

Palos Verdes Peninsula Unified
School District Administrative
Services Credential Clear Induction
Program Standards Palos Verdes
Leadership Excellence Administrator
Development (PV LEAD)

ADMINISTRATIVE SERVICES CREDENTIAL

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Administrative Services Credential Clear Induction Program

Initial Program Preconditions

The following two preconditions apply only when an institution submits an initial program proposal. The two preconditions must be submitted along with the appropriate preconditions for the type of educator preparation program being proposed.

1. **Demonstration of Need.** To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will operate. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.

The South Bay Consortium Teacher Induction Program (formerly known as the BTSA, program) was established by the California Commission on Teacher Credentialing (CCTC) and the California Department of Education (CDE). It is a CCTC-approved Induction Program through which participating teachers demonstrate competence and extend pre-service knowledge with the guidance of an experienced teacher known as a support provider and proudly serves the teachers in the South Bay area. The South Bay Consortium is a collaboration with the following districts:

- El Segundo Unified School District
- Hermosa Beach City School District
- Manhattan Beach Unified School District
- Palos Verdes Peninsula Unified School District LEA
- Redondo Beach Unified School District
- Wiseburn School District

We plan to expand this consortium of districts from teacher induction to also include administrator induction as there is a need within the consortium to offer a clear administrative credential programs to new administrators. We feel our collaboration among the consortium is a key piece in the growth and development of teachers and school leaders. The current number of new administrators requiring administrator induction in each district is as follows:

- El Segundo Unified School District- 2
- Hermosa Beach City School District- 1
- Manhattan Beach Unified School District- 2
- Palos Verdes Peninsula Unified School District- 7
- Redondo Beach Unified School District- 4

- Wiseburn School District- 2

Attached please find assurance by a sample of school administrators as well as positions flown in our district and a surrounding district that we have hired and will continue to hire personnel to serve in the credential category.

Administrator Letters of Assurance

PV LEAD Demonstration of Program Need

In addition to the positions we have recently hired that demonstrates a need for this program, we have attached an assurance that districts will hire or assign additional personnel to serve in the administrative credential area from the following districts:

- Palos Verdes Peninsula Unified School District
- El Segundo Unified School District
- Redondo Beach Unified School District
- Manhattan Beach Unified School District

In addition to these 18 administrators, there are a number of folks within our Special Education Local Plan Area (SELPA) that need to clear their administrative credential. At least three of these candidates plan to join our program.

Further, in our region and in close proximity to our districts, there are only two clear administrative credentialing programs that our administrators can access including California State University Dominguez Hills and the Los Angeles County Office of Education. While Dominguez is a short drive of about 15 minutes, the LACOE is about 35 minutes making it tremendously difficult for our administrators to attend. Having a program in our area will benefit not only the current 18 administrators in our school districts but the future new administrators that will need to clear their credential.

2. Practitioners' Participation in Program Design. To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.

We currently have agreements with 28 universities for preparation in teaching, counseling, speech and language, occupational therapy and school psychology. We will expand these partnerships to include leadership training and development. Each partner brings unique expertise to the initiative, and each partner has made specific commitments that will heighten the program's impact and effectiveness. Please find links to the PV LEAD Advisory Board members along with two meeting agendas demonstrating the work we completed to engage our partners in the collaborative program design process.

PV LEAD Advisory Board

PV LEAD Advisory Board Agenda 4-27-2018

PV LEAD Advisory Board Agenda 5-23-2018

In addition to these key partners, a variety of education community members throughout PVPUSD, the South Bay Consortium and university representatives will serve as the program's advisory board to create a professional education community that facilitates and supports induction activities. The Program Advisory Board is made up of all key partners of the program along with members from the PVPUSD Executive Cabinet team, Human Resources Department, administrators and education leaders from the districts that make up the South Bay Consortium. PVPUSD believes strongly in creating collaborative structures focused on results. The PVPUSD Program Advisory Board including program partners are responsible for program planning and reviewing data regarding accomplishment of program goals. The Advisory Board will review key data and provide regular and ongoing actionable feedback on program improvement areas, key initiatives and outcomes of the program. The program is grounded in the extensive theory and research PVPUSD and its' partners have identified and reviewed in effective teaching, successful leadership and coaching.

Research tells us that quality leadership matters. Through a meta-analysis of 69 research studies involving a total of nearly 3,000 schools, Marzano, Waters, and McNulty (2005) determined that the quality of leadership is second only to the quality of classroom instruction in raising student performance. These researchers found that enhancing the leadership skills of an average principal in an average school by just one standard deviation improves the performance of students in that school substantially. Strong leadership plays an even more critical role in schools that enroll high percentages of low-income students and students of color (Leithwood, Louis, Anderson, & Wahlstrom, 2004).

However, school leaders typically are trained in management but not the profound challenges of human dynamics that play out in our public schools—especially around issues of race, class, language, and disability. Current university-based administrative preparation programs have been found to lack the rigor, curriculum, real-world experiences, and prerequisite screening that will prepare principals for the many demands of the job (Levine, 2005). Recent surveys of school administrators show that the vast majority of them did not feel adequately prepared by their administrative preparation programs (Farkas, Johnson, Duffet, Foleno, & Foley, 2001; Levine, 2005).

On the other hand, innovative leadership programs that have shown promise in preparing school leaders incorporate research-based content, curricular coherence, field-based internships, problem-based learning strategies, cohort structures, and mentoring and/or coaching (Darling-Hammond et. al, 2007). Being trained in an exemplary leadership program can have a positive, significant association with leadership style and school improvement gains (Darling-Hammond et. al, 2007). Successful leadership cannot be reduced to a single style or personality type. Leadership skills can be developed and expanded over time—they are not innate or fixed. Successful leaders are interested in developing additional skills and are open to adapting their leadership style when necessary. To do so, leaders need to reflect on their actions, their perceptions and the ways in which they are reacting to challenges.

The PV LEAD program believes in the principles of Adult Learning Theory (Knowles, 1984). Furthermore, we ensure Vella's Twelve Principles for Effective Adult Learning (Vella, 1994):

1. Needs Assessment: Participation of the learner in naming what is to be learned.
2. Safety in the environment between teacher and learner for learning and development.
3. A sound relationship between teacher and learner for learning and development.
4. Careful attention to sequence of content and reinforcement.
5. Praxis: Action with reflection or learning by doing.
6. Respect for learners as subjects of their own learning.
7. Cognitive, affective, and psychomotor aspects: ideas, feelings, actions.
8. Immediacy of the learning.
9. Clear roles and role development.
10. Teamwork: Using small groups.
11. Engagement of the learners in what they are learning.
12. Accountability: How do they know they know?

Using these theories, the program ensures the work is meaningful and relevant, the context is embedded, and that each candidate is involved in the planning, execution, and evaluation of their own work in the program.

Further, PV LEAD Candidates will engage in Cycle of Inquiry. Using the problem solving cycle, candidates will identify a problem of practice from their daily work that is connected to a CPSEL standard, develop a research question to drive their inquiry, conduct professional reading on the topic, gather preliminary/benchmark data, and develop an action plan to address the problem. After the action plan has been put in place, candidates will collect and analyze new data to assess the impact that the action plan had on the problem. Findings and implications will be written to complete the Cycle of Inquiry. One inquiry will be completed during the two-year induction program.

PV LEAD is coaching based and will use ACSA professional development to train our coaches. While there are professional learning components of the program, the primary component of the program is coaching-based. PVPUSD believes coaching is the crux of school leader improvement, thus program success for candidates' depends on support from a trained and experienced coach. Program coaches are responsible for supporting candidates in all aspects of the program including but not limited to the following:

- Job-embedded coaching with a majority of time spent primarily at the candidate's site and documented using the program Meeting Logs, face-to-face meetings, and electronic conversation
- Individual Induction Plan construction
- Professional development selection and support (when the coach/candidate determine other opportunities for growth)
- Cycle of Inquiry selection and support, program assessments, and ongoing support on meeting all program outcomes
- Coaches will lead candidates through the entirety of the program while stressing growth of the candidate based on CPSEL-based outcomes.

Online and cohort meetings support the program design to personalize the professional learning for each candidate. In-person

and online networking components exist and are necessary for candidates to share Cycle of Inquiry problems of practice to grow as administrators. Each candidate will also develop and maintain a portfolio of artifacts demonstrating mastery over each program CPSEL-based outcome. Finally, a plethora of professional development opportunities and teaching and leadership resources are available in and around our district. Personalization of the program is key as each induction candidate needs personalized and differentiated opportunities for learning and growth, thus making the online and cohort portions of the program vital to program design.

New CCTC Program Standards require induction coaching as the only pathway to acquire a Clear Administrative Services Credential (ASC). Additional Program Standards necessitate that all induction coaches be trained in a researched-based coaching model prior to coaching credential candidates. ACSA Leadership Coaching emphasizes the application of adult learning theory, the importance of building and maintaining trust and rapport, the value of being a good listener, and the need to ask questions and provide feedback that promotes reflection and growth in new (and experienced) educational leaders. The coaching program will be enhanced through the research synthesis on *Coaching Competencies for Educational Leaders* completed by Teaching Learning Solutions



Palos Verdes Peninsula Unified School District
Administrative Services Credential Clear Induction Program
Program Specific Preconditions

In addition to the Commissions' General Preconditions, I the undersigned Superintendent of Palos Verdes Peninsula Unified School District (PVPUSD), which sponsors the Administrative Services Credential Clear Induction Program, submit this letter of verification as evidence that the PVPUSD, shall ensure that candidates have met the following requirements established in California State laws, regulations, and/or Commission policy prior to admission to the program.

1. Prerequisite Credential:

PV LEAD Candidate Application- CA Preliminary Admin Services Verification

Palos Verdes Peninsula Unified School District will verify candidate eligibility during the employment process when new administrators must submit all credentialing documentation through EdJoin. Our HR staff further verify credentials using the CTC credential look up website.

I confirm that PVPUSD admits only those individuals holding a valid California preliminary Administrative Services Credential and that eligibility is established by the district Credential Analyst prior to placing candidates in the program. Education Code section 44270.1(a)(1) and Title 5 of the California Code of Regulations section 80054(d)(1). Evidence includes the Notification of Eligibility and Responsibility to Enter document.

2. Initial Employment Requirement:

PV LEAD Employment Verification

PV LEAD Program Employment Offer & Admission Requirements

PVLEAD Candidate Tracking Form

The PVPUSD Human Resources will monitor each candidate's employment by keeping up to date records and ensuring progress toward completion of the program. We are a small district and are in close touch with the small number of new administrators in need of clearing their credential on a yearly basis. Currently that number is seven within PVPUSD.

I certify that all candidates admitted into the Administrative Services Credential Clear Induction Program are employed by PVPUSD in a full or part-time position requiring an administrative credential, as verified by Human Resources, and defined in Title 5 of the California Code of Regulations section 80054(g)(1). Education Code section 44270(a)(4) and Title 5 of the California Code of Regulations section 80054(a)(6). Evidence includes PVPUSD Verification of Employment and Experience to support this certification.

3. Individual Induction Plan:

PV LEAD IIP Form

PVLEAD Candidate Tracking Form

I verify that the PVPUSD Administrative Services Credential Clear Induction Program collaborates with the candidate and employer to develop a written individualized program of professional development, based on the candidate's needs, placement of job context. (Education Code Section 44270.1 (a)(3) and Title 5 of the California Code of Regulations section 80054(d)(1). The Individual Induction Plan is submitted as evidence. As part of the IIP, the candidate, coach, and employer, each review the IIP and acknowledge with signature.

In addition to the Commission's General Preconditions as well as Precondition 1, 2, and 3 above, a Commission-approved program shall determine prior to recommendation of a candidate for a clear Administrative Services Credential that the candidate has met the following requirements established in California State laws, regulations, and/or Commission policy:

4. Administrative Experience Requirement

We will use the following employment verification form when candidates have completed the program and need to verify their two years of successful experience in a full-time administrative position.

PV LEAD 2-Year Employment Verification

PVLEAD Candidate Tracking Form

I verify that PVPUSD, as the sponsoring institution for the Administrative Services Credential Clear Induction Program, will only recommend candidates for the clear credential who have completed two years of successful experience in a full-time administrative position as defined in Title 5 of the California Code of Regulations section 80054(g)(2)(B) with an employing agency as defined in section 80054(g)(1). Education Code Section 44270.1 (a)(2) and Title 5 of the

California Code of Regulations section 80054(g)(1) and (g)(2)(B). Verification is evidenced by the PVPUSD Verification of Employment and Experience Form.

5. Completion of Requirements:

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PVLEAD Candidate Tracking Form

I certify that the PVPUSD understands that, prior to recommending candidates for the Administrative Services Credential Clear Induction Program, that the program will verify they have met all established program completion requirements. The PVPUSD Portfolio and Program Completion Checklist are submitted as evidence to demonstrate the way in which all program requirements are monitored and documented for each candidate to demonstrate completion of a Commission-approved Clear Administrative Services Credential Induction Program based on Administrative Services Credential Program Standards (rev. 7/2013). Education Code Section 44270.1 (a)(3) and Title 5 of the California Code of Regulations section 80054(d)(3)(A).

A handwritten signature in blue ink, appearing to read "Ira Toibin", is written over a horizontal line.

Ira Toibin ,Ph.D., Superintendent of Schools

Initial Program Review Common Standard Response

During Initial Program Review, institutions are required to submit the additional information below. The information to be provided demonstrates how the proposed new program will integrate into the existing education unit. A Commission approved program sponsor must submit a full response to common standards in Year 5 of the accreditation cycle. A full description of what is required during [Year 5 Common Standards submission](#) can be found on the Commission website.

Directions: Provide a concise narrative and link any supporting documentation/evidence as it applies to the proposed program. Narratives should be less than 200 words.

Common Standard	Concise narrative and links to any supporting documentation/evidence
Common Standard 1: Institutional Infrastructure to Support Educator Preparation	
Provide the education unit or division organizational chart where the program will be housed, the chart includes the name and title of the person in charge of said unit/division and program.	<p>PV LEAD Org Chart</p> <p>PV LEAD Coach Model and Job Description</p> <p>The Program Organizational chart lists the roles and responsibilities of key program staff members. As you will notice we are a small district therefore the program will be a small program with few members needed to run the operations. We anticipate approximately five administrators in our district will need to enter our program upon launch with no more than one or two administrators adding each year. The key team running the program will consist of the Assistant Superintendent, Human Resources, Coordinator, Human Resources in collaboration with our Superintendent's office, Educational Services, Business Services, and Technology Services Offices.</p> <p><i>Admission</i> The Assistant Superintendent, Human Resources and staff members process and onboard every new administrator and will make enrollment into the program a necessity should the new administrator need to clear their credential.</p> <p><i>Advisement</i> The Assistant Superintendent, Human Resources serves as lead advisor for the program and oversees the following advisement processes.</p> <ul style="list-style-type: none"> • Pairing of coaches and candidates • Managing coach-candidate relationship

Common Standard	Concise narrative and links to any supporting documentation/evidence
	<ul style="list-style-type: none"> • Informing candidates of program requirements and deadlines • General trouble-shooting <p><i>Participant support and assessment</i></p> <ul style="list-style-type: none"> • Managing and coordinating IIP development, including signing off • Supporting coaches and candidates on an ongoing basis • Designing and reviewing problem of practice cycles of inquiry • Benchmarking (Years 1 & 2) • Organizing professional learning and cohort meetings • Coordinating end-of-cycle demonstrations of outcome mastery- through IIPs and portfolios <p><i>Coach Preparation</i></p> <ul style="list-style-type: none"> • Selecting, training, and evaluating coaches annually • Organizing professional learning <p><i>Program Evaluation</i></p> <ul style="list-style-type: none"> • Coaching program evaluation • Professional evaluation • Overall program evaluation
Describe how the institution determines that qualified faculty and instructional personnel teach courses, provide professional development, and supervise field based experiences and clinical practice for the proposed program.	While PVPUSD is part of a consortium for teacher induction and soon to be administrator activities, the only program instructional staff are Dr. Matthew Horvath, Assistant Superintendent in PVPUSD, Dr. Rick Licciardello, Coordinator HR in PVPUSD, Dr. Kimberly Fricker, Assistant Superintendent Educational Services and Dr. Linsey Gotanda Executive Director Educational Services in PVPUSD. Only potential candidates from consortium or “partner districts” can become part of the program. If a partner district candidate is accepted into the program and assignment of a coach is needed, the partner district coach must meet the same minimum qualifications as all coaches and will be

Common Standard	Concise narrative and links to any supporting documentation/evidence
	<p>vetted by the PVPUSD PV LEAD staff the same way we vet coaches in PVPUSD.</p> <p>Possession of a Clear CA Administrative Services Credential Minimum of 5 years successful administrative leadership experience Completion of Coach Training Program (ACSA coach training preferred) in Blended Coaching strategies, resources, skills Demonstration of Coaching Competencies using rubric Coaching Competencies Rubric Submission & successful review of a Coach Portfolio verifying ability to implement coaching competencies, resources, and skills. Portfolios are initially created during a one day new coach training. Experienced coaches will create portfolios when they are assigned a new candidate. Portfolios are reviewed by program leadership to assess the following: Self-reflection and growth in blended coaching skills, and tools Demonstrated candidate growth in CPSEL-based outcomes Demonstrated knowledge of CPSEL-based outcomes Demonstrated ability to provide supportive, insightful feedback and guidance to new leaders that results in changed and improved leadership practice Demonstrated ability to write concise, measurable coaching outcome goals and action plans Demonstrated ability to recognize and record candidate learning and coaching impact in leadership practice, influence on instructional practice and student achievement Observation of successful participation in coaching during coach trainings Evidence of ability to provide timely support to candidates consistent with program expectations Demonstration of leadership practices that reflect program Habits of Mind</p>
Common Standard 2: Candidate Recruitment and Support	
Provide the requirements for admission for the proposed program.	The PV LEAD program will be part of the PVPUSD Human Resources Department and will ensure that every new

Common Standard	Concise narrative and links to any supporting documentation/evidence
	<p>administrator in need of a clear administrative credential is enrolled in the program in order to meet the 120 day enrollment period and coaching requirement (within 30 days of enrollment). All new administrators will automatically be enrolled into PV LEAD unless the new administrator elects to complete a program as part of an advanced degree program in which case they must receive approval from the Human Resources Department with PVPUSD.</p>
<p>Describe how and when candidates receive programmatic and academic information (progress toward completion, deadlines)?</p>	<p>The PVPUSD Administrative Services Credential Clear Induction Program's professional learning consists of the following:</p> <ol style="list-style-type: none"> 1. Candidates will collaboratively develop an Individual Induction Plan (IIP) with their coach. The IIP will be based on the candidate's specific growth areas and needs and job placement. Each candidate will develop and maintain a portfolio, as part of their Individual Induction Plan (IIP), of artifacts demonstrating mastery of competency indicators. Artifacts include reflections, cycle of inquiry projects with products and documentation of outcomes, and evidence of leadership in instructional quality and rigor that impacts student learning. The portfolio requirements will be designed in such a manner as to constitute a valid and reliable measure for ascertaining mastery of program competencies. Throughout a candidate's participation in the program, the candidate will have multiple opportunities to demonstrate growth and competence in Program CPSEL-based outcomes. 2. Individualized coaching for a well-qualified and trained coach that focuses on the candidate's job responsibilities, the goals of the IIP, and challenges as they relate to the candidate's school and district goals. 3. Candidates will use the PV LEAD Self-Assessment at the beginning of the program to mark baseline

Common Standard	Concise narrative and links to any supporting documentation/evidence
	<p>competencies and to create goals for growth. Further, the Self-Assessment will be used at the end of Years 1 and 2 and should be based on conversations, observations, supervisor input, and self-reflection. The PV LEAD self-assessment is made up of a combination of CPSEL-based outcomes and the West Ed Descriptions of Practice (DOP) as a self-evaluation. The <i>Descriptions of Practice: Moving Leadership Standards into Everyday Work</i>, embed competency descriptors that the candidate will be using regularly during the program to mark their current practice. These descriptors include four levels of competence listed from the following:</p> <ul style="list-style-type: none"> • Practice that is directed toward the standard • Practice that approaches the standard • Practice that meets the standard • Practice that exemplifies the standard <p>By measuring their practice against the competency descriptors on each CPSEL, candidates are able to observe growth throughout their two years in the induction program for each program standard. Candidates must demonstrate competence at the Practice meets the standard or Practice exemplifies the standard prior to being recommended for the clear credential.</p> <p>4. Cohort collaboration that will be interactive, integrate theory with existing practice, represent CPSELS and include blended learning, with online components as well as time dedicated at cohort meetings. The professional learning provides personalized learning through networking opportunities, address needs common to all beginning administrators, address the individual needs of each candidate, take a variety of forms such as individual, group and workshop, and</p>

Common Standard	Concise narrative and links to any supporting documentation/evidence
	<p>supports growth for candidate leadership development. Further, during the program, candidates will focus on one Cycle of Inquiry that is related to their growth goals.</p> <ol style="list-style-type: none"> Professional Development meetings on self-selected and required topics that focus on current issues and trends in education that impact federal, state and local policies and that highlight PVPUSD's Strategic Plan/Roadmap, the District LCAP and District Technology Plan. In addition to these core topics, differentiated learning opportunities will be provided based on individual needs and interests. Differentiated professional learning will be developed based on candidates IIP outcomes and unique circumstances at each of their job sites. <p>The program will only recommend candidates for the credential who have clearly demonstrated mastery in program CPSEL-based outcomes in addition to completing requirements.</p>
How will candidates requiring assistance be identified and receive guidance and support?	<p>An extensive program for support and guidance is in place for any candidate that requires such guidance.</p> <p>Candidates needing guidance will be identified the following way: Through consistent meetings and the review of documents during the program, if a coach has determined that their candidate requires assistance they will notify program staff and the following steps will take place.</p> <ol style="list-style-type: none"> The coach will first try to intervene on their own by providing additional one on one coaching and mentoring support to their candidate. In addition to that support, the coach will identify areas of struggle and will seek to find professional development for the candidate in those growth areas. Program staff will intervene if the coach is unsuccessful. The intervention will include but is

Common Standard	Concise narrative and links to any supporting documentation/evidence
	<p>not limited to the following:</p> <ul style="list-style-type: none"> • Additional one on one coaching/mentoring • Additional professional development activities • Peer mentoring and support <p>3. Possibly change coaches- if it is determined that the coach-coachee are not a fit, then changing coaches will be the next intervention support provided to the candidate.</p> <p>4. Further intervention if necessary</p>
Common Standard 3: Fieldwork and Clinical Practice	
How will the institution implement and evaluate the effectiveness of the field experience and clinical practice component of the proposed program?	<p>The program regularly assesses the quality of professional learning by conducting surveys of program candidates and coaches regarding their perceptions of the value and quality of each program component – self-assessment, the IIP, coaching experience, units of study, cohort network meetings, field projects, reflections, and performance-based graduation. Attached are some examples of the types of survey questions that will be provided via Survey Monkey following each Unit of Study and cohort network meetings as well as quarterly during the program.</p> <p>Quality assessment also includes interviews of key project staff by the Assistant Superintendent and Coordinator, Human Resources, Coordinator, Human Resources and key advisory committee members about project progress and partnership coordination. The data will be compiled providing multiple checkpoints by which to gauge progress, determine strengths and challenges, determine action plans to address priority challenges, and make mid-course corrections for the program. Through this process, we aim to keep the program focused on program outcomes while maintaining flexibility and nimbleness to respond and adjust to unforeseen challenges or dilemmas that may arise.</p>
How will the institution ensure that candidates are provided opportunities to experience issues of diversity?	<p>The Palos Verdes Peninsula Unified School District has engaged in a thorough study on diversity education in recent years. Our programs focus on and integrates professional learning through a social justice lens. Our school district is an extremely culturally diverse place with</p>

