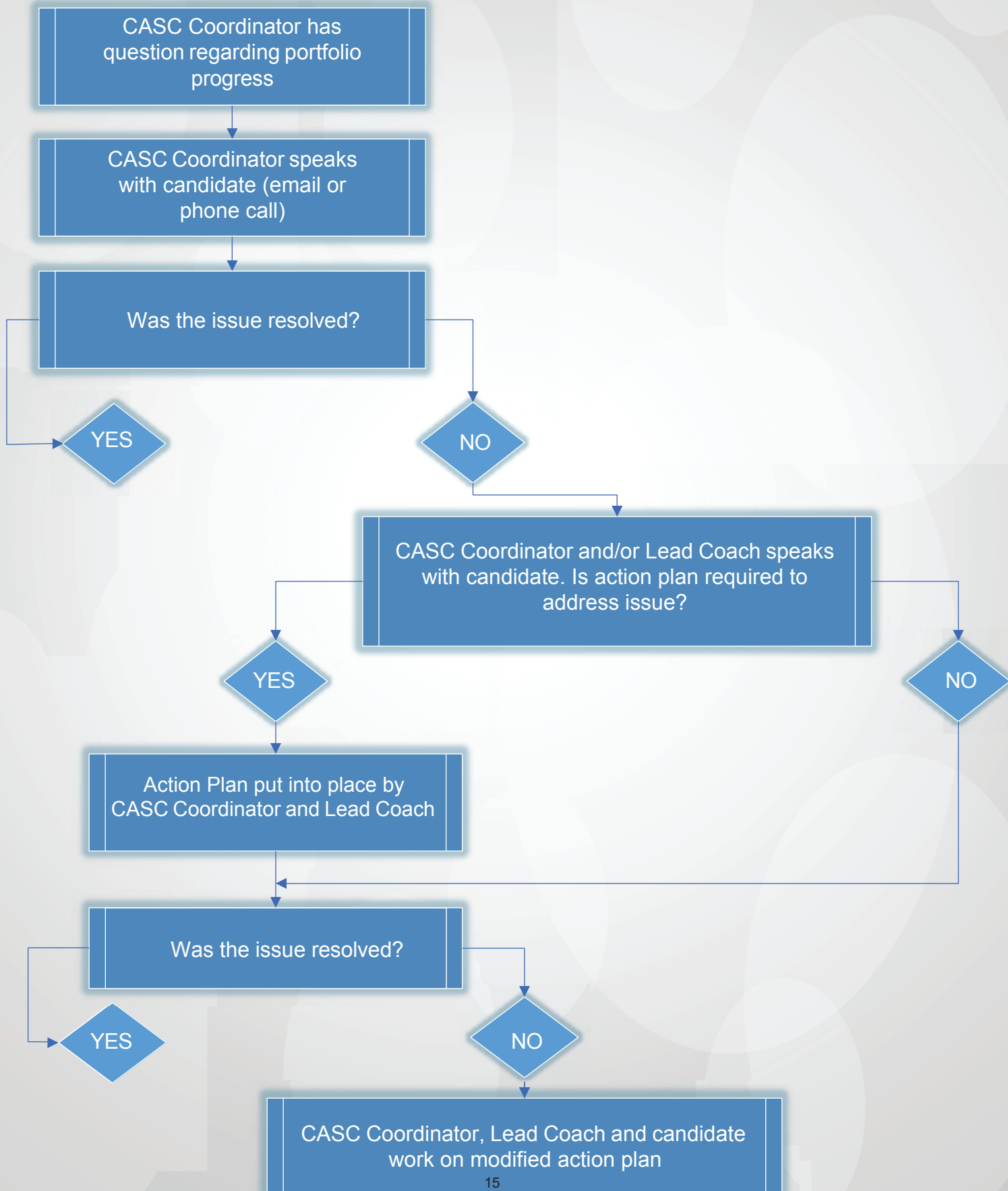
The portfolio will be reviewed by the candidate and their coach annually to ensure completion. In addition to the elements outlined above the candidate must demonstrate administrator competence to merit recommendation for the Clear Administrative Services Credential.

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

Form found in ePortfolio under Resources and on page 51 in handbook.



PORTFOLIO REVIEW



Coach Information

Role of a CASC Coach

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

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

Coaches also act as a liaison between the Candidate and FCSS CASC Program Coordinator. Coaches may not be direct supervisors or evaluator of candidate.

Coach Participation Requirements

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

Qualifications

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

Activities

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

1. **Two-day initial coaching training** – New coaches (or coaches who have not participated in CASC in over 3 years) will attend the Candidates Orientation. Coaches will also attend a one-day training drawing on methods from both Cognitive Coaching and Blended Coaching enabling the coach to develop and refine the essential skills needed to effectively support candidates. Both dates are conducted prior to the coach serving candidates.
2. **Four-and-a-half to six hours of face-to-face coaching for each candidate each month** – These coaching meetings are the focus of this program and where candidates will receive the most value from participation and serves as an invaluable piece of the CASC program. Coaching sessions should be geared toward candidate needs and based on program assessment and goals set during previous sessions. Candidates will complete the Individual Leadership Plan, which includes a specific action plan set to accomplish agreed upon goals. A Collaborative Coaching Log must be completed for each coaching session and uploaded to the e-portfolio site.
3. **Four Coaches Meetings** – These sessions provide additional training in coaching practices and allow coaches time to practice their skills. In addition, calibration and training on program tools will be conducted during each session. The coaches are able to share concerns and receive feedback and network with their peers. In order to stay current with program developments and requirements coaches must attend all of the above meetings.

Coach Responsibilities

Under the direction of the FCSS CASC Program Coordinator:

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

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

Documents in the e-portfolio

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

Documents to be uploaded to the e-portfolio:

Coach	Candidate
1. Collaborative Coaching Log (Monthly)	1. Professional Learning Summary and supporting documents 2. Job Shadow Summary or Distinguished School Summary 3. Application to Practice

Items to be completed within the e-portfolio:

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



FCSS Clear Administrative Services Credential

Professional Learning Reflection

CASC Candidate:	Title of Professional Learning:	Date of Professional Learning:
Does this PL relate to any of your ILP's?	Does this PL relate to any of your site/district's goals for the year?	Which standard(s) does this PL apply too?
YES NO	YES NO	<div>1 2 3 4 5 6</div> <div><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></div>

Please **give a summary** of the Professional Learning:

Also include:

1. How is the content relevant to your work?
2. How are you able to apply some or all of the content in your current work?
3. How might this correlate with your goals of your ILP
4. How has helped you grow in your CPSEL(s)(standards).



FCSS Clear Administrative Services Credential

Job Shadow Reflection

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




FCSS Clear Administrative Services Credential

Distinguished School / Bonner Award/ WASC Reflection

CASC Candidate:	Who and Where are you visiting:	Date of Visit:
<p>What was the primary focus of the educational program or initiative you visited? Please describe your experience on the campus. Highlighting any leadership practices, instructional models, school culture, or operational strategies that stood out. What insights did you gain from this visit, and how might you apply these learnings to support instructional leadership, improve school systems, or strengthen your own school or district?</p>		

ILP TEMPLATE



CASC Digital Portfolio

HOMEEVENTSRESOURCESLOG OUT

Create Individual Leadership Plan

Standards
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

PROBLEM STATEMENT: What is your current focus/reality that you will lead to improve? What is your rationale for this goal? Why did you select it? What is the identifiable student impact?

