

Coach and Student Handbook

**CLEAR
ADMINISTRATIVE
CREDENTIAL FOR
Ed.D. STUDENTS**

California State University Fullerton



Department of Educational Leadership

Coaching

Professional Learning

Assessment

Forms

Spring 2019

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Collaborative Planning

An experienced administrator who acts as the candidate's Supervisor, a Coach, and the candidate work together to design an appropriate Individualized Induction Plan (IIP) and reflect periodically on progress in meeting the professional development goals they have established. An important element of that plan is successful completion of the doctoral degree program.

Credential Requirements

All programs approved to offer the Administrative Services Credential Clear Induction Program are required to meet these timeframes and standards:

- Two-year program.
- The clear credential program must start within 120 days of starting initial administrative position.
- Coaching must commence within 30 days of beginning the credential program.
- Professional learning activities must be a minimum of 60 clock hours and a maximum of 90 clock hours annually.
- There must be a minimum of 40 hours of job-embedded Coaching activities.

Components of the Credential Program

The Professional Credential Program at CSUF for Ed. D. students consists of three components:

1. Collaboration with Coach,
2. Professional learning which includes Ed.D. coursework assignments and professional development activities provided by the district and/or professional organizations, and
3. Assessment of competence on the Program Standard 5 outcomes.

It is expected that there will be “feedback loops” between the elements of the program. For example information from the candidate’s application to the degree program will be shared by the Supervisor, Coach and the Induction Coordinator, during the process of developing the IIP. Concepts developed or experience gained in work with Coaches and professional development will inform the coursework and research in the doctoral program. Also Supervisors and Coaches will assist candidates to balance their work as professionals and their academic work. Coursework assignments and seminar discussions will use the professional experience of candidates to test the validity of theoretical constructs and as a source of exemplars of the concepts from readings and research reviewed in the courses.

Partnerships

When individuals apply to the Ed. D. Program, they are required to have a statement of support for their doctoral studies from their employers. If they are also to be admitted to the credential program at CSUF, the district where they are employed must agree to participate in a partnership agreement to support the induction activities of the candidate. Districts that are to be partners will be those where applicants are employed and may shift as students from different districts are admitted. District partners for each candidate in the program may participate in partnership activities such as semi-annual meetings and invitations to educational events at the university.

The partnership agreement outlines how both the Ed. D. program and the Supervisor provide, professional learning, and candidate assessment. The partnership agreement must be completed before the candidate is accepted into the credential program.

CSUF Program Coordination

Ed. D. Director

- Assures that CCTC guidelines for the implementation of the credential program are carried out systematically and that the necessary resources are provided
- Assures that mid-point and end-of-program assessments of program effectiveness are completed by candidates and Coaches
- Consults with the Coordinator to conduct yearly program evaluations

Induction Coordinator

- Coordinates admissions to the credential program
- Orients students, instructors, and Coaches to the elements of the credential program
- Coordinates partnership agreements
- Consults with Ed. D. Director regarding the appointment of Coaches
- Assures that all Coaches are properly trained prior to appointment and receive on-going training and support
- Reviews CPSEL Element Activity Feedback forms
- Verifies a candidate's completion of the Clear Credential requirements and recommends credential applications to CCTC

Coaches

Qualification of Coaches

The Credential Coordinator assures that the Coach is an appropriate match with the student and is qualified. Each Coach will provide the program with a resume that shows relevant professional experience in educational administration as well as details about preparation for Coaching. Minimum criteria are:

- Advanced degree in educational leadership or related field,
- Five years' experience in an educational administration position,
- Have experience in a position similar to the candidate Preparation in the Coaching process and a Confirmation of Training form,
- Have reasonable access to the work location of the candidate (e.g. work or live within reasonable driving distance).

Selection of Coaches

The primary responsibility for identifying a Coach rests with the Induction Coordinator and the candidate. It is strongly suggested that it is beneficial if the Coach has earned a doctoral degree. This experience provides them with important insights that they can share with the candidate. The Coach must be certified and experienced in school administration. Each Coach will provide the program with a resume that shows relevant professional experience in educational administration as well as details about preparation for Coaching.

Minimum criteria are:

- Advanced degree in educational leadership or related field
- Five years of experience in an educational administration position
- Approved preparation in the Coaching process
- Data about the qualifications of the Coaches are documented on the form titled Confirmation of Training which is collected before the Coaching relationship can begin.

The candidate's Supervisor and those to whom the Supervisor directly reports may not act as the Coach for a credential candidate. These individuals will probably provide some mentoring, but the candidate needs a Coach with whom they can "let their hair down" and "ask dumb questions" without fear that it will reflect poorly on their career.

This collaborative process of selecting the Coach must ensure a successful experience for the candidate. Either the Coach or the candidate may discuss concerns about the relationship with the Induction Coordinator or the Ed. D. Director. If the concerns cannot be resolved, it is the responsibility of the Induction Coordinator to identify a new Coach.

