

**Leaders in Educational Administration Clear
Administrative Services Credential (CASC) Program
Handbook**

**LEAP CASC
Professional Clear Administrative Services Credential Handbook**

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The Clear Administrative Services Credential Program

Mission

To build administrative leadership capacity through coaching support, professional development, and technical assistance.

Statement of Results

The Clear Administrative Services Credential Program delivers a cohesive and comprehensive curriculum that integrates seminars, coaching, and technology. The seminars are based on the California Professional Standards for Education Leaders (CPSELs) and are designed to develop proficiencies in the standards.

DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION
INSTRUCTIONAL LEADERSHIP
MANAGEMENT AND LEARNING ENVIRONMENT
FAMILY AND COMMUNITY ENGAGEMENT
ETHICS AND INTEGRITY
EXTERNAL CONTACT AND POLICY

CASC Program Rationale

The Santa Clara County Office of Education (SCCOE) believes in transformative learning theory as a means to provide applicable job-alike, task-oriented, problem solving opportunities (Thompson, 2007) for CASC candidates to earn their clear administrative credential. The SCCOE believes the best learning is job-embedded (Davis and Darling-Hammond, 2012). Therefore the training program is built and customized to each candidate's work needs and responsibilities (national Research Council, 2000; Knowles et al, 2005). Candidates examine data to reflect and determine next steps in their progress as an essential process with their team that includes the coach and the candidate's supervisor. The process includes reflecting and focusing on best practices (Kouzes, and Posner, 2012). In the first year, candidates are actively involved in deepening understanding and applying CPSELs to current job responsibilities. A coach provides one-on-one support in developing the candidate's Individualized Leadership Plan (ILP). As a means to introduce a systems approach in addressing goals and objectives, as well as providing feedback, the coach and candidate use a rubric that includes essential components of a GO ACE (Goal, Objectives, Action steps, Checking Points and Evaluation) process/format. This is a cycle of inquiry that incorporates an ongoing improvement approach with feedback as a noted best practice (Fullan, 2001). In applying the theory to practice, the candidates will collaborate with their cohort during a portion of their training sessions.

In the second year of the CASC Program the candidates evaluate their ILP with their coach's assistance using a rubric to determine growth, needs, focus areas, and next steps (Marzano, Waters, and McNulty, 2005 and Schmoker, 1999). The candidates use a GO ACE process noted earlier in determining a Goal, Objectives, Action Steps, Checking points, and Evaluation. The goals is determined based on individual job responsibilities and the needs of the school/district/county office. The objectives are defined clearly as points and directions of what is going to be done specifically for each objective. The checking points are formative assessment used throughout the year addressing and describing the benchmarks. Lastly, the evaluation is the tool and/or process used to determine the efficacy of the plan (Ladson-Billings and Tate, 2006). The coaches will use a rubric to aid in providing ongoing assistance, guidance, and feedback.

The SCCOE has a core belief in connecting research to practice in collaboration with its partner institutions. The leadership programs are embedded and aligned with the work of local schools/districts/county offices because we believe these relationships form vitally effective practical training (Davis and Darling-Hammond, 2012). We work with each school/district/county office site to ensure that our candidates' work is integrated to their work at their sites.

We collaborate with our partner schools/districts/county offices to personalize the professional development offerings (Marzano, 2003). A candidate, with the agreement and collaboration of his/her supervisor and CASC coach, may choose two outside training opportunities in lieu of two SCCOE-provided seminars. For example, several of our candidates have chosen to participate in the Harvard Summer Leadership Institute as part of their required individualized professional development component.

In addition, the candidate's supervisor is key to the development and completion of the required goals that are tied directly to one of the CPSELs, with objectives and action steps aligned.

The coaches are retired administrators who come highly recommended for their accomplishments in the field of education. Coaches have been recruited through recommendations from district superintendents, assistant superintendents, and other education leaders. These coaches receive ongoing training and certification in the nationally recognized Cognitive Coaching Model, an eight-day foundation training consisting of a set of strategies that support ongoing development of individuals and organizations as they become more self-directed and reflective. The training for coaches also aligns the CPSELs and the descriptions of practice outlined in *Moving Leadership Standards into Everyday Work* (WestEd, Kearney, K. ed. 2015) to their work with the candidates.

Individualized Leadership Plan

With assistance from the coach and input from the immediate supervisor each candidate develops an ILP. The role of the candidate's site supervisor enhances our collaborative approach in supporting the candidate and provides the coach with a "think partner" in the process (Heifetz and Linsky, 2002). Concomitantly the forms and rubrics have been revised to reflect the new CPSELs.