Common Standard	Concise narrative and links to any supporting documentation/evidence
	<p>endless opportunities for our candidates to experience issues of diversity.</p> <p>PV LEAD will incorporate the following professional learning unit during the program along with materials:</p> <p>Social Justice & Equity</p> <ul style="list-style-type: none"> • Values humanity • Servant leadership - being in service of others according to their needs • Take actions that demonstrate that equity does not mean equal • Advocates for the resources needed to educate all students • Builds capacity in others to advocate for themselves <p>Readings</p> <ul style="list-style-type: none"> • <i>Social Justice Education for Teachers (2008)</i>, Torres & Noguera. Teachers are agents for social change. • <i>Teaching for Diversity & Social Justice (2007)</i>, Adams, Bell, Griffin. Full and equal participation of all groups in society. • <i>Courageous Conversations About Race (2006)</i>, Singleton & Linton. School level equity transformation: leadership, learning & teaching, community • <i>Radical Possibilities (2005)</i>, Anyon, J. Unity around a common goal for more just and equitable public policies. • <i>Learning to Teach for Social Justice (2002)</i>, Darling-Hammond, French, Garcia-Lopez. Help teachers develop an equity-based pedagogy for social justice and change. <p>CPSEL Alignment</p> <p>CPSEL 1: Shared Vision</p> <p>CPSEL 2:</p>

Common Standard	Concise narrative and links to any supporting documentation/evidence
	<p>Sustain Instructional Program</p> <p>CPSEL 4: Collaborate with Families & Community</p> <p>CPSEL 6: Culture of Shared Accountability</p>
How will the institution ensure that site-based supervisors are certified and experienced in teaching in the specified content of the proposed program?	<p>Ongoing identification and training of coaches will take place to ensure sufficient support is available to coaches. The coach-candidate matching process will take place within the first 30 days to ensure candidates are receiving the appropriate support throughout the program. The program will maintain and regularly update current lists of coaches and recruit coaches regularly. Again, we are a small district therefore the program will be a small program with few members needed to run the operations and we only anticipate approximately five administrators in our district will need to enter our program upon launch with no more than one or two administrators adding each year.</p>
How will the institution ensure that supervisors are trained in supervision, oriented to the supervisory role, and evaluated in a systematic manner?	<p>While PVPUSD is part of a consortium for teacher induction and soon to be administrator activities, the only program instructional staff are Dr. Matthew Horvath, Assistant Superintendent in PVPUSD, Dr. Rick Licciardello, Coordinator HR in PVPUSD, Dr. Kimberly Fricker, Assistant Superintendent Educational Services and Dr. Linsey Gotanda Executive Director Educational Services in PVPUSD. Only potential candidates from consortium or “<i>partner districts</i>” can become part of the program. If a partner district candidate is accepted into the program and assignment of a coach is needed, the partner district coach must meet the same minimum qualifications as all coaches and will be vetted by the PVPUSD PV LEAD staff the same way we vet coaches in PVPUSD.</p> <p>PV LEAD Coach Application</p> <p>The program regularly assesses and evaluates the quality of services provided by coach to candidates. Further the program ensures that all coaches are trained, oriented and</p>

Common Standard	Concise narrative and links to any supporting documentation/evidence
	<p>evaluated in a systematic way. Please see the PV Lead Coach Model and Job Description that explains this is greater depth. PV LEAD Coach Model and Job Description</p> <p>Additionally, the Coaching Competencies Rubric for Coaches provides an objective lens to ensure consistency and calibration among all coaches in the program and provides supervisors an effective tool for feedback. PV LEAD Coaching Competencies Rubric for Coaches</p> <p>Program staff regularly assesses coaches in the following ways:</p> <ul style="list-style-type: none"> • Coaches will be observed by program leadership (three times during the first year for new coaches and a minimum of once per year for veteran coaches (more if determined necessary) in order to provide meaningful and actionable feedback to improve the overall professional learning program as well as each individual candidate's learning, experiences, and development • Peer observation/feedback from coaches • Survey and focus group data from program candidates/coaches • Growth of candidates on CPSEL-based program outcomes <p>Coaches will be Evaluated using the following documents and processes:</p> <ul style="list-style-type: none"> • Coaching Observation Tool- Program staff use this tool when observing coaches in the field. (2 times per year) Coach Observation Tool A. Coach Assessment Form- This assessment tool is used to assess each coach's performance in the program. Each coach is assessed using the Coaching Competencies Rubric • Coaching Competencies Rubric • Feedback to coaches- Is provided by candidates and the program staff member supervising the coach. Candidate feedback is based upon the coach/candidate relationship in each year of the two year induction program. Candidates use the Feedback to Coaches Form. Feedback to Coaches

Common Standard	Concise narrative and links to any supporting documentation/evidence
	<p>Staff supervising coaches will evaluate and provide feedback to coaches using the observation tool, coach assessment form and feedback to the coaches from candidates.</p> <p>Program leaders will provide regular and ongoing formative feedback to coaches in the following ways:</p> <ul style="list-style-type: none"> •Coach trainings and support meetings (3 Follow-up Coach Meetings- Fall, Winter, Spring) •One-on-one coaching the coach sessions- focused on developing the coach rather than evaluation (A designate staff member will observe each coach in the field 2 times per year. Evidence will be gathered during the observation and the staff will debrief with the coach using the observation tool. Coach Observation Tool •Coach Assessment Form- This assessment tool is used to assess each coach's performance in the program. Each coach is assessed using the Coaching Competencies Rubric (Completed after every formal coach observation- coaches and program staff will discuss their performance using the Coaching Competencies Rubric, areas of improvement, and create an action growth plan) •One-on-one and small group feedback sessions (3 Follow-up Coach Meetings- Fall, Winter, Spring)
Common Standard 4: Continuous Improvement	
How will the proposed program be incorporated into the education unit's continuous improvement process that identifies program and unit effectiveness?	<p>Program staff will work with both the teacher and administrator induction programs. Program staff regularly review data points from both programs to determine effectiveness and to push toward overall increased program continuous improvement. Program staff regularly meet to review programs using protocols to clarify program goals and align the goals to candidate outcomes. Candidate outcomes are assessed and gaps between program goals and outcomes are considered. Further evidence is collected using candidate surveys and focus group feedback. Further, Program staff engage in consistent reflection practices to determine effectiveness of programs.</p>

Common Standard	Concise narrative and links to any supporting documentation/evidence
	<p>Some of the survey questions each program uses regularly include the following:</p> <p>PV LEAD Program Survey Question Examples</p> <p>Our programs regularly assesses the quality of professional learning by conducting surveys of program candidates and coaches regarding their perceptions of the value and quality of each program component – self-assessment, the IIP, coaching experience, units of study, cohort network meetings, field projects, reflections, and performance-based graduation. Attached are some examples of the types of survey questions that will be provided via Survey Monkey following each Unit of Study and cohort network meetings as well as quarterly during the program.</p>
<p>How will the institution oversee the effectiveness of the program in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates?</p>	<p>Quality assessment also includes interviews of key project staff by the Assistant Superintendent and Coordinator, Human Resources, Coordinator, Human Resources and key advisory committee members about project progress and partnership coordination. The data will be compiled providing multiple checkpoints by which to gauge progress, determine strengths and challenges, determine action plans to address priority challenges, and make mid-course corrections for the program. Through this process, we aim to keep the program focused on program outcomes while maintaining flexibility and nimbleness to respond and adjust to unforeseen challenges or dilemmas that may arise. In addition to candidate survey data on their experience with all professional learning providers (coaches, workshop instructors), formative observations and feedback help structure our program by providing data that better enable program development, improve service delivery, and/or enhance program outcomes. The Assistant Superintendent provides regular formative feedback to the professional learning providers including program curriculum facilitators and coaches. Curriculum facilitators will be observed during presentations and will be given feedback to inform future sessions. Coaches will be observed by program leaders. (three times during the first year for new coaches and a minimum of once per year for veteran coaches (more if</p>

Common Standard	Concise narrative and links to any supporting documentation/evidence
	determined necessary) in order to provide meaningful and actionable feedback to improve the overall professional learning program as well as each individual candidate's learning, experiences, and development.
Common Standard 5: Program Impact	
What assessments will be used to indicate candidates meet the Commission adopted competency requirements as specified in the program standards?	<p>Program Assessments Include the following: PV LEAD Self Assessment</p> <p>Additionally you will find the comprehensive program requirements and assessment along with IIP in the following program handbook: Palos Verdes Administrative Services Credentials Handbook 2018-2019</p> <p>The Palos Verdes Peninsula Unified School District Administrative Services Credential Clear Induction Program, PV LEAD, used the following assessments to determine candidate competency and completion of requirements: Initial Assessment, Self-Assessment, Benchmark Assessment, Summative Assessment, and regular formative assessment. PVPUSD uses assessment to determine progress and mastery of CPSEL-based program outcomes. PV LEAD is not a “one size fits all” program, but rather one that meets the individual needs of candidates in the context of their current position within the district. While holding common high expectations and clearly defined outcomes for all candidates, the manner in which services are provided and the depth and breadth of those services will flex to meet the needs of each candidate, job and circumstance. All assessment tools for the program are based on CPSEL-based outcomes. Each assessment and rubric has been collaboratively constructed by program staff and advisory board members. Assessment and rubrics are research-based and have been identified to measure leadership performance. Assessment and rubrics will be collaboratively updated as needed using program, coach, and candidate gathered data.</p>

PV LEAD Common Standards New Program Addendum

A Commission approved program sponsor that proposes a new educator preparation program must submit responses to Common Standards Addendum addressing how the new educator preparation program will integrate into the existing education unit structure. An education **Unit** gathers data related to the Common Standards across all of the institution's approved teacher preparation **Programs**. The data collected is analyzed for use in ongoing **Unit** and **Program(s)** evaluation and improvement. More information about the relationship/differences between Unit and Program is provided in the ***Common Standard 2 Technical Assistance webcast and handouts located at <http://www.ctc.ca.gov/educator-prep/webcasts.html>***.

Directions: The CTC requests the following information regarding the implementation of the proposed new program. Should the current Common Standard document already explain how the institution will address these issues, with no differences for the proposed program, please provide a statement of assurance that the newly proposed program will adhere to the approved Common Standard response and include a hyperlink to the related section in the Common Standard, or copy the cited section of the Common Standard into your response.

Common Standard Addendum	Narrative Describing How the New Educator Preparation Program Integrates into the Educational Unit
Common Standard 1 Addendum: Educational Leadership	
Provide the unit or division where the program will be housed and the name and title of the person in charge of said unit/division	The Palos Verdes Peninsula Unified School District's Administrative Services Credential Clear Induction Program, PV LEAD, will be under the direction of the Human Resources Division headed by Dr. Matthew Horvath, Assistant Superintendent, Human Resources.
Provide the name and title of the person who will have day-to-day oversight of the program.	The program will be coordinated by Dr. Rick Licciardello, Coordinator, Human Resources.
Provide the name and title of the person who will have fiscal oversight of the proposed program.	Dr. Keith Butler, Associate Superintendent, Business Services
Provide information on how the proposed program will be represented at unit meetings and in unit activities (e.g. organizational meetings, budget decisions)	The Executive Cabinet Team, made up of the Superintendent, Deputy Superintendent, Associate Superintendent, Business Services, and the two Assistant Superintendents will meet quarterly to discuss the

Common Standard Addendum	Narrative Describing How the New Educator Preparation Program Integrates into the Educational Unit
	program and make budget decisions. Additionally, the Program Advisory Board will meet regularly to discuss programmatic issues.
Common Standard 2 Addendum: Unit and Program Assessment System	
Your institution has an established Unit accreditation system and a response to Common Standard 2 that describes that Unit accreditation system. Please describe the ways in which the proposed Program will be incorporated into the Unit accreditation system, if different from the manner in which all other programs are included in the institution's response to C.S. 2. If there is no difference, please indicate so.	There is no difference from the district's response to C.S.2.
Common Standard 3 Addendum: Resources	
Identify the fiscal, personnel, and information resources needed by the proposed program.	All fiscal and information resources are currently in place. The Human Resources Division currently works closely with the Business Services Division to fully implement our Teacher Induction program and adding the Administrative Services Credential will be a seamless transition. We currently have budgets in place to accommodate all programmatic functions as well as coach training and support for candidates.
Describe the process for determining what resources are needed to ensure effective implementation of the program and the process for ensuring these resources are allocated by the institution, if different from what is contained in the institution's Common Standard response to C.S. 3. If there is no difference, please indicate so.	There is no difference from the district's response to C.S.3.
Common Standard 4 Addendum: Faculty and Instructional Personnel	
Describe the criteria <i>specific to the proposed program</i> that will be used to determine the selection and hiring of qualified	There is no difference from the district's response to C.S.4.

Common Standard Addendum	Narrative Describing How the New Educator Preparation Program Integrates into the Educational Unit
diverse faculty and instructional personnel, if different than the institutions' response to the C.S. 4 for all other programs. If there is no difference, please indicate so.	
Describe the preparation and support provided to faculty and instructional personnel (e.g. orientation, skills training, networking opportunities), if different than what is described in the institution's response to C.S. 4 for all other programs. If there is no difference, please indicate so.	There is no difference from the district's response to C.S.4.
Common Standard 5 Addendum: Admissions	
Will the admissions criteria and institutional procedures for admission for this program differ from that for other programs as described in the institutions' response to C.S. 5? Please include any specific employment requirements established by the CTC (e.g. verification of prerequisite credential). If there is no difference, please indicate so.	Candidates for the Palos Verdes Peninsula Unified School District Administrative Services Credential Clear Induction Program, PV LEAD, need to be in an administrative position and currently hold a Preliminary Administrative Services Credential for enrollment.
Common Standard 6 Addendum: Advice and Assistance	
Please describe how and when candidates will receive programmatic and academic information (e.g. progress towards completion, deadlines) if different from that described in the institution's C.S. 6 response for all other programs. If there is no difference, please indicate so.	The program coordinator, curriculum director, and program coaches provide candidates regular programmatic and academic information, including but not limited to, progress toward completion and deadlines. In addition to regular and on-going updates, candidates receive regular formative feedback on their progress through periodic assessments, the program benchmark assessment completed at the mid-way point of the program, and a summative assessment completed at the end of the program.
Please describe how and when candidates requiring assistance will: 1) be identified, and 2) receive guidance and support, if different	Candidates are identified by program coaches who meet regularly with candidates. Coaches provide ongoing guidance and support throughout the program for candidates.

Common Standard Addendum	Narrative Describing How the New Educator Preparation Program Integrates into the Educational Unit
from that described in the institution's response to C.S. 6 for all other programs? If there is no difference, please indicate so.	
Common Standard 7 Addendum: Field Experience and Clinical Practice	
Please describe how the institution will monitor the overall effectiveness of the field experience and clinical practice component of the proposed program?	The program regularly assesses the quality of professional learning by conducting surveys of program candidates and coaches regarding their perceptions of the value and quality of each program component – field experience, clinical practice, self-assessment, the IIP, coaching experience, professional learning, cohort network meetings, projects, reflections, and performance-based graduation.
Please describe the process for identifying, selecting, and evaluating field experience and clinical practice sites and how the institution will monitor the appropriateness of these sites, if different from that contained in the institution's response to C.S. 7 for all other programs. If there is no difference, please indicate so.	There is no difference from the district's response to C.S.7.
Common Standard 8 Addendum: District Employed Supervisors	
Please describe how the institution will oversee the effectiveness of the criteria for the selection, preparation, and support for district employed supervisors for the proposed program if it differs from what is contained in the institution's response to C.S. 8, for all other programs. If there is no difference, please indicate so.	There is no difference from the district's response to C.S.8.
Please describe how the institution will ensure that the district employed supervisors are sufficiently prepared (e.g. orientation, training, networking opportunities) to serve in their roles, if different from that which is	There is no difference from the district's response to C.S.8.

Common Standard Addendum	Narrative Describing How the New Educator Preparation Program Integrates into the Educational Unit
described in the institution's response to C.S. 8, for all other programs? If there is no difference, please indicate so.	
Common Standard 9 Addendum: Candidate Assessment	
Please identify the assessments that will be used to determine candidate competence as they progress through the proposed program. Please identify the processes used to determine candidate competency and completion of requirements.	<p>The Palos Verdes Peninsula Unified School District Administrative Services Credential Clear Induction Program, PV LEAD, used the following assessments to determine candidate competency and completion of requirements:</p> <p>Initial Assessment, Self-Assessment, Benchmark Assessment, Summative Assessment, and regular formative assessment. PVPUSD uses assessment to determine progress and mastery of CPSEL-based program outcomes. PV LEAD is not a "one size fits all" program, but rather one that meets the individual needs of candidates in the context of their current position within the district. While holding common high expectations and clearly defined outcomes for all candidates, the manner in which services are provided and the depth and breadth of those services will flex to meet the needs of each candidate, job and circumstance. All assessment tools for the program are based on CPSEL-based outcomes. Each assessment and rubric has been collaboratively constructed by program staff and advisory board members. Assessment and rubrics are research-based and have been identified to measure leadership performance. Assessment and rubrics will be collaboratively updated as needed using program, coach, and candidate gathered data.</p>
Please describe how the institution will oversee the effectiveness of the assessments used and the processes in place to determine candidate competency, if different from that described in the institution's response to C.S. 9 for all other programs.	There is no difference from the district's response to C.S.9.

Part III. Program Standards

A. Administrative Services Credential Clear Induction Program

Directions: The column on the left presents the ASC clear induction program standards separated into sections. Respond to the standard section in the adjoining cell to the right, describing how the program design will be aligned to the standard, including hyperlinks to supportive documentation.

Program Standard One: Program Design	
<p>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.*</p> <ul style="list-style-type: none">• <i>Standard 4 further clarifies this timeline to be 120 days for candidate enrollment, followed by 30 days in which coaching must commence.</i>	<p>Effective leadership is essential to student success. The Palos Verdes Peninsula Unified School District's (PVPUSD) Human Resources Division promotes the growth and development of aspiring, new and experienced leaders by offering real-time, purposeful and customized professional development and support to our leaders at every level of development. To this end, PVPUSD feels the Administrative Services Credential Clear Induction Program- Palos Verdes Leadership Excellence Administrator Development (PV LEAD) is an important vehicle to further the development of our administrators with a job-embedded program that is contextualized to the candidate's school and/or job. Furthermore, PV LEAD provides an opportunity to work collaboratively with surrounding Institutes for Higher Education (IHEs) to provide programs that purposefully train and support candidates by meeting their individual needs.</p> <p>The PV LEAD is a collaborative two-year job-embedded, research-based and differentiated program designed for new school administrators. The program's core consists of the California Professional Standards for Education Leaders (CPSEL), self and on-going assessment of candidate growth using the Descriptions of Practice: Moving Leadership Standards into Everyday Work, a robust coaching program designed to provide a qualified coach with each program candidate for the two-year program, and purposeful and customized professional learning to meet the individual needs of each administrative candidate.</p> <p>Individualization of Program</p> <p>PVPUSD recognizes the multiple interactions of each candidate's leadership background/experience with the complex challenges found in each job type, site, culture, history, and set of personalities that make every induction experience</p>

	<p>unique. To address these interactions and the ways in which they further shape the leadership experience, PV LEAD meets the individual needs of candidates in the context of their current position within the district, rather than a “one size fits all” program. While holding common high expectations and clearly defined outcomes for all candidates, the manner in which services provided and the depth and breadth of those services will flex to meet the needs of each candidate, job, and circumstance. Induction in PVPUSD is not defined by a series of hours to be invested or courses to be completed, but by a process and services to be rendered in support of candidates achieving CPSEL-based program outcomes.</p> <p>Job-Embedded PVPUSD has identified common CPSEL-based outcomes that each candidate is expected to master during the program. The outcomes are competencies for all candidates that support and build their capacity as leaders to achieve in the work and circumstances in which they are embedded. If leadership is grounded in relationships and in response to the challenges of circumstance, then leadership must be assessed, developed, and demonstrated within a context.</p> <p>Enrollment and Initiation of Coaching The PV LEAD program will be part of the PVPUSD Human Resources Department and will ensure that every new administrator in need of a clear administrative credential is enrolled in the program in order to meet the 120 day enrollment period and coaching requirement (within 30 days of enrollment).</p>
<p>The design of the program is based on a sound rationale informed by theory and research, is primarily coaching-based, and includes personalized learning.</p>	<p>The program is grounded in the extensive theory and research PVPUSD and its partners have identified and reviewed in effective teaching, successful leadership and coaching.</p> <p>Research tells us that quality leadership matters. Through a meta-analysis of 69 research studies involving a total of nearly 3,000 schools, Marzano, Waters, and McNulty (2005) determined that the quality of leadership is second only to the quality of classroom instruction in raising student performance. These researchers found that enhancing the leadership skills of an average principal in an average school by just one standard deviation improves the performance of students in that school substantially. Strong leadership plays an even more critical role in</p>

schools that enroll high percentages of low-income students and students of color (Leithwood, Louis, Anderson, & Wahlstrom, 2004).

However, school leaders typically are trained in management but not the profound challenges of human dynamics that play out in our public schools—especially around issues of race, class, language, and disability. Current university-based administrative preparation programs have been found to lack the rigor, curriculum, real-world experiences, and prerequisite screening that will prepare principals for the many demands of the job (Levine, 2005). Recent surveys of school administrators show that the vast majority of them did not feel adequately prepared by their administrative preparation programs (Farkas, Johnson, Duffet, Foleno, & Foley, 2001; Levine, 2005).

On the other hand, innovative leadership programs that have shown promise in preparing school leaders incorporate research-based content, curricular coherence, field-based internships, problem-based learning strategies, cohort structures, and mentoring and/or coaching (Darling-Hammond et. al, 2007). Being trained in an exemplary leadership program can have a positive, significant association with leadership style and school improvement gains (Darling-Hammond et. al, 2007).

Successful leadership cannot be reduced to a single style or personality type. Leadership skills can be developed and expanded over time—they are not innate or fixed. Successful leaders are interested in developing additional skills and are open to adapting their leadership style when necessary. To do so, leaders need to reflect on their actions, their perceptions and the ways in which they are reacting to challenges.

The PV LEAD program believes in the principles of Adult Learning Theory (Knowles, 1984). Furthermore, we ensure Vella's Twelve Principles for Effective Adult Learning (Vella, 1994):

1. Needs Assessment: Participation of the learner in naming what is to be learned.
2. Safety in the environment between teacher and learner for learning and development.
3. A sound relationship between teacher and learner for learning and

development.

4. Careful attention to sequence of content and reinforcement.
5. Praxis: Action with reflection or learning by doing.
6. Respect for learners as subjects of their own learning.
7. Cognitive, affective, and psychomotor aspects: ideas, feelings, actions.
8. Immediacy of the learning.
9. Clear roles and role development.
10. Teamwork: Using small groups.
11. Engagement of the learners in what they are learning.
12. Accountability: How do they know they know?

