



California Administrative Services Credential

Program Narrative

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California Administrative Services Credential

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California Administrative Services Credential

Mission and Vision Statement

Westside Union School District Mission and Vision Statement

Recognizing the exceptionalism of every child the mission of Westside Union School District is to educate all students to universally high levels of academic competence. We are committed to comprehensive systems of instructional delivery that include research-based best practices to assure this outcome by "pointing the way, providing the path" to success.

Our vision is to graduate students who have acquired the knowledge, skills and attitudes necessary to achieve significant career, educational, civic and personal goals, which will enrich our society as positive role models and responsible citizens.

Clear Administrative Credential Program Goals

- To support new administrators as they grow in their leadership performance within the context of their leadership role.
- To provide a high level of support from knowledgeable coaches who understand the culture and climate of Westside Union School District.
- To facilitate a collaborative culture of self-reflective leaders who collect and analyze data for the purpose of improving academic performance and social and emotional well-being of all Westside union School District Students.



California Administrative Services Credential

Program Standards

March 20, 2018

WUSD Administrative Services Credential Clear Induction Program Narrative

Program Standard One

Standard Element:	Narrative:	Proposed Evidence:
<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 in a program expected upon placement in an administrative position, but no later than one year from activation of the preliminary credential. • <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>	<p>The Westside Union School District values the opportunity to support and mentor new district administrators in a context embedded environment that prepares them for 21st Century School settings and allows them to grow individually, based on their specific needs and interests. The WUSD Program is purposeful and logically sequenced and includes relevant job-embedded professional development to prepare new administrators with the knowledge and skill necessary to meet the California Professional Standards for Education Leaders (CPSELs). Further, the district takes pride in focusing on the development of each administrator in the particular job placement they are assigned, to enrich their knowledge of the context, culture, and goals, as aligned to district and state priorities.</p> <p>The district is committed to providing two years of coaching for each candidate, with the initial date of service to begin upon placement in an administrative position, but no later than one year from the activation of the preliminary credential. The district will provide trained administrator coaches who are committed to walking along side each new administrator to facilitate growth as they work through the complex and critical issues of public schooling. The coach's guidance and support will feature individualized, on- the-job facilitation with current real-life experiences facilitating the development of an Individual Leadership Plan (ILP) to guide the candidate's questions about their practice. The CPSELs will be foundational for use with the candidate as they self-assess using the Descriptions of Practice (DOP): Moving Leadership Standards into Everyday Work, as a tool to measure candidate growth.</p>	<p>California Professional Standards for Education Leaders (CPSELs)</p> <p>Descriptions of Practice (DOP): Moving Leadership Standards into Everyday Work</p> <p>Coach Resumes</p> <p>Coaching Training Schedule</p> <p>Individual Leadership Plan (ILP)</p>

WUSD Administrative Services Credential Clear Induction Program Narrative

<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>Each candidate in the WUSD Administrative Services Credential Clear Induction Program is immersed in a well-designed experience that provides a qualified coach throughout the two years of induction and focuses on formative assessment and current theory and research regarding effective leadership qualities, as they relate to the CPSELS. The design of the program is built on an ILP that leads candidates into self-reflection through self-assessment using the CPSELS. According to Sager (2000), relevance is guaranteed when the focus of the self-reflection and subsequent research is developed by the administrator, who then utilizes the findings to enhance their own professional practice.</p> <p>Through the candidates’ investigation about their self-identified areas for growth, they work with their coach, to develop their ILP. The plan incorporates the specific standards the candidate wishes to focus on, as well as professional development that will assist the candidate to attain their growth goals. Questions about their practice lead to the Inquiry process which embeds the Plan, Execute, Reflect, Apply (PERA) Cycle of Formative Assessment through meaningful collaborations between coach and candidate.</p> <p>Each candidate is assigned a well-matched coach with extensive training in mentoring and coaching, as well as public school administrative experience, that will facilitate the candidate’s inquiry process, growth through formative assessment and acquisition of skills, based on the CPSELS.</p> <p>As the candidate and coach work through formative assessment, they engage in rich conversations about practice, professional development, observation feedback and growth using the CPSELS. As candidates are supported to become “reflective practitioners” they gain knowledge about their ability to identify and clarify their own professional goals. By using the Descriptions of Practice Self-Assessment of Leadership Skills Document, based on the CPSELS, throughout the two year program, they continually monitor their own growth. Collaborations between coach and candidate are documented on the Collaborative Summary document and are included in the electronic portfolio.</p>	<p>CPSELS</p> <p>ILP</p> <p>PERA Cycle</p> <p>Coach Application</p> <p>Induction Program Calendar</p> <p>Coach Resume</p> <p>DOP</p> <p>Collaborative Summary</p>
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WUSD Administrative Services Credential Clear Induction Program Narrative

