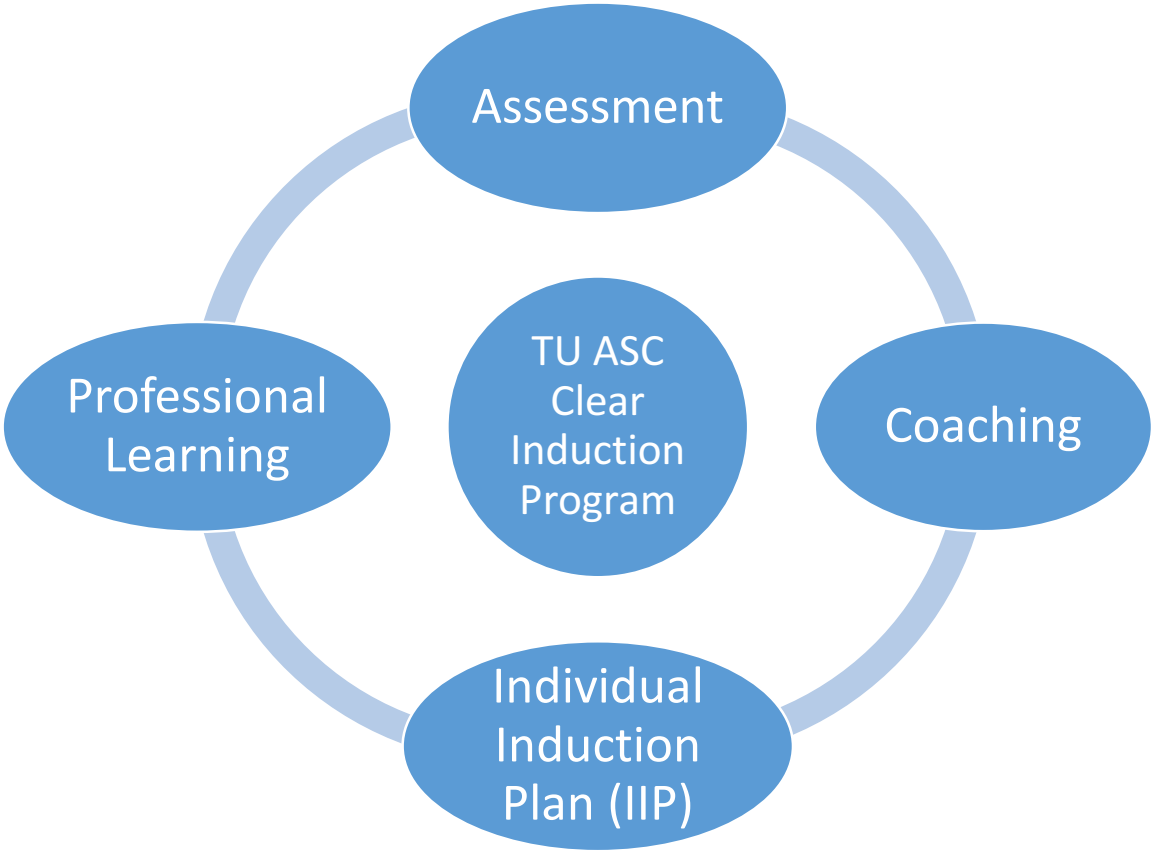
TOURO UNIVERSITY
CALIFORNIA

Administrative Services Credential Clear Induction Candidate Handbook



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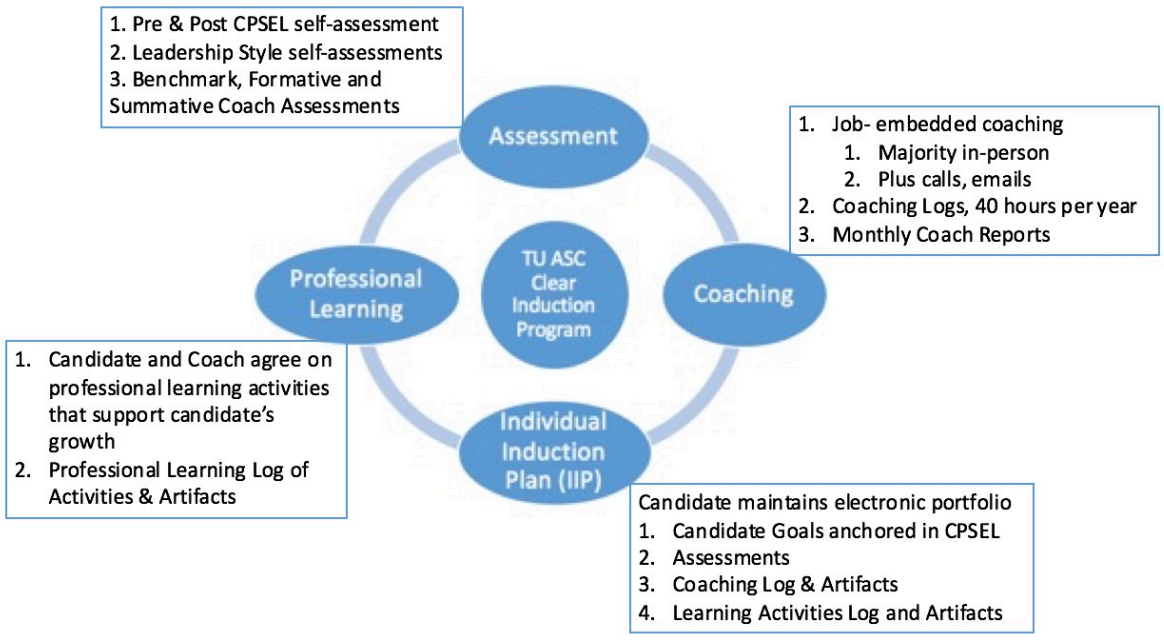
TU Clear Induction Program Overview