Coaching

Coaching is the essential element in the CASC Program, forming the cornerstone to transform theory into practice. The personal, confidential work between candidate and coach is structured to build the relational trust (Bryk and Schneider, 2003) and a psychological safety net (Schien, 2004) to encourage candidates to take risks, to see, and to navigate uncharted territory. Candidates meet face-to-face with their coaches, approximately every two weeks as documented by the coaching log. Skype, FaceTime, and video conferencing may also be used for the meetings. Candidates participate in the one-on-one coaching process throughout the two years. Each candidate has an ePortfolio divided into sections that align with the CPSELs. Candidates include their reflection on each standard, describing what each standard means (in their own voice) and how the standard will be applied, while noting and documenting examples as evidence. Candidates upload artifacts as evidence of their roles in action steps toward meeting the goals and reaching proficiency for each standard. Coaches use the ePortfolio rubric to assist and guide candidates in developing (Thompson, 2013), using, and evaluating their ePortfolios. While candidates received ongoing feedback from their coach on their ePortfolio throughout the two-year program, at the end of the candidate's second year two additional coaches from the program formally evaluate the ePortfolio. The candidate's coach is present at that evaluation to discuss any questions or concerns. If a candidate fails to meet all standards she/he is provided additional time, direction, and support to address any shortcomings.

Professional Development

The SCCOE provides 20-30 hours of professional development annually through four seminars in both Years 1 and 2. Follow-up that addresses needs common to all beginning educational administrators is done annually. The seminars explore and deepen the understanding of elements of the six CPSELs. Additionally there are sessions devoted to Human Resources, Educational Code and the Law, Budget Development, Teacher Evaluation, and other topics. There are also seminars to provide differentiated learning opportunities as outlined in the candidate's ILP and training that integrates theory and practice. The coaches are active participants in our training sessions, forming teams with their candidates to enhance a bit of healthy, spirited competition and esprit de corps.

Assessment

The program incorporates initial, formative, benchmark, and summative assessments into the program design providing opportunities for the candidate to demonstrate competencies to the coach and immediate supervisor in all areas of the CPSELs. This includes monitoring and providing ongoing feedback to the candidates consistent with evidence-based practices (Ladsing-Billings and Tate, 2006). Currently levels of competency are continuously monitored in a formative manner in the coaching sessions and in a summative manner through the assessment done annually by the coach and the candidate with the ILP. With the assistance of the coach the candidate completes an Assessment of Proficiency on the CPSELs at the beginning of the program, at the end of Year 1, and at the end of Year 2. The levels include:

Level 1: practice that is directed toward the standard

Level 2: practice that approaches the standard

Level 3: practice that meets the standard

Level 4: practice that exemplifies the standard

The coach assists and supports the candidate in increasing proficiency on the CPSELs. Ongoing informal assessment occurs regularly at the coaching session. The candidate must have an overall average of 3 to demonstrate proficiency on the CPSELs.

At the end of the two-year program the director of the program and the coaches meet to review each candidate's progress which is assessed through multiple measures (Kouzes and Posner, 2012) including the following: self-assessments with input from the coach to measure proficiency growth on the CPSELs; an examination of the candidate's success in reaching goals on the ILP; participation in the coaching process; a record of artifacts, evidence, and documents providing examples of candidate's efforts and accomplishments; a record of completion of 20-30 hours annually of professional development seminars and training(s); self-assessment in written reflections; and an ePortfolio evaluation review. Upon successful review of the above the director of the program and the evaluating coaches will collaboratively verify that the candidate has met all program expectations and developmental objectives included in the ILP.

Demonstration of Competency

All documentation and evidence used to demonstrate candidate competence in the CPSELs must be job-embedded and must clearly indicate the candidate's direct involvement or authorship. Evidence may be in the form of PowerPoint presentations, videos, meeting agendas, authored policy recommendations such as proposals to implement Restorative Justice, professional readings and reflections, artifacts from interventions or initiatives, and data used to justify initiatives. All candidates complete an ePortfolio addressing at least one area of each CPSEL.

References

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- Schmoker, Mike (1999) *Results, The Key to Continuous School Improvement*, 2nd Edition: Virginia: Association for Supervisions and Curriculum Development.

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LEAP Coaches

Dr. Mary Stone (Administrative Coach and Cognitive Coaching Provider) Barbara Anderson Dr. Judy Barranti Honey Berg Iris Berke Thelma Boac Marshall Burgamy Dr. Jacki Horejs	Glen Ishiwata Ana Lomas Barbara Minneti Dr. Francisca Miranda Dr. Emerita Orta-Camilleri Dr. Hedwig Rucker Kathy Shepard April Scott
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Clear Administrative Services Credential (CASC) Program

CASC is an individualized, job-embedded program. It is primarily coaching-based and includes an ILP, professional learning, and ongoing assessment.