Using these theories, the program ensures the work is meaningful and relevant, the context is embedded, and that each candidate is involved in the planning, execution, and evaluation of their own work in the program.

Further, PV LEAD Candidates will engage in Cycle of Inquiry. Using the problem solving cycle, candidates will identify a problem of practice from their daily work that is connected to a CPSEL standard, develop a research question to drive their inquiry, conduct professional reading on the topic, gather preliminary/benchmark data, and develop an action plan to address the problem. After the action plan has been put in place, candidates will collect and analyze new data to assess the impact that the action plan had on the problem. Findings and implications will be written to complete the Cycle of Inquiry. One inquiry will be completed during the two-year induction program.

PV LEAD is coaching based and will use ACSA professional development to train our coaches. While there are professional learning components of the program, the primary component of the program is coaching-based. PVPUSD believes coaching is the crux of school leader improvement, thus program success for candidates' depends on support from a trained and experienced coach. Program coaches are responsible for supporting candidates in all aspects of the program, including but not limited to the following:

- Job-embedded coaching with a majority of time spent primarily at the candidate's site and documented using the program Meeting Logs, face-to-

	<p>face meetings, and electronic conversation</p> <ul style="list-style-type: none"> • Individual Induction Plan construction • Professional development selection and support (when the coach/candidate determine other opportunities for growth) • Cycle of Inquiry selection and support, program assessments, and ongoing support on meeting all program outcomes • Coaches will lead candidates through the entirety of the program while stressing growth of the candidate based on CPSEL-based outcomes. <p>Online and cohort meetings support the program design to personalize the professional learning for each candidate. In-person and online networking components exist and are necessary for candidates to share Cycle of Inquiry problems of practice to grow as administrators. Each candidate will also develop and maintain a portfolio of artifacts demonstrating mastery over each program CPSEL-based outcome. Finally, a plethora of professional development opportunities and teaching and leadership resources are available in and around our district. Personalization of the program is key as each induction candidate needs personalized and differentiated opportunities for learning and growth, thus making the online and cohort portions of the program vital to program design.</p> <p>New CCTC Program Standards require induction coaching as the only pathway to acquire a Clear Administrative Services Credential (ASC). Additional Program Standards necessitate that all induction coaches be trained in a researched-based coaching model prior to coaching credential candidates. ACSA Leadership Coaching emphasizes the application of adult learning theory, the importance of building and maintaining trust and rapport, the value of being a good listener, and the need to ask questions and provide feedback that promotes reflection and growth in new (and experienced) educational leaders. The coaching program will be enhanced through the research synthesis on Coaching Competencies for Educational Leaders completed by Teaching Learning Solutions.</p>
Professional learning may be offered through formal and informal partnerships, complements and integrates school and/or district	<p>The PVPUSD Administrative Services Credential Clear Induction Program's professional learning consists of the following:</p> <ol style="list-style-type: none"> 1. Candidates will collaboratively develop an Individual Induction Plan (IIP)

goals, and employs competency indicators that support a recommendation for the clear credential.

with their coach. The IIP will be based on the candidate's specific growth areas and needs and job placement. Each candidate will develop and maintain a portfolio, as part of their Individual Induction Plan (IIP), of artifacts demonstrating mastery of competency indicators. Artifacts include reflections, cycle of inquiry projects with products and documentation of outcomes, and evidence of leadership in instructional quality and rigor that impacts student learning. The portfolio requirements will be designed in such a manner as to constitute a valid and reliable measure for ascertaining mastery of program competencies. Throughout a candidate's participation in the program, the candidate will have multiple opportunities to demonstrate growth and competence in Program CPSEL-based outcomes.

2. Individualized coaching for a well-qualified and trained coach that focuses on the candidate's job responsibilities, the goals of the IIP, and challenges as they relate to the candidate's school and district goals.
3. Candidates will use the PV LEAD Self-Assessment at the beginning of the program to mark baseline competencies and to create goals for growth. Further, the Self-Assessment will be used at the end of Years 1 and 2 and should be based on conversations, observations, supervisor input, and self-reflection. The [PV LEAD Self-Assessment](#) is made up of a combination of CPSEL-based outcomes and the West Ed Descriptions of Practice (DOP) as a self-evaluation. The *Descriptions of Practice: Moving Leadership Standards into Everyday Work*, embed competency descriptors that the candidate will be using regularly during the program to mark their current practice. These descriptors include four levels of competence listed from the following:
 - Practice that is directed toward the standard
 - Practice that approaches the standard
 - Practice that meets the standard
 - Practice that exemplifies the standard

By measuring their practice against the competency descriptors on each CPSEL, candidates are able to observe growth throughout their two years in the induction program for each program standard. Candidates must

	<p>demonstrate competence at the "Practice meets the standard," or "Practice exemplifies the standard," prior to being recommended for the clear credential.</p> <ol style="list-style-type: none"> 4. Cohort collaboration that will be interactive, integrate theory with existing practice, represent CPSELs and include blended learning, with online components as well as time dedicated at cohort meetings. The professional learning provides personalized learning through networking opportunities that address the individual needs common to all beginning administrators, take a variety of forms such as individual, group and workshop, and support growth for candidate leadership development. Further, during the program, candidates will focus on one Cycle of Inquiry that is related to their growth goals. 5. Professional Development meetings on self-selected and required topics that focus on current issues and trends in education that impact federal, state and local policies and that highlight PVPUSD's Strategic Plan/Roadmap, the District LCAP and District Technology Plan. In addition to these core topics, differentiated learning opportunities will be provided based on individual needs and interests. Differentiated professional learning will be developed based on candidates' IIP outcomes and unique circumstances at each of their job sites. <p>The program will only recommend candidates for the credential who have clearly demonstrated mastery in program CPSEL-based outcomes in addition to completing requirements.</p>
The program design provides multiple opportunities for candidates to demonstrate growth and competence in the California Professional Standards for Educational Leaders (CPSEL) outlined in Standard 5.	<p>Each candidate will develop and maintain a web-based portfolio of artifacts demonstrating mastery of each program outcome. The CPSELs serve as the program outcomes that each candidate must demonstrate mastery over. Candidates will regularly review their portfolios with their coaches in order to ensure progress and competence in their goals in the CPSELs outlined in Standard 5. Artifacts for the web-based portfolio include reflections, cycles of inquiry, products and documentation of outcomes, and evidence of leadership in instructional quality and rigor that impacts student learning. The portfolio requirements are designed in such a manner as to constitute a valid and reliable</p>

	<p>measure for ascertaining mastery of program outcomes. Throughout a candidate's participation in the program, the candidate will have multiple opportunities to demonstrate growth and competence in Program CPSEL-based outcomes with their coach, within their cohort and program leadership and through self-reflection.</p>
<p>The design of the program allows for enrollment within 120 days of starting an initial administrative position.</p>	<p>All new administrators are processed through the PVPUSD Human Resources Division. All candidates entering the PV LEAD program are first determined eligible by HR through the hiring process as a new administrator and after a review of their credential status. Once determined eligible for the program, program leaders will provide the candidate all necessary materials and will enroll them in the program within 120 days of starting their initial administrative position. Program coaches are assigned as soon as the candidate accepts admission into the program and the appropriate candidate/coach match is made.</p>
<p>Upon program completion, the Induction program sponsor certifies a candidate's ability to demonstrate the administrative and operational knowledge, skills and dispositions needed to effectively lead, manage, and improve educational organizations.</p>	<p>Once a candidate, in consultation with the coach, determines that he or she has built ample evidence of demonstrating mastery over the program CPSEL-based outcomes, the coach will certify the candidate's attainment of competency and readiness and recommend to the PVPUSD Program Director that the candidate be awarded a Clear Credential.</p> <p>Candidates who are deemed to have not yet gained mastery over one or more standards, and who do not agree with this decision, may submit a written appeal to the coordinators of the program. Coordinators will meet with the candidate and render a decision based on the evidence presented.</p>
<p>Assessment of candidate competence is grounded in the proficiencies expressed in Standard 5 of the Administrative Services Credential Induction Program Standards.</p>	<p>The candidate's final portfolio will be organized to demonstrate mastery over all program CPSEL-based outcomes. All PVPUSD candidates completing the ASC Program will demonstrate competence of Standard 5 CPSEs in the following ways:</p> <ol style="list-style-type: none"> 1. Observations and sign off by the Coach 2. Completion of all PV LEAD requirements 3. Formal review of the candidate's portfolio by the program leadership and review team using an assessment rubric to determine if the candidate was proficient across all CPSEL-based outcomes <p>Portfolio reviews will take place regularly to ensure timely feedback to each candidate in regards to their completion progress. A program competencies form will be used to record completion of all requirements.</p>

	At the end of two years, only those candidates who have completed all requirements and demonstrated competence in all CPSELs will be recommended for their Professional Clear Credential by the program director.
Program Standard Two: Program Collaboration, Communication, and Coordination	
The induction program formally collaborates with education organizations through partnership agreements to establish a professional education community structure that facilitates and supports induction activities.	<p>PVPUSD serves the four Peninsula cities and the unincorporated areas of the Palos Verdes Peninsula. Student enrollment is approximately 11,500 students. The school district has a tremendous reputation for having a high quality education system that attracts many families to its schools. Students attend two early childhood centers, ten elementary schools, three 6-8 intermediate schools, two comprehensive high schools and one continuation school. PVPUSD schools continue to be recognized for outstanding achievement at the local, state and national level. Community and parent volunteers make significant contributions to the public schools.</p> <p>PVPUSD has an extensive number of external partnerships that are vital to overall district success. The fundamental partners for our administrative induction program include the South Bay Consortium and our current university partnerships that we will expand to include leadership training and development.</p> <p>The South Bay Consortium Teacher Induction Program (formerly known as the BTSA, program) was established by the California Commission on Teacher Credentialing (CCTC) and the California Department of Education (CDE). It is a CCTC-approved Induction Program through which participating teachers demonstrate competence and extend pre-service knowledge with the guidance of an experienced teacher known as a support provider and proudly serves the teachers in the South Bay area. The South Bay Consortium Teacher Induction Program is in collaboration with the following districts:</p> <ul style="list-style-type: none"> • El Segundo Unified School District • Hermosa Beach City School District • Manhattan Beach Unified School District • Palos Verdes Peninsula Unified School District LEA • Redondo Beach Unified School District

	<ul style="list-style-type: none"> • Wiseburn School District <p>We plan to expand this consortium of districts from teacher induction to also include administrator induction as there is a need within the consortium to offer a clear administrative credential programs to new administrators. We feel our collaboration among the consortium is a key piece in the growth and development of teachers and school leaders.</p> <p>We currently have agreements with 28 universities for preparation in teaching, leadership, counseling, speech and language, occupational therapy and school psychology. We will expand these partnerships to include leadership training and development. Below please find the different universities we collaborate with and that provide support for the various programs we have in our district including our new administrative services credential program- PV LEAD. In addition to our list of partnerships, please find examples of the agreements used to formalize our partnerships with local colleges and universities.</p> <p><u>University Agreements</u></p> <p><u>PV LEAD University Partnership Agreements</u></p> <p>Each partner brings unique expertise to the initiative, and each partner has made specific commitments that will heighten the program's impact and effectiveness.</p> <p>In addition to these key partners, a variety of education community members throughout PVPUSD, the South Bay Consortium and university representatives will serve as the program's advisory board to create a professional education community that facilitates and supports induction activities. The Program Advisory Board is made up of all key partners of the program along with members from the PVPUSD Executive Cabinet team, Human Resources Department, administrators and education leaders from the districts that make up the South Bay Consortium.</p>
Each partner's contributions to the design and implementation of candidate preparation and certification are outlined through mutual contract/agreement.	PVPUSD and surrounding Institutes of Higher Education (IHEs) have entered into formal data sharing agreements to better prepare teachers and administrators for PVPUSD leadership positions. We will engage with the Association of California School Administrators (ACSA) to have all new coaches in PV LEAD attend their coach training program. We will use these and future trainings to build internal

	capacity to establish a self-sustaining coach training and certification program within PVPUSD.
Induction programs maintain communication on a regular basis with their partners to ensure that each candidate builds a coherent individualized learning program.	<p>The program coordinator ensures expectation and communication structures are in place and clear to all partners for overall program effectiveness. Program leaders meet regularly through face-to-face and conference call meetings to plan each project step, check on project progress, and refine project activities based on ongoing feedback.</p> <p>The Program Advisory Board meets minimally in August, for program planning, and June to complete a review of data regarding accomplishment of program goals, each year. A mid-year Advisory Board meeting will be scheduled for 2018-19, our first year of operation, to examine progress and operations. In subsequent years, the need for a mid-year meeting will be determined by the advisory board.</p>
Program coordination includes admission, advisement, participant support and assessment, coach preparation, and program evaluation.	<p>The <u>Program Organizational Chart</u> lists the roles and responsibilities of key program staff members. As you will notice we are a small district therefore the program will be a small program with few members needed to run the operations. We anticipate approximately five administrators in our district will need to enter our program upon launch with no more than one or two administrators adding each year. The key team running the program will consist of the Assistant Superintendent, Human Resources, Coordinator, Human Resources in collaboration with our Superintendent's office, Educational Services, Business Services, and Technology Services Offices.</p> <p><i>Admission</i></p> <p>The Assistant Superintendent, Human Resources and staff members process and onboard every new administrator and will make enrollment into the program a necessity should the new administrator need to clear their credential.</p> <p><i>Advisement</i></p> <p>The Assistant Superintendent, Human Resources serves as lead advisor for the program and oversees the following advisement processes.</p> <ul style="list-style-type: none"> • Pairing of coaches and candidates • Managing coach-candidate relationship • Informing candidates of program requirements and deadlines • General trouble-shooting

	<p><i>Participant support and assessment</i></p> <ul style="list-style-type: none"> • Managing and coordinating IIP development, including signing off • Supporting coaches and candidates on an ongoing basis • Designing and reviewing problem of practice cycles of inquiry • Benchmarking (Years 1 & 2) • Organizing professional learning and cohort meetings • Coordinating end-of-cycle demonstrations of outcome mastery- through IIPs and portfolios <p><i>Coach Preparation</i></p> <ul style="list-style-type: none"> • Selecting, training, and evaluating coaches annually • Organizing professional learning <p><i>Program Evaluation</i></p> <ul style="list-style-type: none"> • Coaching program evaluation • Professional evaluation • Overall program evaluation
The induction program identifies the individual responsible for program coordination, key personnel involved in program implementation, and the reporting relationships between the identified personnel.	<i>See organizational chart and roles and responsibilities.</i>
The induction program individualizes professional learning opportunities for each candidate and includes program, employer, partner and high quality professional learning approved by the provider, in support of Standard 5 outcomes.	The following elements have been identified to support the growth and development of educational leaders in the program. The PVPUSD Administrative Services Credential Program focuses on the 6 CPSEL Standards, specifically the programs' identified Core Elements and center around school leadership. The CPSELs serve the program outcomes that each candidate must demonstrate mastery over. The elements were identified to consider the flexibility needed to meet the needs of the different types of educational leaders the program will serve. These elements serve as program outcomes and are addressed throughout the professional learning portions of the program as well as reinforced and supported through the coach/candidate relationship.

	<u>CPSEL-Based Outcomes</u>
The program regularly assesses the quality of their professional learning offerings using criteria that includes participant feedback and direct observation of offerings.	<p>The program regularly assesses the quality of professional learning by conducting surveys of program candidates and coaches regarding their perceptions of the value and quality of each program component – self-assessment, the IIP, coaching experience, units of study, cohort network meetings, field projects, reflections, and performance-based graduation. Attached are some examples of the types of survey questions that will be provided via Survey Monkey following each Unit of Study and cohort network meetings as well as quarterly during the program. <u>Survey Examples</u></p> <p>Quality assessment also includes interviews of key project staff by the Assistant Superintendent and Coordinator, Human Resources, and key advisory committee members about project progress and partnership coordination. The data will be compiled providing multiple checkpoints by which to gauge progress, determine strengths and challenges, determine action plans to address priority challenges, and make mid-course corrections for the program. Through this process, we aim to keep the program focused on program outcomes while maintaining flexibility and nimbleness to respond and adjust to unforeseen challenges or dilemmas that may arise.</p>
The program leaders provide formative feedback to professional learning providers on their work.	<p>In addition to candidate survey data on their experience with all professional learning providers (coaches, workshop instructors), formative observations and feedback help structure our program by providing data that better enable program development, improve service delivery, and/or enhance program outcomes. The Assistant Superintendent provides regular formative feedback to the professional learning providers including program curriculum facilitators and coaches. Curriculum facilitators will be observed during presentations and will be given feedback to inform future sessions. Coaches will be observed by program leaders (three times during the first year for new coaches and a minimum of once per year for veteran coaches (more if determined necessary) in order to provide meaningful and actionable feedback to improve the overall professional learning program as well as each individual candidate's learning, experiences, and development.</p>

Program Standard 3: Selection and Training of Coaches

The induction program selects, prepares, assigns, supports, and supervises coaches, using well-defined criteria.

Selection:

- Possession of a Clear CA Administrative Services Credential
- Minimum of 5 years successful administrative leadership experience
- Completion of Coach Training Program (ACSA coach training preferred) in Blended Coaching strategies, resources, skills
- Demonstration of Coaching Competencies
 - Submission & successful review of a Coach Portfolio verifying ability to implement coaching competencies, resources, and skills. Portfolios are initially created during a one day new coach training. Experienced coaches will create portfolios when they are assigned a new candidate. Portfolios are reviewed by program leadership to assess the following:
 - Self-reflection and growth in blended coaching skills, and tools
 - Demonstrated candidate growth in CPSEL-based outcomes
 - Demonstrated knowledge of CSPEL-based outcomes
 - Demonstrated ability to provide supportive, insightful feedback and guidance to new leaders that result in changed and improved leadership practice
 - Demonstrated ability to write concise, measurable coaching outcome goals and action plans
 - Demonstrated ability to recognize and record candidate learning and coaching impact in leadership practice, influence on instructional practice and student achievement
- Observation of successful participation in coaching during coach trainings
- Evidence of ability to provide timely support to candidates consistent with program expectations
- Demonstration of leadership practices that reflect program Habits of Mind

Preparation:

Preparation of coaches is well-defined in the descriptions of the coach training below.

Assigns:

	<p>Coaches will be assigned to administrators by the Assistant Superintendent using a careful matching process to ensure the quality of each coach-candidate relationship and the capacity of each relationship to develop candidate leadership. Candidates and coaches will complete profiles to gather information to better match coaches and candidates. The matching process will ensure that coaches serve in job-alike positions as their candidates and those coaches and candidates have access to one another to ensure a high level of support for the candidate.</p> <p>Supports: There is a clearly defined support structure for coaches as represented in the program organizational chart and job responsibilities. Coaches receive regular training and support through coach trainings and coach network meetings. Working closely with ACSA, all parties have collaboratively created a support structure that includes the following:</p> <ul style="list-style-type: none"> • Coach trainings and network meetings • Created a collaborative Professional Learning Community (readings, videos, activities from professional development units, readings to support coaches professional learning • Coaching Observation Tool • Coach Assessment Form • Coaching Competencies Rubric • Feedback to coaches form from candidates <p>Supervises: Each coach is supervised and evaluated by the Assistant Superintendent. The focus of supervision is providing support, building capacity, and increasing efficacy of coaches in the program.</p>
Coaches receive initial training prior to being assigned to a candidate.	<p>All new coaches will receive a minimum of 13 hours of foundational training in research-based coaching strategies, skills, and tools before being assigned to a credential candidate.</p> <ol style="list-style-type: none"> 1. Two-day ACSA Leadership Coaching training 2. One-day New Coach Orientation

	3. Professional Learning Community: readings, videos, activities from professional development units, readings to support coaches professional learning
Initial training includes the development of knowledge and skills of: coaching, goal setting, use of appropriate coaching instruments, and processes of formative and summative assessment designed to support candidate growth in the leadership competencies outlined in Standard 5 of the Administrative Services Credential Induction Program Standards.	<p>Training, certification, and support of coaches is provided in three stages:</p> <ol style="list-style-type: none"> 1. Initial/foundational training in Blended Coaching strategies, tools, and skills (2 days) 2. First Year New Coach training (1 day) 3. Annual participation in ongoing PVPUSD Leadership Coach trainings and Coach Support Meetings (3 days per year in fall, winter, and spring) <p>The initial/foundational training required of all coaches is the ACSA Leadership Coach Training.</p> <p>ACSA Leadership Coaching Description New California Commission on Teacher Credentialing (CCTC) Program Standards require induction coaching as the only pathway to acquire a Clear Administrative Services Credential (ASC). Additional Program Standards to necessitate all induction coaches be trained in a researched-based coaching model prior to coaching credential candidates. This two-day workshop meets this requirement. ACSA Leadership Coaching emphasizes the application of adult learning theory, the importance of building and maintaining trust and rapport, the value of being a good listener, and the need to ask questions and provide feedback that promotes reflection and growth in new (and experienced) educational leaders. At the end of this two-day training participants will:</p> <ul style="list-style-type: none"> • Understand the learning and support needs of new school leaders • Learn and practice a variety of facilitative and instructional coaching strategies and skills designed to recognize and meet the needs of new school leaders • Access a variety of tools and resources specific to the needs of new school leaders • Understand the characteristics of a well-designed, coaching-based program of leadership development • Understand how coaching can accelerate the leader's ability to impact student achievement and build teacher capacity

	<ul style="list-style-type: none"> • Recognize that the best coach is not one who solves problems for the candidate but who develops leadership capacity, independence, self-confidence, anticipation, collaborative decision-making and reflection <p>Upon completion of the two-day foundational coach training, coaches participate in a one-day Coach Orientation training. This training focuses upon initial trust and rapport-building, pre-goal data collection, goal development, action-plan development, and use of collaborative logs (used to record candidate learning, impact, growth, goal attainment, and construction of the candidate's IIP. The training also includes a heavy emphasis on the program CPSELs and other program requirements. The Coach Orientation training concludes with an introduction of their coaching portfolio. Coaches will construct and maintain a Coaching Competency Portfolio designed to provide evidence in answer to the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Self-reflection and growth in blended coaching skills, and tools <input type="checkbox"/> Demonstrated candidate growth in CPSEL-based outcomes <input type="checkbox"/> Demonstrated knowledge of CPSEL-based outcomes <input type="checkbox"/> Demonstrated ability to provide supportive, insightful feedback and guidance to new leaders that results in changed and improved leadership practice <input type="checkbox"/> Demonstrated ability to write concise, measurable coaching outcome goals and action plans <input type="checkbox"/> Demonstrated ability to recognize and record candidate learning and coaching impact in leadership practice, influence on instructional practice and student achievement <input type="checkbox"/> Demonstrated ability to meet timelines and to find resources needed on the PVPUSD website
The program provides ongoing training to refine coaching skills, engage in ongoing professional learning in current educational trends, research and policy changes.	<p>Annual participation in ongoing PVPUSD Leadership Coach trainings and support meetings (3 days per year in fall, winter, and spring)</p> <p>The following formal and informal:</p> <ul style="list-style-type: none"> • Review of ACSA Leadership Coaching • In-depth work in trust and rapport • First meeting and first coaching session • Coaching practice • Use of collaborative logs