SMART(IE) Leadership Goal: The SMART(IE) goal should Specific, Measurable, Attainable, Relevant, Timely, Inclusive and Equitable and give you the ability to work on specific action steps throughout the program year. Evidence (what will you use (tool) to determine the degree to which you achieved your outcome)

Action Plan (Should contain multiple steps - add another step as needed). Describe what you will do to accomplish the goal.

Date created

Date

07/02/2024

E.g., 07/02/2024

Action Step

CPSEL's addressed (Not a requirement)

People Involved

Resources

From your action step above, what was the outcome of this step?

Due Date

Date

07/02/2024

E.g., 07/02/2024

Attained *

In Progress

Remove

Add another STEP

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

- Select a value -

Reflective Summary & Next Steps: Reflection is an important part of developing as a leader. With the support of your coach, reflect on your goal and action steps and answer the prompts. With the support of your coach, describe your next steps as it relates to your SMART goal and how your work makes you look towards continuous improvement. Describe the degree to which you achieved your goal and action steps. What evidence do you have to support achieving your goal and action steps? What are your leadership strengths and areas for growth? Reflect on how progress toward achieving your goal informs future action.

Save



Clear Administrative Services Credential Program Individual Leadership Plan (ILP)

Directions:

Individual Leadership Plans (ILPs) ILPs are collaboratively developed by the candidate and coach to address the candidate's specific leadership development needs. These needs are identified through:

- a) Current roles and responsibilities.
- b) Reflection Assessments completed at the beginning, middle, and end of the program.
- b) Ongoing coaching conversations.

ILPs are dynamic documents that evolve as goals are met and circumstances shift. They guide the focus of candidate activities and professional learning, aligning with the site's/district's Vision, Mission, and Goals. ILPs are maintained on the CASC digital portfolio platform and are accessible to candidates at any time.

Candidates are encouraged to complete 2–3 ILPs per year, ensuring all six CPSELs are addressed. Each ILP should demonstrate leadership growth in specific areas and include supporting evidence.

Problem Statement: **What is your current area of focus for Improvement? Clearly define the specific Problem of Practice you are working to address.** Is this issue being addressed through Differentiated Assistance, Comprehensive Support and Improvement (CSI), or Additional Targeted Support and Improvement (ATSI)? Is this aligned with the current WASC (High School only) action plan goal? What evidence or data led you to identify this as a priority? Why is this the most urgent and actionable area for growth?

KEEP YOUR RESPONSE FOCUSED-AVOID BROAD OR GENERALIZED TOPICS. BE SPECIFIC ABOUT THE INSTRUCTIONAL OR SYSTEMIC ISSUE YOU ARE TARGETING.

SMART Goal: Develop a goal that is Specific, Measurable, Attainable, Relevant, and Timely. This will guide your progress and support targeted action steps throughout the program year. Consider what you intend to accomplish over the next one to two years.

Measurable Evidence: Identify the evidence you will use to demonstrate progress toward and completion of your SMART goal. This may include data, observations, documentation, or other measurable outcomes.

Action Steps: Outline multiple steps you are taking to achieve your goal. For each step, clearly describe:
*What you action you are taking *Who is involved *What resource(s) are being used *Which CPSEL(s) are being addressed.

Summary of Action Step: Briefly explain the outcome of the step – what was accomplished or what changed as a result.

Did you go to any Professional Learning to help with this ILP? Yes or No

Reflective Summary and Next Steps: Reflection is essential to leadership growth. With guidance from your coach, evaluate your progress toward your SMART goal and provide supporting evidence of achievement. Summarize your learning, highlight your leadership strengths and areas for development, and define clear next steps to support continuous improvement.



CASC ILP SMART Goal

Initial focus/reality idea:

- Start by asking exactly what you need to accomplish. This will make your goal specific. Is it aligned with Vision/Mission/Goal of school?
- What is the Problem of Practice you are trying to solve? Is it currently being addressed in Differentiated Assistance, CSI, or ATSI? Is it a WASC action plan focus?
- What data is supporting this focus? Quantify your goals. Measurable goals are easier to track, so build in milestones.
- How will it improve your students/parents/staff? This is what makes it relevant.

Specific	What am I going to do? Be clear and focused.
	<ul style="list-style-type: none"> • What do I want to accomplish? • Why is this goal important? • Who is involved? • Where is it located? • Which resources or limits are involved? • What, exactly, do you want to achieve? • Where do you want to be at the end of the process or journey? • Where, and with whom, do you want to achieve it? • Where, and with whom, do you not want to achieve it? • KEEP IT SIMPLE / TARGETED / FOCUSED
Measurable	How will I measure this goal? What data will be collected that can be tracked over time?
	<ul style="list-style-type: none"> • How much? • How many? • How will I know when it is accomplished? • What evidence will you have? How will you measure your progress? • What will you see, hear, and feel when you achieve your outcome?
Attainable	What is the plan to achieve this goal?
	<ul style="list-style-type: none"> • How can I accomplish this goal? • How realistic is the goal, based on other constraints, such as financial factors? • Do you have, or can you access, the resources needed to achieve your goal?
Relevant	Is this goal meaningful and related to my overall current reality?
	<ul style="list-style-type: none"> • Does this seem worthwhile? • Is this the right time? • Does this match our other efforts/needs? • Am I the right person to reach this goal? • Is it applicable in the current socio-economic environment? • Is your goal in line with your priorities, objectives, and values?
Timely	What is the clear start and end time for this goal?
	<ul style="list-style-type: none"> • When? • What can I do six months from now? • What can I do six weeks from now? • What can I do today? • By when, precisely, do you want to have achieved the goal?

CASC Timeline of Requirements

It is your responsibility to check your portfolio and make sure all items are documented.



End of 1st Semester: _____

Orientation: attended (this is NOT a cohort meeting)

Cohort Meetings: 1-2 completed.

ILP's: 2-3 in portfolio working. Make sure you are attaining your action steps and identifying all your CPSEL's.

Reflection: Initial should be completed with evidence (use your rubric). You and your coach should have worked together.

Professional Learning: 10 hours uploaded with the proper documentation. No more than 8 hours for any single event. Reflection form in resource tab in portfolio.

Coaching Hours: 20 hours uploaded.

End of Year Meeting: None currently.

Job Shadow OR DS/WASC: One of these completed over the two years. Reflective form(s) available in the portfolio in resource tab.

Fees: Payments are due March 31 and November 1 each year. If you are not current in your payments, you may be placed on hold. If your district is paying, you do not need to do anything.

End of 2nd Semester: _____

Orientation: attended (this is NOT a cohort meeting)

Cohort Meetings: 3-4 completed.

ILP's: 2-3 in portfolio working/completed. Make sure you are attaining your action steps and identifying all your CPSEL's. Your reflection answer should be detailed.