Candidates will engage in a two-year program that requires each candidate to participate in a series of seminars and one-on-one coaching at his/her respective school/district/county office site. A coach will be provided to each candidate. The candidate will attend 20-30 hours of seminars/training annually in pre-selected areas corresponding to the CPSEL and may replace 10 hours with elective professional development in areas of her/his choosing, when approved by the coach. The coach will work with each candidate throughout the two-year program. Each candidate will be required to maintain an ePortfolio containing an ILP, reflections, candidate information, artifacts, assessments and coaching logs. Upon successful completion of the two-year program the candidate will be recommended to the California Commission on Teacher Credentialing to be granted the Professional Clear Administrative Services Credential.

Phase 1: Admission Requirements

Submission of application materials by eligible participants are to include:

- Completed application
- Questionnaire completed by the candidate on the context of school, district, or county office (depending on location of administrative position)
- Proof of Preliminary Administrative Services Credential
- Proof of Administrative Employment (CL777 form)
- Professional resume including, but not limited to: education, work history, leadership experience, honors and awards, and parent/community involvement
- Personal reflection: applicant is asked to reflect on his/her strengths and areas of need as an administrator within the context of the workplace. The intent of this reflection is to give the candidate the opportunity to share his/her perceptions, for the program to gain information to use when individualizing the CASC Program, and for the Program Administrative Coach to use in matching the coach to the candidate.

Phase 2: Performance Expectations through the Program

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

- Self-assessments with input from the coach to measure proficiency growth on the CPSEL
- An examination of the candidate's success in reaching goals on the ILP, assessed by the coach and using data, artifacts, and reflections
- Participation in the coaching process (coaches' logs are used to verify coaching sessions)
- Formal and informal individualized comments and feedback from candidate's coach
- Record of artifacts, evidence, and documents providing examples of candidate's efforts and accomplishments
- Completion of 20-30 hours of professional development annually using verification of attendance documents
- Self-assessment in written reflections
- ePortfolio review

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

Phase 3: Completion Phase

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

- Increased proficiency on the CPSEL
- Successful completion of the ILP
- Participation in the coaching process (coaches' logs are used to verify coaching sessions)
- Completion of required professional development hours
- Successful completion of the ePortfolio (the coach monitors progress on the ePortfolio on a regular basis during the two-year period)

Reflective ePortfolio

Canvas LMS is used to house candidates ePortfolios. The ePortfolio provides the candidates with the opportunity to reflect on the professional development, coaching activities and progress toward their CPSEL goals. Candidates may also document their current leadership experiences and reflect on them in a manner that captures their learning. EPortfolios are required of all candidates and is viewed as a significant part of the candidates reflective practice as an instructional leader.

Support

The Program Administrator will guide participants through the processes necessary to complete the program. The administrator works with the coaches to monitor the progress of each participant. The coach reviews the progress of each candidate throughout the two-year program and provides support and assistance as needed. Data used to further support the candidates include evaluations from the seminars (formative assessment), observations from the coaches and site administrators, and end of the year evaluations of the CASC program (summative assessment).

Acts of Dishonesty

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

Attendance

Regular attendance is required and expected. The candidate agreed upon attendance is for the benefit of your own learning as well as the learning of others in the cohort. Instructor facilitation, presentations, classroom exercises, and discussions are essential parts of the educational experience for each class. Therefore, candidates must make every effort to attend all seminar meetings and coaching sessions. Candidates who miss assigned seminar or coaching sessions will need to make up the missed hours of instruction. In the event of an emergency please contact the director to determine the impact of the absence on completion requirements.

Board Policies

There are Board Policies available for review from the SCCOE regarding the following situations:

- Emergency Procedures
- Complaints Regarding School Personnel
- Equal Opportunity Employment
- Violence and Threats in the Workplace
- General Harassment Including Sexual Harassment
- Drug Free Workplace Awareness Policy
- Tobacco Free Environment Policy
- Uniform Complaint Procedure

Business Office Procedures

1. Program Refund Policy
 - a. Deposits are not refundable.
 - b. Refunds are not available after the first 90 days of admittance into the program.
2. Candidates who are not able to participate due to personal or family illness, maternity or paternity leave, death in immediate family, relocation due to job transfer, or other family or personal crisis that prevents them from successfully participating in the program may receive credit for the length of time in the program. If they are able to return to the program they may resume where they left off. It is the responsibility of the candidate to communicate with the Program Director if an issue is preventing him/her from completing the program.
3. The cost for the two-year program is \$7,000 – payable to SCCOE. The cost may be paid by the candidate or district (depending on candidate's arrangement with district).