As a CTC-approved provider, Touro University California provides the following job-embedded professional development process for the Clear Induction Program:

- A two-year, 80 hour per year program
    - 40 hours of coaching
    - 40 hours of personal learning activities (determined collaboratively by the candidate and coach)
- An expedited process to ensure candidates can successfully enroll within 120 days of administrative hire
    - Individual Coaching begins within 30 days of enrollment with a minimum of 40 hours of coaching per year
- Individual Induction Plan (IIP) collaboratively written by the candidate and coach to include
    - Initial assessments
    - Goal setting process
    - Coaching plan
    - Professional learning opportunities based on individual needs *and* targeted in the CPSELs
    - Ongoing formative assessment and reflection
    - Benchmark and summative assessment
    - 40 clock hours annually
- Professional Development offerings, a minimum of 20 hours per year, to cover issues such as:
    - Needs common to all beginning administrators
    - Differentiated learning opportunities related to the IIP
    - Reflection on current practice
    - Direct instruction in research-based best practices, modeling, problem-based practice
    - Opportunities for candidates to develop professional networks to share best practices and challenge and garner collegial support
    - Alignment to CPSELs, as listed in the Appendix
- MA Option for those wishing to earn a Master's through Clear Induction (see Appendix M)



Anticipated Expenses

- Tuition: Clear Induction at Touro University California is completed over four semesters.
    - Each semester, candidates will enroll in course EDUC 709 (EDUC 709A, EDUC 709B, EDUC 709C, EDUC 709D). See Appendix A for a complete Syllabus.
    - Each course is 3-units. Current tuition is $550 (effective July 1, 2016).
    - Course registration secures the coach assignment for the semester.
    - There are no on-campus class sessions. All work is at the candidates site.
- Candidates will need to purchase a new copy (must include one-time use code for online assessment) of Strengths Based Leadership, currently under $20
    - Rath & Conchie (2009). Strength-Based Leadership. New York: The Free Press.
- Candidates will need to purchase a two-year subscription to the online portfolio tool, TaskStream (taskstream.com), currently under $70, to manage all documents during Clear Induction

Individual Induction Plan (IIP)

Together, the candidate and coach will create an Individual Induction Plan (IIP – Appendix C) with goals anchored in the CPSEL. The goals will be based on:

- a series of initial assessments of the candidate's familiarity with the CPSEL, leadership strengths and other individualized self-assessments (e.g. Meyer's Briggs, Kirtman competencies, etc.)
- focus areas of growth
- a review of the current job placement and needs
- a review of the employer's priorities for the candidate's leadership work.

The results of these assessments are used to set goals, develop the coaching plan and identify professional development opportunities aligned to discrete CPSELs.

The IIP will contain, at a minimum, the documents listed in Appendix I and described in the following sections: Assessments, Coaching, Professional Learning.

Coaching Process and Logs

Coaching is job-embedded. The coach comes to the candidates site and there are no university classes for the candidate to complete. The coach and candidate will complete 40 hours of coaching per year, each year for two years. Coaching is primarily face to face although a small percentage of the coaching can be via telephone, email or video conferences. Candidates will maintain a log of coaching hours (Appendix I) in their electronic portfolio.

Coach Supervision & Feedback

Coaches complete a monthly coaching report of coaching work and submit to the Program Coordinator with a copy to the candidate for their electronic portfolio.

Coaches will be observed by the Program Coordinator for Education Leadership at least twice a year as well as receive feedback from aggregated data based on confidential surveys completed by clear

credential candidates. Candidate survey responses are extremely helpful in ensuring high quality coaching. In addition, the program coordinator may attend a coaching session to shadow the coach for the purposes of coach evaluation.