<p>Professional learning may be offered through formal and informal partnerships, complements and integrates school and/or district goals, and employs competency indicators that support a recommendation for the clear credential.</p>	<p>Westside Union School District Administrative Services Credential Clear Induction Program’s professional learning will take place in the following ways:</p> <ol style="list-style-type: none"> 1. The development of an Individual Leadership Plan, based on the candidates’ specific needs, job placement and former experiences. 2. Individual intensive coaching from a well-qualified, certified coach that focuses on the candidate’s job responsibilities and challenges as they relate to school and district goals. 3. Self-evaluation of the candidate using the CPSELs and marking the Descriptions of Practice (DOP) to include evidence of initial and continued growth which is documented in the Individual Leadership Plan. 4. 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 Westside Union School District’s LCAP Document. Other seminars/conferences can be included that are job specific and support the interest, development and skill building of the candidate, based on their Individual Leadership Plan. 5. The WUSD Professional Development Menu of Options will be provided to the candidate during the Individual Leadership Plan meeting with the coach and will also be available at the initial Introduction to Induction meeting for review and selection of relevant professional development. 	<p>ILP</p> <p>DOP - CPSELs</p> <p>Coach Resumes</p> <p>Induction Calendar of Events</p> <p>Professional Development Menu of Options</p>
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WUSD Administrative Services Credential Clear Induction Program Narrative

<p>The program design provides multiple opportunities for candidates to demonstrate growth and competence in the California Professional Standards for Education Leaders (CPSELS) outlined in Standard Five.</p>	<p>The program design incorporates many opportunities to monitor candidate growth and competence from the initial Individual Leadership Plan and self-assessment using the California Professional Standards for Education Leaders (CPSELS) to the frequent review and reflection on each of the standards. These foundational standards explicate the knowledge and skill necessary for new administrators to move forward and sustain effective practice in their current job placement. As such, the program builds in three formal dates to review and complete a Progress Monitoring Document for the purpose of having the candidate and coach review the CPSELS to determine growth, as well and to adjust professional development opportunities, based on candidate need.</p>	<p>Individual Induction Plan (ILP) Descriptions of Practice (DOP) Progress Monitoring Document</p>
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<p>The design of the program allows for enrollment within one year of starting an initial administrative position.</p>	<p>All candidates entering the WUSD Administrative Services Credential Clear Induction Program are first determined eligible by Human Resources through the hiring process as a new administrator, and after a review of their credential status. Once they are determined eligible, candidates will be supplied with a copy of The Journey of the Administrative Candidate, which outlines their two years in Induction. At that time, their name will be forwarded to the Program Coordinator for the enrollment into the WUSD Administrative Services Credential Clear Induction Program within the first 30 days of hire, but not later than the first year of hire. Well-matched and experienced coaches are assigned as soon as the candidate is determined eligible.</p>	<p>Notification of Eligibility and Responsibility to Enter Journey of the Administrative Candidate</p>
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WUSD Administrative Services Credential Clear Induction Program Narrative

<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>All WUSD candidates completing the Administrative Services Credential Clear Induction Program will demonstrate competence in the following ways:</p> <ol style="list-style-type: none"> 1. Submission of an Electronic Portfolio to verify completion of all program requirements including: <ul style="list-style-type: none"> Initial: Professional Experience and Work Context, CPSEL Self-Assessment and Reflection Formative: Collaborative Summaries, Professional Development Reflections and CPSEL Self-Assessment and Reflection Summative: CPSEL Self-Assessment and Reflection, Portfolio Exit Interview or Presentation 2. Observations and sign-off by the Administrative coach, based on the candidates’ growth from the examination of the Individual Leadership Plan and the CPSELS. 3. Recommendation and sign- off from the Program Coordinator of Induction to verify all components of the program have been completed. 	<p>e-portfolio</p>
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WUSD Administrative Services Credential Clear Induction Program Narrative