Students with Disabilities

Candidates with disabilities are eligible for reasonable accommodations in their academic work in this program. In order to receive assistance the candidate must provide Human Resources with documentation that describes the specific disability (i.e., psychologist, physician, or educational diagnostician). Candidates with disabilities should contact the Program Director to discuss academic and other needs as soon as they are diagnosed with a disability. Once documentation is on file arrangements for reasonable accommodations can be made.

An ILP is created for candidates with special needs in collaboration between and among the candidate, the coach, and the director of the program. Special needs may include physical disabilities or a learning disability.

Emergency Procedures

All candidates are required to complete an emergency procedure form and turn it into the program office prior to the first day of the first seminar.

Grievance and Appeals Process

Should a candidate question prerequisites for program participation, program requirements, participation hours, special needs provision, discrimination policy, program extension request rationale, satisfactory progress requirements and/or denial of Professional Clear Administrative Services Credential, a meeting should be held with the Program Delivery Director and the concern put into writing. The concern should then be forwarded to the Program Director who will review concerns, discuss concerns with involved candidates including the program candidate and the representative of the participating district. Following discussion and review of the concern a decision will be made regarding the grievance. The decision will be final and will be forwarded to the participant.

Placement

Coaches are matched to individual candidates based on the background, experiences, and expertise that will best assist the candidate. Based on the information gained from the candidate's application including a description of the school/district/county office context, the reflection on strengths and areas of need, and the candidate is matched to the coach who can best coach him/her to success. For example a candidate who is an elementary principal would be matched with a coach who had experience and expertise in that area. A middle school administrator candidate who works with a large population of ELD students would be matched to a coach with middle school experience and ELD. A special education coordinator would be matched to a coach with a background in special education. There may be times because of geographical issues that a coach would be placed with a candidate because his/her geographical area rather than background and experience. When this happens the Program Administrator works with the coach to make sure the professional needs of the candidate are being met.

Website Resources

General Websites

Learning Forward (formerly known as National Staff Development Council)

<http://www.learningforward.org/index.cfm>

Center on Innovation and Improvement

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

Doing What Works

<https://www.wested.org/project/doing-what-works/>

What Works Clearinghouse

<http://ies.ed.gov/ncee/wwc/>

The Education Trust

<http://www.edtrust.org>

Data and Accountability

DataQuest

<http://www.cde.ca.gov/ds/sd/cb/dataquest.asp>

CAASPP

<http://www.caaspp.org>

Needs Assessment Tools

<http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp>

Elementary and Secondary Education Act (ESSA)

<http://www2.ed.gov/nclb/landing.jhtml>

Educational Results Partnership

<http://edresults.org>

Leadership Websites

National Association of Elementary Principals

<http://www.naesp.org>

National Association of Middle School Principals

<https://www.facebook.com/NAMSP.org>

National Association of Secondary Principals

<http://www.nassp.org>

Reading Websites

Florida Center on Reading Research

<http://fcrr.org/>

University of Oregon

<http://reading.uoregon.edu/>

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Assessment

<http://www.dibels.uoregon.edu>

Reading Rockets

<http://readingrockets.org>

Vaughn Gross Center on Reading Research

<http://www.meadowscenter.org/vgc/>

Response to Instruction and Intervention

US Department of Education's Office of Special Education Programs (OSEP)

Center for Positive Behavioral Intervention and Supports

<http://pbis.org>

The IRIS Center

<http://iris.peabody.vanderbilt.edu/index.html>

National Center on Response to Intervention

<http://www.rti4success.org>

Equity Alliance at Arizona State University

<http://www.equityallianceasu.org>

Webinars

Leadership for School and District Improvement

Balanced Leadership: What 30 Years of Research Tells Us about the Effect of Leadership on Student Achievement

<http://www.schoolsmovingup.net/cs/smu/view/e/326>

Defining Principal Effectiveness: Lessons Learned from the Field on the Principal Role in Student Achievement and Teacher Quality

<https://www.wested.org/resources/defining-principal-effectiveness-lessons-from-the-field-on-the-principals-role-in-student-achievement-and-teacher-quality/>

Mentoring New Teachers through Collaborative Coaching

<http://www.schoolsmovingup.net/cs/smu/view/e/2201>

Turning Around Chronically Low-Performing Schools: Resources from Doing What Works

<http://www.schoolsmovingup.net/cs/smu/view/e/3678>

Sustainable Success in Challenging Schools

<http://www.leadandlearn.com/multimedia-resource-center/webinars/sustainable-success-challenging-schools>