	<ul style="list-style-type: none"> • Setting SMART leadership goals • Use of Action Plans • Use of Reflections • Updates on program CPSELs, DOPs • Review District, State, and Federal initiatives
The program provides ongoing support for individual coaching challenges, reflection on coaching practice, and opportunities for networking with coaching peers.	<ol style="list-style-type: none"> 1. Two-day coach training 2. One-day New Coach Orientation 4. Fall, Winter, Spring follow up Coaches' meetings-PVPUSD 5. Online learning community: readings, videos, activities from professional development units, readings to support coaches professional learning <p>Annual participation in ongoing PVPUSD Leadership Coaching trainings and support meetings (3 days per year in fall, winter, and spring) Groups of coaches come together with colleagues in the program. These interactive and purposeful meetings have both formal and informal components and are often two to three hours in length. Meeting activities include:</p> <ul style="list-style-type: none"> • Training, practice, and feedback in the recording of data on candidate growth and attainment of program outcomes and administration of candidate formative and summative assessments and surveys; • Further informal and collegial exploration of concepts, strategies, and resources introduced in coach trainings; • Collaborative discussions of adaptation, contextualization, and implementation of content related to current program candidates; • Sharing of successful coaching strategies with colleagues to improve overall coaching practice across the coaching cohort; • Non-judgmental collegial problem-solving and support to one another to address emerging challenges with any program candidates; • Periodic review of candidate's growth on program outcomes to assess whether current coaching practices are meeting candidate needs and to modify coaching practices as appropriate
The program identifies and assigns one of its coaches to each candidate within the first 30 days of days of the candidate's admission to	Ongoing identification and training of coaches will take place to ensure sufficient support is available to coaches. The coach-candidate matching process will take place within the first 30 days to ensure candidates are receiving the appropriate support throughout the program. The program will maintain and regularly update

the program, matching the coach and candidate according to defined criteria.	current lists of coaches and recruit coaches regularly. Again, we are a small district therefore the program will be a small program with few members needed to run the operations and we only anticipate approximately five administrators in our district will need to enter our program upon launch with no more than one or two administrators adding each year.
Clear procedures are in place for reassignment of coaches, if the candidate/coach pairing is not effective.	<p>Periodic candidate surveys and meetings with individual candidates by program staff will assist in engaging in early identification of potential candidate/coach mismatches, and enable early intervention and problem-solving. PVPUSD program staff and coaching trainers will be available to provide support for any individual coaching challenges that may arise or if pairing has been determined to be ineffective. A system to report challenges and assess coaches/candidates pairing includes the following:</p> <ol style="list-style-type: none"> 1. Report any coach/candidate challenges to the Coordinator, HR 2. Coordinator, HR will intervene as they see appropriate via conversations, investigation of issues, or mediation, if necessary 3. Coordinator, HR will report escalated coach-candidate challenges to the Assistant Superintendent, HR 4. Assistant Superintendent, HR will follow step 2 5. Assistant Superintendent, HR will intervene as they see appropriate including conversations, investigation of issues, or mediation if necessary 6. Possibly reassign coach/candidate as deemed appropriate by the Assistant Superintendent, HR <p>The criteria used to identify potential candidate/coach challenges will include the following:</p> <ul style="list-style-type: none"> • <u>Code of Ethics Checklist Form</u> Each coach is expected to adhere to all of the expectations of the code of ethics checklist. • <u>Intervention Form</u> The intervention form is used to identify coach/candidate descriptors of issues, evidence of issues, recommendations and a resolution timeline. • <u>Feedback to Coaches</u>: Program staff will review feedback from the candidates to ensure coaches are meeting all expectations of the program.
The program regularly assesses the quality of services provided by	The program regularly assesses and evaluates the quality of services provided by coach to candidates.

<p>coaches to candidates, using criteria including participant feedback, direct observation of coaching, growth of candidate on established criteria, and compliance with program requirements.</p>	<p>Program staff regularly assesses coaches in the following ways:</p> <ul style="list-style-type: none"> • Coaches will be observed by program leadership (three times during the first year for new coaches and a minimum of once per year for veteran coaches (more if determined necessary) in order to provide meaningful and actionable feedback to improve the overall professional learning program as well as each individual candidate's learning, experiences, and development • Peer observation/feedback from coaches • Survey and focus group data from program candidates/coaches • Growth of candidates on CPSEL-based program outcomes <p>Coaches will be Evaluated using the following documents and processes:</p> <ul style="list-style-type: none"> • <u>Coaching Observation Tool</u>- Program staff use this tool when observing coaches in the field. (2 times per year) <ul style="list-style-type: none"> A. Coach Assessment Form- This assessment tool is used to assess each coach's performance in the program. Each coach is assessed using the <u>Coaching Competencies Rubric</u> • Feedback to coaches- Is provided by candidates and the program staff member supervising the coach. Candidate feedback is based upon the coach/candidate relationship in each year of the two year induction program. Candidates use the <u>Feedback to Coaches Form</u>. Staff supervising coaches will evaluate and provide feedback to coaches using the observation tool, coach assessment form and feedback to the coaches from candidates.
<p>Induction program leaders provide formative feedback to coaches on their work.</p>	<p>Program leaders will provide regular and ongoing formative feedback to coaches in the following ways:</p> <ul style="list-style-type: none"> • Coach trainings and support meetings (3 Follow-up Coach Meetings- Fall, Winter, Spring) • One-on-one <i>coaching the coach</i> sessions- focused on developing the coach rather than evaluation (A designated staff member will observe each coach in the field 2 times per year. Evidence will be gathered during the observation and the staff will debrief with the coach using the observation tool. <u>Coach Observation Tool</u> • Coach Assessment Form- This assessment tool is used to assess each coach's performance in the program. Each coach is assessed using the <u>Coaching Competencies Rubric</u> (Completed after every formal coach

	<p>observation- coaches and program staff will discuss their performance using the Coaching Competencies Rubric, areas of improvement, and create an action growth plan)</p> <ul style="list-style-type: none"> • One-on-one and small group feedback sessions (3 Follow-up Coach Meetings- Fall, Winter, Spring)
Program Standard 4: Professional Learning	
The induction program is a composite of the key intersecting elements of individualized coaching, professional learning opportunities, and assessment of skills, dependent upon the identified needs of each candidate, and chronicled on a common document, the individual induction plan (IIP).	<p>The PVPUSD induction experience is a combination of coaching, professional learning, and assessment. Our IIP provides coaches and candidates the opportunity to work collaboratively and develop professional performance goals for each candidate. Performance goals take into account employer priorities and individual job responsibilities. The IIP ensures that each candidate participates in professional learning grounded in the outcomes of Standard 5, the California Professional Standards for Educational Leaders.</p> <p>The following Individual Induction Plan form is for collaborative use by coaches and candidates. PVLEAD IIP</p>
The induction experience is informed by ongoing assessment and is cyclical in nature.	<p>The induction experience is a combination of coaching, professional learning, and assessment. The program is informed by ongoing assessment including the initial assessment, ongoing formative assessment, the year one benchmark assessment, and the summative assessment. Assessment is cyclical in nature to provide continuous program/candidate growth and improvement. The 2-year induction professional learning experience consists of a combination of foundational and personalized learning through the Individual Induction Plan (IIP), coaching, professional learning, action research, and assessment. Induction Flowchart</p>
Components include initial assessment, goal setting, a plan that incorporates coaching and professional learning opportunities, ongoing formative assessment and reflection, benchmark and summative assessment and reflects a minimum of 60 clock hours and a	<p>PV LEAD is comprised of the following:</p> <p>A view of the PVPUSD Administrator Induction Program 2- year design and Professional Learning Matrix</p> <ol style="list-style-type: none"> I. Individualized Coaching Plan (Minimum of 40 hours per year/Based on candidate needs) <ol style="list-style-type: none"> 1. Diagnostic Self-assessment: strength and areas of growth of the

<p>maximum of 90 clock hours annually</p>	<p>administrator <u>PVLEAD Self-Assessment</u></p> <p>2. Goal Setting/Progress/Revision: Using the <u>SMART Goals Worksheet</u> within the IIP, the candidate-coach collaboratively create goals for candidate driven from self-assessment and guided by the field project</p> <p>II. Professional Learning (Minimum of 20/Maximum of 30 Hours/Per Year- Based on candidate needs)</p> <ol style="list-style-type: none"> 1. Individual coaching sessions 2. Community of Practice Sessions- Designed around the CPSELs, the design of the curriculum will incorporate a blended model of virtual (asynchronous) and in-person curriculum aimed at operationalizing each individual candidate's instructional improvement goals 3. Individualized Job-Embedded Cycles of Inquiry (1 Per Program) <p>III. Assessment (10 Hours per Year)</p> <ol style="list-style-type: none"> 1. Benchmark and Summative (end of Years 1 and 2) and On-going formative assessment 2. Individualized Job-Embedded Field Projects (1 Per Year) 3. Reflective Practice- following each unit of study and field project as a way to monitor SMART leadership goals
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A. The Individual Induction Plan (IIP)

The program provides candidates and coaches opportunities to collaboratively develop professional performance goals as part of an annual Individual Induction Plan (IIP) that is grounded in the outcomes of Standard 5, considers employer priorities and individual job responsibilities.

Initial Assessment of Candidate Competence – Initial assessment and self-assessment of candidates' mastery over program competencies that leads to each candidate creating an approved individual induction plan.

The program includes a self-assessment instrument that enables candidates and coaches to collaboratively assess their current level of mastery over each program standard outcome and competency level, while citing evidence of their stated proficiency levels. These assessments will be based on conversations, observation, supervisor input, self-reflection, Preliminary CAPEs-based outcome scores and reviewed and agreed to with the candidate and coach.

- A. Individualized Coaching Plan – A plan for coaching is determined for each candidate based on the individual learning plan. Once the self-assessment has been completed and approved by the coach, each candidate will work with input from the coach to develop an Individual Induction Plan (IIP) using a common template that will guide the candidate to mastery over all outcomes. The following will be considered in the coach-candidate construction of the IIP:

PVLEAD IIP

- B. Self-assessment findings
- C. Thorough investigation of the situation and circumstances of their work
- D. Understanding and prioritizing the school's needs
- E. What resources are available
- F. What goals are going to have the greatest impact on teaching and learning

The IIP will identify strengths and areas of growth to address, along with specific activities the candidate will undertake to attain outcome mastery over a two-year period. The IIP is a living document that will be revised collaboratively by the coach and candidate. The completed plan will be approved and signed by the candidate, coach, and Program Director.

- G. **Coaching:** Candidates will receive a minimum of 40 hours per year of coaching from a certified coach (a current or former school

administrator). Coaching will be held mostly on the candidate's worksite, and the specific coaching format employed with each participant will be shaped by the following: participant position and responsibilities, IIP learning needs, and job-embedded opportunities for demonstration of growth on IIP outcomes. Coaching may take place in many forms including consultancies about problems of practice, learning walks to focus on improving instructional quality and rigor, coaching on giving feedback based on classroom observations, conducting formative and summative evaluation conferences, developing vibrant professional learning communities focused on identifying learning gaps and instructional strategies to address them, and building leadership capacity and distributed leadership through instructional leadership teams and teacher leaders. Coaches are expected to periodically review candidates' progress on their IIPs in meeting outcomes as well as provide consistent and timely support and assistance to all candidates via email and phone.

- H. **Professional learning:** Will be tailored to each candidate's individual needs and will be provided via the coach-candidate relationship. Professional learning will also take place in a cohort approach, bringing together all cohort candidates (we anticipate 5-7 in our first year). PVPUSD and its partners believe strongly in the power of the cohort to cultivate a community of practice and foster collaborative learning. The cohort model provides an opportunity for candidates to foster a culture of sharing, questioning, and developing new ideas around leadership and improving instructional quality that lead to enhanced student learning. Cohort meetings will focus on sharing effective practices, consultancies (formal problem-solving protocols) on problems of practice, viewing and critiquing videos of leadership in practice, role-playing common leadership dilemmas and scenarios, and text-based discussions on related educational research. Cohort meetings will take place at candidates' job sites, when possible, to enable instructional rounds, for site-based administrators, who are focused on an instructional dilemma or question.

The professional development sessions are organized to ensure learning, growth and experiences on many levels. The professional development

	<p>will focus on building a knowledge base on what an instructional leader must know and be able to do in order to move into sustainable, effective practices, The California Professional Standards for Educational Leaders (CPSEL). At the same time the learning sessions will focus on developing the mental resources that are skillfully and mindfully employed by characteristically intelligent, successful instructional leaders when they are confronted with problems, the solutions to which are not immediately apparent.</p> <p>I. Cycle of Inquiry/Problem of Practice. Using the problem solving cycle, candidates will identify a problem of practice from their daily work that is connected to a CPSEL standard, develop a research question to drive their inquiry, conduct professional reading on the topic, gather preliminary/benchmark data, and develop an action plan to address the problem. After the action plan has been put in place, candidates will collect and analyze new data to assess the impact that the action plan had on the problem. Findings and implications will be written to complete the Problem of Practice. One inquiry will be completed during the two-year induction program.</p> <p>J. Reflections. Candidates are expected to reflect on their progress as a leader through journaling about lessons learned, dilemmas faced, successes, progress in attaining competencies, and challenges and action steps to address them. Journals will be regularly shared and discussed with the coach. Candidates will be guided to develop habits of reflection on and critical analysis of their practice.</p> <p>K. Regular meetings with the coach will include assessing progress on each program standard and disposition, including identifying evidence to demonstrate mastery</p> <p>L. Specific cohort meetings will be structured to enable participants to obtain peer critique and feedback on the development of their portfolios, which will be designed to demonstrate mastery over program outcomes.</p>
The IIP serves as the blueprint for the full induction experience, outlining the components of the	The IIP serves as the blueprint for each candidate who enters the program. The IIP outlines and provides a candidate's self-assessment, followed by an action plan for mastering the outcomes and standards in which the candidate has gaps. The

<p>program that will enable the candidate to meet or exceed established performance goals.</p>	<p>action plan includes the three program components of coaching, professional learning, and assessment. The IIP includes the program CPSEL-based outcomes along with the proper documents necessary for the candidate to be successful in meeting all of the program's established performance goals. The following should be considered in the coach-candidate construction of the IIP:</p> <ul style="list-style-type: none"> • Self-assessment findings • Thorough investigation of the situation and circumstances of their work • Understanding and prioritizing the school's needs • Available resources • Impact on teaching and learning <p>The IIP will identify strengths and areas of growth to address, along with specific activities the candidate will undertake to attain outcome mastery over a two-year period. The IIP is a living document that will be revised collaboratively by the coach and candidate.</p>
<p>In accordance with Ed.Code 44270.1(a)(3), the IIP identifies individual needs, based on the candidate's assignment and prior professional experiences, including the assessment that occurs at the end of the preliminary program, if available.</p>	<p>In accordance with Ed. Code 44270.1(a)(3), each candidate's IIP will include the following:</p> <p>Current resume and candidate application with candidate's current assignment and prior professional experiences</p> <p>Preliminary Administrative Credential Assessment (if available)</p> <p>Self-assessment and individual strengths and needs</p> <p>Thorough investigation of the situation and circumstances of their work</p> <p>Understanding and prioritizing the school's needs</p> <p>Available resources</p> <p>What goals are going to have the greatest impact on teaching and learning</p>
<p>The program ensures that the IIP identifies specific performance outcomes and data to be collected to certify demonstration of candidate proficiency in the areas of leadership articulated in Standard 5 of the Administrative Services Credential Induction Program Standards.</p>	<p>The IIP specifically identifies program outcomes (CPSEL-based outcomes) and includes expectations and rubrics for the data that is collected for certification. Coaches and candidates will review the outcomes and candidate progress toward program outcomes. Coaches will monitor and document candidate progress toward program outcomes to certify candidate proficiency. The IIP needs to be signed by the candidate, coach, and program director.</p> <p>CPSEL-based Outcomes</p> <p>PVLEAD IIP</p>

<p>The IIP is a working document, periodically revisited for reflection and revision.</p>	<p>The IIP is a working document that is periodically revisited by the candidate and coach to ensure reflection and revision when appropriate. Coaches and candidates will use a reflective meeting log when they meet to capture the salient points from their meetings and will both sign off on any changes or updates made to in the different sections of the IIP. <u>Reflective Coaching Log</u></p>
<p>The IIP supports both the coaching and professional learning aspects of the induction program.</p>	<p>The IIP supports both the coaching and professional learning aspects of the induction program by including a coaching plan for each candidate, clearly identifying program outcomes and expectations within the IIP, and clearly outlining the professional growth and learning aspects of the induction program. It is the responsibility of the coach to ensure that each of these aspects is fully understood by the candidate. The coach and candidate will work collaboratively to ensure progress toward and mastery of all program outcomes as clearly defined in the IIP.</p>
<p>B. Coaching</p>	
<p>The program implements a research-based coaching model, with a sound rationale, that meets the individual needs of beginning administrators.</p>	<p>The initial/foundational coach training is grounded in Blended Coaching theory and research conducted by UC Santa Cruz, influenced by "Cognitive Coaching and Adaptive Schools research", and "Evocative Leadership coaching conducted by the College of William and Mary in Virginia". The coaching program will be enhanced through the research synthesis on <i>Coaching Competencies for Educational Leaders</i> completed by Teaching Learning Solutions.</p> <p>Key components of the training include:</p> <ul style="list-style-type: none"> • Blended Coaching strategies • Basic coaching skills • Tools and resources for coaches and their candidates • Student achievement and building teacher capacity • Recognizing that the best coach is not one who solves problems for the candidate but who develops leadership capacity, independence, self-confidence, anticipation, and reflection.

<p>Coaching is a process and service that is individualized for each candidate, with a common focus of developing leadership competency rather than completion of hours.</p>	<p>Coaching is individualized and aims at building capacity in coaches to assist candidates by constructing and supporting all aspects of a candidate's IIP and professional learning. The program recognizes that each candidate in the program has unique needs that may require additional supports rather than merely completing coaching hours. Induction in PVPUSD is not defined by a series of hours to be invested or courses to be completed, but by a process and services to be rendered in support of candidates achieving CPSEL-based program outcomes.</p>
<p>The coaching based induction program provides a minimum of forty hours of job-embedded coaching each year, including site visits, face-to-face meetings, and electronic conversation (e.g. telephone, computer applications) to support the development of leadership competencies in response to the complexity of the candidate's administrative position, experience, background and IIP goals.</p>	<p>The vast majority of coaching hours will take place at the candidate's worksite though coaches are expected to be available through various means including email, phone, or virtual meetings. The program will regularly use OneDrive , a platform that each candidate and coach will utilize for major portions of the program. One Drive and Google Hangouts and/or Facetime will be used for synchronous and asynchronous components of the program to meet the needs of individual candidates. Each time coaches and candidates have a formal meeting they will use the Coach/Candidate Meeting and Reflection Log as a record of the candidate's learning, impact, successes, challenges, actions, reflections, plans for next steps, coach's actions in support, and documentation of demonstration of program CPSEL Element outcomes in the authentic performance of leadership duties. <u>Coach-Candidate Meeting & Reflective Log</u></p>
<p>In order to provide each candidate with the coaching service needed to attain program outcomes, additional coaching hours may be required.</p>	<p>Each candidate will receive 40 hours of coaching per year but may require additional time. The program expects each coach to meet candidate's individual needs rather than minimum requirements. The PV LEAD is not a "one size fits all" program rather one that meets the individual needs of candidates in the context of their current position within the district and not one that focuses on meeting a minimum requirement of hours. The program sees coaching as a tool to meet candidate needs, in context, while ensuring that the candidate does, in fact, progress toward program outcomes.</p> <p>Coach:</p> <ul style="list-style-type: none"> • Prompts candidate to examine data before taking actions • Prompts candidate to anticipate probable outcomes and reactions • Challenges candidate dispositions, values, and beliefs that may be serving as barriers to effective leadership • Introduces the candidate to new learning, resources, networks, options, research

	<ul style="list-style-type: none"> • Poses new possibilities that the candidate may not have considered • Guides the candidate to chart a course for attainment of objectives that truly considers data, people, resources • Effectively responds to the challenges of the day while consciously navigating the charted course toward impactful objectives for teaching and learning growth • Works to record leadership actions in an unbiased manner • Prompts candidate toward collaborative reflection of leadership behaviors • Documents growth and attainment of the program's CPSEL-based Element outcomes
Coaching is regular, consistent, and ongoing throughout each year of the two-year program.	Regularly defined and suggested coach/candidate meetings and activities are planned throughout the two-year induction experience. Coaches and candidates meet approximately 3-6 hours per month, most frequently "two coach visits per month" often with phone and email contact between visits. Coaches and candidates are required to document their meeting times using their meeting logs.
Coaching is enhanced with technology supports, however it should be primarily in person and at the site	Coaching will take place mainly at the candidate's workplace (in order for coach to gather his/her own data about the situation/circumstances in which the coaching is embedded) that these on-site experiences will be broadened and enhanced by phone and email contacts. Coaches and candidates can also utilize Facetime, Google Hangout and other technology aids to extend coaching beyond the site-based experience that forms the basis of this program.
The coaching process is one that requires confidential coach-candidate collaboration in	Successful coach/candidate relationships must remain confidential to ensure effective growth for each individual candidate. Each candidate will have a digital portfolio through PVPUSD One Drive. Coaches will be the only person granted access to the candidate's digital portfolio throughout the candidate's participation in the program until it is presented upon consideration for program completion and recommendation for a Clear Induction Credential.
self-assessment;	Once the coach has had an opportunity to observe and become familiar with the candidate's work, the candidate will complete the self-assessment included in the IIP. Each coach will work collaboratively with the candidate to ensure proper identification of strength and areas of growth. Candidate Self-Assessment
investigation and data gathering regarding the circumstances and	Each candidate will fill out a comprehensive candidate information form that will be used to gather pertinent information about the candidate including their job role

environment in which the candidate is embedded, and identification of candidate's experience, prior knowledge, and needs;	and environment; candidate's past educational and leadership experience and training; and current and expected future needs. This Collaborative Coach Assessment will provide coaches with a better understanding of the prior knowledge and context of the position their candidates are in, providing them with pertinent information to better support their candidate. Coaches will fill out a similar informational sheet that will be used to better match coaches and candidates.
goal setting, that intertwines job-embedded leadership performance with Category III, Standard 5 program outcomes;	Each candidate will work collaboratively with their coach to engage in a goal setting process using the program SMART Goals Worksheet contained in the IIP. The program goal setting process includes not only constructing effective job-embedded SMART goals but also identifying any barriers that might exist that will get in the way of the candidate achieving their goals and creating an action plan to achieve their goals. The coach and candidate will regularly revisit these goals and document progress on the worksheet.
action planning to guide attainment of goals but which also identifies opportunities for both candidate growth and demonstration of program outcomes;	Each candidate will collaboratively create, update, and enact an action plan that is included in the candidate's IIP. PVPUSD IIP
observation and data gathering regarding learning, impact, and leadership performance;	<p>Coaches will use the Coach Candidate Meeting & Reflective log forms to assist them to inform the learning, impact, and leadership performance of their candidate. Coaches will use this data regularly to work with candidates and support them in attaining mastery in program outcomes.</p> <p>Coaches will be Evaluated using the following documents and processes:</p> <ul style="list-style-type: none"> • Coaching Observation Tool- Program staff use this tool when observing coaches in the field. (2 times per year) B. Coach Assessment Form- This assessment tool is used to assess every coach's performance in the program. Each coach is assessed using the Coaching Competencies Rubric. <p>Feedback to coaches- Is provided by candidates and the program staff member supervising the coach. Candidate feedback is based upon the coach/candidate relationship in each year of the two year induction program. Candidates use the Feedback to Coaches Form.</p>

	<p>Staff supervising coaches will evaluate and provide feedback to coaches using the observation tool, coach assessment form and feedback to the coaches from candidates.</p> <p>Program leaders will provide regular and ongoing formative feedback to coaches in the following ways:</p> <ul style="list-style-type: none"> • Coach trainings and support meetings (3 Follow-up Coach Meetings- Fall, Winter, Spring) • One-on-one <i>coaching the coach</i> sessions- focused on developing the coach rather than evaluation (A designated staff member will observe each coach in the field 2 times per year. Evidence will be gathered during the observation and the staff will debrief with the coach using the observation tool. Coach Observation Tool) • Coach Assessment Form- This assessment tool is used to assess each coach's performance in the program. Each coach is assessed using the Coaching Competencies Rubric (Completed after every formal coach observation- coaches and program staff will discuss their performance using the Coaching Competencies Rubric, areas of improvement, and create an action growth plan) <p>One-on-one and small group feedback sessions (3 Follow-up Coach Meetings- Fall, Winter, Spring and ongoing using One Drive)</p>
ongoing facilitated reflection, formative assessment, adaptation, anticipation, and development of leadership competence;	Coaches are prepared to and will engage their candidates in facilitated reflection using consultancy protocols, learning walks (when available), coaching sessions, and reflective journals. Coaches will use formative data to engage their candidates in reflective practice to better adapt, anticipate, and develop leadership competence.
And documentation of growth and attainment of Category III, Standard 5 program outcomes.	Coaches will regularly document progress toward and mastery of CPSEL-based outcomes in the Coach Candidate Meeting Log. Coaches will use an assessment rubric called a coaching form to determine if the candidate was proficient across all CPSEL-based outcomes. The coaching form has a thorough list of examples of evidence that the coach can recommend to their candidates to further the candidate's individual leadership growth. CPSEL Coach Form

C. Professional Development

The program provides professional development offerings (a minimum of 20-30 clock hours annually) addressing needs common to all beginning educational administrators as well as provides differentiated learning opportunities as outlined in the candidates' IIP.