Roles and Responsibilities of the Coach

"Coaching is helping another person figure out the best way to achieve his or her goals, build skill sets or expertise, and produce the results the organization needs. ...**It is not telling someone what to do**" (Blessing White, Inc., 2008). The Coach must establish a confidential relationship with the candidate. Following the trend in the recent research, the program will stress use of a "blended" model of Coaching practice (Lochmiller, 2014) which includes:

- Willingness to serve as a Coach to a credential candidate
- Conferring with candidates on a regular basis
- Contacts between the candidate and the Coach maybe face-to-face, electronic and/or by email
- Helping create a supportive system for candidates that fosters a confidential, safe environment for coaching
- Facilitating professional development of the candidate
- Helping the candidate establish professional connections and develop their career
- Providing knowledge and expertise on a wide range of issues
- Providing feedback on the candidate's professional work that is honest, rigorous, and supportive
- Providing moral support
- Acting as a role model

- Interacting with the candidate with humor, flexibility, and generosity
- Providing guidance, counsel, and advisement
- Working collaboratively with the Supervisor and the Credential Coordinator
- Attending training to refine Coaching skills
- Engaging in professional learning in current educational trends and research and policy changes.

Roles and Responsibilities of the Candidate Being Coached

- Seek out and interacts with Coach.
- Discuss goals.
- Receive guidance on career/professional issues.
- Use time with Coach effectively by asking questions and discussing concerns and interests.
- Identify needs/goals and collaborates to include them in the IIP.
- Take responsibility and initiative for own learning and professional development.
- Actively seeks challenging assignments and greater responsibility.
- Be receptive to Coaching - utilizes the Coach's feedback.
- Maintain regular contact with the Coach

Types of Coaches

Segers, Vloeberghs and Hendrickx (2011) report on the advantages of both “internal” and “external” Coaches. High levels of confidence were reported in the literature for external Coaches who do not have the biases and attitudes common among administrators in an existing district.

Internal Coaches “...have the advantage of being more easily available for the Coachee; they have better knowledge of internal politics, contacts and the wider goals of the organization” (Segers, Vloeberghs & Hendrickx, 2011, p. 206). Internal Coaches could be very experienced principals or district personnel in the candidate’s school district.

Coaching Log

Coaches will maintain a “Coaching log” that relates to contacts/sessions with the candidate indicating the date, the length and focus of the contact, and the planned next steps to meet the IIP goals. The Coach will work to meet the unique individual needs of the candidate. This requires a total of 40 hours of contact over the 2 year period and involves:

- Site visits (1 per semester)
- Meetings
- Electronic communication

Maintenance of Minimum Standards

Candidates, who are consistently missing timeframe targets, fail to take responsibility for working with their Coach, or who do not produce work that meets quality professional standards, will be given a notice of probation with a plan for improvement which will be developed in consultation with the Coach. Following probation, candidates who do not achieve the standard set in the probation plan will be

dismissed from the credential program. Candidates may be determined to be unsuited for the program and dismissed without probation because they:

1. fail to participate in courses and other aspects of the program in a professional manner.
2. fail to exhibit consistent adherence to moral and ethical standards of behavior.
3. fail to exhibit sensitivity towards persons with various disabilities and persons from diverse ethnic, cultural, linguistic, sexual, gender, and socio-economic backgrounds.

Candidates being considered for probation or dismissal from the program will have an opportunity to present information both in person and in writing prior to a decision being made. The decision to place a student on probation rests with the Director of the Ed. D. program. The decision to dismiss a student rests with the Ed. D. Executive Board.

Assessment Plan

Initial Assessment

Each candidate provides a number of assessment documents for consideration in their Ed. D. program application such as recommendations, GRE scores, writing samples, etc. These materials are reviewed by an admissions committee, which assesses the fit between the candidate and the degree emphasis. After an interview, admission decisions are made assuring that the degree program can meet the needs of the candidates admitted.

Candidates who are applying to the Clear credential program complete several assessments to provide a baseline of their professional capabilities, knowledge and needs. These assessments serve as a foundation in the development of an informed, well-constructed and purposeful Individualized Induction Plan. There are four self-assessment instruments used to measure candidate's current competency levels the Candidate Self-Assessment based on Program Standard 5 (California Professional Standards for Educational Leaders), Leaders in Technology, the Conflict-Management Style Survey, and Kirtman's, Seven Competencies for School Leadership Assessment, and the Conflict Management Survey.

Formative Assessment

Formative assessment is on-going throughout the program. As candidates complete the data collection for activities on the IIP, they submit an Activity Feedback form that includes their reflection on how the activity has impacted their leadership practices for each of the CPSEL Elements. The Coach provides formative feedback on the activity. As candidates move through the two-year program, they are expected to continuously improve their leadership practices and their evidence of competence should shift over time so that it demonstrates growth. The expectation is that there should be a shift from the "directed toward standards" rating toward a "exemplifies the standard" rating.

Directed toward the Standard	Have basic skills, knowledge, and attitudes that enable them to carry out their work activity by activity, with each segment independent from the others. Deals with one issue at a time with little attention to
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	patterns and planning.
Approaches the Standard	<p>Have emerging strategic vision, enabling them to see how activities work together, and to understand the leadership actions necessary to generate results.</p> <p>They initiate and carry out action that builds on patterns of success and lessons learned from past activities.</p> <p>They increasingly engage staff and stakeholders in planning the team action focused on shared teaching and learning goals.</p> <p>Understand how to connect their actions toward long term goals.</p>
Meets the Standard	<p>Are able to execute vision-driven action by capitalizing on knowing what needs to be done, how to do it, and why it should be done.</p> <p>Effectively engage staff and broader community in cooperatively working toward share goals and opportunities that result in increasing staff and student growth and well-being</p>
Exemplifies the Standard	<p>Generate innovative strategies to address complex teaching and learning challenges.</p> <p>Understand and effectively use the interrelationships among shared goals, strategic actions, and resources.</p> <p>Get positive results and use relationships as leverage to distribute leadership and accountability across the community in order to continuously improve outcomes beyond expectations</p>

Benchmark Assessment

The Standard 5 outcomes necessary to demonstrate competence are the framework for the Benchmark Assessment. At the end of the first year, the Coach, Supervisor and Credential Coordinator assess whether the candidate is:

- progressing so that they can demonstrate competence in all of the CPSEL outcomes by the end of the second year,
- showing growth in their leadership skills, moving beyond being “directed toward the standards” to “meets the standard” of “exemplifies the standard”, and
- presenting high quality evidence and reflections.