[Presentation Slides](#) (PDF 407KB), [Presentation Video](#) (WMV 56.7MB)

English Learners

English Learner Series

<https://www.wested.org/resources/alternative-educational-programs-for-english-learners/>

Effective English Literacy Instruction for English Learners

<https://www.wested.org/resources/effective-english-literacy-instruction-for-english-learners/>

Research to Guide English Language Development Instruction

<https://www.wested.org/resources/research-to-guide-english-language-development-instruction/>

English Language Development: Foundations & Implementation in Kindergarten through Grade 5

<https://www.wested.org/resources/english-language-development-foundations-and-implementation-in-kindergarten-through-grade-five/>

Programs and Practices for Effective Sheltered Content Instruction

<https://www.wested.org/resources/programs-and-practices-for-effective-sheltered-content-instruction/>

English Language Development: Issues and Implications at Grades Six through Twelve

<https://www.wested.org/resources/english-language-development-issues-and-implementation-at-grades-six-through-twelve/>

Alternative Educational Programs for English Learner

<https://www.wested.org/resources/alternative-educational-programs-for-english-learners/>

The Seal of Biliteracy

<https://www.wested.org/resources/implementing-a-seal-of-biliteracy/>

Meeting the Needs of Long-term English Learners

<https://www.wested.org/resources/long-term-english-learners-new-directions-for-policy-programs-and-practice/>

Common Core State Standards (CCSS)

Common Core State Standards: An Overview

<http://www.corestandards.org>

Taking a Look at the English Language Arts and Literacy Common Core State Standards: A Center on Instruction Discussion

<http://www.centeroninstruction.org/webinar-taking-a-look-at-the-english-language-arts-and-literacy-common-core-state-standards-a-coi-discussion>

The Common Core State Standards for Mathematics in Grades 9-12

<http://www.centeroninstruction.org/webex-the-common-core-state-standards-for-mathematics-in-grades-9-12>

Common Core Standards: Transitioning to New Rigor

<https://www.wested.org/resources/common-core-standards-transitioning-to-new-rigor/>

The Common Core Curriculum Mapping Project

<https://www.wested.org/resources/the-common-core-curriculum-mapping-project/>

Response to Instruction and Intervention

Fidelity of Implementation: Selecting and Implementing Evidence-based Practices and Programs

<http://iris.peabody.vanderbilt.edu/module/fid/>

Other Sources

Archived Webinars from WestEd

<https://www.wested.org/webinars-home/archived-webinars/>

All Things Words: Articles, Briefs, Guides, etc.

Data and Accountability

Handbook on Effective Implementation of School Improvement Grants

<http://www.centerii.org>

Curriculum and Instruction

Teaching All Students to Read in Elementary School: A Guide for Principals

<http://www.centeroninstruction.org/teaching-all-students-to-read-in-elementary-school-a-guide-for-principals>

Improving Literacy Instruction in Middle and High Schools: A Guide for Principals
<http://www.centeroninstruction.org/improving-literacy-instruction-in-middle-and-high-schools-a-guide-for-principals>

Gaining Ground in the Middle Grades: Why Some Schools Do Better
<http://www.edsource.org/middle-grades-study.html>

Turnaround Articles

Calkins, A., Guenther, W., Belfiore, G., Lash, D. (2007) “The Turnaround Challenge”
Mass Insight

<http://www.massinsight.org> (accessed March 2010)

Joel Knudson, Larisa Shambaugh, Jennifer O’Day Beyond the School: Exploring a Systemic Approach to School Turnaround (Feb 2011). California Collaborative on District Reform Policy and Practice Brief

<http://www.cacollaborative.org/Publications/Briefs.aspx>

School Turnarounds: Actions and Results (2008) Public Impact for the Center on Innovation and Improvement

<http://www.centerii.org/survey> (accessed April 2010)

Steiner, L.M., Hassel, E. A., Hassel, B. (2008) “School Turnaround Leaders: Competencies for Success” Public Impact

<http://www.publicimpact.com/act-strategically-when-schools-fail/competencies-for-turnaround-success> (accessed March 2010)

Implementation Articles

Fixsen, D. L., Naoom, S. F., Blase, K. A., & Wallace, F. (2007). Implementation: The missing link between research and practice. APSAC Advisor, 19 (1 & 2), 4-11

http://www.dss.state.la.us/assets/docs/searchable/OS/CSoc/APSACAdvisorArticle_DLF_KB.pdf (accessed March 2010)

Additional Resources

Education Criteria for Performance Excellence 2009-10 Gaitersburg, MD: The Baldrige National Quality Program

<http://www.baldrige.nist.gov>

Appendix A: Candidate Information Form

ADMINISTRATIVE TIER II CLEAR CREDENTIAL PROGRAM

Please fill out the information below based on where your new administration position is (school, district office, and county office).