Professional development in PV LEAD will be focused on personalized learning tailored to each candidate's school or office site. Candidates will participate in a one-day Induction Institute facilitated by coaches. The Institute will cover CTC clear administrative services credential requirements, PV LEAD expectations and documentation, CPSEL handbook overview, and coaching. Professional development will occur primarily at candidate work sites.

Candidates will work collaboratively with their coaches to develop the IIP. A job-embedded professional growth goal will be developed for each CPSEL standards. Progress will be monitored and captured on the IIP. Goals will be revisited, and revised if necessary, at the beginning of year two of the induction program.

Candidates will engage in a Cycle of Inquiry/Problem of Practice. Using the problem solving cycle, candidates will identify a problem of practice from their daily work that is connected to a CPSEL standard, develop a research question to drive their inquiry, conduct professional reading on the topic, gather preliminary/benchmark data, and develop an action plan to address the problem. After the action plan has been put in place, candidates will collect and analyze new data to assess the impact that the action plan had on the problem. Findings and implications will be written to complete the Cycle of Inquiry. One inquiry will be completed during the two-year induction program.

Candidates will also complete several self-assessments throughout the induction cycle. At the beginning of the induction program, they will complete the Initial Self-Assessment where they assess themselves on where they reside in terms of current CPSEL mastery. After completing the first year of PV LEAD, candidates will complete the Mid-Program Self-Assessment and at the end of year two, they will complete the Final Self-Assessment. These assessments will help to shape conversations with their coaches around professional growth and development in each CPSEL area, reaching IIP goals, connections to the Cycle of Inquiry/Problem of Practice, and meeting all clear administrative services credential requirements.

<p>It includes reflection on current practice, direct instruction in research-based best practices, modeling, problem-based practice, and opportunities for planning and adaptation to current leadership responsibilities.</p>	<p>Reflection on Current Practice- The PD program includes opportunities for reflection based on formative feedback. The reflective practice allows candidates to critically think and analyze their own conduct, dispositions, and values, and how they impact outcomes or presumed effects.</p> <p>Direct Instruction in research-based best practices- Through direct instruction by the professional development providers, candidates are introduced to research regarding best practices. This research informs their personal inquiries, based on their IIP goals. Through the inquiry process, candidates are able to develop questions about their current practice, grounded in review of the CPSELs. From these questions, they establish meaningful goals that require them to develop an action research/problem of practice using current research-based best practices gleaned from their professional learning meetings.</p> <p>Modeling- Program staff and coaches will model effective leadership strategies at each cohort meeting and individual coaching session.</p> <p>Problem-based practice- Professional learning sessions will provide multiple opportunities to discuss problems of practice using consultancy and case study protocols. Current literature demonstrates that school site problem-based scenarios are an effective way for leaders to reflect and improve their own leadership practice, creative problem-solving techniques, innovation solutions, and adaptability to changing environments.</p> <p>Opportunities for planning adaptation to current leadership responsibilities- The program values the implementation of professional learning by candidates. Each candidate will have ample opportunities to make individual plans to implement what they have learned at each Unit of Study and Individual Coaching Session. Candidates will work with cohort members, coaches, and program staff members to plan and adapt what they have learned to their current leadership responsibilities. These plans will be captured in the candidate's IIP.</p>
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Professional development provides opportunities for candidates to develop professional networks that share best practices and challenges and garner collegial support.	The cohort approach enables the building of professional learning communities for candidates. Through pair-share, table talk, and whole group presentation activities, participants will build collegiality with their colleagues. Opportunities to present topics from each job site and receive feedback from colleagues will help build rapport and establish professional learning communities within the induction program. PD sessions will include topics that enhance the opportunity to develop professional networks through trust building, meeting facilitation, and constructive conflict.
All professional development is designed to support the application	Professional development sessions are designed and organized in a manner that ensures candidate understanding, application, and demonstration of CPSELs.

and demonstration of program competency outcomes articulated in Standard 5 of the Administrative Services Credential Induction Program Standards, and the attainment of the candidate's IIP goals.	<p>Through a variety of presentations, activities, and best practices sharing opportunities, candidates demonstrate mastery of Standard 5 induction standards.</p> <p>Additionally, each candidate's IIP goals are reviewed during the differentiated portion of professional development sessions. Support, guidance, recommendations, and resources are provided to ensure attainment of all IIP goals. This ensures differentiated learning for each candidate in the induction program.</p>
D. Assessment	
The induction program develops assessments to measure candidate competence and take into account the highly variable nature of administrative responsibilities.	<p>Candidate progress will be monitored and assessed throughout the induction period. Candidates will complete the Initial Self-Assessment at the beginning of the program. This assessment will capture their own perspective on how well they understand and apply CPSEL standards. At the end of year one, candidates complete the Mid-Program Self-Assessment. This will help shape reflective conversations with their coaches and determine the necessary revisions to the professional learning goals in the IIP. At the end of year two, candidates complete the Final Self-Assessment to measure professional learning and growth throughout the induction period.</p> <p>Coaches will regularly include progress monitoring in their coaching conversations. IIP goals will be reviewed and progress will be documented through CPSEL evidence. Candidates will gather evidence in the form of agendas, sign-ins, conference attendance, etc., to demonstrate active participation in professional learning and progress in reaching agreed upon IIP goals.</p> <p>Candidates will also keep an induction portfolio that houses the IIP, Self-Assessments, Problem of Practice Cycle of Inquiry, evidence of mastery of CPSEL standards, coaching and reflective logs.</p> <p>The Descriptions of Practice (WestEd) is used to construct the initial induction assessment that allows candidates to self-assess on the CPSEL Standards using a four part continuum that explicates increasing levels of knowledge, skills and applications, based on example indicators of practice. The four levels include:</p> <ul style="list-style-type: none"> • Practice that is directed toward the standard – indicates the administrator's

	<p>level of practice, knowledge and skills is at a basic level.</p> <ul style="list-style-type: none"> • Practice that approaches the standards – indicates the administrator’s level of practice, knowledge and skills is emerging. • Practice that meets the standard – indicates the leader is able to execute vision-driven action, knows what needs to be done and how to do it. • Practice that exemplifies the standard – indicates leaders who are innovative and address complex teaching and learning challenges by using shared goals, strategic actions and resources. <p>This continuum, from the DOP, provides the baseline data that will be compared three more times, during the two years of Induction, and documented on the DOP Self-Assessment of Leadership Skills, to reflect candidate growth and competence, over time.</p>
<p>Assessment tools such as rubric based scales, are based on outcomes from Standard 5 of the Administrative Services Credential Induction Program Standards, identified by the program to measure leadership performance, and used to determine candidate growth and competence. Initial, formative, and summative assessments are collaborative, based on data gathered by the candidate, coach, and program.</p>	<p>All assessment tools for the program are based on CPSEL-based outcomes. Assessment and rubrics are research-based and have been identified to measure leadership performance. Each assessment and rubric has been collaboratively constructed by program staff and advisory board members and based on data gathered by the candidate, coach, and program. Assessment and rubrics will be collaboratively updated as needed using program, coach, and candidate gathered data.</p> <p>The program is focused on leadership growth and expects candidates to demonstrate continuous growth and mastery of CPSEL-based outcomes throughout the program. Our program assessments are constructed and administered to allow candidates sufficient opportunities to demonstrate mastery of CPSEL-based outcomes over the two-year induction experience. Program coaches have been trained to assess and document candidate mastery of CPSEL-based outcomes throughout the professional learning of the program.</p> <p>Each candidate demonstrates mastery by being rated as meeting or exemplifying CPSEL-based program outcomes with supporting evidence from either the candidate or coach. Each assessment has been constructed to measure candidate mastery in CPSEL-based outcomes using a four-point rubric. Below you will find each assessment tool along with rubrics used to measure candidate mastery of CPSEL-based outcomes:</p>

	<p>Preliminary Administrative Credential Assessment (if available)</p> <p><u>Candidate Self-Assessment</u></p> <p><u>Coach Observation Tool</u></p> <p><u>PVLEAD IIP</u></p> <p><u>Benchmark Self Assessment-</u></p> <p><u>Summative Self Assessment</u></p> <p><u>Completion of hours</u></p> <p>Completion of Units of Study and all performance tasks and/or reflections following each Unit</p>
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 induction assessment will be completed by the candidate, with support from their coach, approximately within 30 days into the program in order to give the coach ample time to observe the candidate's work setting and direct observation of the candidate. The assessment is designed to measure the candidate's entry-level competence in each of the program's identified outcomes and leadership dispositions. This assessment will be compared to future assessments to measure each candidate's growth and overall competency over time.
The initial assessment is informed by multiple measures.	<p>The initial assessment of candidates is informed by the following:</p> <ul style="list-style-type: none"> • Preliminary Administrative Credential Assessment (if available) • Candidate's current resume and application including work experiences and training completed • Initial coach observations of candidate and worksite • <u>Candidate Self-Assessment</u>
Formative assessment supports and informs candidates about their professional performance and growth as they reflect and improve upon their practice as part of a cycle of inquiry and continuous improvement.	Formative assessment is designed to regularly inform candidates about their professional performance and progress toward achieving individual goals and meeting program expectations and outcomes. This will occur through regular coach observation and feedback sessions, as well as periodic self-assessments and coach conferencing. Formative assessment allows for continuous feedback from coaches, peers, and staff members and stresses personal reflection of candidates to ensure a cycle of inquiry toward continuous improvement.
The formative assessment process engages the candidate in gathering	A variety of data sources will be gathered to assess candidate leadership practice and growth in CPSEL outcomes. Candidates will gather results/data from their Self-

evidence about his/her own leadership practice, promotes reflection, documents candidate learning and leadership impact, and identifies next steps in pursuit of IIP goals.	<p>Assessment, the IIP, digital portfolio, and findings from their cycle of inquiry/problem of practice projects to assess their own progress throughout the PV LEAD program.</p> <p>Coaches and PV LEAD staff will have access to the documents candidates have gathered and will use the Summative Assessment, on-site observations, and meeting Logs to assess the leadership development of each candidate. Candidates meeting all program outcomes will be recommended for the Clear Administrative Service Credential.</p> <p>The assessment program includes opportunities for reflection based on formative feedback. The reflective practice allows candidates to critically think and analyze their own conduct, dispositions, and values, and how they impact outcomes or presumed effects. Current literature demonstrates that school site problem-based scenarios are an effective way for leaders to reflect and improve their own leadership practice, creative problem-solving techniques, innovation solutions, and adaptability to changing environments. Beyond embedding formative assessment in routine coaching, additional reflection formative assessment opportunities are embedded in the PD structure.</p> <p>Additionally, each candidate's field study goals and reviews of both progress and demonstrated knowledge and skills (relating these to CPSEL-based element outcomes) will be assessed by coach and candidate at least monthly. Support, guidance, recommendations, and resources are provided to ensure a continuous improvement and attainment of all IIP goals.</p>
It utilizes multiple measures such as self-assessment, observation, and analyses of leadership performance.	<p>The Individualized Induction Plan will include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meeting log and coaching sessions that are reflected in the log <input type="checkbox"/> PD segments that prompt reflection on practice and planning for growth <input type="checkbox"/> Field study goals and action plan reviews <input type="checkbox"/> IIP reviews
The program conducts a benchmark assessment midway through the program.	<p>A benchmark assessment is conducted midway through the two year program for each candidate.</p> <p>Benchmark Self-Assessment</p>

This evaluates the candidate's progress toward demonstration of competence.	The benchmark assessment is designed to measure candidate growth and progress toward program CPSEL-based outcomes.
The results of the benchmark assessment are reviewed with the candidate and recorded by the program, with prompt goal and/or IIP revisions, if necessary.	<p>The results of the benchmark assessment are intended to result in the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Inform program leaders of candidate progress in the program <input type="checkbox"/> Candidates participate in consultancies to reflect on progress toward program outcomes <input type="checkbox"/> Engage in reflective conversations with coach to determine progress of goals and specific recommendations to revise the IIP (if necessary) <input type="checkbox"/> Identify gaps in learning and recalibrate the IIP to address them
Prior to recommending each candidate for a Clear Administrative Services Credential, the program determines that each candidate has reached a level of competence meriting possession of a Clear Administrative Services Credential.	The requirements for receiving a Clear Administrative Services Credential are collaboratively and clearly defined by program staff and advisory board members. Coaches work collaboratively with their candidate to determine mastery of program CPSEL-based outcomes. Coaches document candidate mastery of program outcomes in their coaching portfolio. The coaching portfolio is a collection of evidence that CPSEL Element program outcomes have been observed and obtained. Upon the coach determining that the candidate has met all CPSEL-based outcomes, the coaches submit their coaching portfolio to the Program Director to recommend successful candidates for the Clear Administrative Services Credential. Program leadership reviews each submission and make a determination on the candidate. Once approved, the program director signs all paperwork and submits the candidate's name to PVPUSD's Assistant Superintendent, Human Resources for final approval and recommendation to CTC for the Professional Clear Administrative Services Credential.
This determination is based on a review of observed and documented evidence, collaboratively assembled by coach and candidate.	Coaches review the complete contents of the IIP with their candidate to assess mastery of leadership competencies and program outcomes. Coaches document candidate mastery of program outcomes in their coaching portfolio. The coaching portfolio is a collection of evidence that CPSEL Element program outcomes have been observed and obtained. Coaches submit their coaching portfolio to the Program Director to recommend successful candidates for the Clear Administrative Services Credential.

This **summative** review includes a defensible process, an appeal process, and a procedure for candidates to repeat portions of the program as needed.

Coaches and candidates perform a summative review of all materials within the IIP and web-based portfolio to ensure demonstrated mastery over all CPSEL-based outcomes for the program.

Summative Self-Assessment
Portfolio Checklist

Candidates who submit their final portfolio and are not determined to have adequately demonstrated competency will receive guidance about steps and evidence needed to successfully re-submit. Candidates will continue to re-submit until they have fully demonstrated mastery over the CPSEL-based outcomes. Candidates having successfully demonstrated mastery of program expectations and outcomes will receive an official certificate of program completion and recommendation to CTC for their clear administrative services credential.

Candidates who are not deemed to have yet gained mastery over one or more standards, and who do not agree with this decision, may submit a written appeal to the Program Director. The director will review evidence and may meet with the candidate and will render a decision based on the evidence presented.

PV LEAD is structured to ensure all candidates meet CTC Clear Administrative Service Credential requirements at a comfortable pace, while still meeting the 2-year timeline. Even with coach and PV LEAD staff support, we understand that under certain circumstances, some candidates may fall behind in their progress to meet program outcomes. PV LEAD has built in an intervention protocol to ensure candidates receive additional support to stay on course and meet all program outcomes.

Through regular site-visits, updates from coaches and candidates, and progress monitoring, PV LEAD staff will quickly identify which candidates need additional support. Following the guidelines of the Candidate Intervention Plan, PV LEAD staff will meet with coaches and candidates to identify and analyze issues, develop and implement an action plan, monitor progress, and schedule a follow-up meeting to assess progress and revise the Candidate Intervention Form if necessary.

<p>The induction program sponsor and the coach verify that the candidate has met competency expectations for performance as outlined in Standard 5 of the Administrative Induction Program standards.</p>	<p>Once a candidate, in consultation with the coach determines that he or she has provided ample evidence of demonstrated mastery over the program outcomes, the coach will recommend successful candidates to the Program Director. The Program Director and Program Coordinator will review the coaching portfolio to objectively ensure that the candidate has satisfied CPSEL-based Outcomes. Once the Program Director and Coordinator have confirmed the recommendation, the Program Director will submit approval to CTC for the Clear Administrative Services Credential.</p>
<p>Program Standard 5: California Professional Standards for Education Leaders</p>	
<p>Induction programs support candidate development and growth in the following areas of educational leadership, requiring documentation in at least one area of each subsection (e.g. A., B.,) for a minimum of six areas of competence.</p>	<p>The following elements have been identified by key program staff to support the growth and development of educational leaders in the program. The PVPUSD's Administrative Services Credential Program focuses on the 6 CPSEL Standards, specifically the programs' identified Core Elements and center around school leadership. The CPSELS serve the program outcomes that each candidate must demonstrate mastery over. The elements were identified to consider the flexibility needed to meet the needs of the different types of educational leaders the program will serve. These elements serve as program outcomes and are addressed throughout the professional learning portions of the program as well as reinforced and supported through the coach/candidate relationship. CPSEL-based Outcomes</p> <p>Acceptable artifacts that document a candidate's success in each of the CPSELS can be found in our portfolio checklist. All artifacts within the portfolio ensure competency in all program CPSEL-based outcomes, using program rubrics, over the two year induction period. Portfolio Checklist</p>
<p>A. DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION</p>	
<p>Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.</p>	<p>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.</p> <p><i>Example Indicators:</i> A1. Cultivate multiple learning opportunities that build on student assets and address student needs.</p>

	<p>A2. 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.</p> <p>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.</p> <p><i>Example Indicators:</i> B1. Build shared accountability to achieve the vision by distributing leadership roles and responsibilities among staff and community. B2. Communicates a shared student-centered vision to stakeholders and establishes processes for the revision of the vision.</p> <p>Element 1C: Vision Planning and Implementation Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.</p>
B. INSTRUCTIONAL LEADERSHIP	
<p>Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.</p>	<p>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.</p> <p><i>Example Indicator:</i> A1. Strengthen staff trust, shared responsibility, and leadership by instituting structures and processes that promote collaborative inquiry and problem solving. A2. Assesses the needs of teacher teams and builds the capacity of teacher leaders and individual teachers. A3. Builds the capacity of Leadership Team members to lead their respective specific teams. A4. Collects and analyzes data related to the educational environment.</p> <p>Element 2B: Curriculum and Instruction</p>

	<p>Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.</p> <p>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.</p>
C. MANAGEMENT AND LEARNING ENVIRONMENT	
<p>Education leaders manage the organization to cultivate a safe and productive learning and working environment.</p>	<p>Element 3A: Operations and Facilities Leaders provide and oversee a functional, safe, and clean learning environment.</p> <p>Element 3B: Plans and Procedures Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.</p> <p><i>Example Indicators:</i> B1. Develop and implement plans to accomplish school-wide goals including graduate college and career ready. B2. Engage stakeholders in using problem solving and decision-making processes and distributed leadership to develop, monitor, evaluate and revise plans and programs.</p> <p>Element 3C: Climate Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.</p> <p><i>Example Indicators:</i> C1. Strengthen participation, engagement, connection, and a sense of belonging among all students and staff. C2. Implement a positive behavior management system with intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, culturally responsive, and celebrate student and school achievement. C3. Consistently monitor, review and respond to attendance, disciplinary, and other relevant data to ensure that management practices are free from bias and equitably applied to all students.</p>

Element 3D: Fiscal and Human Resources

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

Example Indicators:

D1. Provide clear rationale for decisions and distribute resources equitably to advance shared vision and goals focused on the needs of all students.

D2. Work with the district and school community to focus on both short and long-term fiscal management.

D3. Actively direct staff hiring and placement to match staff capacity with student academic and support goals.

D4. Engage staff in professional learning and formative assessments with specific feedback for continuous growth.

D5. Conduct personnel evaluations to improve teaching and learning, in keeping with district and state policies.

D6. 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.

D. FAMILY AND COMMUNITY ENGAGEMENT**Element 4A: Parent and Family Engagement**

Leaders meaningfully involve all parents and families in student learning and support programs.

Example Indicator:

A5. Facilitate a reciprocal relationship with families that encourages them to assist the school and to participate in opportunities that extend their capacity to support students.

Element 4B: Community Partnerships

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

	<p>Element 4C: Community Resources and Services Leaders leverage and integrate community resources and services to meet the varied needs of all students.</p> <p><i>Example Indicator:</i> C1. Secure community support to sustain existing resources and add new resources that address emerging student needs.</p>
E. ETHICS AND INTEGRITY	
<p>Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.</p>	<p>Element 5A: Reflective Practice Leaders act upon a personal code of ethics that requires continuous reflection and learning.</p> <p><i>Example Indicator:</i> A1. Reflect on areas for improvement and take responsibility for change and growth.</p> <p>Element 5B: Ethical Decision-Making Leaders guide and support personal and collective actions that use relevant evidence and research to make fair and ethical decisions.</p> <p><i>Example Indicators:</i> B1. Demonstrates moral courage by doing what is best for students in the face of all obstacles. B2. Leads with a social justice and equity lens and takes actions that demonstrate that equity does not mean equal. B3. Persists in the face of adversity and approaches dilemmas with relentless, resourceful, and innovative solutions. B4. Identify personal and institutional biases and remove barriers that derive from economic, social-emotional, linguistic, cultural, physical, gender, or other sources of educational disadvantage or discrimination. B5. Commit to making difficult decisions in service of equitable outcomes for students, staff and the school community.</p> <p>Element 5C: Ethical Action</p>

	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.
F. EXTERNAL CONTEXT AND POLICY	
Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.	<p>Element 6A: Understanding and Communicating Policy Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment. <i>Example Indicators:</i> A1. Facilitate discussions with the public about federal, state and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes. A2. Work with local leaders to assess, analyze and anticipate emerging trends and initiatives and their impact on education.</p> <p>Element 6B: Professional Influence Leaders use their understanding of social, cultural, economic, legal and political contexts to shape policies that lead to all students graduate ready for college and career.</p> <p>Element 6C: Policy Engagement Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.</p>

PV LEAD Coaching Competencies Rubric for Coaches

Component A: Planning for the Coaching Conversation

Elements: Artifacts and Data Analysis, Preparation for the Conversation

Coaches analyze multiple sources and types of data and artifacts in order to prepare a coaching conversation that includes carefully-sequenced, targeted, open-ended questions in advance of meeting with a coachee in a coaching session.