The Coach discusses their written feedback on the Benchmark Assessment and collaborates with the candidate about any necessary revisions in the IIP.

Reflective Essay

The reflective essay addresses two domains:

1. **A Summary of Accomplishments:** which briefly highlights each of the six CPSEL standards and what the candidate accomplished as well as the resulting impact they believe they had on culture, teaching, and learning student learning, and
2. **Professional Administrative Services Program:** which describes the candidate’s growth in leadership practice as well as the candidate’s overall development as a school leader and how the they believes this has influenced their teaching practice and student learning for better results.

Summative Assessment

Assessment of candidate competence is based on the IIP, where candidates

have submitted evidence that will be used to assure competence on each of the six CPSELs. The final summative review of IIP is based on the documentation and reflective essay.

The evidence is assessed by the Coach and Credential Coordinator who rate the IIP evidence as to whether: (a) it addresses the outcomes articulated in CPSELs, (b) the evidence demonstrates at least the expected professional standards for being directed toward the standards, (c) the discussion of the evidence by the candidate shows reflection, skills, knowledge, dispositions leading to future growth.

The Program Binder contains evidence of each candidate has fulfilled each aspect of the program. The candidate presents the Program Binder to their Coach for their feedback. The Coach makes a final recommendation as to whether candidate has reached a level of competence meriting possession of a Clear Administrative Services Credential. The Program Binder is reviewed by the Credential Coordinator for compliance with program guidelines. The Credential Coordinator bases their decision to recommend the candidate for the Clear credential on the totality of the evidence and feedback from the Coach.

The final summative review of the evidence and documentation provides for input by the candidate in their final reflective essay. If at any point the evidence and supporting documentation for the Standard 5 outcomes are determined to be insufficient, the candidate in collaboration with their Coach may amend or replace that section.

The Coach and the Credential Coordinator must agree that the candidate has met the competency expectations for performance as outlined in Standard 5 of the Administrative Induction Program standards. The decision of the Credential Coordinator regarding the Summative Assessment can be appealed using the standard processes outline in the University Catalog.

Professional Learning

The professional learning portion of the IIP includes a mix of professional development provided by partner school districts, professional organizations, and Ed.D. coursework apportioned as follows for a total of 60-90 clock hours:

- Individualized assignments in degree courses each year for 60 hours
- Professional development activities each year 15-30 hours

The individualized assignments in degree courses are built around issues the beginning administrator faces in their job-imbedded practice. Although this is a course assignment, the Coaches may provide assistance for the candidate in exploring how to address the issues.

The professional development activities addressed in the IIP must be related to the Standard 5 outcomes and the current leadership responsibilities of the candidates. Each term the candidate provides evidence of competence in addressing Program Standard 5 areas by completing Activity Feedback Forms sfor each of the CAPSL Elements. At the end of each term the candidate and the Coach review progress on the IIP and determine if any revisions in the plan are necessary. These revisions should be reviewed for comment by the candidate's Supervisor and Coach and presented to the Induction Coordinator for approval. All professional development in

the IIP must be approved by the Coach and the Credential Coordinator.

One of the multiple opportunities candidates experience to demonstrate growth and competence related to the Program Standard 5 is coursework required for the degree program. The courses listed below are directly related to the standards. When possible candidates are urged to meet the course requirements by relating their course projects to the needs and goals of their schools and district and their IIP.

Program Standard 5 Areas of Educational Leadership

<i>CSUF Ed. D. Courses</i>	<i>Shared Vision</i>	<i>Instructional Leaders</i>	<i>Mgmt. & Learning Environment</i>	<i>Family and Community Engagement</i>	<i>Ethics and Integrity</i>	<i>Understanding and Communicating Policy</i>
EDD600 Organizational Theory & Challenges for Leadership Summer year 1	✓		✓		✓	
EDD604 Methods of Forecasting and Planning Spring year 2			✓	✓		✓
EDD605 Methods of Collection and Analysis of Assessment Data Fall year 1		✓				
EDD620 Ethical and Legal Dimensions of Leadership Summer year 2				✓	✓	✓
EDD621 Leadership of Curricular and Instructional Practices Spring year 1	✓	✓				
EDD622 Human Dimensions of Reform and Change Fall year 2		✓	✓		✓	
EDD624 Social Contexts of Educational Politics, Policy and Governance in Pre K-12 Schools Spring year 2	✓			✓		✓

Individual Induction Plan (IIP)

Professional performance goals are collaboratively developed by the candidate, Supervisor, and the Coach. Candidates review their interests, job responsibilities, career goals, and self-assessments. Coaches and candidates are urged to focus more attention in those areas identified in the initial assessment as ones where the candidate has the least experience and/or weakest skills.