Reflection: Initial and Interim should be completed. Use the rubric to guide your answer. You and your coach should have worked together.

Professional Learning: 20 hours uploaded with the proper documentation. No more than 8 hours for any single event. Reflection form in resource tab in portfolio.

Coaching Hours: 40 hours uploaded.

End of Year Meeting: You should have attended this meeting. If you did not attend, you will be placed on hold until this meeting is made up (this would be the next semester). This is NOT a cohort meeting.

Job Shadow OR DS/WASC: One of these completed over the two years. Reflective form(s) available in the portfolio in resource tab.

Fees: Payments are due March 31 and November 1 each year. If you are not current in your payments, you may be placed on hold. If your district is paying, you do not need to do anything.



End of 3rd Semester: _____

Orientation: attended (this is NOT a cohort meeting)

Cohort Meetings: 4-6 completed.

ILP's: 2-3 in portfolio completed, 2-3 new ILP's started. Make sure you are attaining your action steps and identifying all your CPSEL's. Your reflection answer should be detailed.

Reflection: Initial and Interim should be completed. Use the rubric to guide your answer. You and your coach should have worked together and you should be showing growth.

Application to Practice: Completed **by due date** given at End of Year 1 meeting. May receive 2 hours of PL for this assignment.

Professional Learning: 30 hours uploaded with the proper documentation. No more than 8 hours for any single event. Reflection form in resource tab in portfolio.

Coaching Hours: 60 hours uploaded.

End of Year Meeting: You should have attended EOY 1 meeting. If you did not attend, you will be placed on hold until this meeting is made up (this would be the next semester). This is NOT a cohort meeting. You should be registered for your upcoming End of Year meeting.

Job Shadow OR DS/WASC: One of these completed over the two years. Reflective form(s) available in the portfolio in resource tab.

Fees: Payments are due March 31 and November 1 each year. If you are not current in your payments, you may be placed on hold. If your district is paying, you do not need to do anything.

End of 4th Semester: _____

Orientation: attended (this is NOT a cohort meeting)

Cohort Meetings: 6-8 completed.

ILP's: 4-6 in portfolio completed. Make sure you are attaining your action steps and identifying all your CPSEL's. Your reflection answer should be detailed.

Reflection: Initial, Interim and Final completed. Use the rubric to guide your answer. You and your coach should have worked together. You should be showing growth.

Application to Practice: Completed by due date given at End of Year 1 meeting.

Professional Learning: 40 hours uploaded with the proper documentation. No more than 8 hours for any single event. Reflection form in resource tab in portfolio.

Coaching Hours: 80 hours uploaded.

End of Year Meeting: You should have attended BOTH EOY meetings. This is NOT a cohort meeting.

Job Shadow OR DS/WASC: One of these completed over the two years. Reflective form(s) available in the portfolio in resource tab.

Fees: Zero balance by End of Year meeting.



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

Clear Administrative Services Credential Program ENROLLMENT FORM

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 (if applicable)
Site Mailing Address/City, State, Zip	Site Phone	
E-Mail Address		

Preliminary Administrative Service Credential Number
☐ (CTC Copy attached)

Date of Approval (Attach temporary/orange form if in process) ☐

Gender

- ☐ Male ☐ Female
☐ Decline to State ☐ Nonbinary

Sexual Orientation

- ☐ Heterosexual/Straight ☐ Gay/Lesbian
☐ Bisexual ☐ Other _____
☐ Not Sure ☐ Decline to State

Ethnicity (check all that apply)

- ☐ African American ☐ American Indian
☐ Asian ☐ Hispanic
☐ Pacific Islander ☐ White/Caucasian
☐ Decline to State ☐ Other _____

What Credentials do you hold?

- ☐ Multiple Subject ☐ Single Subject
☐ Other – Please specify _____

School Level

- ☐ Primary ☐ Secondary
☐ Other _____

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

- ☐ University Preparation Program: _____
☐ District Program: _____
☐ Administrative Test
☐ Other: _____

Year Completed _____

Cal APA's ☐ Yes ☐ No

Cycle 1 Date Passed: _____
Cycle 2 Date Passed: _____
Cycle 3 Date Passed: _____

If you are transferring from a different Clear Administrative Services Credential Program, please provide the name of the program:

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

Clear Administrative Services Credential Candidate Signature _____ Date _____

District Representative Signature _____ District Representative E-Mail Address _____



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

Clear Administrative Services Credential Program VERIFICATION OF EMPLOYMENT & EXPERIENCE

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

This is to certify that: _____
(Name of candidate)

is employed in an administrative position: _____ to _____
(Month/Year) (Month/Year)

In the position of:

- ☐ Principal
- ☐ Assistant Principal
- ☐ District/County Administrator
- ☐ Internship
- ☐ Other _____

☐ Possess Preliminary Administrative Services Credential (CTC Copy Attached)

OR

☐ Possess Temporary Administrative Services Credential (Orange Form Attached)

Date of Award _____

Credential Number _____

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

Site/School/District: _____

Address: _____

Telephone Number: _____

Supervisor Name: _____

Supervisor Title: _____

Date: _____

Verified by District Representative: _____
(Signature)

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

Annie Sharp, FCSS Executive Director of System Innovation and Improvement
Fresno County Clear Administrative Services Credential Program
Fresno County Office of Education, 1111 Van Ness Ave., Fresno, CA 93721
Phone: (559) 265-4002 Email: asharp@fcoe.org

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

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

PART 1 – CANDIDATE AND AGENCY INFORMATION.

"Candidate" Name: _____

"Agency" Name: _____

"Participation Period": The two school years falling within Month ##, 20## to Month ##, 20##

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

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

12. Attend Coaching and Professional Learning sessions as follows: (A) Coaching sessions: monthly September-May, for a minimum of 9 four-and-a-half-hour sessions per year; (B) Candidate Cohort sessions: offered 4 times per year, Candidate must attend 3 sessions; (C) Professional Learning: 6 full-day sessions offered in 2 year program, Candidate must attend 4 sessions, or Candidates may attend Professional Learning approved by Coach and CASC Program Coordinator that meets the 40 program requirement during the 2 year program; and (D) One four-hour job shadowing session or one-day California distinguished school visit.
13. Attend scheduled meetings and interact with assigned Coach through email and phone contact as needed.
14. Communicate questions or concerns about the Program by following the communication protocol.
15. Participate in the Program evaluation process and comply with reporting procedures.
16. Notify Candidate's Coach, the FCSS Program Director of Curriculum & Instruction, and Agency if Candidate intends to withdraw from the Program before the expiration of the Participation Period or Candidate's completion of the Program.
17. Understand that the FCSS Director of Curriculum & Instruction and/or Agency may, after written notice is provided to Candidate, terminate Candidate's participation in the Program and terminate this Authorization if Candidate repeatedly fails to participate in or meet the requirements of the Program, or based on other grounds. If Candidate objects to the termination, Candidate shall provide such objection to the terminating Party within 15 days of the date of the terminating Party's termination notice. If no timely objection is received by the terminating Party within the 15 days and unless FCSS, Agency, and Candidate agree on a different date in which case Candidate's participation in the Program and this Authorization shall terminate effective 12:00 midnight on such date, Candidate's participation in the Program and the applicable Authorization shall terminate effective 12:00 midnight on the date of withdrawal stated in the terminating Party's notice of termination.
18. Authorize and acknowledge that FCSS may release all of Candidate's Program records and/or any information contained therein to the Commission on Teacher Credentialing to facilitate Candidate's completion of the Program, and as required by the Commission on Teacher Credentialing.
19. Acknowledge having received from FCSS a "Notification of Rights Under FERPA" regarding Candidate's Program records.
20. Authorize and acknowledge that if Agency is paying all or a part of Candidate's Program Fee, FCSS may release all of Candidate's Program records and/or any information contained therein to Agency, to determine amount and conditions of funding, and to assess progress toward completion of the Program.