	Ineffective	Developing	Effective	Highly Effective
1. Artifacts and Data Analysis <i>Uses artifacts and other data sources to evaluate the coachee's progress toward professional and organizational goals</i>	<p>The coach collects and analyzes little or no data to evaluate the coachee's progress toward his/her goals, or to monitor progress on organizational goals. Trends may or may not be identified and are not used for planning reflective questions.</p>	<p>The coach collects and analyzes limited data and artifacts from only a few sources. Trends may be identified but are used on a limited basis to monitor the coachee's progress toward goals, or for planning reflective questions.</p>	<p>The coach and coachee collaboratively analyze data and artifacts from multiple sources (qualitative and quantitative), including observations of the coachee interacting with teachers and/or students, to identify trends found in the data and prior action items. The coach and coachee use this data to evaluate the coachee's progress toward his/her professional goals, monitor progress on organizational goals, and provide evidence for one or more focus elements of the Framework.</p>	<p>The coach collects and, with the coachee, collaboratively analyzes school data and artifacts from multiple sources (qualitative and quantitative), including observations of the coachee interacting with teachers and/or students, to identify data trends in relation to the organization's vision. The coach and coachee use data to evaluate the coachee's progress toward his/her professional goals, monitor progress on goals for sub-groups of students, and prioritize focus elements of the Framework that will have the greatest influence on student learning.</p>
2. Preparation for the Conversation <i>Develops reflective questions for the coachee prior to their meeting, based on data and the standards in the Framework; arranges and communicates logistics before each session.</i>	<p>The coach prepares few or no questions, mostly closed-ended questions, or questions that are only peripherally related to the Framework, the coachee's goals, and/or organizational goals. Sessions have no articulated purpose and/or no warm-up questions or activities. There may be little or no communication regarding meeting time and place.</p>	<p>The coach prepares a mix of open-ended and closed-ended questions, or questions may be only partially related to the Framework, the coachee's goals, or organizational goals. The session's purpose or a warm-up question/activity is articulated. There is some communication regarding meeting time and place.</p>	<p>The coach prepares open-ended, reflective questions based on data analysis and related to the Framework, as well as the coachee's professional and organizational goals. The coach and coachee collaboratively determine the purpose of the session. A warm-up period is designed to provide an opportunity for general sharing, with reasonable time allocations for each part of the coaching conversation. Communication regarding time and place occurs in a timely manner and more than once.</p>	<p>Building on data analysis; prior reflective conversations, evidence and action items; and prioritized focus elements; the coach prepares open-ended, reflective questions related to the Framework, the coachee's professional goals and the organizational goals. Each session's articulated purpose derives from collaboration between coach and coachee during the prior session. Warm-up questions are designed to provide the opportunity for the coachee to share challenges or to vent in a safe place. Coach and coachee share responsibility for communication of meeting time and place.</p>

PV LEAD Program Coaching Competencies Rubric for Coaches

Component B: The Coaching Conversation--Interaction

Elements: Rapport and respect, Active listening, and Trust and confidentiality

During their meetings together, coaches interact with coachees in ways that establish, build, and maintain trust and rapport.

	Ineffective	Developing	Effective	Highly Effective
1. Rapport and respect <i>Uses verbal and non-verbal strategies to establish and maintain rapport</i>	Interactions between coach and coachee are sometimes negative, demeaning, sarcastic, disrespectful or inappropriate; or, interactions seldom take place. The coachee's communication is focused on compliance.	Interactions between coach and coachee are polite and formal. The coachee's communication may be cautious or wary, focused on compliance and doing what the coach has instructed.	Interactions between coach and coachee are professional, friendly, respectful, two-directional, and demonstrate caring. Communication, regardless of topic, is connected back to organizational goals, teaching and learning.	Interactions between coach and coachee reflect mutual respect, caring, cultural understanding, and sensitivity to local context. The coachee shares sensitive information with the coach, and they demonstrate open dialogue in a variety of contexts. Communication is connected to goals, teaching, learning, and professional growth.
2. Trust¹ and confidentiality <i>Demonstrates follow-through, confidentiality and commitment to coaching sessions</i>	The coach is rarely physically or mentally present for meetings, does not provide support and violates confidentiality. The coachee does not confide in the coach; the coachee fails to follow through on action items and/or fails to attend pre-scheduled meetings.	The coach is usually physically or mentally present for meetings, provides occasional support and maintains confidentiality. The coachee may not confide in the coach, sometimes fails to follow through on action items, or occasionally fails to attend pre-scheduled meetings.	The coach demonstrates his/her commitment to the coachee by being physically and mentally present for meetings, providing emotional support as needed, following through on action items, and maintaining confidentiality regarding what the coachee has shared. The coachee is increasingly comfortable confiding in the coach over time.	The coach and coachee demonstrate their mutual commitment by being physically and mentally present for meetings, following through on action items, and maintaining confidentiality regarding what each other has shared. The coachee and coach are comfortable taking professional risks with one another, and giving and receiving honest feedback.
3. Active listening <i>Uses strategies designed to communicate interest and to encourage reflection</i>	The coach communicates disinterest, inattention or negative presuppositions; does most of the talking; or uses his/her position as supervisor to push the coachee to communicate or complete tasks.	The coach occasionally uses paraphrasing, summarizing, presuming positive intent, objective listening, body language, or nonjudgmental responses with limited success, or tells the coachee what s/he needs to do or where s/he needs to grow.	The coach regularly uses paraphrasing, summarizing, presuming positive intent, objective listening, body language, and nonjudgmental responses to demonstrate his/her confidence in the coachee's ability to reflect on and grow in his/her leadership or instructional practices.	The coach and coachee regularly use paraphrasing, summarizing, presuming positive intent, objective listening, body language, and nonjudgmental responses to demonstrate mutual confidence in each other's ability to reflect on and grow in his/her leadership or instructional practices.

¹ While developing trust is a gradual process, and may not be fully in place at the beginning of the school year, the actions of the coach should be those that foster and build trust, rather than those that dismantle or erode trust.

PV LEAD Coaching Competencies Rubric for Coaches

Component C: The Coaching Conversation--Follow-Up Questions and Responses

Elements: Promotes reflection & self-assessment, Focused on goals, Promotes critical thinking, Manages logistics & time

Coaches ask targeted follow-up questions and respond to the coachee's answers in ways that encourage reflection and self-assessment. They stay focused on the coachee's professional goals and organizational goals, and encourage critical thinking around problems and potential solutions. Coaches manage the logistics and time associated with each coaching session.

	Ineffective	Developing	Effective	Highly Effective
1. Promotes reflection and self-assessment <i>Uses questions and responses to promote the coachee's reflection and self-assessment, during and after the coaching session</i>	The coach rarely uses paraphrasing, open-ended questioning, or summarizing, to respond to the coachee.	The coach occasionally uses paraphrasing, open-ended questioning or summarizing to respond to the coachee, with limited reflection on the part of the coachee.	The coach regularly uses paraphrasing, open-ended questioning, and summarizing to respond to the coachee, resulting in self-assessment and reflection on the part of the coachee. The coach may synthesize the coachee's reflections, leading to big ideas or specific applications. The coachee is able to delay responding to a question if s/he needs time to think about it before answering.	The coach regularly uses paraphrasing, open-ended questioning, and summarizing to help the coachee generate themes, big ideas and/or specific applications, in relation to current or future actions. The coachee is able to delay responding to a question, and brings the question back at a later time.
2. Focused on goals <i>Uses questions and responses to keep the coaching session focused on the goals identified in planning</i>	The coach's follow-up questions and responses regularly include personal stories, tangents, judgments, and/or premature solutions to the coachee's goals or concerns.	The coach's follow-up questions and responses occasionally include active listening and may be peripherally focused on the overall goals identified in planning the session.	The coach's follow-up questions and responses include active listening and a collaborative focus on the overall goals identified in planning the session.	The coach and coachee's follow-up questions and responses include active listening and a collaborative focus on the specific goals for the session, as well as connecting to the overarching goals previously established.
3. Promotes critical thinking <i>Uses questions and responses to challenge assumptions, frame learning opportunities, and push for broader or deeper solutions</i>	The coach's follow-up questions and responses do not invite a thoughtful response or challenge assumptions. The coach gives advice or directives in response to the coachee's answers.	The coach's follow-up questions and responses sometimes invite a thoughtful response, but rarely challenge assumptions. Questions may focus on solving a specific problem, rather than understanding a larger system.	The coach's follow-up questions and responses are thought provoking, challenge assumptions while maintaining trust, and are framed around learning opportunities, rather than problems.	The coach and the coachee engage in a dialogue that is thought provoking, challenges assumptions while maintaining trust, includes probing questions and pushing practice forward, and is framed around learning opportunities and systems thinking.
4. Manages logistics and time	The coach fails to manage and communicate logistics, during and/or after each session. Time	The coach inconsistently manages and communicates logistics, during and after	The coach manages and communicates logistics, during and after each session. S/he monitors time during the session	The coach and coachee share responsibility for managing and communicating regarding

	Ineffective	Developing	Effective	Highly Effective
<i>Arranges and communicates regarding logistics of each session, and monitors time during the session. Uses an extended timeline for scheduling and goal-setting.</i>	is not monitored or used effectively to address the main topic. The coach rarely uses a timeline to guide scheduling of coaching sessions, resulting in scheduling conflicts or unrealistic deadlines.	each session. Time monitoring is uneven so session goals are not fully accomplished. The coach occasionally uses a timeline to guide scheduling around major events for the coachee and/or school.	so that goals are accomplished. The coach and coachee use a timeline to guide scheduling, goal-setting and action items for the coachee and organization.	logistics of their meetings, and for monitoring time during each session, so that goals are fully accomplished. The coach and coachee use a timeline to guide scheduling, goal-setting, and action items, integrating schedules around school, district and professional events.

PV LEAD Coaching Competencies Rubric for Coaches

Component D: The Coaching Conversation--Action and Closure

Elements: Support and modeling, Provides feedback, Action items, and Provides closure

Coaches provide support and modeling (instructional coaching) as needed, and move the coaching session to a thoughtful conclusion that includes synthesis, specific feedback and a clear action plan.

	Ineffective	Developing	Effective	Highly Effective
1. Support and Modeling <i>Uses instructional coaching as needed to teach a specific administrative or instructional task</i>	The coach either does not provide suggestions on how to complete administrative or instructional tasks (even when there is a need), or the suggestions are very general and/or inaccurate.	As needed, the coach demonstrates or trains the coachee on an administrative or instructional task, but may not verify whether the coachee has mastered the task.	As needed, the coach demonstrates and trains the coachee on specific instructional and/or administrative tasks, in a gradual release model, where the coachee eventually demonstrates the ability to do the task independently.	At the request of the coachee, the coach demonstrates and trains the coachee on specific instructional and/or administrative tasks, in a gradual release model, where the coachee eventually demonstrates the ability to do the task independently.
2. Provides Feedback <i>Provides specific data-based feedback that allows the coachee to advance his/her</i>	The coach provides little or no actionable feedback grounded in data or related to the discussion, and may provide negative or conciliatory feedback. The coachee does not articulate relevant next steps.	The coach provides general actionable feedback that may or may not be grounded in data, built on the coachee's strengths, or related to the discussion. The coachee may articulate relevant next steps.	The coach provides specific actionable feedback grounded in data, built on the coachee's strengths, and/or related to the discussion, and encourages the coachee to determine and articulate relevant next steps.	At the request of the coachee, the coach and coachee collaboratively discuss specific actionable feedback grounded in data, built on the coachee's strengths and related to the discussion. Coachee uses the feedback to determine and articulate relevant next steps and links these steps to professional goals or the Framework.
3. Action items <i>Action items are specific; are relevant to the discussion, the Framework, and organizational goals; and include specific deadlines.</i>	Action items are either not articulated; not connected to the data, the Framework, or the organizational goals; or are imposed on the coachee by the coach.	The coach selects action items related to the data and discussion. Action items may or may not be linked to a specific element of the Framework or an organizational goal. Next steps are general in nature, or do not include deadlines.	The coach suggests action items from which the coachee may choose, and each action item is timely, relevant, linked to a specific element of the Framework, or to an organizational goal. Next steps and deadlines are articulated and collaboratively agreed upon by coach and coachee.	The coach and coachee discuss and prioritize possible action items. Each action item is timely, relevant, linked to a specific element of the Framework, and to an organizational goal. Next steps and deadlines are selected by the coachee and supported by the coach, or determined through collaborative conversation.
4. Provides Closure <i>Brings the meeting to closure through synthesis and documentation</i>	Meetings between coach and coachee end abruptly, or end with a general summary, but little discussion of action items.	The coach ends each meeting with a summary of key points, and articulation of action items.	The coach brings each meeting to a timely conclusion by synthesizing key discussion points, and documenting and dating action items.	The coach brings each meeting to a timely conclusion by encouraging the coachee to synthesize key discussion points, and document and date action items. The coach provides verbal and written feedback to coachee following coaching conversations and other interactions.

Human Resources

Palos Verdes Peninsula Unified School District



Administrative Services Credential 2018-19 Handbook



L E A D E R S H I P f o r E X C E L L E N C E i n A D M I N I S T R A T I V E D E V E L O P M E N T





Palos Verdes Peninsula Unified School District Administrative Services Credential Program

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Palos Verdes Peninsula Unified School District Administrative Services Credential Program

Program Overview

In June 2018, the Palos Verdes Peninsula Unified School District received approval from the Commission on Teacher Credentialing (CTC) to establish a Clear Administrative Services Credential (CASC) program that met the requirements of the new 2-year induction legislation. Following this approval, the Human Resources Division plans to establish the Leadership for Excellence in Administrative Development (LEAD) program to provide a pathway for new PVPUSD administrators to clear their administrative credential. The curriculum focuses on CPSEL, the PVPUSD Roadmap, and the West Ed Descriptions of Practice.

PV LEAD is a two-year, competency-based, job embedded, leadership development program that will lead to a Clear Administrative Services Credential for new administrators who have activated their Preliminary Administrative Services Credential and are in an administrative position in PVPUSD schools and/or offices.

LEAD supports new administrators in their professional learning and leadership development throughout the two-year induction cycle. Each year, LEAD candidates engage in a competency-based program that embodies the tenets of effective school leadership, with a focus on integrating research-based theory with practical application. The program emphasizes reflection and application of learning by analyzing a “cycle of inquiry/problem of practice” in which each candidate examines data to solve a school-based problem with an improved student achievement centered solution.

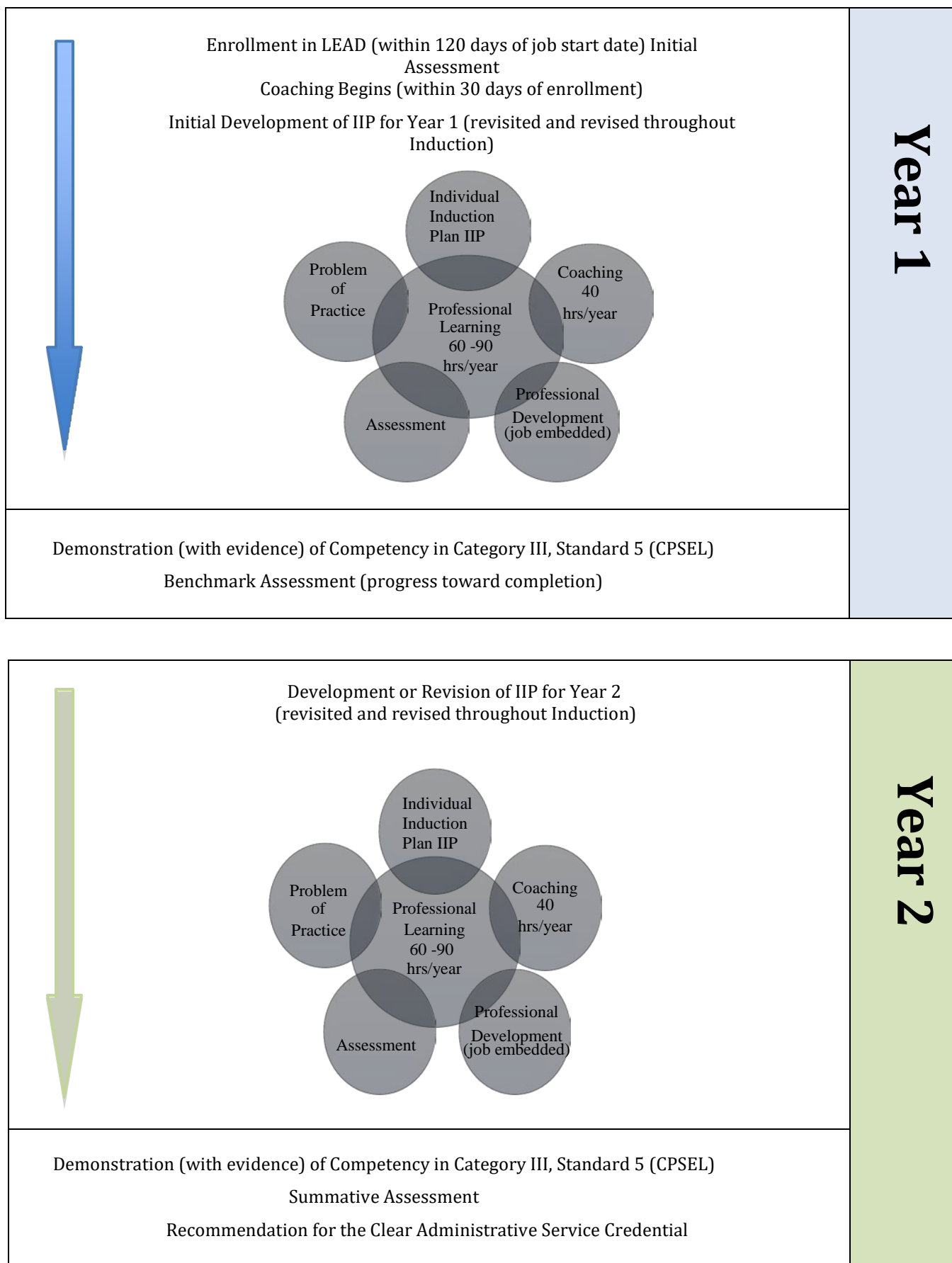
The relationship between coach and candidate is essential to the success of LEAD. Coaches who have proven track records of effective leadership provide 40 hours per year of coaching support to each candidate. Coaches work face-to-face, on-site, and through electronic communication, to provide support and resources that foster leadership development and build capacity. Activities include:

- assistance with self-assessments,
- professional goal setting,
- consultancies/feedback about problems of practice,
- classroom observations to improve
- instructional quality and rigor,
- formative and summative evaluation conferences,
- identification of instructional leadership teams and teacher leaders.

Coaches and candidates periodically review candidates’ progress on their Individual Induction Plans in meeting CTC and LEAD requirements.

The program will be competency and performance based, in which candidates must demonstrate mastery over each CPSEL standard through multiple means, including cycle of inquiry/problem of practice research, electronic portfolios, self- assessments, and reflections. Candidates will complete 30 hours of job-embedded professional learning each year in fulfillment of clear administrative services credential requirements.

2-YearPV LEAD Induction Flowchart



LEAD Two-Year Professional Learning Matrix

Year 1 – Professional Learning

	Coaching	Individual Induction Plan (IIP)	Professional Development	Assessment	Problem of Practice
Month 1	1-Day Induction Institute	Initial Development of IIP for Year 1	Ongoing	Initial Assessment Self Assessment	Introduction to Problem of Practice Inquiry Research Topic Research Questions
Month 2	Coaching Support	Begin collecting CPSEL evidence	Ongoing	Reflection	
Month 3	Coaching Support	Ongoing IIP CPSEL Growth Goal Development	Ongoing	Reflection	
Month 4	Coaching Support	Ongoing IIP CPSEL Growth Goal Development	Ongoing	Reflection	Baseline Data
Month 5	1-Day Mid-Year Check In	Ongoing IIP CPSEL Growth Goal Development	Ongoing	CPSEL Progress Check-In	
Month 6	Coaching Support	IIP Revisit/ Revision if Needed	Ongoing	Reflection	Literature Review Action Plan New Data Generated from Action Plan
Month 7	Coaching Support	Ongoing IIP CPSEL Growth Goal Development	Ongoing	Reflection	
Month 8	Coaching Support	Ongoing IIP CPSEL Growth Goal Development	Ongoing	Reflection	
Month 9	1-Day End of Year Check In	Ongoing IIP CPSEL Growth Goal Development	Ongoing	Reflection	Analyze New Data, Reflect on Action Plan
Month 10	Coaching Support	IIP Final Review	Ongoing	Mid-Program Self-Assessment Year 1 Portfolio Review	

Year 2 – Professional Learning

	Coaching	Individual Induction Plan (IIP)	Professional Development	Assessment	Problem of Practice
Month 1	1-Day Year 2 Meeting	Revisit/Revise IIP for Year 2 Establish New Goals	Ongoing	Reflection	Collect and Analyze New Data Revise Action Plan Track Your Reflections
Month 2	Coaching Support	Ongoing IIP CPSEL Growth Goal Development	Ongoing	Reflection	
Month 3	Coaching Support	Ongoing IIP CPSEL Growth Goal Development	Ongoing	Reflection	
Month 4	Coaching Support	Ongoing IIP CPSEL Growth Goal Development	Ongoing	Reflection	
Month 5	1-Day Mid-Year Check In	Ongoing IIP CPSEL Growth Goal Development	Ongoing	CPSEL Progress Check-In	
Month 6	Coaching Support	IIP Revisit/ Revision if Needed	Ongoing	Reflection	Analyze Data Overall Conclusion Implications
Month 7	Coaching Support	Ongoing IIP CPSEL Growth Goal Development	Ongoing	Reflection	
Month 8	Coaching Support	Ongoing IIP CPSEL Growth Goal Development	Ongoing	Reflection	
Month 9	1-Day End of Program Check In	Ongoing IIP CPSEL Growth Goal Development	Ongoing	Final Self-Assessment (End of Year 2)	
Month 10	Coaching Support	IIP Final Review	Ongoing	Final Year 2 Portfolio Review	



Palos Verdes Peninsula Unified School District Administrative Services Credential Program

Coach Expectations

Requirements

- ☐ Provide 40 hours of job-embedded coaching activities including, but not limited to, site visits, face-to-face meetings, and electronic communication annually.
- ☐ Minimum of one contact per month via phone, email, or other electronic communication.
- ☐ Be accessible to candidate for just-in-time assistance.
- ☐ Facilitate Induction Days (three per year).

