

**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 for CASC candidates to earn their clear administrative credential. The SCCOE believes the best learning is job-embedded. Therefore the training program is built and customized to each candidate's work needs and responsibilities. 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 practice. 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. 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. 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. 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. 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. 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* 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. 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 and a psychological safety net to encourage candidates to take risks, to see, and to navigate uncharted territory.

Candidates meet with their coaches, approximately once a month. Zoom, FaceTime, video conferencing and phone calls may 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, 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 professional development annually through seminars or networking sessions in both Years 1 and 2. The coaches are active participants in our seminars and networking sessions..

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. 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 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 professional development seminars and/or networking sessions; 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.

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LEAP Coaches

Dr. Mary Stone (Administrative Coach and Cognitive Coaching Provider)

Barbara Anderson
 Dr. Judy Barranti
 Honey Berg
 Dr. Iris Berke
 Thelma Boac
 Marshall Burgamy
 Dr. Jacki Horejs

Glen Ishiwata
 Barbara Minneti
 Dr. Francisca Miranda
 Dr. Emerita Orta-Camilleri
 Dr. Hedwig Rucker
 Kathy Shepard
 April Scott

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 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
- Proof of Preliminary Administrative Services Credential
- Verification of Administrative Employment on Letterhead from your HR Department
- Two letters of recommendation, signed. One must be from your immediate supervisor.
- Letter of Intent – Prepare a letter addressed to LEAP explaining your desire to join our CASC Program and any administrative experience you have.

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 professional development or network sessions 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 and observations from the coaches and site administrators.

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/networking sessions 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

All program participants must adhere with Santa Clara County Office of Education Board Policies below: <http://www.sccoe.org/countyboard/Pages/Policies-and-Procedures.aspx>

- Code of Conduct
- Emergency Procedures
- 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
- Controversial Issues
- Use of Copyrighted Materials

Business Office Procedures

1. Program Refund Policy
 - a. Application fees are not refundable.
 - b. Refunds are not available after 14 days of admittance into the program.
2. The cost for the two-year program is \$7,500 (\$3,750 per year). The cost may be paid by the candidate or district (depending on candidate's arrangement with district).
3. Payments are to be made in EPPScholar using a credit or debit card. You may write a check to SCCOE /LEAP. We do not accept cash. A late fee of \$75 will be charged if received after the payment due date.
4. If payment has not been made in two weeks after the due date, student may be dropped from the course.
5. Candidates who are not able to successfully participate in the program due to personal or family illness or crisis, maternity/paternity leave, death in immediate family, or relocation due to job transfer may receive credit for the length of time in the program. If they are able to return to the program within two years 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.

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.

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. 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.

California Professional Standards for Educational Leadership Assessment of Proficiency

Do an assessment of your proficiency (with your coach) on the CPSELs three times during the Administrative Leadership Program: Pre assessment (within the first 90 days of your administrative position), a mid-program assessment (end of Year 1) and a post assessment (end of Year 2).

Directions: With the assistance of your coach, use the CPSELs to self-assess your proficiency. 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 (CPSELs)

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	End of Year 1	End of Year 2	EXAMPLE INDICATORS OF PRACTICE FOR THE STANDARDS.
Date:	Date:	Date:	
<i>1. Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.</i>			
			1A Student-Centered Vision
			1B Developing Shared Vision
			1C Vision Planning and Implementation
<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 Professional Learning Culture
			2B Curriculum and Instruction
			2C Assessment and Accountability
<i>3. Education leaders manage the organization to cultivate a safe and productive learning and working environment.</i>			
			3A Operation and Facilities
			3B Plans and Procedures
			3C Climate
			3D Fiscal and Human Resources
<i>4. Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.</i>			
			4A Parent and Family Engagement
			4B Community Partnerships
			4C Community Resources

<i>5. Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, justice, and equity and hold staff to the same standard.</i>			
			5A Reflective Practice
			5B Ethical Decision-Making
			5C Ethical Action
<i>6. Education leaders influence political, social, economic, legal, and cultural contexts affecting education policies and practices.</i>			
			6A Understanding and Communicating Policy
			6B Professional Influence
			6C Policy Engagement
Total	Total	Total	There are 19 items. To pass, the candidate needs an overall total of 57.
Average Pre	Average end of 1st Year	Average end of 2nd Year	Average score after each assessment - Candidate must have an average of 3.0 or above (overall) at the end of Year 2 of the Tier II program.