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

PLAN (mark each Plan and complete as applicable):

- ☐ PLAN A – AGENCY. Agency agrees to and shall pay to FCSS the Program Fee of \$_____ in accordance with the following: Two equal installments, the first installment to be paid within 30 days of the date on which Candidate participates in the orientation for the first school year within the Participation Period and the second installment to be paid within 30 days of the orientation for the second school year in the Participation Period.
- ☐ PLAN B – CANDIDATE. Candidate agrees to and shall pay to FCSS the Program Fee \$_____ in accordance with the following: Two equal installments, the first installment to be paid within 30 days of the date on which Candidate participates in the orientation for the first school year within the Participation Period and the second installment to be paid within 30 days of the orientation for the second school year in the Participation Period
- ☐ PLAN C – OTHER. Payment of the Program Fee shall be as follows: _____

OTHER TERMS AND CONDITIONS (leave blank if none):

PART 4 – APPROVALS AND SIGNATURES

CANDIDATE

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

Sign: _____ Print Name: _____ Date: _____

AGENCY

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

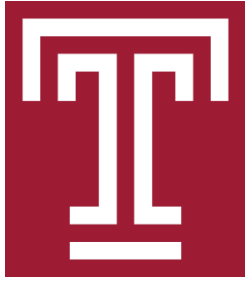
Sign: _____ Print Name: _____ Date: _____

FCSS - FCSS EXECUTIVE DIRECTOR OF SYSTEM INNOVATION AND IMPROVEMENT/DESIGNEE

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

Sign: _____ Print Name: _____ Date: _____

//



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

June 13, 2020

RE: Verification of 2 year Administrative Employment letter for Katherine Faragia

To Whom It May Concern,

Please accept this letter as verification of experience for Katherine Faragia. Ms. Faragia has been employed in a full-time Administrative position as a Vice-Principal for Twilight Town Unified School District beginning July 29, 2018 and continues in this position currently. If you have any questions, please feel free to contact me.

Sincerely,

Bree Tanner
Assistant Superintendent
Twilight Town Unified School District
btanner@tusd.org



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

Clear Administrative Services Credential Program CASC DOCTORAL WAIVER FORM

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

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

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

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

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

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

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

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

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

Candidate Signature

Date

CASC Coordinator Signature

Date



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

CASC Program Complaint Procedure Form

Complaint procedure

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

Date of incident _____

Name _____

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

Date of meeting with candidate and FCSS CASC Coordinator _____

Plan of Action:

Candidate Signature

FCSS CASC Program Coordinator Signature



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

Clear Administrative Services Credential Program REQUEST FOR CHANGE IN COACH

Process for requesting a change in coach

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

Date of contact with FCSS CASC Coordinator: _____

Date of meeting with Coach: _____

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

Candidate Signature _____

Date _____



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

Clear Administrative Services Credential Program EXTENSION REQUEST FORM

Extension Request

- Granted only under extreme circumstances
- Request must be approved by the FCOE CASC Program Director
- 1 year extension increments
 - Each year required beyond the initial 2 years requires an additional payment of \$3,500.00
 - Any and all costs associated with an extension are the responsibility of the candidate

Date of Request _____

Name _____

Please describe in detail the nature of the extension request. (Extreme criteria include: personal or family illness, personal or family crisis, death in family, maternity or family leave). You may attach additional page(s) if necessary.

Plan of Action to complete missing requirements:

Candidate Signature

FCOE CASC Program Coordinator Signature



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

Name _____

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

FCSS CASC Program Coordinator Signature



Clear Administrative Services Credential Program Recommendation/Applying for Credential

CASC Completion Process:

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

1. Candidate and Coach should complete the *Program Completion Checklist* form. The candidate provides an original letter on District Letterhead from employer verifying two years successful experience in a full-time administrative position. The candidate completes the 41-4 form and Verification of Completion Form (credentials). All documents should be signed and submitted to the CASC Program Coordinator at the End-of-Year meeting.
2. The CASC Program Coordinator approves the candidate for the credentialing process by verifying e-portfolio requirements and by signing the Candidate's Program Completion Verification form.
3. The CASC Program Coordinator will submit a completed CASC Completion Candidate Roster and 41-4 Forms to the FCSS Credentials Office.
4. The CASC Program Coordinator will notify the candidate via email when the roster has been submitted to the FCSS Credential Office.
5. If there are any questions regarding your submission to FCSS credentials office, they will give you a call or email.
6. FCSS Credential Office will use the CTC Online system to submit application for the Clear Administrative Services Credential. In 10 days the Candidate should receive email notification of receipt from www.ctc.ca.gov. To complete the application process the candidate must click on the hyperlink identified in the email notification, which will take the candidate directly to the applicant login page on the CTC website.
7. Candidate can monitor the CTC Process at:
<http://www.ctc.ca.gov/credentials/application-status.html#monitor>
8. If a Candidate chooses to use US Postal Service to mail the application, expect a 3-month window before notification from CTC.

Contact information:

FCSS Credential Office (559) 265-3005



Clear Administrative Service Credential Program PROGRAM COMPLETION CHECKLIST

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

	Coach	FCSS CASC Coordinator
Action Steps in all Individual Leadership Plans Completed	<input type="checkbox"/>	<input type="checkbox"/>
Program costs paid (zero balance)	<input type="checkbox"/>	<input type="checkbox"/>
Attended 6 Candidate Cohort Sessions	<input type="checkbox"/>	<input type="checkbox"/>
Met 80 total coaching hours over 2 years	<input type="checkbox"/>	<input type="checkbox"/>
Completed 2 Required End-of-Year Meetings	<input type="checkbox"/>	<input type="checkbox"/>
Candidate Demonstrates Growth on Reflection Assessment	<input type="checkbox"/>	<input type="checkbox"/>
All 6 Required CPSEL Standards are Addressed in ILPs	<input type="checkbox"/>	<input type="checkbox"/>
Completed Job Shadowing/CA Distinguished School/Gold Ribbon Visit	<input type="checkbox"/>	<input type="checkbox"/>
Attended 40 hours Professional Learning Sessions Over 2 Years	<input type="checkbox"/>	<input type="checkbox"/>
An original letter on district letterhead from employer verifying two years successful experience in a full-time administrative position	<input type="checkbox"/>	<input type="checkbox"/>
Completed 41-4 Form (turn in at End-of-Year meeting)	<input type="checkbox"/>	<input type="checkbox"/>
Verification of Completion Form - Clear Administrative Service Credential	<input type="checkbox"/>	<input type="checkbox"/>