Candidates then conduct a careful analysis of all self-assessment data and combine this with previous performance evaluations from their places of employment. This provides a foundation for candidates, Supervisors, Coaches, to identify strengths as well as areas of need which will frame the CPSEL Element activities identified in the IIP.

The IIP activities for each candidate are unique according to their current job responsibilities and long-term career goals. Based on the analysis and review of their needs assessment and school and district goals, candidates write individualized professional learning goals connected to each of the six Program Standards. Learning activities may include informal learning activities, professional development programs offered by school districts or professional organizations. The plan must be reviewed by the candidate's Supervisor who provides comments and must be formally approved by each candidate's Coach and Credential Coordinator.

The IIP Planning Template is found in this handbook. The goals are organized according to the elements outlined in Program Standard 5.

Program Binder

Each candidate in the program will maintain in collaboration with their Coach a Program Binder that is a record of their work in the credential program and has the following tabs:

- 1. Application requirements**
 - a. Preliminary Administrative Credential
 - b. Proof of employment in an administrative position including the date of appointment
 - c. Partnership Agreement
- 2. Candidate's Resume**
- 3. Initial Self-Assessments**—prior to development of IIP
 - a. Candidate Self-Assessment
 - b. Leadership & Technology Self-Assessment
 - c. Reflection on candidate professional interests, current job responsibilities, and career goals
 - d. Feedback from Supervisor
- 4. Coach**
 - a. Resume
 - b. Confirmation of Training form

- c. Contact information—phone, email, US mail
 - d. Coaching log
5. **Individual Induction Plan**—identifies
 - a. Which elements will be addressed under each of the six CPSELS
 - b. What evidence will be presented to demonstrate competence when the activities are completed.
 6. **Activity Feedback Forms**—there must be at least one activity for each the CPSEL Elements which provide the candidate’s self-reflection on the activity and its impact on leadership of their site, and documents the evidence presented. The Coach assesses each activity as it is completed and documents.
 7. **Benchmark Assessment**—after consultation with the Coach the candidate writes a summary of their progress and plans.
 8. **Reflective Essay**
 9. **Summative Assessment Form**
 10. **Verification of Employment Form**
 11. **Credential Recommendation Form**

Reference List

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Fillery-Travius, A.F., & Lane, D. (2006). Does Coaching work or are we asking the wrong questions? *International Coaching Psychology Review*, 1, p 23-36

Lochmiller, C.R. (2014). Leadership Coaching in a induction program for novice principals: A 3-year study. *Journal of Research on Leadership Education*, 9(1), p. 59-84. DOI:10.1177/1942775113502020

Segers, J., Vloeberghs, D., & Hendrickx, E. (2011). Structure and understanding the Coaching industry: The Coaching cube. *Academy of Manament Larning & Education*, 10(2), p. 204-221.

Wise, D. & Hammack, M. (2001 May). Leadership Coaching: Coaching competencies and best practices. *Journal of School Leadership*, 21. P 449-477.

CONFIRMATION OF TRAINING

Date_____

Name of Coach_____

Please attach a resume/vita that shows your degrees and experience in educational administration in PreK-12 schools/districts.

The Commission on Teacher Credentialing requires that every Coach assigned to work with credential candidates is trained in coaching techniques prior to their work with candidates. The exact language is shown in the box below.

Initial training includes the development of knowledge and skills of: Coaching, goal setting, use of appropriate Coaching instruments, and processes of formative and summative assessment designed to support candidate growth in the leadership competencies outlined in Standard 5 of the Administrative Services Credential Induction Program Standards.

When did you receive training and the duration of the training? Attach copies of items such as agendas or certificates as appropriate.

What organization/group provided the training?

What Coaching methods were the most common discussed in your training?

Please check off those elements that were part of the training:

- knowledge and skills of: Coaching,
- goal setting,
- use of appropriate Coaching instruments, and
- processes of formative and summative assessment

Have you been a Coach for a beginning administrator in the past? Where/when?

Coach's signature_____ Date_____

<p style="text-align: center;"><u>CANDIDATE SELF-ASSESSMENT</u></p> <p>Name: _____</p>	Directed toward Standard	Approaches the Standard	Meets the Standard	Exemplifies the Standard
<p>CPSEL 1. Development and Implementation of a Shared Vision Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.</p>				
<p><i>Element 1A: Student-Centered Vision</i> Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.</p>				
<p><i>Element 1B: Developing Shared Vision</i> Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.</p>				
<p><i>Element 1C: Vision Planning and Implementation</i> Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.</p>				
<p>CPSEL 2. Instructional Leadership Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.</p>				
<p><i>Element 2A: Professional Learning Culture</i> Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance</p>				
<p><i>Element 2B: Curriculum and Instruction</i> Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.</p>				
<p><i>Element 2C: Assessment and Accountability</i> Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes and student learning.</p>				

<p>CPSEL Standard 3. Management and Learning Environment Education leaders manage the organization to cultivate a safe and productive learning and working environment.</p>				
<p><i>Element 3A: Operations and Facilities</i> Leaders provide and oversee a functional, safe, and clean learning environment</p>				
<p><i>Element 3B: Plans and Procedures</i> Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.</p>				
<p><i>Element 3C: Climate</i> Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.</p>				
<p><i>Element 3D: Fiscal and Human Resources</i> Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.</p>				
<p>CPSEL 4. Family and Community Engagement Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.</p>				
<p><i>Element 4A: Parent and Family Engagement</i> Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.</p>				
<p><i>Element 4B: Community Partnerships</i> Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.</p>				
<p><i>Element 4C: Community Resources and Services</i> Leaders leverage and integrate community resources and services to meet the varied needs of all students.</p>				