Assessments

As part of the electronic portfolio, candidates must demonstrate a certain number of assessments. In our portfolio at Touro University California, these are the assessments we use:

1. Initial Induction Self-Assessment of CPSEL - Appendix B
2. Strengths Finder 2.0 - *https://www.amazon.com/Strengths-Based-Leadership-Leaders-People/dp/1595620257/ref=sr_1_3?ie=UTF8&qid=1465690045&sr=8-3&keywords=strengths+finder+2.0* (must buy new to get assessment code)
3. Other Leadership or Personality Assessment results (e.g. Kirkman Competencies, Meyers-Briggs, or similar)
4. Coach Assessments (Benchmark, Formative, Summative) - Appendices E, F, G
5. Post-Assessment of CPSEL - Appendix B

Initial Induction Assessment

The California Commission on Teacher Credentialing (CTC) Handbook for the Administrative Services Credential (ASC) Program Standards tells us that,

> The initial induction assessment is designed to measure a candidate's entry-level competence in each of the program-selected outcomes from Standard 5 of the Administrative Services Credential Induction Program Standards as baseline information that can be compared in future assessments to determine the candidate's growth over time and overall competency. The initial assessment is informed by multiple measures. (p.30)

Thus, we ask the candidate to complete the CPSEL self-assessment, included in the Appendix, considering administrative experiences to date, their Fieldwork Portfolio from the Preliminary Administrative Services Credential Program, if available, professional learning experiences since earning the preliminary credential and any other relevant evidence that provides a measure of proficiency for any of the California Professional Standards for Education Leaders (CPSEL).

In addition, each candidate will complete the StrengthsFinder 2.0 (Conchie & Rath, 2001) and one other assessment, either the Meyers-Briggs inventory or a comparable local assessment the candidate's school or district might already be using..

StrengthsFinder 2.0

Using the StrengthsFinder 2.0 assessment, based on voluminous Gallup research about leadership strengths, candidates will identify and examine their leadership strengths. As a resource to the assessment, candidates will read Rath & Conchie's Strengths-Based Leadership (2009). Results of the assessment will be incorporated into the candidates IIP as examples of the candidate's ability to demonstrate excellence.

Rath & Conchie (2009). Strength-Based Leadership. New York: The Free Press. Please purchase the book NEW in order to get the assessment code. The book will help you with more information about the results of your assessment.

Additional, External Self-Assessment

Using the Meyers-Briggs Type Indicator (MBTI), or an acceptable substitute approved by the coach (e.g. Kirtman's Competencies), the candidate will examine their understanding of themselves and identify areas of growth that align to the IIP.

Coach Assessments

Benchmark, Summative, Formative Assessments – Appendices E, F, G

At the semester (benchmark), end of year 1 (formative) and end of year 2 (summative) the coach will summarize the coaching progress of the candidate. The candidate will upload these to the electronic portfolio.

Professional Learning

With the development of the IIP (Appendix C), the coach and candidate will identify, and agree upon, professional learning activities that the candidate will complete to support their growth as part of Clear Induction. The candidate will complete Appendix H and collect supporting artifacts to validate their participation in the listed professional learning activities to upload to the electronic portfolio. Complete portfolio instructions are in the document referenced in Appendix L.

Community of Practice – Opportunities for reciprocal learning

New for 2016-2017 are scheduled calls for candidates, three times per semester for us to check in and provide additional support and professional learning opportunities. You can log these calls as part of your Professional Learning hours.

In addition, there will be regularly scheduled calls for those of you who would like to participate in a Community of Practice. On the Community of Practice calls, we will utilize protocols focused on problems of practice and consultancies. These calls are designed to help build your admin muscle as well as provide another venue for professional learning opportunities for your log.

Here is the schedule I have drafted for 2016-2017. For all calls we will use Zoom which will allow you to participate via videoconference or telephone.

	Fall 2016	Spring 2017
GSOE Semester Start Date	August 22	January 23
Candidate CoP-required (online)	**9/20; 10/18; 11/15**	**2/21; 3/21; 4/18**
Candidate CoP-optional (online)	9/25; 10/9; 10/23; 11/6; 11/20; 12/4	2/26; 3/5; 3/26; 4/9; 4/23; 5/7
GSOE Semester End Date	December 8	May 4

Program Completion

At the end of the two years of Clear Induction, each candidate will be certified for eligibility through the evaluation of the portfolio and one or more of the following to ensure that the coach, program coordinator, district or site leader/representative, and Assistant Dean have determined that the candidate has met competency:

- Candidates will maintain an electronic portfolio (see Appendix M) for the comprehensive collection of artifacts and verification that the candidate has met the professional competencies required to effectively lead, manage, and improve educational organizations.
- Faculty Approval options
    - Exit Interview with district supervisor to review and approve final portfolio
    - Meeting with faculty and other candidates in their cohort to present competency completion.
- Opportunity to appeal
    - Should a candidate not be approved for eligibility for the Administrative Services Clear Credential, the following is the process to appeal the decision.
        - Candidate will receive specific feedback from the panel identifying which areas are not at standard.
        - Candidate will have up to six weeks to remediate any identified deficiencies
        - Program Coordinator will review the revisions to verify that the deficiencies have been completely addressed.
        - Program Coordinator will recommend to the Assistant Dean of the College of Education and Health Sciences whether the candidate has met eligibility requirements
        - The Assistant Dean will be the final determinant of eligibility for candidates on appeal.