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



Application to Practice using Interim Reflection Assessment

DUE DATE _____

Please work with your coach for this document. You may have 2 hours of PL. Coach Signature _____

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

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

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

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

Action Plan for Standard/Element to Focus On **Select 2 of the 5**

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

Learning and Leadership Impact

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



CASC Candidate Progress Monitoring

Name	
Coach	
District	Cohort

Orientation

End of Year 1
End of Year 2

Candidate Cohort Meetings	
Semester 1:	Semester 3:
Semester 2:	Semester 4:
Required 6/8	Total 0

Professional Learning Hours- Current Total PL Hours	
Semester 1:	Semester 3:
Semester 2:	Semester 4:
Required by end of 2nd year: 40	Total: 0

Notes

Forms	Enrollment
VOE	Agreement

Base Cred:
Prelim Date:

Program Fee:	
Balance Due :	
District Pay	Candidate Pay

Coach Logs Required Hours	Current Total Hours
Semester 1	
Semester 2	
Semester 3	
Semester 4	
Total of 80	0

Job Shad/WASC/Bonner
Reflection(s) CPSELS
Application to Practice

CPSEL	ILP 1	ILP 2
1		
2		
3		
4		
5		
6		

CPSEL	ILP 3	ILP 4
1		
2		
3		
4		
5		
6		



Collaborative Coaching Log

Candidate _____ Coach _____
 Meeting Date _____ Time _____
 Next Meeting Date _____

☐ Observation

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

Celebrations or Hot Topic	Outcomes/Focus	Follow up from last meeting

Discussion Points	Action Towards GOALS	Metric(s)- Evidence of Impact

ILP Revisions/Review of ILP	Candidate Next Steps	Coach Next Steps
Yes No		

EXAMPLE ILP

PROBLEM STATEMENT:

As part of my leadership responsibilities, I oversee the High School Math Department. A comprehensive review of CAASPP performance over the past two academic years reveals an urgent need for targeted instructional improvement. Our site is currently identified for Differentiated Assistance (DA) in mathematics for several student groups, including Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged (SED), Hispanic, and African American (AA) students.

This data trend reflects persistent gaps in equity and achievement, aligning with findings from our most recent WASC accreditation review, which identified mathematics instruction and outcomes as key areas for improvement.

Aligned with our school site vision—*“Our staff is dedicated to promoting high achievement for all students”*—it is evident that additional support, intentional planning, and instructional leadership are needed to strengthen the effectiveness and impact of our math department.

CAASPP Data Summary:

2022–2023:

- Met or Exceeded Standard: 10.68%
- Distance from Standard (DFS): -139
- Concepts & Procedures (Above/Near Standard): 32.2%
- Problem Solving & Modeling/Data (Above/Near Standard): 60.46%
- Communicating Reasoning (Above/Near Standard): 61.1%

2023–2024:

- Met or Exceeded Standard: 9.46%
- Distance from Standard (DFS): -150
- Concepts & Procedures: 33.7%
- Problem Solving & Modeling/Data: 65.85%
- Communicating Reasoning: 62.43%

While slight improvements are evident in conceptual understanding and reasoning categories, the overall DFS declined, indicating a widening gap in meeting grade-level proficiency.

SMART GOAL:

To increase equity and improve student achievement in mathematics, my leadership of the Math PLC will focus on:

- Implementing culturally responsive teaching practices
- Promoting student collaboration using academic language
- Increasing rigor in problem selection and lesson design

Our target is to improve the DFS by at least 10 points, moving from -150 to -140 or better, as measured by CAASPP and supported by progress on district benchmark assessments.

Specific:

Guide the High School Math 11 grade PLC to implement culturally responsive teaching practices, increase student collaboration using academic language, and enhance rigor in lesson design.

Measurable:

Improve the Distance from Standard (DFS) on the CAASPP Math assessment by at least 10 points, moving from -150 to -140 or better by the end of the 2024–2025 school year. Implementing culturally responsive teaching practices – Real world relevant math problems, math discourse using academic language, multiple entry points and representations (different ways to approach problems), reflective practice and student voice. The 2 teachers will identify one of these specific areas and we will run PDSA cycle to identify if that practice is working. Once one has shown improvement for all, they will move to another practice and repeat the cycle.

Increasing rigor in problem selection and lesson design – if this is chosen by the teacher, we will run a PDSA

Attainable:

Professional development, collaborative planning time, and coaching support will be provided to ensure effective implementation of strategies.

Relevant:

The goal supports school and district priorities (DA and WASC) and Vision around equity, academic achievement, and instructional quality in mathematics.

Timely:

Progress will be monitored through specified PDSA cycles, quarterly though benchmarks, with final CAASPP results evaluated at the end of the 2024–2025 academic year.

ACTION STEP(S) – (many steps in this ILP have been left off due to length) This gives an example of the first two steps.

STEP 1

Action Step:

Review all data with math teachers. Look at Claim data and student data. Where can teachers identify gaps within their teaching. Identify students needs (gaps) of incoming students.

People Involved:

Math teachers, myself, math TOSA

Date Due:

August 12, 2024

Summary of Action Step:

We were able to identify that Concepts and Procedures are where we can focus more support for this PDSA. Teachers have looked at the Scope and sequence with the lesson plans and are beginning to address how/where they can improve this year. They will also focus on the class as a whole; however, they have identified 4 students within each class (total of 20 students) to progress monitor for the year.

STEP 2

Action Step:

Gave the teachers the Smarter Balanced Vocabulary for Math as a resource to begin utilizing it within their classroom. Did this in the PLC

People Involved:

Math teachers, myself and math TOSA

Date Due:

Throughout the year

Summary of Action Step:

The teachers had not previously seen this resource and expressed appreciation for its introduction. They plan to integrate the academic terms throughout the year in various instructional activities and agreed to implement a word wall to support student understanding and correct usage of the terminology. I will conduct walkthroughs with a focus on this strategy and provide targeted feedback bi-weekly. The team fully supported this approach and welcomed my continued involvement.

REFLECTIVE SUMMARY AND NEXT STEPS

To address these needs, I collaborated with the 11th Grade Math PLC to implement a SMART goal focused on three high-leverage strategies:

1. Culturally responsive teaching
2. Increased academic discourse through collaboration
3. Improved rigor in problem selection and lesson design

Teachers selected one common strategy and engaged in a structured Plan-Do-Study-Act (PDSA) cycle to examine the impact of these changes on student learning. Over the course of the year, the team regularly analyzed formative assessment data, student work samples, and benchmark scores to inform instructional adjustments until mastery was shown.

Observed Impact:

- Students demonstrated increased engagement with math content when presented with real-world, culturally relevant problems.
- Classroom observations and student feedback reflected a stronger use of academic language and mathematical reasoning.
- Formative and benchmark data indicated gradual but positive trends in conceptual understanding and student confidence—particularly among English Learners and Socioeconomically Disadvantaged students.