<p>CPSEL 5. Ethics and Integrity Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.</p>				
<p><i>Element 5A: Reflective Practice</i> Leaders act upon a personal code of ethics that requires continuous reflection and learning.</p>				
<p><i>Element 5B: Ethical Decision-Making</i> Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.</p>				
<p><i>Element 5C: Ethical Action</i> 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.</p>				
<p>CPSEL 6. External Context and Policy Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.</p>				
<p><i>Element 6A: Understanding and Communicating Policy</i> Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.</p>				
<p><i>Element 6B: Professional Influence</i> 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.</p>				
<p><i>Element 6C: Policy Engagement</i> Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.</p>				

LEADERS & TECHNOLOGY SELF-ASSESSMENT

Name: _____

**Based on the National Educational Technology Standards
for Administrators (NETS-A)**

	Directed toward the Standard	Approaching the Standards	Meets the Standards	Exemplifies the Standard
STANDARD 1: LEADERSHIP AND VISION Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.				
a. Facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.				
b. Maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision.				
c. Foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.				
d. Use data in making leadership decisions				
e. Advocate for research-based effective practices in use of technology.				
f. Advocate on the state and national levels for policies, programs, and funding opportunities that support implementation of the district technology plan.				
STANDARD 2: LEARNING AND TEACHING Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maintain learning and teaching.				
a. Identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.				
b. Facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.				
c. Provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.				
d. Facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.				
e. Provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.				

STANDARD 3: PRODUCTIVITY AND PROFESSIONAL PRACTICE Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.				
a. Model the routine, intentional, and effective use of technology.				
b. Employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.				
c. Create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.				
d. Engage in sustained, job-related professional learning using technology resources.				
e. Maintain awareness of emerging technologies and their potential uses in education.				
f. Use technology to advance organizational improvement.				
STANDARD 4: SUPPORT, MANAGEMENT, AND OPERATIONS Educational leaders ensure the integration of technology to support productive systems for learning and administration.				
a. Develop, implement, and monitor policies and guidelines to ensure compatibility of technologies.				
b. Implement and use integrated technology-based management and operations systems.				
c. Allocate financial and human resources to ensure complete and sustained implementation of the technology plan.				
d. Integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources.				
e. Implement procedures to drive continuous improvement of technology systems and to support technology replacement cycles.				
STANDARD 5: ASSESSMENT AND EVALUATION Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.				
a. Use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.				
b. Use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.				
c. Assess staff knowledge, skills, and performance in using technology and use results to facilitate quality professional development and to inform personnel decisions.				
d. Use technology to assess, evaluate, and manage administrative and operational systems.				

STANDARD 6: SOCIAL, LEGAL AND ETHICAL ISSUES Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.				
a. Ensure equity of access to technology resources that enable and empower all learners and educators.				
b. Identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.				
c. Promote and enforce privacy, security, and online safety related to the use of technology.				
d. Promote and enforce environmentally safe and healthy practices in the use of technology.				
e. Participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.				

<p align="center"><u>Individual Induction Plan</u></p> <p>Name: _____</p> <p>Related Courses: EDD 605, 621, and 624</p>	<p align="center">Actions</p>	<p align="center">Evidence</p>	<p align="center">Timeframe</p>
<p>CPSEL 1 Development and Implementation of a Shared Vision Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.</p>			
<p><i>Element 1A: Student-Centered Vision</i> Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.</p>			
<p><i>Element 1B: Developing Shared Vision</i> Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.</p>			
<p><i>Element 1C: Vision Planning and Implementation</i> Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.</p>			
<p><i>Signature Approvals</i></p>	<p><i>Review by Supervisor</i></p>	<p><i>Approval by Coach</i></p>	<p><i>Credential Coordinator</i></p>

<p align="center"><u>Individual Induction Plan</u></p> <p>Name: _____</p> <p>Related Courses: EDD 695, 621, 624</p>	<p align="center">Action</p>	<p align="center">Evidence</p>	<p align="center">Timeframe</p>
<p>CPSEL 2 Instructional Leadership Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.</p>			
<p><i>Element 2A: Professional Learning Culture</i> Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance</p>			
<p><i>Element 2B: Curriculum and Instruction</i> Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.</p>			
<p><i>Element 2C: Assessment and Accountability</i> Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes and student learning.</p>			
<p align="center"><i>Signature Approvals</i></p>	<p align="center"><i>Review by Supervisor</i></p>	<p align="center"><i>Approval by Coach</i></p>	<p align="center"><i>Credential Coordinator</i></p>

<p align="center"><u>Individual Induction Plan</u></p> <p>Name: _____</p> <p>Related Courses: ED600,604,621and 62622</p>			
<p>CPSEL Standard 3 Management and Learning Environment Education leaders manage the organization to cultivate a safe and productive learning and working environment.</p>	Action	Evidence	Timeframe
<p><i>Element 3A: Operations and Facilities</i> Leaders provide and oversee a functional, safe, and clean learning environment</p>			
<p><i>Element 3B: Plans and Procedures</i> Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.</p>			
<p><i>Element 3C: Climate</i> Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.</p>			
<p><i>Element 3D: Fiscal and Human Resources</i> Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.</p>			
<i>Signature Approvals</i>	<i>Review by Supervisor</i>	<i>Approval by Coach</i>	<i>Credential Coordinator</i>