APPENDICES

Appendix A – Syllabus

ED 709ABCD – Clear Induction:
Coaching and Practicum Internship in School Administration
Individually Scheduled between Coach and Candidate
Location: Candidate's Site

Lead Instructor:	**Louise Santiago, Program Coordinator**
Email:	louise.santiago@tu.edu
Cell Number:	707-333-0192 (cell)
Coach:	Assigned upon enrollment into ED709A
TaskStream:	www.taskstream.org
Phone:	1-800-311-5656

Mission of the Graduate School of Education
The mission of the Graduate School of Education is to promote social justice by serving the community and larger society through the preparation and continuous support of professional educators to meet the needs of a constantly changing, challenging, and diverse student population.

Course Description
Induction is the support and guidance provided to novice educators in the early stages of their careers. California's Administrator Induction is an individualized, job-embedded, two-year program, with enrollment and initiation of coaching within 120 days of starting an initial administrative position. Each candidate is assigned an experienced administrator who has been trained as a coach according to the CTC guidelines for Clear Induction.

Touro University Institutional Student Learning Outcomes (ISLOs)
To exemplify Judaic values of social justice, intellectual pursuit and service to humanity, Touro University students will demonstrate the ability to:

1. Use knowledge, skills and effective communication to benefit diverse communities (*Assess in 2015-2016*)
2. Collaborate across disciplines toward a common goal *(Assess in 2016-2017)*
3. Think critically to make evidence-informed decisions and evaluate conclusions in a real world context *(Assess in 2017-2018)*
4. Act in a professional and ethical manner *(Assess in 2018-2019)*

Course Objectives/CCTC Standards

Candidates, with the support of their coach, develop an Individual Induction Plan, aligned to the California Professional Standards for Educational Leaders (CPSEL). The Individual Induction Plan includes professional goals for the candidate as leader, a description and log of the two-year coaching plan and a plan for professional learning activities that support the candidates growth in the CPSEL.

Required Textbooks for ALL Candidates:

CPSELS; Clear Induction Handbook; Supporting Documents

Technology Resources

Touro University: Information Technology Service Desk Phone: 707 638-5424 email:servicedesk@tu.edu Classroom Emergencies: 707 638-5911	**Touro University Library, Bldg 1322** Phone: 707-638-5317 Library web site: www.tu.edu, click California, click TU-CA Library
TCWeb: To register for classes, check your grades and transcripts	http://tcweb.touro.edu/ you will need to know your student ID Password is the last four of your social security number
Taskstream	www.taskstream.com Mentoring services: 800-311-5656

Overall Course Guidelines

Attendance

- Attendance is mandatory. The Graduate School of Education attendance policy supports the belief that attendance at all sessions is crucial to benefit from the learning experience. This course meets requirements for state-legislated credentials. Candidates are considered late if instruction has begun.

Class Participation

- All students must use Touro email, Edmodo, and TaskStream for all course communication and submissions. It is expected that students and staff check these accounts 2-3 times each week.
- Read assigned materials prior to class and come prepared to contribute to class discussions and activities.
- Turn off cell phones during class. Students should not use cell phones, I-pods, Blackberries or similar devices during class. These electronic devices tend to be disruptive to the learning environment and distracting to the student and classmates. Students and instructors should never have cell phones going off it class.
- Instructors may permit the use of laptops for note-taking. However, instructors will use classroom management skills to limit laptop use to what is currently taking place in their classrooms. Students should not be answering e-mails, text-messaging, or surfing the internet during class time.
- Professional conduct in class is expected.

Course Requirements

This course is designed to provide practical experiences in all aspects of school leadership. Candidates will develop, implement and revise an individual induction plan consisting of job-embedded coaching,

professional learning activities and university assessments. The IIP is developed and implemented with the support of the assigned University coach.

In order to achieve the required level of mastery, candidates will be expected to:

1. Complete all professional learning activities.
2. Participate in required job-embedded coaching.
3. Meet all deadlines.
4. Establish collegial and collaborative relationships by establishing effective communication strategies with university and school site/district supervisors/cohort colleagues.
5. Utilize the Taskstream portfolio system for required IIP documentation.
   a. Upload all artifacts/evidence of fieldwork activities onto TaskStream.
6. Apply California Professional Standards for Effective Leadership to all goals, learning activites and coaching.
7. All Touro University Graduate School of Education student dispositions apply.

Assignments

- All assignments must be completed satisfactorily and presented on the due dates.
- If you are unable to meet the due date, please see the instructor at least one class meeting prior to the due date to determine special arrangements.
- Any assignment may be modified by the instructor.