Candidate's Name: _____ **Date:** _____

Administrative Position: _____

Workplace (school/district/county office): _____

Workplace address: _____

Home address: _____

Cellphone: _____ **Home phone:** _____ **Office:** _____

Description of school/district/county office (depending on where you work):

Assessment and Demographics

What were your site/district/county office (depending on where you work) scores on your most recent California Assessment of Student Performance and Progress (CAASPP) report?

English/Language Arts:

Mathematics:

Title I Yes No

What are the demographics of the school/district/county?

Number of students	
Ethnicities (percent)	
African American	
Caucasian	
Asian	
Hispanic	
Pacific Islander	
American Indian	
Other	
EL Population	
Socio Economically Disadvantaged	
Students with Disabilities	

What are the strengths of your school/district/county office (depending on where you work)? _____

Appendix B Assessment of Proficiency-CPSELS

You will do an assessment of your proficiency (with the assistance of your coach) on the CPSEL three times during the Administrative Tier II Clear Credential Program: Pre-assessment within 90 days of your administrative position; Mid-program assessment at end of Year 1; and Post-assessment at end of Year 2.

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

- Level 1: practice that is directed toward the standard
- Level 2: practice that approaches the standard
- Level 3: practice that meets the standard
- Level 4: practice that exemplifies the standard

California Professional Standards for Education Leaders (CPSEL)

Standard 1: Development and Implementation of a Shared Vision

- Student-centered Vision
- Developing Shared Vision
- Vision Planning and Implementation

Standard 2: Instructional Leadership

- Professional Learning Culture
- Curriculum and Instruction
- Assessment and Accountability

Standard 3: Management and Learning Environment

- Operations and Facilities
- Plans and Procedures
- Climate
- Fiscal and Human Resources

Standard 4: Family and Community Engagement

- Parent and Family Engagement
- Community Partnerships
- Community Resources and Services

Standard 5: Ethics and Integrity

- Reflective Practice
- Ethical Decision-making
- Ethical Action

Standard 6: External Context and Policy

- Understanding and Communicating Policy
- Professional Influence
- Policy Engagement

Directions: Highlight the phrases that most appropriately match your proficiency. What level (1-4) indicates most of your responses? Record the level of proficiency in the appropriate box.

Pre-Date:	End of Year 1 Date:	End of Year 2 Date:	Example Indicators of Practice for the Standards
<i>1. Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students</i>			
			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
			1B-1 Embrace diverse perspectives and craft consensus about the vision and goals
			1B-2 Communicate the vision so that the staff and the school community understand it and use 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
			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 Marshall, equitably allocate, and efficiently use human, fiscal, and technological resources aligned with the vision of learning for all students.
<i>2. Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.</i>			
			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 experiences 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
			2B-1 Develop a shared understanding of adopted standards-based curriculum that reflects student 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
		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
3. Education leaders manage the organization to cultivate a safe and productive learning and working environment.		
		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
		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
		3C-1 Strengthen school climate through participation, engagement, connection, and 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
		3D-1 Provide clear rationale for decisions and distribute resources equitably to advance a 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 assessment with specific feedback for continuous growth
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			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
4. Education leaders collaborate with families and other stakeholders to address diverse student and community interests and community resources.			
			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
			4B-1 Incorporate information about family and community expectations and needs into decision-making and activities
			4B-2 Share leadership responsibilities 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 staff and community members in communicating school successes to the broader community.
			4C-1 Seek and collaborate with community programs and services that assist students who need academic, mental health, 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
5. Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, justice, and equity and hold staff to the same standard.			
			5A-1 Examine personal assumptions, values, and beliefs to address students' various academic, linguistic, cultural, social-emotion, 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 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
			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-based, 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
			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
6. Education leaders influence political, social, economic, legal, and cultural contexts affecting education policies and practices.			
			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
			6B-1 Advocate for equity and adequacy in providing for students' and families' educational, linguistic, cultural, social-emotional, legal, physical, and economic needs, so that 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.
			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 site planning, policies, and programs that respond to cultural, economic, social, and other emerging issues
Total	Total	Total	TOTAL

Santa Clara County  Office of Education

Avg. Pre	Avg. end of Year 1	Avg. end of Year 2	Average score after each assessment <i>Candidate must have an average of 3.0 or above (overall) at the end of Year 2 or the Tier II program.</i>
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Appendix C: Individualized Leadership Plan