Although final CAASPP results are pending, the DFS target of a 10-point improvement remains within reach. More importantly, we have established a sustainable structure for continuous improvement through PLC collaboration, reflective teaching, and data-driven decision-making.

This year's work reflects meaningful progress toward our site's vision of ensuring high achievement for all students and demonstrates how strategic instructional leadership, grounded in equity, can influence both practice and student outcomes. Moving forward, this model will be scaled and refined to build capacity across other grade levels and departments. Through this ILP, my leadership has grown significantly in CPSEL Standards 1, 2, 5, and 6. Engaging deeply with our school's vision and the Differentiated Assistance (DA) process has enhanced my ability to lead with clarity and purpose. This experience has strengthened my strategic thinking, broadened my understanding of equity-driven leadership, and informed how I approach future initiatives with intentionality and alignment to school-wide goals.

California Professional Standards for Education Leaders

Introduction

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

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

History of the California Professional Standards for Education Leaders

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

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

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

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

Guiding Principles for the CPSEL

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

The CPSEL:

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

Organization of the CPSEL

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

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

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

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

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

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

Conclusion

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

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

STANDARD 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION

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

Element 1A: Student–Centered Vision

Element 1B: Developing Shared Vision

Element 1C: Vision Planning and Implementation

STANDARD 2: INSTRUCTIONAL LEADERSHIP

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

Element 2A: Professional Learning Culture

Element 2B: Curriculum and Instruction

Element 2C: Assessment and Accountability

STANDARD 3: MANAGEMENT AND LEARNING ENVIRONMENT

Education leaders manage the organization to cultivate a safe and productive learning and working environment.

Element 3A: Operations and Facilities

Element 3B: Plans and Procedures

Element 3C: Climate

Element 3D: Fiscal and Human Resources

STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT

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

Element 4A: Parent and Family Engagement

Element 4B: Community Partnerships

Element 4C: Community Resources and Services

STANDARD 5: ETHICS AND INTEGRITY

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

Element 5A: Reflective Practice

Element 5B: Ethical Decision-Making

Element 5C: Ethical Action

STANDARD 6: EXTERNAL CONTEXT AND POLICY

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

Element 6A: Understanding and Communicating Policy

Element 6B: Professional Influence

Element 6C: Policy Engagement

California Professional Standards for Education Leaders (CPSEL) Standards, Elements, and Example Indicators

STANDARD 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION

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

Element 1A: Student–Centered Vision

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

Example Indicators:

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

Element 1B: Developing Shared Vision

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

Example Indicators:

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

Element 1C: Vision Planning and Implementation

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

Example Indicators:

- 1C-1 Include all stakeholders in a process of continuous improvement (reflection, revision, and modification) based on the systematic review of evidence and progress.

- 1C-2 Use evidence (including, but not limited to student achievement, attendance, behavior and school climate data, research, and best practices) to shape and revise plans, programs, and activities that advance the vision.
- 1C-3 Marshal, equitably allocate, and efficiently use human, fiscal, and technological resources aligned with the vision of learning for all students.

STANDARD 2: INSTRUCTIONAL LEADERSHIP

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

Element 2A: Professional Learning Culture

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

Example Indicators:

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

Element 2B: Curriculum and Instruction

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

Example Indicators:

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

Element 2C: Assessment and Accountability

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

Example Indicators:

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

STANDARD 3: MANAGEMENT AND LEARNING ENVIRONMENT

Education leaders manage the organization to cultivate a safe and productive learning and working environment.

Element 3A: Operations and Facilities

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

Example Indicators:

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

Element 3B: Plans and Procedures

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

Example Indicators:

- 3B-1 Develop schedules and assign placements that are student-centered and maximize instructional time and staff collaboration.
- 3B-2 Manage legal and contractual agreements and storage of confidential records (both paper and electronic) to ensure student security and confidentiality.
- 3B-3 Set clear working agreements that support sharing problems, practices and results within a safe and supportive environment.

- 3B-4 Engage stakeholders in using problem solving and decision-making processes and distributed leadership to develop, monitor, evaluate and revise plans and programs.

Element 3C: Climate

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

Example Indicators:

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

Element 3D: Fiscal and Human Resources

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

Example Indicators:

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

STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT

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

Element 4A: Parent and Family Engagement

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

Example Indicators:

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

Element 4B: Community Partnerships

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

Example Indicators:

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

Element 4C: Community Resources and Services

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

Example Indicators:

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

STANDARD 5: ETHICS AND INTEGRITY

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

Element 5A: Reflective Practice

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

Example Indicators:

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

Element 5B: Ethical Decision-Making

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

Example Indicators:

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

Element 5C: Ethical Action

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

Example Indicators:

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

STANDARD 6: EXTERNAL CONTEXT AND POLICY

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

Element 6A: Understanding and Communicating Policy

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

Example Indicators:

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

Element 6B: Professional Influence

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

Example Indicators:

- 6B-1 Advocate for equity and adequacy in providing for students' and families' educational, linguistic, cultural, social-emotional, legal, physical, and economic needs, so every student can meet education expectations and goals.

- 6B-2 Support public policies and administrative procedures that provide for present and future needs of all children and families and improve equity and excellence in education.
- 6B-3 Promote public policies that ensure the equitable distribution of resources and support services for all students.

Element 6C: Policy Engagement

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

Example Indicators:

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



Clear Administrative Services Credential Example Leadership Activities Guide

Job Embedded CPSEL Activities and Experiences	
CPSEL Standard #1	
Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community	
1.1	Create and develop a formal process for meeting with each teacher (or select a few teachers to pilot the process) to conduct a review of student learning and map out an academic and/or behavioral success plan for each at-risk student on the class list; monitor progress each quarter or trimester by meeting individually with each teacher to review the data on student progress; ensure agreement and input from all stakeholders; include a communication loop for parents
1.2	Facilitate meetings regarding updating of the Single Plan for Student Achievement with a team of teachers and align it to the district's LEA Plan
1.3	Lead the WASC accreditation team in the development of the school's vision with agreement and input from all constituent groups (teachers, paras, volunteers, parents, community)
1.4	Develop a multi-year plan for professional development to improve student achievement aligned with the school's mission/vision/values and goals with agreement and input from constituent groups
1.5	Serve as the lead for the School Leadership Team and/or School Site Council and develop/create/update shared mission/vision/values/goals; ensure agreement and input from all stakeholders; align with district's vision and goals
1.6	Coordinate a campus needs assessment to identify and address barriers to accomplishing the school mission/vision
1.7	Work with key teachers and parents to raise funds for a special school or district program such as music or the arts program that has been reduced due to budget cuts
1.8	Participate in budget development at the site and/or district level; join a budget committee or leadership team and actively engage in budget planning
1.9	Plan/facilitate/conduct faculty meetings, grade level or department meetings over a period of time; align agreed-upon actions with the school's mission/vision/goals for students
1.10	Facilitate or participate in the development/update/revision of the school's RtI (Response to Instruction and Intervention) with agreement and input from all the stakeholders
1.11	In order to track the progress of students being served by the school's RtI model, initiate a visual data display of at-risk students in the school, identifying their learning needs to promote a shared vision for closing the achievement gap for each student; identify an action plan for each student which includes the person(s) responsible for meeting the needs of the student; place in appropriate interventions; and plan for the use of technology as available