<p align="center"><u>Individual Induction Plan</u></p> <p>Name: _____</p> <p>Related Courses: EDD 604, 620 and 624</p>	<p align="center">Actions</p>	<p align="center">Evidence</p>	<p align="center">Timeframe</p>
<p>CPSEL 4 Family and Community Engagement Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.</p>			
<p><i>Element 4A: Parent and Family Engagement</i> Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.</p>			
<p><i>Element 4B: Community Partnerships</i> Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.</p>			
<p><i>Element 4C: Community Resources and Services</i> Leaders leverage and integrate community resources and services to meet the varied needs of all students.</p>			
<p align="center"><i>Signature Approvals</i></p>	<p align="center"><i>Review by Supervisor</i></p>	<p align="center"><i>Approval by Coach</i></p>	<p align="center"><i>Credential Coordinator</i></p>

<p style="text-align: center;"><u>Induction Plan</u></p> <p>Name: _____</p> <p>Related Courses: EDD 600, 620, 622</p>	<p style="text-align: center;">Actions</p>	<p style="text-align: center;">Evidence</p>	<p style="text-align: center;">Timeframe</p>
<p>CPSEL 5 Ethics and Integrity Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.</p>			
<p><i>Element 5A: Reflective Practice</i> Leaders act upon a personal code of ethics that requires continuous reflection and learning.</p>			
<p><i>Element 5B: Ethical Decision-Making</i> Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.</p>			
<p><i>Element 5C: Ethical Action</i> 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.</p>			
<p style="text-align: center;"><i>Signature Approvals</i></p>	<p style="text-align: center;"><i>Review by Supervisor</i></p>	<p style="text-align: center;"><i>Approval by Coach</i></p>	<p style="text-align: center;"><i>Credetial Coordinator</i></p>

<p style="text-align: center;"><u>Induction Plan</u></p> <p>Name: _____</p> <p>Related Courses: EDD 604, 620, and 624</p>	<p style="text-align: center;">Actions</p>	<p style="text-align: center;">Evidence</p>	<p style="text-align: center;">Timeframe</p>
<p>CPSEL 6 External Context and Policy Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.</p>			
<p><i>Element 6A: Understanding and Communicating Policy</i> Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.</p>			
<p><i>Element 6B: Professional Influence</i> 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.</p>			
<p><i>Element 6C: Policy Engagement</i> Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.</p>			
<p><i>Signature Approvals</i></p>	<p><i>Review by Supervisor</i></p>	<p><i>Approval by Coach</i></p>	<p><i>Credential Coordinator</i></p>

Activity Feedback Form

The candidate completes this form and presents the supporting evidence for compliance of each CPSEL Element. The Coach reviews the evidence and either signs or offers recommendations for revision and completion.

Candidate:	Date submitted:
Coach:	Date discussed with candidate:
CPSEL #	Element #
Brief description of the actions taken by the candidate:	
Discuss what you learned by undertaking this activity and how this leads to future growth:	
Discuss how this activity impacted your leadership of your site:	
Rating by Coach: <input type="checkbox"/> Directed toward Standards <input type="checkbox"/> Approaches the Standard <input type="checkbox"/> Meets the Standard <input type="checkbox"/> Exemplifies the Standard	
Signature of the Coach:	

Coaching Session Log

CANDIDATE: _____

COACH: _____

DATE: _____

Type and Length of contact: _____

Coaching Session: <ol style="list-style-type: none">1. Review previous session agreements2. Focus of coaching session based on candidates IIP or needs	Candidates Next Steps: Coach's Next Steps:
Coaching Session Outcomes:	Next Meeting Agenda Next Meeting Date and Time

California Program Standards for Educational Leaders (CPSELs)
Circle the CPSEL (s) that are appropriate for this session:

- 1. Developing and Implementation of a Shared Vision*
- 2. Instructional Leadership*
- 3. Management and Learning Environment*
- 4. Family and Community Engagement*
- 5. Ethics and Integrity*
- 6. External Context and Policy*

Coaching Feedback

The candidate completes this form **at the end of each term** and shares the results with the Coach.

Check boxes based on your perceptions.

	All the time	Often	Sometime	Seldom
In establishing a Coaching relationship, the Coach:				
Clarifies expectations, roles and responsibilities of the Coach and the candidate				
Establishes a specific, results-oriented Coaching plan				
Fosters a confidential, safe environment during meetings				
Keeps commitments she/he has made with me				
Holds high expectations for our relationship and for me				
In communicating effectively the Coach:				
Listens attentively to everything that I say				
Paraphrases and summarizes key points/patterns in a condensed fashion				
Asks open-ended questions which help me clarify my thinking				
Delivers feedback in a supportive and honest way				
Provides feedback that is specific rather than general				
Knows when to push me and under what conditions				
In facilitating my learning and improving my performance the Coach:				
Helps me identify my goals and prioritize them				
Helps me understand and manage the process of change				
Helps me brainstorm possibilities				
Is knowledgeable about best practices that enhance student learning				
Helps me implement programs to meet student needs				
Helps me articulate a vision of cultural responsiveness				
Inspires me to believe in new possibilities				

This form is based on Wise and Hammock's Inventory (2011, p. 472)

Benchmark Assessment
Due August 1st of Year-one

To be completed by candidate:

Candidate _____ Date _____

During the last year, what notable professional progress have you made?