CASC Candidates

Candidate: _____ **Site:** _____

Administrative Position: _____ **District:** _____

The purpose of the Individualized Leadership Plan is for the candidate to formulate a professional goal for each of the California Professional Standards for Educational Leaders (CPSEL) associated with his/her administrative position. Working with the coach the candidate analyzes his/her self-assessment on the CPSEL and develops a goal, objective, and action steps to guide skill development and proficiency on the CPSEL over the course of the two-year Administrative Tier II Clear Credential Program. A draft of the goals is shared with the immediate supervisor at the beginning of the program and feedback is solicited to make sure the goals meet both candidate and workplace needs. The candidate writes a brief self-evaluation when the goal is completed:

Approval of Goals

Candidate: _____ **Date:** _____

Coach: _____ **Date:** _____

Supervisor: _____ **Date:** _____

Completion of Individualized Leadership Plan

Candidate: _____ **Date:** _____

Coach: _____ **Date:** _____

Supervisor: _____ **Date:** _____

Standard 1: Development and Implementation of a Shared Vision

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

- Student-centered Vision
- Developing Shared Vision
- Vision Planning and Implementation

GO ACE (Goal, Objectives, Action steps, Check points, and (self) Evaluation (coach checks progress during coaching sessions)

Goal:

Action Plan:

OBJECTIVE (1-2 objectives)	ACTION STEPS (activities to achieve objective)	Year 1	Year 2
Documentation for ePortfolio:			

Self-evaluation of Standard 1: Explain how you expanded your knowledge of this standard and how you may apply the standard. Please provide an example.

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:

- Professional Learning Culture
- Curriculum and Instruction
- Assessment and Accountability

GO ACE (Goal, Objectives, Action steps, Check points, and (self) Evaluation (coach checks progress during coaching sessions))

Goal:

Action Plan:

OBJECTIVE (1-2 objectives)	ACTION STEPS (activities to achieve objective)	Year 1	Year 2
Documentation for ePortfolio:			

Self-evaluation of Standard 2: Explain how you expanded your knowledge of this standard and how you may apply the standard. Please provide an example.

Standard 3: Management and Learning Environment

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

- Operations and Facilities
- Plans and Procedures
- Climate
- Fiscal and Human Resources

GO ACE (Goal, Objectives, Action steps, Check points, and (self) Evaluation (coach checks progress during coaching sessions))

Goal:

Action Plan:

OBJECTIVE (1-2 objectives)	ACTION STEPS (activities to achieve objective)	Year 1	Year 2
Documentation for ePortfolio:			

Self-evaluation of Standard 3: Explain how you expanded your knowledge of this standard and how you may apply the standard. Please provide an example.

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:

- Parent and Family Engagement
- Community Partnerships
- Community Resources and Services

GO ACE (Goal, Objectives, Action steps, Check points, and (self) Evaluation (coach checks progress during coaching sessions))

Goal:

Action Plan:

OBJECTIVE (1-2 objectives)	ACTION STEPS (activities to achieve objective)	Year 1	Year 2
Documentation for ePortfolio:			

Self-evaluation of Standard 4: Explain how you expanded your knowledge of this standard and how you may apply the standard. Please provide an example.

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:

- Reflective Practice
- Ethical Decision-making
- Ethical Action

GO ACE (Goal, Objectives, Action steps, Check points, and (self) Evaluation (coach checks progress during coaching sessions))

Goal:

Action Plan:

OBJECTIVE (1-2 objectives)	ACTION STEPS (activities to achieve objective)	Year 1	Year 2
Documentation for ePortfolio:			

Self-evaluation of Standard 5: Explain how you expanded your knowledge of this standard and how you may apply the standard. Please provide an example.

Standard 6: External Context and Policy

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

- Understanding and Communicating Policy
- Professional Influence
- Policy Engagement

GO ACE (Goal, Objectives, Action steps, Check points, and (self) Evaluation (coach checks progress during coaching sessions))

Goal:

Action Plan:

OBJECTIVE (1-2 objectives)	ACTION STEPS (activities to achieve objective)	Year 1	Year 2
Documentation for ePortfolio:			

Self-evaluation of Standard 6: Explain how you expanded your knowledge of this standard and how you may apply the standard. Please provide an example.