Writing Requirements

- Writing is expected to be at the graduate level.
- Assignments should have pages stapled. Do not submit assignments in folders or plastic covers.
- Papers must be in APA format, including proper citations and references.
- Papers must use pseudonyms for schools, districts, and people
- Papers must not use personal pronouns, except for journal assignments.
- Do not use racist, sexist, or homophobic language.
- Proofread assignments with care. Do not rely on spell check programs.
- Some students may wish to obtain editorial assistance with grammar, syntax, and style, which is acceptable. Editorial assistance for content is unacceptable.
- Writing assistance is available free of charge for Touro University students by contacting Student Services.

Americans with Disabilities Act Statement

Pursuant to the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, a student with any personal learning disability who needs learning accommodations for this course must make those needs known to the instructor as soon as possible. This is the student's responsibility. Contact the Dean of Students to learn about services, academic modifications, and documentation requirements.
http://www.tu.edu//departments.php?id=52&page=1076
Phone: (707) 638-5935

Grading Policy

Touro University's College of Education uses the following consistent grading system:

Pass (P)

A passing (P) grade is 70% or higher. Candidates must earn a 3.0 overall GPA in the program to remain a student in good academic standing and be recommended for a credential. Candidates must pass (with a score of 3 or 4) both TPAs. Failure in either TPA results in an incomplete (INC) until remediation and passing score is posted.

Fail (F)

A failing (F) grade is below 70%.

Incomplete (I)

An incomplete grade (I) indicates that a student has not finished all required work for issuance of a grade. An incomplete grade is not counted in the grade point calculations until an assigned percentage replaces it. An incomplete must be replaced before the student registers for the next academic year, if in a multi-year program. Replacement of an incomplete will be under the direction of the instructor. If the required work is not complete within the specified time, the incomplete will automatically convert to an unsatisfactory grade (U). An incomplete is only granted if the student maintains satisfactory work up to the end of the course with only an assignment or two missing.

Withdrawal (W)

A withdrawal (W) indicates that a student has registered for a course and withdrew before the end of the semester. A W will remain on the student's transcript.

Withdrawal Unsatisfactory (WU)

A withdrawal unsatisfactory (WU) indicated that a student has registered for a course and withdrew from the course during finals week. A WU will remain on the student's transcript.

Student Dispositions

The Touro University California Graduate School of Education credential and degree programs are guided by Program Standards (10 f,g,&h) for the California Commission on Teacher Credentialing that state:

(1) *Each candidate exhibits intellectual integrity, serves student honestly, protects their privacy, respects their work, sustains open discussion of ideas;*

(2) *Each candidate assesses his or her own progress, accepts professional advice, considers constructive criticism, and engages in a continuous program of professional development*; and

(3) *Each candidate models respect for the cultures, religion, gender and lifestyle orientation of students and their families.*

In conjunction with the elements of the above standards, Touro University California's Graduate School of Education has high expectations regarding student candidate dispositions. These dispositions include:

1. collaboration
2. honesty/integrity
3. respect
4. reverence for learning
5. emotional maturity
6. reflection
7. flexibility
8. responsibility
9. appropriate interpersonal conduct
10. ethical and professional behavior

Students who display poor judgment or performance in one or more of these areas may not be recommended for a credential/degree, and/or may receive a grade that reflects the consequences of their actions, including a failing grade. Occasionally a student will meet the academic requirements of the course, but manifest personal limitations that might impede future teaching performance. In such cases, it is the responsibility of the faculty to guide the student to take remedial action (either to repeat the class

for credit, to become involved in personal therapy, to take a year's leave of absence from the program, to take remedial courses), to be re-evaluated, and/or to consider withdrawing from the program.

The faculty regularly reviews the progress of all students in the program in order to support them in the most effective way possible. For a detailed description of the dispositions described above, please refer to the Graduate School of Education Handbook.

Plagiarism

Related to the dispositions of honesty, integrity, and ethical and professional behavior, a student who has plagiarized must expect consequences for such action. The instructor will take one or more of the following disciplinary actions:

1. Report the action in writing to the student, the student's Program Chair, and the Dean.
2. Assign a "0" on the assignment with no possibility of making up the grade by means of additional work.
3. Assign a "0" for the course, and notify the Dean of the Graduate School of Education.
4. Suspend the student for a period ranging from the term in which the infraction occurs to dismissal from the university.