Program Work

- ☐ Provide actionable and timely feedback on program assessments.
- ☐ Assist in development of the Individualized Induction Plan (IIP).
- ☐ Provide ongoing coaching support to facilitate leadership development based on IIP goals.
- ☐ Engage in on-going communication with candidate to monitor progress of IIP goals and action plan, and adjust plan as needed.
- ☐ Work with candidate to review progress and identify key CPSEL growth artifacts for portfolio.
- ☐ Review and document completion of program requirements on the portfolio review checklist.

Coaching Essentials for the Administrator Induction Program

- ☐ Develop trust and build rapport.
- ☐ Be fully present in the coaching relationship.
- ☐ Demonstrate reliability by keeping commitments to the candidate.
- ☐ Be available.
- ☐ Listen, observe, question, and provide feedback.

Coaching Skills

- ☐ **Facilitative:** Engage candidate to reflect and think, developing clarity about purpose and rationale.
- ☐ **Collaborative:** Think together with others to develop goals, options, and/or solutions.
- ☐ **Instructive:** Modeling, guiding, demonstrating, showing, and/or teaching.
- ☐ **Directive:** Recommending direction and/or actions.

Examples of Coaching Activities

- ☐ Facilitate development of IIP goals and implementation of actions plans based on selected CPSEL standards.
- ☐ Facilitate problem solving, reflection and communication.
- ☐ Assist in developing a leadership voice and shared vision.
- ☐ Facilitate thinking around the development of school culture.
- ☐ Model learning walks and instructional coaching.
- ☐ Collaborate on monitoring systems.
- ☐ Facilitate thinking around professional learning supports for staff.
- ☐ Facilitate problem solving in aligning resources to support teaching and learning.



Palos Verdes Peninsula Unified School District Administrative Services Credential Program

CODE OF ETHICS for COACHES

- I will conduct myself in a manner that serves the goal of doing what is best for my Candidate.
- I will coach my Candidate with the goal of supporting the development of leadership aligned with the accepted CPSEL standards and the tenets of the PVPUSD SLF, and the LEAD program.
- I will build trust in my coaching relationship by consistently being sincere in my communication, reliable in meeting my commitments, and operating within my areas of competence.
- I will, at the beginning of the coaching relationship, ensure that my Candidate understands the terms of the coaching agreement between us.
- I will respect the confidentiality of my Candidate's information, except as otherwise authorized by my Candidate, or as required by law.
- I will coordinate with and support the goals of my Candidate's employer, while maintaining confidentiality and nurturing collaboration between all parties.
- I will avoid conflicts between my interests and the interests of my Candidate. Whenever the potential for a conflict of interest arises, I will discuss the conflict with my Candidate to reach agreement with my Candidate on how to deal with it in whatever way best serves the Candidate.
- I will be alert to noticing when my Candidate is no longer benefiting from our coaching relationship and thus would be better served by another coach or by another resource and, at that time, I will contact the LEAD Lead Director.

Coach (Printed): _____

Coach Signature: _____ Date: _____



Palos Verdes Peninsula Unified School District Administrative Services Credential Program

INTERVENTION FORM

Name of Coach/Candidate	Descriptor of Issues	Evidence	Recommendations	Resolution Timeline



Palos Verdes Peninsula Unified School District Administrative Services Credential Program

Coach/Candidate Meeting & Reflective Log

Dedicated Time for Preparation, Reflection, and Meeting Time:

Topics for meeting time include but are not limited to the following:

1. **Immediate Concerns**
2. **LEAD Program Requirements**
 - Establish CPSEL-based outcomes along with program benchmarks
 - Discussion of school goals, CPSEL, and the PVPUSD Roadmap
 - Discussion of ongoing portfolio development and assignments
 - Discussion of Cycle of Inquiry/Problem of Practice
 - Discuss ways in which the coach can better support the candidate
 - Set explicit expectations for completion of IIP, Cycle of Inquiry/Problem of Practice, and CPSEL evidence collection
 - Portfolio development on OneDrive.
3. **Job Specific**
 - Data-informed feedback on observations of administrative work
 - Explicit team planning using the criteria from CPSEL
 - Discussion of school goals, CPSEL, and PVPUSD Roadmap
 - Set explicit expectations of administrative responsibilities with supporting documentation

What's working?

What is your current focus?

What are some challenges and concerns?

NEXT STEPS

What specific steps must you take/or plan to take before your next coach/candidate meeting? These steps may just get you started. You may wish to incorporate these more detailed steps in your on-going Individual Induction Plan (IIP).

Task/To-do item	Expected Completion Date	Date actually completed

PLEASE NOTE THAT COACHES MAINTAIN THIS LOG

Candidate Name: _____



PV LEAD Coaching Log

☐ Year 1 (40 hours)

☐ Year 2 (40 hours)

<i>Meeting Date</i>	<i>Number of Hours</i>	<i>Topics Covered, Documents Reviewed</i>	<i>Collaborative Activities (e.g., Site Visits, IIP Development, Self-Assessment Reviews, Cycle of Inquiry/P of P, Portfolio)</i>	<i>CPSEL(s) Covered List CPSEL Standards and Elements that apply (e.g. 1.A, 2.A)</i>	<i>Next Steps/ Due Date</i>
	Total Hours*:				

***40 hours of coaching support per year** Coach Name: _____

Coach Signature: _____

Date Completed: _____



Palos Verdes Peninsula Unified School District Administrative Services Credential Program

COACHING OBSERVATION TOOL

Coach _____ Date: _____

Observer: _____

School: _____ ESC: _____ Time: _____

Clarifying Questions: To get the facts, basic information	Mediational Questions: To promote Candidate's thinking
Paraphrasing: Restating, summarizing, synthesizing	Supportive Statements: Acknowledging actions, validating, encouraging
Blended Coaching Strategies: Instructional, Facilitative	Other: Rapport-building, Trust-building, body language, listening



Palos Verdes Peninsula Unified School District Administrative Services Credential Program

Feedback to Coaches

Coach: _____ Date: _____

Candidate: _____

School: _____

In what areas of your role as an administrator are you feeling most successful?

What are your greatest concerns and challenges?

What coaching strategies do I use that are most helpful to you?

What additional ideas or suggestions do you have to help me be a better coach?



Palos Verdes Peninsula Unified School District Administrative Services Credential Program

COACH ASSESSMENT FORM

Coach: _____ Date: _____

1. Establishes and Maintains Rapport: Uses verbal and nonverbal strategies as well as sharing personal and professional connections to establish and maintain rapport.

Ineffective	Developing	Effective	Highly Effective
-------------	------------	-----------	------------------

Comment: _____

2. Establishes and Maintains Trust (including Confidentiality): Demonstrates follow-through, trust, confidentiality, risk-taking, and commitment to coaching sessions.

Ineffective	Developing	Effective	Highly Effective
-------------	------------	-----------	------------------

Comment: _____

3. Promotes reflection and self-assessment: Uses questions and responds to promote the Candidate's reflection and self-assessment, during and after the coaching session.

Ineffective	Developing	Effective	Highly Effective
-------------	------------	-----------	------------------

Comment: _____

4. Uses paraphrasing, probing or clarifying questions, as well as summarizing in facilitative conversations: Active listening strategies promote and support the candidate's personal and professional growth.

Ineffective	Developing	Effective	Highly Effective
-------------	------------	-----------	------------------

Comment: _____

5. Helps the candidate set and accomplish goals using facilitative strategies: Uses questions and responses to keep the coaching session focused on the goals identified in planning.

Ineffective	Developing	Effective	Highly Effective
-------------	------------	-----------	------------------

Comment: _____

6. Plans and arranges strategic, open-ended questions around the candidate's goals with the use of multiple sources and forms of data: Develops reflective questions for the candidate prior to the meeting based on data as aligned to ILP, field project and other programmatic requirements.

Ineffective	Developing	Effective	Highly Effective
-------------	------------	-----------	------------------

Comment: _____

7. Establish action plans that are rooted in the Candidate's goals by the use of artifacts and multiple data sources: Use of artifacts and other data sources to evaluate the candidate's progress toward professional and programmatic goals.

Ineffective	Developing	Effective	Highly Effective
-------------	------------	-----------	------------------

Comment: _____

8. Promotes critical thinking, persistence and moral courage: Uses questions and responses to challenge assumptions, frame learning opportunities, and push for broader or deeper solutions.

Ineffective	Developing	Effective	Highly Effective
-------------	------------	-----------	------------------

Comment: _____

9. Manage the candidate's progress and hold him/her accountable for the program timelines: Action items are specific: Are relevant to the discussion, programmatic and organizational goals; and include specific deadlines.

Ineffective	Developing	Effective	Highly Effective
-------------	------------	-----------	------------------

Comment: _____

10. Reinforce the program's CPSEL's, SLF and Habits of Mind throughout the 2-year induction experience: Supports the ongoing professional development including the Units of Study.

Ineffective	Developing	Effective	Highly Effective
-------------	------------	-----------	------------------

Comment: _____

Coach: _____ Signature: _____ Date: _____
 (print)

Program Director: _____



Palos Verdes Peninsula Unified School District

Administrative Services Credential Program

Candidate Profile

Candidate _____ Year _____

School/Office _____

Position _____

Business Address _____

Business Telephone _____

Cell or Home Phone _____ Email _____

Areas of Responsibility _____

Previous Administrative Positions _____

Areas of Responsibilities _____

Special skills/strengths _____

Areas in which you are seeking experiences _____



Palos Verdes Peninsula Unified School District Administrative Services Credential Program School/Office Profile and Supervisor's Information

Candidate _____ Year _____

Supervisor _____ Supervisor's Title _____

Local District _____

School Strengths/Successes/Awards _____

School Unique Challenges _____

School/Office Profile:

_____ Students _____ Student with Special Needs

_____ Title I Students _____ Gifted and Talented

_____ EL Students

Attach copies of any document(s) that provides your site's identity.



Palos Verdes Peninsula Unified School District

Administrative Services Credential Program

E-Portfolio Contents and Checklist

Overview:

The E-Portfolio is an online, electronic, portfolio developed and maintained by candidates on OneDrive. The E-Portfolio contains evidence that supports Candidates' professional growth around CPSEL based learning goals, LEAD induction documents, and coaching notes. The E-Portfolio Contents and Checklist document is used to review, assess, and ensure that candidates have met all requirements of the induction program. All artifacts within the portfolio are individually assessed using criteria aligned to CPSEL. The portfolio is developed by candidates throughout the 2-year program under the guidance of their coach as interactive partners, which supports sustained reflection of the candidates' professional learning in a systematic way.

Note to Candidate:

Your coach will review your E-Portfolio using the checklist on page two of this document. Your portfolio must be ready for a review/revision at the end of Year I. You will have the opportunity to receive feedback on your portfolio from your coach to plan and shape Year II of your program. The final portfolio is due two months prior to the end of Year II to give your coach adequate time to review documents and give you time to add any necessary documentation. Once your final portfolio has been approved, LEAD staff will forward your eligibility to PVPUSD Human Resources Division for the Clear Administrative Services Credential. Human Resources will then contact you for the final step in the process. The portfolio is a public document and may be reviewed by the Commission on Teacher Credentialing at any time.

Notes on developing and maintaining the contents of your portfolio:

1. Your portfolio is evidence that you have grown in your knowledge, skills, and experience in each of the competency areas of the leadership standards required by the CPSEL. The portfolio should reflect your leadership style, your learning, and the way you see your role as instructional leader. All portfolios must include the evidence listed in this document; however, each will be unique. Evidence/artifacts include but are not limited to: agendas, sign-ins, conference attendance agendas, reflections, statement of education philosophy, etc.
2. Confidentiality: Please be aware that your portfolio is a public document. Please be sensitive to the privacy of others; delete or black out any identifying names. This is particularly important for students. Avoid using documents where the identities of people are clearly discernable even if their names are not used.
3. Work from previous years: This is part of who you are! It shouldn't be a major part of your portfolio, but you can use previous work as a leader, coursework, etc., to demonstrate the depth of your knowledge/skills or highlight your learning over time.
4. LEAD staff will have access to your e-portfolio via OneDrive.



Portfolio Checklist:

The portfolio will be monitored regularly, and reviewed twice throughout the induction program.

Candidate:	School/Office:	Cohort Years (mo/year):
	Year 1	Year 2
Individual Induction Plan (IIP)/Professional Learning Log (30 hours per year)		
Problem of Practice/ Inquiry		
Initial Self-Assessment (Year 1) End of Year 1 Self-Assessment (Year 1) End of Year 2 Self-Assessment (Year 2)		
Coaching Log (40-60 hours per year)		
OneDrive E-Portfolio CPSEL Evidence (1-2 artifacts per CPSEL Element per year)		
CPSEL Reflection (1 per CPSEL per year)		
I certify that _____ has met all of the CTC and LEAD clear administrative services credential requirements for Year 1 of the induction period.	Reviewer Name: Reviewer: Signature: Date:	
I certify that _____ has met all of the CTC and LEAD clear administrative services credential requirements for the 2-year induction period.		Reviewer Name: Reviewer Signature: Date:



Problem of Practice Pacing Guide

Introduction: PVLEAD participants will engage in a 2-year Problem of Practice inquiry. This inquiry focuses on instructional and/or systemic issues that school leaders address at their school/office sites. The problem of practice should be an issue that is observable, measurable, and actionable. Participants will identify the problem, research potential causes, analyze data, develop an action plan, monitor and evaluate impact, and reflect on the process and its influence on their leadership development. This inquiry process will enable candidates to see the value of professional growth, and eventually build capacity as an educational leader.

Pacing Guide Year 1

Months 1-3

- Introduction
 - Describe your school/work setting, demographics, history, work you engage in on a daily basis, etc. Revisit your *Candidate* and or *School/Office Profile* documents for ideas.
- Research Topic
 - What will be your focus area? EL, GATE, RTI, Special Education, Social/Emotional Learning, etc.
 - What is the Cycle of Inquiry/Problem of Practice? If students are not being successful, if programs are not effective, what is/are the potential cause/s? What does the data tell you?
 - Focus on leadership and teacher practice, in addition to student outcomes. What factors, issues, or obstacles have gotten in the way of success?
 - Create a Problem Statement: Compose a problem statement of approximately 100 words that clearly and concisely answers the following questions:
 - Who is affected? Who or what is suspected of causing the problem?
 - What kind of problem is it? (e.g., a problem with goals, skills, resources, time, etc.). What is the goal for improvement? What do you propose to do about it?
- Research Question
 - What is/are the guiding question/s that will lead this inquiry?
 - Drafting the question/s:
 - Avoid narrow questions that could be answered yes or no. (e.g., Does teacher feedback influence student motivation?)
 - Ask open ended questions, where a large number of potential answers may surface. (e.g., What are the relationships of different forms of feedback to changes in student performance?)
 - Avoid using causal language. The goal is to improve your leadership practice, not to uncover definitive cause-and-effect relationships.
 - Frame question/s in a manner that is/are likely to make visible observable patterns and connections between the action and the results. (e.g., What are the characteristics of teacher feedback that correspond to increases in the quality of student work?)

Months 4-5

- Examine and collect Baseline data: attendance, suspension, passing rates, SBAC results, etc.
 - Ensure issues capture multiple perspectives
 - Review the data with your instructional leadership team, your director/supervisor, etc.
 - Use this data as the starting point of your inquiry. This will be compared to year two data after you/your team has implemented the action plan.
 - What patterns do you see in the data?

Months 6-8

- Literature review
 - What does professional literature and research say about this topic?
 - Use studies from journals (academic) as well as practitioner written articles and books. A minimum of approximately three resources is suggested.
 - Use of the APA (American Psychological Association) format is not necessary; completion of the template in the LEAD handbook is required.
- Action plan: what do you plan to do to address the problem of practice? How will you do it? Who will be involved and support it? What is the time frame? Required resources?
 - Implement action plan
 - Collect new data from action plan implementation (continuously)
- Reflect on emerging patterns and/or possible connections related to your research question/s.

Pacing Guide Year 2

Months 1-5

- Continue to collect and analyze new data generated from action plan implementation (continuously)
- Reflect on possible causal factors related to research questions
- Review the action plan and write down your reflections, new findings, patterns in the data, etc.
- Revise the action plan if needed.

Month 6-8

- Conclusion
 - Final Reflection
 - What did you learn throughout this process?
 - How did your leadership practice evolve, shift, change throughout the two-year inquiry?
 - Implications for leadership practice
 - What does this mean to your leadership practice?
 - What could this mean to other leaders, school communities?
 - Is there an area for further study that arose as a result of your inquiry?



Palos Verdes Peninsula Unified School District Administrative Services Credential Program

Problem of Practice Template

Name:

School/Office:

Cohort:

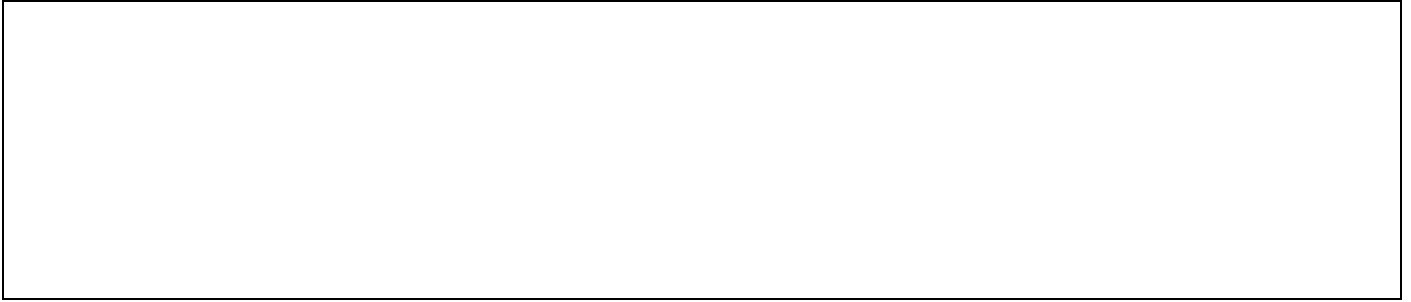
Years:

Introduction:

Research Topic:

Research Question/s:

Baseline Data:



Literature Review:

Action Plan:

Review New Data, Reflect, Revise Action Plan (Year Two):

Conclusion and Implications (Year Two):



Palos Verdes Peninsula Unified School District

Administrative Services Credential Program

Directions for labeling postings to OneDrive

(All postings must include the following information)

1. The number of the CPSEL, the CPSEL Element(s) addressed, and name of the artifact (1-2 artifacts per element, per year)
 - a. Examples:
 - i. CPSEL 1A - Reflection
 - ii. CPSEL 2C - Grade level meeting agenda (indicating you facilitating a section)
 - iii. CPSEL 4A- School Site Council agenda (serves as a resource of information for parent stakeholder group)
 - iv. CPSEL 5B- Coach Meeting Log (conversation with your Coach around an issue that is impactful i.e., Bell/Block schedule)

PV LEAD INDIVIDUAL INDUCTION PLAN (IIP) & PROFESSIONAL LEARNING LOG

CPSEL STANDARD 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION

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

CPSEL 1 Elements:

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.

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.

1C: Vision Planning and Implementation: Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.

Growth Goal						
I will _____ so that _____ will _____ <small>(do what) (who/what) (increase/decrease/improve)</small> by _____ as measured by _____ <small>(completion date) (what tool/evidence)</small>						
Action Steps* you plan to take to accomplish your Growth Goal and/or Professional Learning Activities**	Evidence/Artifacts that you will later upload to OneDrive.	Professional Learning Hours*** per Activity ****	Element(s) Addressed			Outcomes/Learnings <small>What changes did I see in my practice, on pedagogy, or on student learning? Write a brief summary of your learning.</small>
			1A	1B	1C	

*Add boxes as necessary. **Can include professional development activities, conference attendance, planning time for presentations, participation in curriculum development, professional organization activities, district-wide committee participation, etc. ***Coaching hours do not count for professional development. ****Five hours minimum per CPSEL standard.

This document is to be used to shape conversations and monitor progress.

PV LEAD INDIVIDUAL INDUCTION PLAN (IIP) & PROFESSIONAL LEARNING LOG

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.

CPSEL 2 Elements:

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.

2B: Curriculum and Instruction: Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.

2C: Assessment and Accountability: Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes and student learning.

Growth Goal

I will _____ so that _____ will _____
(do what) (who/what) (increase/decrease/improve)
 by _____ as measured by _____
(completion date) (what tool/evidence)

Action Steps* you plan to take to accomplish your Growth Goal and/or Professional Learning Activities**	Evidence/Artifacts that you will later upload to OneDrive.	Professional Learning Hours*** per Activity****	Element(s) Addressed			Outcomes/Learnings What changes did I see in my practice, on pedagogy, or on student learning? Write a brief summary of your learning.
			2A	2B	2C	

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PVPUSD Administrator Induction Program - LEAD This document is to be used to shape conversations and monitor progress.

PV LEAD INDIVIDUAL INDUCTION PLAN (IIP) & PROFESSIONAL LEARNING LOG

STANDARD 3: MANAGEMENT AND LEARNING ENVIRONMENT

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

CPSEL 3 Elements:

3A: Operations and Facilities: Leaders provide and oversee a functional, safe, and clean learning environment.

3B: Plans and Procedures: Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.

3C: Climate: Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.

3D: Fiscal and Human Resources: Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.

Growth Goal

I will _____ so that _____ will _____
(do what) (who/what) (increase/decrease/improve)
 by _____ as measured by _____.
(completion date) (what tool/evidence)

Action Steps* you plan to take to accomplish your Growth Goal and/or Professional Learning Activities**	Evidence/Artifacts that you will later upload to OneDrive.	Professional Learning Hours*** per Activity****	Element(s) Addressed				Outcomes/Learnings What changes did I see in my practice, on pedagogy, or on student learning? Write a brief summary of your learning.
			3A	3B	3C	3D	

*Add boxes as necessary. **Can include professional development activities, conference attendance, planning time for presentations, participation in curriculum development, professional organization activities, district-wide committee participation, etc. ***Coaching hours do not count for professional development. ****Five hours minimum per CPSEL standard.



PVPUSD Administrator Induction Program - LEAD This document is to be used to shape conversations and monitor progress.

PV LEAD INDIVIDUAL INDUCTION PLAN (IIP) & PROFESSIONAL LEARNING LOG

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.

CPSEL 4 Elements:

4A: Parent and Family Engagement: Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.

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.

4C: Community Resources and Services: Leaders leverage and integrate community resources and services to meet the varied needs of all students.

Growth Goal						
I will _____ so that _____ will _____ <small>(do what) (who/what) (increase/decrease/improve)</small> by _____ as measured by _____ <small>(completion date) (what tool/evidence)</small>						
Action Steps* you plan to take to accomplish your Growth Goal and/or Professional Learning Activities**	Evidence/Artifacts that you will later upload to OneDrive.	Professional Learning Hours*** per Activity****	Element(s) Addressed			Outcomes/Learnings
			4A	4B	4C	

*Add boxes as necessary. **Can include professional development activities, conference attendance, planning time for presentations, participation in curriculum development, professional organization activities, district-wide committee participation, etc. ***Coaching hours do not count for professional development. ****Five hours minimum per CPSEL standard.



PV LEAD INDIVIDUAL INDUCTION PLAN (IIP) & PROFESSIONAL LEARNING LOG

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.

CPSEL 5 Elements:

5A: Reflective Practice: Leaders act upon a personal code of ethics that requires continuous reflection and learning.

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.

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.