1.12 Participate in the update of the district Master Plan for English Learners
1.13 Lead the school through the CA Distinguished School process (if applicable)
1.14 Coordinate a campus needs assessment to identify and address barriers to accomplish the school mission/vision
1.15 Participate actively in the School Leadership team process including serving as a co-chair of the activities and actions of the group
1.16 Provide regular updates to your school's website including actions related to your site's plans and goals
1.17 Attend professional development aligned to CPSEL 1 and make application to your leadership practices

<p style="text-align: center;">CPSEL Standard #2</p> <p style="text-align: center;">Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth</p>
2.1 Create and administer a professional development needs assessment; aggregate, analyze and communicate the results to staff
2.2 Develop, implement and monitor a multi-year professional development plan for staff based on identified needs
2.3 Facilitate monthly grade-level/department PLCs to include, but not be limited to, data analysis, development/revision of PLC meeting protocols, creation of norms and their use, and provide appropriate follow-up (feedback on minutes, etc.)
2.4 Be involved regularly with walk through visits to include collection and aggregation of observation data, feedback to teachers and staff, potential revision (or creation) of observation tool
2.5 Facilitate/participate in the identification of program gaps of your district's/site's current textbook adoptions and their alignment to CA Common Core State CPSEL Standards (CCCS) and determine if supplemental purchases need to be made to bridge to the CCCS
2.6 Facilitate the revision of the Single Plan for Student Achievement and alignment to district's LEA plan
2.7 Create and facilitate a School Leadership Team to include, but not be limited to, creation of calendar of meetings, norm setting, development of meeting protocols, and communication loops to constituent groups
2.8 Be able to demonstrate for staff how to access and use Data Quest and your district's data management system to monitor student progress; provide ongoing support to staff so they are able to access the information they need for a variety of reasons

2.9 Prepare and present data reports on recent student achievement using Data Quest and the district data management system for stakeholder groups (i.e. board, SSC, ELAC, parent groups, etc.)
2.10 Provide documentation of support provided to teachers as they apply new learning from professional development as they improve the school's culture and instructional program
2.11 Establish a Leadership Team to assist with monitoring student achievement and implementation of school- or program-wide strategies; work with the LT to develop norms and protocols as needed to support PLCs or other site-based initiatives
2.12 Select and administer an electronic survey on climate/culture to school; analyze data; and articulate next steps to address any issues
2.13 Read a group of articles or book about school culture and/or implementation of effective instruction (strategies, programs, etc.); apply key principles to your leadership practice; and write a reflection of how the principles and practices have been demonstrated through your leadership
2.14 Conduct research to ascertain the predictability of your local benchmarks to student performance on state assessments
2.15 Facilitate conversations on site regarding the identification of factors tied to staff morale, equity, fairness and respect for all
2.16 Create school-wide protocols for teacher use during parent/teacher meetings, back to school, and open house, etc., to provide cohesion of presentation
2.17 Facilitate IEP, 504 and/or SST meetings including defining or refining processes or protocols as needed
2.18 Develop a series of data tables to uncover or analyze any achievement gaps between student subgroups
2.19 Facilitate a book study either in person or through the use of Google docs focused on culture, the change process, or creating an effective instructional program
2.20 Work in collaboration with district office personnel to revise the LEA Plan in alignment with the CA Common Core CPSEL Standards
2.21 Create a video in the home languages of your site or district subgroups that will welcome newcomers to your school; create a home language link to the video on your website
2.22 Attend professional development to establish or improve school culture and create a summary of new learning to share with your staff; implement any actions necessary to improve the school's climate or culture
2.23 Collaborate with instructional coach assigned to your site or district to establish and implement an effective coaching model; communicate clearly with staff what the role and relationship the coach will have with staff members
2.24 Work with staff to provide interventions to meet the needs of students at risk of failing or falling behind

2.25 Attend professional development aligned to CPSEL 2 and make application to your leadership practices

2.26 Other (describe):

CPSEL Standard # 3

Ensuring the management of the organization, operation, and resources for a safe, efficient, and effective learning environment

3.1 Facilitate the revision or development and implementation of a site safety plan and/or disaster-preparedness plan

3.2 Facilitate the development and implementation of a school-wide discipline system to include a positive behavior intervention system

3.3 Develop a comprehensive handbook for substitute teachers containing lesson plan models, classroom or school-wide procedures, safety and emergency information, etc.; make available on the school's website

3.4 Provide training to staff, students, family and community regarding respect, anti-bullying, cyber-bullying, tolerance, etc.

3.5 Facilitate the refining or creation and implementation of a multi-tiered system of interventions (RtI) to ensure learning for all students

3.6 Develop an action plan to address identified safety issues such as parking; pupil bussing, walking, and drop-off; open/closed campus procedures; check in for visitors, etc.

3.7 Facilitate the full cycle review of the Single Plan for Student Achievement to include: setting and monitoring student achievement goals; communication with and input from stakeholder and advisory groups such as English Learner Advisory Council (ELAC), School Site Council (SSC), PTA or parent groups, and community partners; analyzing formative assessment data and adjusting instruction through the vehicle of PLCs

3.8 Monitor attendance and provide trend data reports to staff to develop plans for improved student attendance; communicate the plan to stakeholders

3.9 Attend professional development aligned to CPSEL 3 and make application to your leadership practices

3.10 Create or facilitate a new teacher site orientation training and oversee their needs as new teachers; facilitate their inclusion into school culture

3.11 Create a video series on school safety and efficiency for cafeteria, playground, bus (student scenarios)

3.12 Attend a FRISK workshop and implement appropriate processes as needed

3.13 Use the web or district data management system to show a variety of trend data through graphic representation and present to appropriate stakeholder groups

3.14 Shadow an administrator that has access to decision-making
3.15 Study certificated employee bargaining agreement and evaluation process and develop a schedule of formal and informal observations including planning and feedback sessions; conduct evaluations
3.16 Study classified employee bargaining agreement and evaluation process and develop a schedule or timeline for evaluations; conduct evaluations
3.17 Review legal compliance and expectations regarding issues of confidentiality within the school community, privacy of information, child safety and abuse reporting, release of students to adults, etc.
3.18 Work with leadership team to review instructional schedules to ensure best use of instructional time: minimize interruptions and transition time, maximize use of instructional time

<p style="text-align: center;">CPSEL Standard #4</p> <p style="text-align: center;">Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources</p>
4.1 Develop and implement community-centered resources (Neighborhood Watch program, Center for Human Resources free counseling services, Free tax preparation services, tutoring from CSUS, etc.)
4.2 Work together with stakeholders to create and conduct a needs assessment survey for parents and report results of the survey back to the school staff, ELAC, School Site Council, Parents Club, PTA, Leadership Team, etc., in order to incorporate changes based on the assessed needs
4.3 Develop an ongoing (monthly or more) process for parents to bridge with the administrator and engage in dialog about the school successes and areas of concern (i.e. coffee with the Principal or Vice Principal); ensure that you model the issues of respect, fairness, and comfort levels for parents at the school; provide child care for parents with younger children if possible
4.4 Conduct home visits for students in need of assistance; connect with parents who are reluctant to come to school; initiate conversations with parents to learn about their goals for their children and how you might provide a bridge to school activities, resources, and/or opportunities
4.5 Initiate and coordinate a series of evening or after school trainings for parents in how to log on and make use of the internet-based Parent Connect (or similar service) so they can view their children's grades and progress online
4.6 Sponsor parent dialogs and processes to listen to parent concerns as well as elicit parent feedback or satisfaction that complaints are resolved within the school setting by the appropriate school personnel
4.7 Plan, coordinate, and implement school-sponsored activities for student success (Family Literacy night, Family Math night, Family Science Fair project night, College Fairs, Holiday programs, etc.)