College Grading Policy

Touro University's College of Education reports course grades in percentage scores and uses the following grading system:

100-97%	96-93%	92-90%	89-87%	86-83%	82-80%	79-77 %	76-73%	72-70%	69-0%			
4.0-3.85	3.8-3.65	3.6-3.5	3.5-3.0	3.3-3.15	3.0-3.1	2.9-2.0	2.3-2.6	2.0-2.2	**U**	**INC**	**W**	**WU**

Note: **The course syllabus and calendar are tentative and subject to revision. Such revisions will be presented to students.**

APPENDIX B – Candidate CPSEL Self-Assessment – completed by candidate after initial coach interview

CPSEL

California Professional Standards for Educational Leaders

Shared Vision	Instructional Leadership	Management & Learning Environment	Family & Community Engagement	Ethics and Integrity	External Context and Policy
Student Centered Vision	Professional Learning Culture	Operations and Facilities	Parent & Family Engagement	Reflective Practice	Understanding & Communicating Policy
Developing Shared Vision	Curriculum & Instruction	Plans and Procedures	Community Partnerships	Ethical Decision-Making	Professional Influence
Vision Planning & Implementation	Assessments & Accountability	Climate	Community Resources & Services	Ethical Action	Policy Engagement
		Fiscal & Human Resources			

Instructions: For each of the Performance Expectations below, rate your level of mastery and cite specific evidence of your performance. For the pre-assessment, the identified gaps will be the focus of your Individual Induction Plan. This document will be included in your coaching plan to assist you with post-assessment completion. For the post-assessment, the evidence will also be reflected in your portfolio on Task Stream.

4	3	2	1
Exemplary	**Applying**	**Developing**	**No Evidence**

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.

1	2	3	4	**Initial Self-Assessment Evidence:**	
				Post Self-Assessment Evidence:	1 2 3 4

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.

1	2	3	4	**Initial Self-Assessment Evidence:**	
				Post Self-Assessment Evidence:	1 2 3 4

Element 1C: Vision Planning and Implementation

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

1	2	3	4	**Initial Self-Assessment Evidence:**	
				Post Self-Assessment Evidence:	1 2 3 4

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.

1	2	3	4	**Initial Self-Assessment Evidence:**	
				Post Self-Assessment Evidence:	1 2 3 4

Element 2B: Curriculum and Instruction

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

1	2	3	4	**Initial Self-Assessment Evidence:**	
				Post Self-Assessment Evidence:	1 2 3 4

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.

1	2	3	4	**Initial Self-Assessment Evidence:**	
				Post Self-Assessment Evidence:	1 2 3 4

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.

1	2	3	4	**Initial Self-Assessment Evidence:**					
				Post Self-Assessment Evidence:	1	2	3	4

Element 3B: Plans and Procedures

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

1	2	3	4	**Initial Self-Assessment Evidence:**					
				Post Self-Assessment Evidence:	1	2	3	4

Element 3C: Climate

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

1	2	3	4	**Initial Self-Assessment Evidence:**					
				Post Self-Assessment Evidence:	1	2	3	4

Element 3D: Fiscal and Human Resources

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

1	2	3	4	**Initial Self-Assessment Evidence:**					
				Post Self-Assessment Evidence:	1	2	3	4

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.

1	2	3	4	**Initial Self-Assessment Evidence:**	
				Post Self-Assessment Evidence:	1 2 3 4

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.

1	2	3	4	**Initial Self-Assessment Evidence:**	
				Post Self-Assessment Evidence:	1 2 3 4

Element 4C: Community Resources and Services

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

1	2	3	4	**Initial Self-Assessment Evidence:**	
				Post Self-Assessment Evidence:	1 2 3 4

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.

1	2	3	4	**Initial Self-Assessment Evidence:**	
				Post Self-Assessment Evidence:	1 2 3 4

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.

1	2	3	4	**Initial Self-Assessment Evidence:**	
				Post Self-Assessment Evidence:	1 2 3 4

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.

1	2	3	4	**Initial Self-Assessment Evidence:**	
				Post Self-Assessment Evidence:	1 2 3 4

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.

1	2	3	4	**Initial Self-Assessment Evidence:**					
				Post Self-Assessment Evidence:	1	2	3	4

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.

1	2	3	4	**Initial Self-Assessment Evidence:**					
				Post Self-Assessment Evidence:	1	2	3	4

Element 6C: Policy Engagement

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

1	2	3	4	**Initial Self-Assessment Evidence:**					
				Post Self-Assessment Evidence:	1	2	3	4

APPENDIX C – Individual Induction Plan (IIP) Template – completed by coach and candidate together.

Based on your self-assessments (StrengthsFinder 2.0, Meyers-Briggs Type Inventory, and CPSEL self-assessment) and coaching plan, prepare your Individual Induction Plan for submission to the Program Coordinator, Coach and upload a copy to your portfolio.