Growth Goal						
I will _____ so that _____ will _____ <small>(do what) (who/what) (increase/decrease/improve)</small> by _____ as measured by _____ <small>(completion date) (what tool/evidence)</small>						
Action Steps* you plan to take to accomplish your Growth Goal and/or Professional Learning Activities**	Evidence/Artifacts that you will later upload to OneDrive.	Professional Learning Hours*** per Activity****	Element(s) Addressed			Outcomes/Learnings
			5A	5B	5C	What changes did I see in my practice, on pedagogy, or on student learning? Write a brief summary of your learning.

*Add boxes as necessary. **Can include professional development activities, conference attendance, planning time for presentations, participation in curriculum development, professional organization activities, district-wide committee participation, etc. ***Coaching hours do not count for professional development. ****Five hours minimum per CPSEL standard.



PVLEAD INDIVIDUAL INDUCTION PLAN (IIP) & PROFESSIONAL LEARNING LOG

STANDARD 6: EXTERNAL CONTEXT AND POLICY

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

CPSEL 6 Elements:

6A: Understanding and Communicating Policy: Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.

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.

6C: Policy Engagement: Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.

Growth Goal

I will _____ so that _____ will _____
(do what) (who/what) (increase/decrease/improve)
 by _____ as measured by _____
(completion date) (what tool/evidence)

Action Steps* you plan to take to accomplish your Growth Goal and/or Professional Learning Activities**	Evidence/Artifacts that you will later upload to OneDrive.	Professional Learning Hours*** per Activity****	Element(s) Addressed			Outcomes/Learnings What changes did I see in my practice, on pedagogy, or on student learning? Write a brief summary of your learning.
			6A	6B	6C	

*Add boxes as necessary. **Can include professional development activities, conference attendance, planning time for presentations, participation in curriculum development, professional organization activities, district-wide committee participation, etc. ***Coaching hours do not count for professional development. ****Five hours minimum per CPSEL standard.



PVPUSD Administrator Induction Program - LEAD

This document is to be used to shape conversations and monitor progress

PV LEAD INDIVIDUAL INDUCTION PLAN (IIP) & PROFESSIONAL LEARNING LOG

Total # of hours for all CPSELs	
30 hours required to complete IIP/PLL	

Candidate Name_____

Candidate Signature/Date_____

Coach Name_____

Coach Signature/Date_____

PVPUSD Employer/Reviewer Name_____

PVPUSD Employer-Reviewer Signature/Date_____





California Professional Standards for Education Leaders (CPSELs)

~Tier II Clear Administrative Credential Foundation & Our Professional Standards~

CPSEL STANDARD 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION

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

- Element 1A: Student-Centered Vision (Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students)
- 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 STANDARD 2: INSTRUCTIONAL LEADERSHIP

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

- Element 2A: Professional Learning Culture (Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance)
- 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 STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT

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

- Element 4A: Parent and Family Engagement (Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs)
- 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 STANDARD 5: ETHICS AND INTEGRITY

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

- Element 5A: Reflective Practice (Leaders act upon a personal code of ethics that requires continuous reflection and learning)
- 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 STANDARD 6: EXTERNAL CONTEXT AND POLICY

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

- Element 6A: Understanding and Communicating Policy (Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment)
- 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)





Name:		Initial-Self Assessment Date:				End of Year 1 Date:				End of Year 2 Date:			
DIRECTIONS:		Limited to No Experience	Developing	Effective	Highly Effective	Limited to No Experience	Developing	Effective	Highly Effective	Limited to No Experience	Developing	Effective	Highly Effective
<p>Initial Self- Assessment: The PV LEAD Initial Self-Assessment should be completed by the candidate within the first month of the program. The Initial Self-Assessment provides baseline data of the candidate's current mastery level of the CTC CPSEL standards. These assessments should be based on experiences and self-reflection. The Self-Assessment will assist in developing IIP goals and in framing coaching conversations.</p> <p>End of Years 1 and 2: The Self-Assessment should be completed at the end of Year 1 and at the end of Year 2. These assessments should be based on conversations, observations, supervisor input, and self-reflection. Candidates should consider evidence collected in their IIP, OneDrive portfolio, Problem of Practice, and Professional Learning Log in support of their stated proficiency levels and professional growth in CPSEL-based outcomes.</p>													
PROFESSIONAL STANDARD 1:	DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION												
	Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.												
	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 the staff and school community understands it and uses it for decision-making.												
	1B-3 Build shared accountability to achieve the vision by distributing leadership roles and responsibilities among staff and community.												
	1B-4 Align the vision and goals with local, state, and federal education laws and regulations.												
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													
1C-3 Marshal, equitably allocate, and efficiently use human, fiscal, and technological resources aligned with the vision of learning for all students.													



DIRECTIONS: Initial Self- Assessment: The PV LEAD Initial Self-Assessment should be completed by the candidate within the first month of the program. The Initial Self-Assessment provides baseline data of the candidate's current mastery level of the CTC CPSEL standards. These assessments should be based on experiences and self-reflection. The Self-Assessment will assist in developing IIP goals and in framing coaching conversations. End of Years 1 and 2: The Self-Assessment should be completed at the end of Year 1 and at the end of Year 2. These assessments should be based on conversations, observations, supervisor input, and self-reflection. Candidates should consider evidence collected in their IIP, OneDrive portfolio, Problem of Practice, and Professional Learning Log in support of their stated proficiency levels and professional growth in CPSEL-based outcomes.		Initial-Self Assessment Date:				End of Year 1 Date:				End of Year 2 Date:			
		Limited to No Experience Yet	Developing	Effective	Highly Effective	Limited to No Experience Yet	Developing	Effective	Highly Effective	Limited to No Experience Yet	Developing	Effective	Highly Effective
PROFESSIONAL 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.	2A-1 Establish coherent, research-based professional learning aligned with organizational vision and goals for educator and student growth.												
	2A-2 Promote professional learning plans that focus on real situations and specific needs related to increasing the learning and well-being of all staff and students.												
	2A-3 Capitalize on the diverse experience and abilities of staff to plan, implement, and assess professional learning.												
	2A-4 Strengthen staff trust, shared responsibility, and leadership by instituting structures and processes that promote collaborative inquiry and problem solving.												
	2B-1 Develop a shared understanding of adopted standards-based curriculum that reflects student content and performance expectations.												
	2B-2 Promote and monitor the use of state frameworks and guides that offer evidence-based instructional and support strategies to increase learning for diverse student assets and needs.												
	2B-3 Provide access to a variety of resources that are needed for the effective instruction and differentiated support of all students.												
	2B-4 Guide and monitor the alignment												
	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 planning, implementation and revisions.												
	2C-3 Use information from a variety of sources to guide program and professional learning												
	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.												

DIRECTIONS: Initial Self- Assessment: The PV LEAD Initial Self-Assessment should be completed by the candidate within the first month of the program. The Initial Self-Assessment provides baseline data of the candidate's current mastery level of the CTC CPSEL standards. These assessments should be based on experiences and self-reflection. The Self-Assessment will assist in developing IIP goals and in framing coaching conversations. End of Years 1 and 2: The Self-Assessment should be completed at the end of Year 1 and at the end of Year 2. These assessments should be based on conversations, observations, supervisor input, and self-reflection. Candidates should consider evidence collected in their IIP, OneDrive portfolio, Problem of Practice, and Professional Learning Log in support of their stated		Initial-Self Assessment				End of Year 1 Date:				End of Year 2 Date:			
		Limited to No Experience	Developing	Effective	Highly	Limited to No Experience	Developing	Effective	Highly	Limited to No Experience	Developing	Effective	Highly
STANDARD 3: MANAGEMENT AND LEARNING ENVIRONMENT 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 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 insure 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 a sense of belonging among all students and staff.												
	3C-2 Implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, culturally responsive, and celebrate student and school achievement.												
	3C-3 Consistently monitor, review and respond to attendance, disciplinary, and other relevant data to improve school climate and student engagement and ensure that management practices are free from bias and equitably applied to all students.												
	3D-1 Provide clear rationale for decisions and distribute resources equitably to advance shared vision and goals focused on the needs of all students.												
	3D-2 Work with the district and school community to focus on both short and long-term fiscal management.												
	3D-3 Actively direct staff hiring and placement to match staff capacity with student academic and support goals.												
	3D-4 Engage staff in professional learning and formative assessments with specific feedback for continuous growth.												
	3D-5 Conduct personnel evaluations to improve teaching and learning, in keeping with district and state policies.												
	3D-6 Establish and monitor expectations for staff behavior and performance, recognizing positive results and responding to poor performance and/or inappropriate or illegal behavior directly and in a timely and systematic manner												



DIRECTIONS: Initial Self- Assessment: The PV LEAD Initial Self-Assessment should be completed by the candidate within the first month of the program. The Initial Self-Assessment provides baseline data of the candidate's current mastery level of the CTC CPSEL standards. These assessments should be based on experiences and self-reflection. The Self-Assessment will assist in developing IIP goals and in framing coaching conversations. End of Years 1 and 2: The Self-Assessment should be completed at the end of Year 1 and at the end of Year 2. These assessments should be based on conversations, observations, supervisor input, and self-reflection. Candidates should consider evidence collected in their IIP, OneDrive portfolio, Problem of Practice, and Professional Learning Log in support of their stated proficiency levels and professional growth in CPSEL-based outcomes.					Initial-Self Assessment Date:				End of Year 1 Date:				End of Year 2 Date:			
					Limited to No Experience Yet	Developing	Effective	Highly Effective	Limited to No Experience Yet	Developing	Effective	Highly Effective	Limited to No Experience Yet	Developing	Effective	Highly Effective
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.	4A-1 Establish a welcoming environment for family participation end 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 responsibility by establishing community, business, institutional & civic partnerships that invest in and support the vision and goals.															
	4B-3 Treat all stakeholder groups with fairness and respect and work to bring consensus on key issues that affect student learning and well-being.															
	4B-4 Participate in local activities that engage community members and staff in communicating school successes to the broader community.															
	4C-1 Seek out and collaborate with community programs and services that assist students who need academic, mental, linguistic, cultural, social-emotional, physical, or other support to succeed in school.															
	4C-2 Build mutually beneficial relationships with external organizations to coordinate the use of school and community facilities.															
	4C-3 Work with community emergency and welfare agencies to develop positive relationships.															
	4C-4 Secure community support to sustain existing resources and add new resources that address emerging student needs.															



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		Limited to No Experience Yet	Developing	Effective	Highly Effective	Limited to No Experience Yet	Developing	Effective	Highly Effective	Limited to No Experience Yet	Developing	Effective	Highly Effective
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.	5A-1 Examine personal assumptions, values, and beliefs to address students' various academic, linguistic, cultural, social-emotional, physical, and economic assets and needs and promote equitable practices and access appropriate resources.												
	5A-2 Reflect on areas for improvement and take responsibility for change and growth.												
	5A-3 Engage in professional learning to be up-to-date with education research, literature, best practices and trends to strengthen their ability to lead.												
	5A-4 Continuously improve cultural proficiency skills and competency in curriculum, instruction, and assessment for all learners.												
	5A-5 Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.												
	5B-1 Consider and evaluate the potential moral and legal consequences of decisions.												
	5B-2 Review multiple measures of data and research on effective teaching and learning, leadership, management practices, equity and other pertinent areas to inform decision-making.												
	5B-3 Identify personal and institutional biases and remove barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, or other sources of educational disadvantage or discrimination.												
	5B-4 Commit to making difficult decisions in service of equitable outcomes for students, staff and the school community.												
	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.												

DIRECTIONS: Initial Self- Assessment: The PVPUSD LEAD Initial Self-Assessment should be completed by the candidate within the first month of the program. The Initial Self-Assessment provides baseline data of the candidate's current mastery level of the CTC CPSEL standards. These assessments should be based on experiences and self-reflection. The Self-Assessment will assist in developing IIP goals and in framing coaching conversations. End of Years 1 and 2: The Self-Assessment should be completed at the end of Year 1 and at the end of Year 2. These assessments should be based on conversations, observations, supervisor input, and self-reflection. Candidates should consider evidence collected in their IIP, OneDrive portfolio, Problem of Practice, and Professional Learning Log in support of their stated proficiency levels and professional growth in CPSEL-based outcomes.					Initial-Self Assessment Date:				End of Year 1 Date:				End of Year 2 Date:			
					Limited to No Experience Yet	Developing	Effective	Highly Effective	Limited to No Experience Yet	Developing	Effective	Highly Effective	Limited to No Experience Yet	Developing	Effective	Highly Effective
STANDARD 6: EXTERNAL CONTEXT AND POLICY Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve 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 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 school planning, policies and programs that respond to cultural, economic, social and other emerging issues.															



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CPSEL Reflection

This Reflection is to be completed at the end of Year 1 and at the end of Year 2.

To guide you in this activity, think of a specific behavioral example of when you displayed evidence of each *CPSEL* element, as well as the depth and scope of the related experience. For each *CPSEL* element provide a written response that reflects your experience. Answering these questions may guide your thinking:

What is my new learning? What were my successes?

What were my challenges? How did I overcome the obstacles?

In what ways did the evidence impact my leadership
development? What resources will help me improve?

What are my next steps?

Evidence Reflection

STANDARD 1: Development and Implementation of a Shared Vision

Standard 2: Instructional Leadership

Standard 3: Management and Learning Environment

Standard 4: Family and Community Engagement

Standard 5: Ethics and Integrity

Standard 6: External Context and Policy



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Program Organizational Chart

The PVPUSD Administrative Credential Program, PV LEAD will be housed within the district's Human Resources Department which supports teacher and administrator growth and development district-wide. The department's charge is to ensure that **every classroom is led by an effective teacher and that every school is led by an outstanding leader**, who is surrounded by a team of excellent support personnel, all who work to improve the academic achievement of our students. In particular, we believe that **effective leadership is essential to student success**. The PVPUSD Human Resources Department promotes the growth and development of aspiring, new and experienced leaders by offering real-time, purposeful and customized professional development and support.

The current structure of the PVPUSD Administrative Credential Program is as follows:

<i>Program Director</i> <i>Matt Horvath, Ed.D.</i> <i>horvathm@pvpusd.net</i> <i>(310) 896-3417</i>	<i>Program Coordinator</i> <i>Rick Licciardello, Ed.D.</i> <i>licciardello@pvpusd.net</i> <i>(310) 896-3435</i>	<i>Induction Coordinator</i> <i>Samantha Leddel</i> <i>leddels@pvpusd.net</i> <i>(310) 750-0069</i>
Program Approval/Updates Coach Selection Admission of Candidates Program Guidance/Support Candidate Cred Approval Coach Certification Advisory Board Coordination Program Challenges Program Evaluation Candidate Credential Certification Candidate Credential Records	Coach Recruitment/Selection Candidate Recruitment/Selection Coach/Candidate Pairing Coach/Candidate Support Coach Evaluation Program Challenges Credential Recommendation Resource Coordination Learning Management System Candidate Identification Coach Evaluation	Curriculum Development Professional Development Coach Preparation Program Evaluation Coach Program Evaluation Coach Evaluation Coach/Candidate Support Cohort Meeting Facilitation ESC Collaboration Program Communication Credential Updates Program Collaboration



Palos Verdes Peninsula Unified School District Administrative Services Credential Program

Program Advisory Board

The purpose of the PVPUSD Administrative Services Credential Program Advisory Board is to meet a minimum of two times per year to provide oversight guidance on all aspects of the program – competencies, recruitment, coaching, curriculum modules, field projects, program outcomes and graduation requirements. The program advisory board is made up of the District's Executive Cabinet Team, District Office Staff, Site Principals, University Representatives and other key stakeholders.

Name	Affiliation	Title	Email
Dr. Don Austin	PVPUSD	Superintendent	austind@pvpusd.net
Trent Bahadursingh	PVPUSD	Deputy Superintendent	trent@pvpusd.net
Dr. Keith Butler	PVPUSD	Associate Superintendent	butlerk@pvpusd.net
Dr. Kimberly Fricker	PVPUSD	Assistant Superintendent Ed.S.	frickerk@pvpusd.net
Dr. Matt Horvath	PVPUSD	Assistant Superintendent H.R./ University Representative	horvathm@pvpusd.net
Dr. Rick Licciardello	PVPUSD	Coordinator H.R.	licciardello@pvpusd.net
Samantha Leddel	PVPUSD	Induction Coordinator	btsa@pvpusd.net
Dr. Linsey Gotanda	PVPUSD	Director Ed Services	gotandal@pvpusd.net
Kelli Keller	PVPUSD	Director Ed Services	kellerk@pvpusd.net
Dr. Salvatrice Kuyknedall	PVPUSD	Elementary Principal	kuykendalls@pvpusd.net
Dr. Brent Kuykendall	PVPUSD	High School Principal	kuykendallb@pvpusd.net
Dr. Charles Park	PVPUSD	High School Principal	parkc@pvpusd.net
Keely Hafer	PVPUSD	Assistant Principal	haferk@pvpusd.net
Michael Spagna	CSUDH	Vice President/Provost	mspagna@csudh.edu



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California Professional Standards for Educational Leaders

Standard 5: Performance Expectations for Leaders

Induction programs support candidate development and growth in the following areas of educational leadership, requiring documentation in at least one area of each subsection for a minimum of six areas of competence.

The following elements have been identified by key program staff to support the growth and development of educational leaders in the program. The PVPUSD Administrative Services Credential Program focuses on the 6 CPSEL Standards, specifically the programs identified Core Elements and center around school leadership. The CPSELs serve as the program outcomes that each candidate must demonstrate mastery over for completion of the Administrative Services Credential Program. The elements were identified to consider the flexibility needed to meet the needs of the different types of educational leaders the program will serve. These elements serve as program outcomes and are addressed throughout the professional learning portions of the program as well as reinforced and supported through the coach/candidate relationship.

PROFESSIONAL STANDARD 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION

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

Element 1A: Student–Centered Vision

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

Example Indicators:

A1. Cultivate multiple learning opportunities that build on student assets and address student needs.

A2. 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.

Element 1B: Developing Shared Vision

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

Example Indicators:

B1. Build shared accountability to achieve the vision by distributing leadership roles and responsibilities among staff and community.

B2. Communicates a shared student-centered vision to stakeholders and establishes processes for the revision of the vision.

Element 1C: Vision Planning and Implementation



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

PROFESSIONAL STANDARD 2: INSTRUCTIONAL LEADERSHIP **Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.**

Element 2A: Professional Learning Culture

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

Example Indicators:

- A1. Strengthen staff trust, shared responsibility, and leadership by instituting structures and processes that promote collaborative inquiry and problem solving.
- A2. Assesses the needs of teacher teams and builds the capacity of teacher leaders and individual teachers.
- A3. Builds the capacity of Leadership Team members to lead their respective specific teams.
- A4. Collects and analyzes data related to the educational environment.

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.

PROFESSIONAL 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.

Example Indicators:

- B1. Develop and implement plans to accomplish school-wide goals including graduate college and career ready.



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B2. Engage stakeholders in using problem solving and decision-making processes and distributed leadership to develop, monitor, evaluate and revise plans and programs.

Element 3C: Climate

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

Example Indicators:

C1. Strengthen participation, engagement, connection, and a sense of belonging among all students and staff.

C2. Implement a positive behavior management system with intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, culturally responsive, and celebrate student and school achievement.

C3. Consistently monitor, review and respond to attendance, disciplinary, and other relevant data to ensure that management practices are free from bias and equitably applied to all students.

Element 3D: Fiscal and Human Resources

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

Example Indicators:

D1. Provide clear rationale for decisions and distribute resources equitably to advance shared vision and goals focused on the needs of all students.

D2. Work with the district and school community to focus on both short and long-term fiscal management.

D3. Actively direct staff hiring and placement to match staff capacity with student academic and support goals.

D4. Engage staff in professional learning and formative assessments with specific feedback for continuous growth.

D5. Conduct personnel evaluations to improve teaching and learning, in keeping with district and state policies.

D6. 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.

PROFESSIONAL STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT

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

Element 4A: Parent and Family Engagement

Leaders meaningfully involve all parents and families in student learning and support programs.

Example Indicators:

A1. 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.



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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.

Example Indicators:

C1. Secure community support to sustain existing resources and add new resources that address emerging student needs.

PROFESSIONAL STANDARD 5: ETHICS AND INTEGRITY

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

Element 5A: Reflective Practice

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

Example Indicators:

A1. Reflect on areas for improvement and take responsibility for change and growth.

A2. Love of lifelong learning and leading and take a stance of inquiry and reflection.

Element 5B: Ethical Decision-Making

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

Example Indicators:

B1. Demonstrates moral courage by doing what is best for students in the face of all obstacles.

B2. Leads with a social justice and equity lens and takes actions that demonstrate that equity does not mean equal.

B3. Persists in the face of adversity and approaches dilemmas with relentless, resourceful, and innovative solutions.

B4. Identify personal and institutional biases and remove barriers that derive from economic, social-emotional, linguistic, cultural, physical, gender, or other sources of educational disadvantage or discrimination.

B5. Commit to making difficult decisions in service of equitable outcomes for students, staff and the school community.

Element 5C: Ethical Action

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



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PROFESSIONAL STANDARD 6: EXTERNAL CONTEXT AND POLICY

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

Element 6A: Understanding and Communicating Policy

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

Example Indicators:

- A1. Facilitate discussions with the public about federal, state and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.
- A2. Work with local leaders to assess, analyze and anticipate emerging trends and initiatives and their impact on education.

Element 6B: Professional Influence

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



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Individual Induction Plan SMART Goals Worksheet

This plan is to be completed, reviewed, and revised as necessary with the candidate and coach as part of the IIP. All SMART goals must be based on the program CAPSEL-based outcomes.

S.M.A.R.T.	Questions
Specific	Does your goal clearly and specifically state what you are trying to achieve? <i>If your goal is particularly large or lofty, try breaking it down into smaller, specific SMART goals.</i>
Measureable	How will you (and others) know if progress is being made on achieving your goal? Can you quantify or put numbers to your outcome?
Attainable	Is achieving your goal dependent on anyone else? Is it possible to reframe your goal so it only depends on you and not others? What factors may prevent you from accomplishing your goal?
Relevant	Why is achieving this goal important to you? What values in your life does this goal reflect? What effect will achieving your goal have on your life or on others?
Time-bound	When will you reach your goal? <i>Again, if your goal is particularly large, try breaking it down into smaller goals with appropriate incremental deadlines.</i>

Today's Date:_____

Date by which you plan to achieve your goal:_____

What is your goal in one sentence? (What's the bottom line?)

The benefits of achieving this goal will be....



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Verify that your goal is S.M.A.R.T.

Specific: What exactly will you accomplish?

Measureable: How will you (and others) know when you have reached your goal?

Attainable: Is attaining this goal realistic with effort and commitment? Do you have the resources to achieve this goal? If not, how will you get them?

Relevant: Why is this goal important to you? Hone in on why it matters.

Time-bound: When will you achieve this goal?



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ACTION PLAN		
What specific steps must you take to achieve your goal? This action plan may just get you started. Feel free to create a more detailed step-by-step plan.		
Task/To-do item	Expected Completion Date	Date actually completed

OBSTACLES/CHALLENGES	
What obstacles stand in the way of you achieving your goal?	
Obstacle	How will you address the challenges if/when they arise?

Network of Support and Accountability
When should be working closely with your coach toward achieving this goal. Please update your progress monitoring below.

Date Reviewed	Candidate's Signature	Coaches' Signature



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