4.8 Develop and distribute an inventory of free and low-cost community resources/ agencies for parents to access and/or distribute the information through the SST and 504/IEP process, and post on website. These could include mental health services, help with resume writing, counseling services, tutoring services, and anything else that might have been determined through the parent needs assessment
4.9 Plan, coordinate, and implement English classes for parents on your site; or parenting classes through an agency like PIQE (Parent Institute for Quality Education); or provide computer classes for parents
4.10 Speak on a school-related topic or issue to a citizen group (Rotary, Lions, City Council, Kiwanis etc.)
4.11 Attend professional development aligned to CPSEL 4 and make application to your leadership practices
4.12 Coordinate parent volunteers to serve in classrooms or to provide tutoring (retired teachers to tutor, visiting scientists for help with science classes, parent helpers in primary grade classrooms, etc.)

<p style="text-align: center;">CPSEL Standard # 5</p> <p style="text-align: center;">Modeling a personal code of ethics and developing professional leadership capacity</p>
5.1 Facilitate or participate in a decision-making process of a group (school-wide, grade level, department, etc.)
5.2 Participate in meetings of a professional group and share learning with other professional staff (ACSA, CLMS, ASCD, etc.)
5.3 Facilitate or participate in grade level and/or cross-level faculty meetings to assess and/or improve the instructional program
5.4 Create and present a media presentation to the school community
5.5 Facilitate or participate in a school or district committee (professional development committee, curriculum committee, English Learner committee, etc.)
5.6 Write a memo or prepare a presentation to the school board, district superintendent, or school site council (with the approval of your immediate supervisor) to gain support for the educational program
5.7 Participate as a member of your school leadership team in a school leadership team training
5.8 Participate in a local network of school administrators to share best practices and learn from other local administrators (i.e. Elementary or Secondary Principal Networks or CA League of Middle School)
5.9 Participate in an assessment committee to align the CPSEL Standards-based curriculum with CPSEL Standards-based assessments

5.10 Apply and/or share learning from articles and books on developing professional leadership and apply learning to your work
5.11 Mentor a beginning teacher and support the development of his/her induction plan that includes a balanced plan of personal and professional responsibilities
5.12 Examine and apply and/or share the content of the Family Educational Rights and Privacy Act
5.13 Work with a Student Study Team and/or the school counselor to develop a plan to meet the individual needs of a student
5.14 Review school/district policies on handling data files that contain personal information of students and staff
5.15 Lead or co-lead a discussion at a faculty meeting about the connections between integrity, fairness, and ethics and the necessity of a nurturing, supportive environment for students, faculty, and staff
5.16 Provide training to front office staff regarding confidentiality issues; provide annual training as needed
5.17 Assist in planning, implementing, and/or expanding a character education program
5.18 Attend professional development aligned to CPSEL 5 and make application to your leadership practices
5.19 Participate in a community-based organization, parent group or athletic association to develop a perspective of the whole child
5.20 Conduct performance-assessment surveys from school personnel and parents

<p style="text-align: center;">CPSEL Standard # 6</p> <p style="text-align: center;">Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context</p>
6.1 Facilitate and/or participate in program advisory councils such as School Site Council (SSC) and English Learner Advisory Council (ELAC), etc.
6.2 Establish regular communication loops with families of students in Special Education, Title 1, etc.
6.3 Study certificated employee bargaining agreement and evaluation process and develop a schedule of formal and informal observations including planning and feedback sessions
6.4 Study classified employee bargaining agreement and evaluation process and develop a schedule or timeline for evaluations
6.5 Review legal compliance and expectation regarding issues of confidentiality within the school community, privacy of information, child safety and abuse reporting, release of students to adults, etc.

6.6 Initiate, implement, and maintain a business partnership; this partnership could supply volunteers, money, or services to the students and parents
6.7 Participate in budget development at the site and/or district level; join a budget committee, SSC or leadership team and actively engage in budget planning
6.7 Participate in budget trainings through School Services of CA and be involved in the January/May budget revisions
6.8 Be involved in the Federal Program Monitoring process related to the legal use of categorical funding; upload data into the CAIS
6.9 Participate in your district's union negotiations process
6.10 Plan or co-plan a community event that brings together a variety of school/district constituent groups
6.11 Participate in an educational foundation
6.12 Attend a legislative action day related to educational issues
6.13 Attend workshops or professional development related to legal issues affecting your role
6.14 Attend a FRISK training and apply the process as needed (6C and 3D)
6.15 Attend a Sexual Harassment workshop and deal appropriately with any related issues if they arise
6.16 Attend an ACSA academy or other institute or professional development training related to CPSEL 6
6.17 Learn about three associations you may choose to join and their policy platform (AASA, ACSA, ASCD, NAESP, NASSP, etc.). Compare and contrast associations. Which one most aligns with your values? How might you support those causes?
6.18 Facilitate a discussion with stakeholders about federal, state or local policy or regulation sharing information about the impact on continuous improvement and student outcomes.
6.19 Attend or watch a recording of a CA State Board of Education meeting. Choose one relevant agenda item that relates to your work and communicate it to key stakeholders.
6.20 Research a topic related to your work assignment as it is affected by CA Ed. Code, local Board Policy, and Administrative Regulations. Assess local practices for compliance. If gaps exist, develop a plan to correct those gaps.
6.21 Collect data to assess your organization's efforts to ensure all students graduate ready for college and career. Based on your assessment, develop goals and/or next steps based on emerging trends in education (6B).

Moving Leadership Standards INTO EVERYDAY WORK



SECOND
EDITION

Descriptions of Practice

<http://go.wested.org/dop.html>

Element 1A Student Centered Vision

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

Element 1B Developing a Shared Vision

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

Element 1C Vision Planning and Implementation

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

Element 2A Professional Learning Culture

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

Element 2B Curriculum and Instruction

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

Element 2C Assessment and Accountability

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

Element 3A Operations and Facilities

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

Element 3B Plans and Procedures

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

Element 3C Climate

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

Element 3D Fiscal and Human Resources

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

Element 4A Parent and Family Engagement

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

Element 4B Community Partnerships

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

Element 4C Community Resources and Services

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

Element 5A Reflective Practice

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

Element 5B Ethical Decision-Making

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

Element 5C Ethical Action

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

Element 6A Understanding and Communicating Policy

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

Element 6B Professional Influence

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

Element 6C Policy Engagement

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

[illegible]

[illegible]