CPSEL 1. Development and Implementation of a Shared Vision

CPSEL Growth Goal: *(an overarching goal that describes how you can develop mastery level within this standard).*		
Outcomes: What impact on student learning do we expect?		
Evidence: What evidence will show that the candidate is improving practice in the CPSEL area?		
Write Goal Here…		
Objectives: (List the specific ways you will meet your goal, i.e. Professional Learning, Demonstration Activity, etc.)		
Activity	*Evidence*	*Date*

CPSEL 2. Instructional Leadership

CPSEL Growth Goal: *(an overarching goal that describes how you can develop mastery level within this standard).*		
Outcomes: What impact on student learning do we expect?		
Evidence: What evidence will show that the candidate is improving practice in the CPSEL area?		
Write Goal Here…		
Objectives: (List the specific ways you will meet your goal, i.e. Professional Learning, Demonstration Activity, etc.)		
Activity	*Evidence*	*Date*

CPSEL Standard 3. Management and Learning Environment

CPSEL Growth Goal: *(an overarching goal that describes how you can develop mastery level within this standard).*
Outcomes: What impact on student learning do we expect?
Evidence: What evidence will show that the candidate is improving practice in the CPSEL area?
Write Goal Here…

Objectives: (List the specific ways you will meet your goal, i.e. Professional Learning, Demonstration Activity, etc.)		
Activity	*Evidence*	*Date*

CPSEL 4. Family and Community Engagement

CPSEL Growth Goal: *(an overarching goal that describes how you can develop mastery level within this standard).*
Outcomes: What impact on student learning do we expect?
Evidence: What evidence will show that the candidate is improving practice in the CPSEL area?
Write Goal Here…

Objectives: (List the specific ways you will meet your goal, i.e. Professional Learning, Demonstration Activity, etc.)		
Activity	*Evidence*	*Date*

CPSEL 5. Ethics and Integrity

CPSEL Growth Goal: *(an overarching goal that describes how you can develop mastery level within this standard).*
Outcomes: What impact on student learning do we expect?
Evidence: What evidence will show that the candidate is improving practice in the CPSEL area?
Write Goal Here…

Objectives: (List the specific ways you will meet your goal, i.e. Professional Learning, Demonstration Activity, etc.)		
Activity	*Evidence*	*Date*

CPSEL 6. External Context and Policy

CPSEL Growth Goal: *(an overarching goal that describes how you can develop mastery level within this standard).*
Outcomes: What impact on student learning do we expect?
Evidence: What evidence will show that the candidate is improving practice in the CPSEL area?
Write Goal Here…

Objectives: (List the specific ways you will meet your goal, i.e. Professional Learning, Demonstration Activity, etc.)		
Activity	*Evidence*	*Date*

Candidate:_____

Coach: _____

APPENDIX D – Monthly Coach Report – completed by Coach

Touro University California
Educational Leadership Administrative Services Clear Induction
Monthly Coaching Report

Candidate Name:	**Position:**
School/District:	**Date:**

What was the focus of your most recent coaching visit with the candidate?

What will be the focus/topic for your next coaching session?

What are your questions, concerns and/or challenges?

Coach:	

APPENDIX E – Benchmark Assessment – completed by coach

This midpoint assessment is an opportunity to evaluate progress toward mastery, based on the goals in the IIP, and revise the IIP as necessary.

1. Describe the progress on each of the goals outlined in the IIP:
2. Identify any challenges or concerns the candidate is experiencing as a result.
3. Specify any specific changes needed in the IIP based on these insights.
4. What activities are upcoming on the IIP and what plans do you have to ensure success of those activities?
5. Describe the impact of coaching on the candidate's leadership practices. What CPSELs are the focus of coaching?
6. Specify any changes needed in the coaching plan to help the candidate meet the goals stated in the IIP.

Upload this benchmark assessment, the revised IIP and revised Coaching Plan to the portfolio.

Candidate:_____

Coach: _____

APPENDIX F – Formative Assessment – completed by coach

For coach to complete and submit to candidate to upload to portfolio.

Celebration of accomplishments: *Briefly describe the highlights of the candidate's growth based on the IIP.*
Recommendations*:* *Describe any places the candidate might consider to stay on track with IIP goals. Include any suggestions for ways to adjust coaching to meet current needs.*
Next Steps: *List any specific actions the candidate needs to do to make expected progress on IIP. Include dates where applicable.*

Candidate:_____

Coach: _____

APPENDIX G – Summative Assessment – completed by coach

Directions*: Please assess the professional administrative service candidate based on the on a Likert Scale from 1 to 4 for each CSPEL element below as follows:*

4	3	2	1
Exemplary	***Proficient***	***Competent***	***Standard Not Met***

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 H – Candidate Professional Learning Plan Log – completed by candidate.

Complete this log as each activity is completed and upload to your portfolio as a summative reflection.

Professional Development Activity	***Date***	***Number Of Hours***	***Connection to CPSEL(s)*** ***List elements that apply (e.g. 1.1, 2.2)***
Brief Summary of Learning:			
Brief Summary of Learning:			
Brief Summary of Learning:			
Brief Summary of Learning:			
Brief Summary of Learning:			
Brief Summary of Learning:			
Brief Summary of Learning:			
Brief Summary of Learning:			
Brief Summary of Learning:			
Brief Summary of Learning:			
		Total 40 Hours	

Candidate:_____

Coach: _____

APPENDIX I – Coaching Log – completed by candidate and coach together.