What areas to you plan to address in the next year?

To be completed by the Coach:

CPSEL areas of growth and achievement over the last year months for this candidate:

CPSEL areas needing further development/refinement in the next year months:

Is the candidate progressing so that they can demonstrate competence in all of the Standard 5 outcomes by the end of the second year? Yes, Possibly, Somewhat unlikely, Unlikely

Is the candidate showing growth in their leadership skills, moving beyond the beginning administrator level in some competency areas? strong growth acceptable growth slow growth little growth

Is the candidate presenting high quality evidence and reflections? Yes Sometimes Not regularly

Signature of Coach _____ Date _____

Benchmark Assessment (cont.)

Check the appropriate column for each characteristic of this candidate's performance.

Characteristics of candidate performance:	Exceeds Expectation	Meets Expectation	Below Expectation	Comments:
Seeks out and interacts with Coach				
Discusses goals				
Receives guidance/Coaching positively				
Uses time with Coach effectively				
Identifies own needs/goals				
Takes responsibility and initiative				
Demonstrates growth in leadership ability				

Coach's signature: _____ Date: _____

Reflective Essay

The final summative review of the evidence and documentation provides for input by the candidate in their final reflective essay. The reflective essay addresses two domains:

1. **Summary of Accomplishments:** this briefly highlights each of the six CPSELS goals and what the candidate accomplished as well as the resulting impact they had on the culture, teaching, and student learning.

2. **Professional Administrative Services Program:** The candidate describes and discusses their professional growth related to leadership practice, the impact they believe it made on instruction and student learning for each of the six CAPSELS, as well as the candidate's overall growth and development as a school leader and how they have influenced instructional practice and student learning.

Summative Assessment

Candidate: Caroline Lewellyn

Date: July 1, 2019

Coach's Name: Ron Oliver

Completed by Coach

Assess the candidate on each of the CPSEL's	Directed toward the Standard	Approaches the Standard	Meets the Standard	Exemplifies the Standard
1 Development and Implementation of a Shared Vision				X
2 Instructional Leadership				X
3 Management and Learning Environment				X
4 Family and Community				X
5 Ethics and Integrity				X
6 External Context and Policy				X

Comments: Caroline is an outstanding educational leader and manager. She deals with challenges on a daily basis in a most ethical and professional manner. She has excellent rapport, relationships, and communications with students, parents and staff. I wish her well as he pursues what will continue to be a successful and meaningful career. It was a pleasure to be Caroline's coach.

This candidate undertook a successfully completed the Individual Induction Plan and requirements for the Clear Administrative Services Credential Coaching relationship with me.

Coach's Signature _____ **Date:** _____

VERIFICATION OF EMPLOYMENT

CCTC Requirement:

A Commission-approved program shall determine prior to recommendation of a candidate for a clear Administrative Services Credential that the candidate has met the following requirements established in California State laws, regulations, and/or Commission policy:

Precondition 4: Verification of two years of successful experience in a full-time administrative position as defined in Title 5 of the California Code of Regulations section 80054(g)(2)(B) with an employing agency as defined in section 80054(g)(1).

Education Code Section 44270.1 (a)(2) and Title 5 of the California Code of Regulations section 80054(g)(1) and (g)(2)(B)

Administrative Experience (to Earn a Clear Credential) 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. **Verification of experience must be on the district or employing agency letterhead and signed by the superintendent, assistant superintendent, director of personnel, or director of human resources.** School or district personnel other than the applicant must verify all experience.

Credential Recommendation Form
Completed by the Research Support Seminary Instructor

Based on a review of the Program Binder and feedback the Coach, Supervisor and Credential Coordinator recommend that CSUF should process application for the Clear Credential **Caroline Llewellyn**

1. Have the elements of the induction plan been successfully completed?
- a. Coursework Yes No
 - b. Coaching Yes No
 - c. Professional Development Yes No
 - d. Required Forms Completed Yes No

Ed. D. Courses (if applicable)

EDD 600 Organizational Theory and Challenges for Instructional Leadership

EDD 604 Applications of Research: Forecasting and Planning for Emerging Instructional Needs

EDD 605 Applications of Research: Collection and Analysis of Assessment Data

EDD 620 Ethical and Legal Dimensions of Instructional Leadership

EDD 621 Leadership of Curriculum and Instructional Practices – PreK-12

EDD 622 Human Dimensions of Educational Change and Reform

EDD 624 Social Contexts of Educational Politics, Policy, and Governance PreK-12

3. The candidate has completed of a minimum of two years of successful experience in a full-time administrative position in a public school or private school of equivalent status while holding the Preliminary Administrative Services Credential. Attach proof from employing district. Yes No

This candidate is eligible for a Professional Administrative Credential.

_____ Date _____
 Credential Coordinator

_____ Date _____
 Ed. D. Director

Appendix A

Program Standard 5: California Professional Standards for Educational Leaders

Candidates in collaboration with their Coaches must plan their IIP using Program Standard 5 as the framework. Candidates are required to provide documentation demonstrating competence in at least one element of each CPSEL, for a minimum of six areas of competence. The California Administrator Performance Expectations (CAPE) are provided in Appendix A and the Central Role of Instructional Leaders in Appendix B to assist candidates and Coaches to identify activities and evidence that can be used to demonstrate competency in all six of the California Professional Standards for Educational Leaders (CPSEL).