Appendix B: 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:** _____

INDIVIDUALIZED LEADERSHIP PLAN (ILP)

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 (Coach checks progress during coaching sessions), and (Self) Evaluation.*

Goal:

Action Plan:

OBJECTIVE (1-2 objectives)	ACTION STEPS (Activities to achieve objective)	Year 1	Year 2
DOCUMENTATION FOR e-PORTFOLIO: (What evidence will you gather?)			

Evidence: (Insert at least two examples of evidence.)

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 (Coach checks progress during coaching sessions), and (Self) Evaluation.*

Goal:

Action Plan:

OBJECTIVE (1-2 objectives)	ACTION STEPS (Activities to achieve objective)	Year 1	Year 2

DOCUMENTATION FOR e-PORTFOLIO:

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 (Coach checks progress during coaching sessions), and (Self) Evaluation.*

Goal:

Action Plan:

Action Plan:

OBJECTIVE (1-2 objectives)	ACTION STEPS (Activities to achieve objective)	Year 1	Year 2
DOCUMENTATION FOR e-PORTFOLIO:			

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 (Coach checks progress during coaching sessions), and (Self) Evaluation.

Goal:

Action Plan:

OBJECTIVE (1-2 objectives)	ACTION STEPS (Activities to achieve objective)	Year 1	Year 2

DOCUMENTATION FOR e-PORTFOLIO:

--

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 (Coach checks progress during coaching sessions), and (Self) Evaluation.*

Goal:

Action Plan:

OBJECTIVE (1-2 objectives)	ACTION STEPS (Activities to achieve objective)	Year 1	Year 2

DOCUMENTATION FOR e-PORTFOLIO:

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 (Coach checks progress during coaching sessions), and (Self) Evaluation.

Goal:

Action Plan:

OBJECTIVE (1-2 objectives)	ACTION STEPS (Activities to achieve objective)	Year 1	Year 2
DOCUMENTATION FOR e-PORTFOLIO:			

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 C: Coaching Date Log

Coaching Date Log

Candidate's Name:		
Coach's Name:		
Coaching Date	1st Year	2nd Year
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
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17.		
18.		
19.		
20.		

Candidate's Signature

Coach's Signature

Appendix D: CASC Check List for Evaluation

CASC (Tier II) Check List for Evaluation

Candidate's Name _____ **Coach** _____

	Introduction of Candidate
	Candidate's Work Context
	Assessment of Proficiencies (CPSELs) _____ Pre-assessment, Year 1 assessment, and end of Year 2. _____ Candidate must have an average of 3 overall at the end of Year 2.
	Individualized Leadership Plan (ILP) _____ Goal 1 _____ Evidence _____ Self-Evaluation _____ Goal 2 _____ Evidence _____ Self-Evaluation _____ Goal 3 _____ Evidence _____ Self-Evaluation _____ Goal 4 _____ Evidence _____ Self-Evaluation _____ Goal 5 _____ Evidence _____ Self-Evaluation _____ Goal 6 _____ Evidence _____ Self-Evaluation
	Reflections _____ End of Year 1 reflection _____ End of Year 2 reflection _____ Long Term Goals _____ Short Term Goals
	Professional Development – Candidate needs 30 hours _____ Candidate attended all six Tier II seminars at SCCOE. _____ Candidate attended one outside with the coach's approval. _____ Candidate attended two outside with the coach's approval. Coach's approval of optional PD _____
	Coaching Sessions - Candidates need a minimum of 20 over the two-year period. _____ Number of coaching sessions
	The ILP signed by supervisor, coach, and candidate (Pre and Post)
	Signed Copy of e-Portfolio Check List

Coach's Signature

Candidate's Signature

Date

Appendix E: 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: _____