Coaching Meeting Date	*Number of Hours*	*Collaborative Activities (e.g., Learning Walk, Meetings, IGP Development, Mid---year Check, Portfolio)*	*Connection to CPSEL(s) List elements that apply (e.g. 1.1, 2.2)*
	Total 40 Hours		

Candidate:_____

Coach: _____

APPENDIX J – Candidate Portfolio Checklist – completed by candidate.

To be completed by candidate and submitted to Program Chair in preparation for candidate's portfolio presentation to exit interview panel.

CANDIDATE NAME: _____ DATE:_____

By submitting this checklist, I certify that all documents and associated artifacts are uploaded to my portfolio. Exit Interview will be scheduled upon Program Chair verification of checklist.

- ☐ Initial Assessment – StrengthsFinder 2.0
- ☐ Initial Assessment – Meyers-Briggs Type Inventory or similar tool approved by coach
- ☐ Initial Assessment – Candidate CPSEL Self-Assessment (Appendix B)
- ☐ Individual Induction Plan (Original and all subsequent revisions) (Appendix C)
- ☐ Artifacts to support IIP
- ☐ Formative Assessment from Coach (Appendix D)
- ☐ Benchmark Assessment from Coach (Appendix E)
- ☐ Summative Assessment from Coach (Appendix F)
- ☐ Candidate Learning Plan Log (Appendix G)
- ☐ Coaching Log (Appendix H)
- ☐ Coaching reports (Appendix L)

Appendix K – Sample Learning Activities "If not a workshop, then what?

Source: National Staff Development Council, 2004. All rights reserved. For more information, please contact NSDCJoan@aol.com.

1. Conducting action research projects
2. Analyzing teaching cases
3. Attending awareness-level seminars
4. Joining a cadre of in-house trainers
5. Planning lessons with a teaching colleague
6. Consulting an expert
7. Examining student data
8. Being coached by a peer or an expert
9. Leading a book study
10. Making a field trip
11. Writing assessments with a colleague
12. Participating in a study or support group
13. Doing a classroom walk-through
14. Giving presentations at conferences
15. Researching on the Internet
16. Leading a school-wide committee or project
17. Developing displays, bulletin boards
18. Shadowing students
19. Coaching a colleague
20. Being a mentor — being mentored
21. Joining a professional network
22. Using a tuning protocol to examine student work
23. Attending an in-depth institute in a content area
24. Writing an article about your work
25. Observing model lessons
26. Reading journals, educational magazines, books
27. Participating in a critical friends group
28. Doing a self-assessment
29. Shadowing another professional in the field
30. Keeping a reflective log or journal
31. Analyzing the expectations for state-wide assessments
32. Enrolling in a university course
33. Viewing educational videos
34. Maintaining a professional portfolio
35. Studying content standards for your state
36. Observing other teachers teach
37. Listening to video/audio recordings
38. Participating in a videoconference s with experts
39. Visiting model schools/programs
40. Developing curriculum
41. Doing school improvement planning
42. Examining new technological resources
43. Being observed and receiving feedback from another
44. Participating in lesson study
45. Working on a strategic planning team

Appendix L – Taskstream (Electronic Portfolio) Instructions

See separate document “Clear Induction Portfolio set up.pptx”

Appendix M – MA Option for Clear Induction

Typical Sequence for the Clear Induction for the Administrative Services Credential

These courses are required for the new Clear Induction required for holders of the Preliminary Administrative Services Credential. According to the 2013 CCTC CPSEL, administrators with a Preliminary Administrative Services Credential must enroll in a two-year Clear Induction program "upon hire" in order to clear the administrative services credential. Clear induction is a two-year program with the candidate working 1:1 with a coach who is an experienced administrator, trained by the University, and has relevant administrative experience to the candidate's current assignment. The course sequence supports the University provision of the trained coach.

Semester I
EDUC 709A: Administrative Leadership Clear Induction 3 units

Semester II
EDUC 709B: Administrative Leadership Clear Induction 3 units

Semester III
EDUC 709C: Administrative Leadership Clear Induction 3 units

Semester IV
EDUC 709D: Administrative Leadership Clear Induction 3 units

Subtotal **12 units**

To obtain the Master of Arts in Educational Leadership degree, clear candidates take the following advanced courses (6 units total):

EDUC 792 EL Capstone Seminar 3 Units
EDUC 750 or 751 Independent Study in Education 3 Units
(Independent Study concentration must support Capstone project or Induction Plan)

Program Total **18 units**

EDU 750 Independent Research **1 units**
This Independent Study course is designed as an elective for students in the Master's of Arts in Education program.

EDU 751 Leadership and Supervision **3 units**
This course discusses supervision and leadership techniques to improve productivity in the instructional workplace.