CPSEL 1. Development and Implementation of a Shared Vision

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

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.

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.

Element 1C: Vision Planning and Implementation

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

CPSEL 2. Instructional Leadership

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

Element 2A: Professional Learning Culture

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

Element 2B: Curriculum and Instruction

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

Element 2C: Assessment and Accountability

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

CPSEL 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.

Element 3B: Plans and Procedures

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

Element 3C: Climate

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

Element 3D: Fiscal and Human Resources

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

CPSEL 4. Family and Community Engagement

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

Element 4A: Parent and Family Engagement

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

Element 4B: Community Partnerships

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

Element 4C: Community Resources and Services

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

CPSEL 5. Ethics and Integrity

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

Element 5A: Reflective Practice

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

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.

Element 5C: Ethical Action

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

CPSEL 6. External Context and Policy

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

Element 6A: Understanding and Communicating Policy

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

Element 6B: Professional Influence

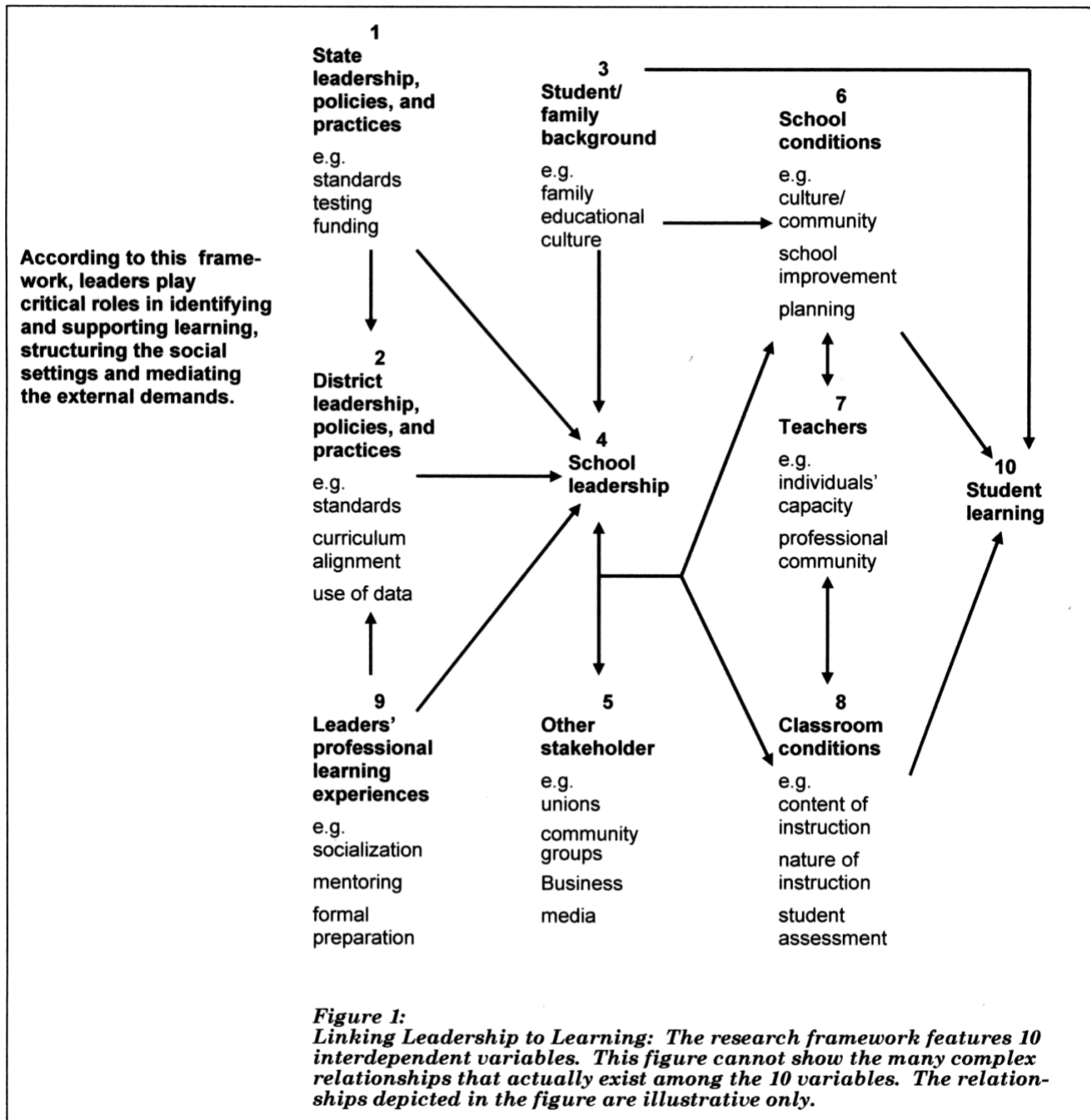
Leaders use their understanding of social, cultural, economic, legal and political contexts to shape policies that lead to all students to graduate ready for college and career.

Element 6C: Policy Engagement

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

Appendix B

Our program subscribes to the multi faceted definition of instructional leadership developed by Leithwood, Seashore Louis, Anderson, Wahlstrom (2004, p. 18)¹ which is illustrated on the next page. "According to this framework, leaders play critical roles in identifying and supporting learning, structuring the social settings and mediating the external demands" (p. 17).



of research: How leadership influences student learning. University of Minnesota: Center for Applied Research and Educational Improvement.