Appendix: D

**Santa Clara County Office of Education
CASC
Alternative Seminar Approval Form**

Candidate Name: _____

School/District: _____

Coach: _____

Date of Missed Seminar: _____

Description of Alternative Seminar Professional Development:

Brief reflection on leadership learnings from this experience:

Approval of Coach: _____

Date: _____

Appendix E: Coaching Log

Candidate: _____ **Coach:** _____

Date: _____

<p>What's the most important think to talk about today?</p>	<p>What's going well?</p>
	<p>What are the challenges you face?</p>
<p>Progress on Individualized Leadership Plan:</p>	<p>Date and agenda for next meeting:</p>

1st Year Candidate

2nd Year Candidate

Coaching log #: _____

Appendix F: CASC Check List for Evaluation

Candidate's Name: _____

CANDIDATE INFORMATION FORM		
Assessment of Proficiencies (CPSEL)		
<input type="checkbox"/> Pre-assessment, Year 1 assessment, and end of Year 2 <input type="checkbox"/> Candidate must have an average of 3 overall at the end of Year 2		
Individualized Leadership Plan (ILP)		
<input type="checkbox"/> The ILP signed by supervisor, coach, and candidate		
<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5 <input type="checkbox"/> Goal 6	<input type="checkbox"/> Evidence <input type="checkbox"/> Evidence <input type="checkbox"/> Evidence <input type="checkbox"/> Evidence <input type="checkbox"/> Evidence <input type="checkbox"/> Evidence	<input type="checkbox"/> Self-evaluation <input type="checkbox"/> Self-evaluation <input type="checkbox"/> Self-evaluation <input type="checkbox"/> Self-evaluation <input type="checkbox"/> Self-evaluation <input type="checkbox"/> Self-evaluation
Reflections		
<input type="checkbox"/> End of Year 1 reflection	<input type="checkbox"/> Long-term goals	<input type="checkbox"/> Short-term goals
<input type="checkbox"/> End of Year 2 reflection		
Professional Development – Candidate needs 40 hours; there are 8 seminars and each seminar is worth 5 hours. There are two options: <input type="checkbox"/> Candidate attended all eight Tier II seminars at SCCOE <input type="checkbox"/> Candidate attended one or two outside with the coach's approval Coach's approval of optional PD _____		
Coaching Logs – copies of coaching logs from Year 1 and Year 2. Candidates need a minimum of 20 over the two-year period. <input type="checkbox"/> Number of coaching logs		
Signed Copy of ePortfolio Check List		

Coach's Signature

Candidate's Signature

Date

Appendix G: CASC Evaluation Rubric

ePortfolio Rubric

CATEGORY	Exemplary (4)	Proficient (3)	Developing (2)	Unsatisfactory (1)	RATING
Required Elements of the SCCOE Tier II Program	All required elements are in the ePortfolio. Required elements reveal an in-depth understanding and growth directly related to the ILP.	All required elements are in the ePortfolio. Required elements reveal an understanding and growth related to the ILP.	All required elements are in the ePortfolio. Required elements reveal surface knowledge of goals related to the ILP.	Some of the required elements are unaccounted for or are not related to the ILP.	
Selection of Artifacts in Relationship to Goals	All artifacts and work samples are clearly and directly related to the candidate's goals and/or workplace responsibilities. A variety of artifacts is included.	Most artifacts and work samples are related to the candidate's goals and/or workplace responsibilities.	Some of the artifacts and work samples are related to the candidate's goals and/or workplace responsibilities.	None of the artifacts and work samples are related to the candidate's goals.	
Reflections	All reflections clearly describe growth, accomplishments, and challenges and include goals for continued learning (long- and short-term).	Most of the reflections describe some growth and include goals for continued learning.	A few of the reflections describe growth and include goals for continued learning.	None of the reflections describe growth and do not include goals for continued learning.	
Organization, Presentation, and Text Elements	Layout of pages is easy to read and follow, artifacts are easy to locate, choice of font and colors does not distract from content. White space is used appropriately to organize content.	Layout of pages is easy to read, most artifacts are easy to locate, choice of font and colors occasionally distracts from content. White space is generally used appropriately to organize content.	Layout of pages is not easy to read, some artifacts not easily located, choice of font and colors often distracts from content. White space is used inappropriately to organize content.	Layout of pages not easy to follow, artifacts not easily located, choice of font and colors often distracts from content. Content appears cluttered and disorganized.	
Writing Mechanics	There are no errors in grammar, capitalization, punctuation, and spelling.	There are few errors in grammar, capitalization, punctuation, and spelling. These require minor editing and revision.	There are several errors in grammar, capitalization, punctuation, and spelling requiring editing and revision.	There are many errors in grammar, capitalization, punctuation, and spelling requiring major editing and revision.	
Overall ePortfolio Rating:					
Exemplary	17-20 points (85%)				
Proficient	14-16 points (70%)				
Developing	10-13 points (50%)				
Unsatisfactory	1-9 points (<50%)				

Candidate: _____ **Date:** _____

Evaluator 1: _____

Evaluator 2: _____