<p>Assessment of candidate competence is grounded in the proficiencies expressed in Standard 5 (CPSELS) of the Administrative Services Credential Clear Induction Program Standards.</p>	<p>All WUSD candidates completing the Administrative Services Credential Clear Induction Program will demonstrate competence of Standard Five (CPSELS) Proficiencies in the following ways:</p> <ol style="list-style-type: none"> 1. Observations and sign off by the Administrative Coach 2. Completion of all WUSD Induction Completion Requirements uploaded into the Electronic Portfolio with evidence established from the Standards and Indicators of the CPSEL Document. 3. Formal review of the e- portfolio by the Program Coordinator and Exit Interview Committee using the Program Completion Rubric. <p>Portfolio reviews will take place twice a year to ensure timely feedback to each candidate in regards to their completion progress. A Progress Monitoring Document is used to record completion of all requirements.</p> <p>At the end of two years, only those candidates who have demonstrated competence, per the Program Completion Rubric, will be recommended for their Professional Clear Credential by the Program Coordinator.</p>	<p>DOP</p> <p>e-portfolio</p> <p>Program Completion Rubric</p> <p>Progress Monitoring Document</p>
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WUSD Administrative Services Credential Clear Induction Program Narrative

Program Standard Two

<p>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>	<p>Westside Union School District Administrative Services Credential Clear Induction Program topics are addressed during Steering Committee meetings to collaborate around cutting edge issues in leadership for program development. Steering Committee agenda items include the examination of program data for the purposes of improvement. The Steering Committee is comprised of many stakeholders, including members from all relevant divisions at the district office, site principals, Institutions of Higher Education (IHEs), Induction coaches and candidates. Feedback from these constituents is highly prized and informs the work of the program to insure relevance to the candidates and best practices in leadership.</p>	<p>Steering Committee Member</p> <p>Steering Committee Minutes</p> <p>Steering Committee Surveys</p>
<p>Each partner's contributions to the design and implementation of candidate preparation and certification are outlined through mutual contract/agreement.</p>	<p>Partner Districts in Cluster Six and other Induction Partners from other Clusters meet yearly with WUSD personnel for the purpose of sharing best practices, articulating standards and engaging in technical writing so that each program collaborating together can verify their understanding of what highly effective programs look like. Further, we are able to view the implementation of such programs and how the quality and relevance affects candidates in their leadership journey.</p>	<p>Technical Assistance Webinar</p>
<p>Induction programs maintain communication on a regular basis with their partners to ensure that each candidate builds a coherent individualized learning program.</p>	<p>The Administrative Services Credential Clear Induction Program meets a minimum of three times yearly at Steering Committee meetings to discuss candidate growth and examine the Individual Leadership Plan to collect data on the requested professional development for each candidate. This information is examined to ensure the program uses candidate feedback for the purpose of building the essential offerings that meet candidate needs. Based on feedback with District Partners, changes are made for the purpose of program improvement.</p>	<p>Steering Committee Meeting Agendas</p> <p>Steering Committee Meeting Minutes</p> <p>ILP</p> <p>Professional Development Menu of Options</p> <p>Professional Development Evaluations</p>

WUSD Administrative Services Credential Clear Induction Program Narrative

Standard Element:	Narrative:	Proposed Evidence:
<p>The induction program identifies the individual responsible for program coordination, key personnel involved in program implementation, and the reporting relationships between the identified personnel.</p>	<p>A full time Coordinator who oversees all of the Clear Credential Programs in the District and works under the direction of the Assistant Superintendent of Educational Services. Through the Program Coordinator’s leadership, the Steering Committee has been developed to include representatives from all relevant Divisions in the District including Human Resources, Business Services, and Educational Services, which is comprised of Curriculum and Instruction, Instructional Support and Special Education. Each Division provides input to candidates in the program, through professional development Offerings in order to develop knowledge of the responsibilities of each division and how district level divisions support the school sites and principals.</p> <p>The Administrative Services Credential Clear Induction Program Coordinator has the full support of the district to design, implement and assess a relevant job-embedded program that maximizes candidate growth through the one- on-one mentoring by Administrative Coaches who have been trained in Cognitive Coaching. The Program Coordinator uses survey feedback to determine the effectiveness of coaches, and provides feedback, if needed to coaches who need additional training.</p> <p>The Program Coordinator’s roles and responsibilities include:</p> <ul style="list-style-type: none"> • Selection and training of coaches • Coordinator of coaches’ seminars and schedules • Creating all documents for the program • Overseeing ILP Meetings and professional development offerings • Establishment and maintenance of the budget • Scheduling of meetings, seminars, and workshops • Facilitating the Advisory Committee meetings • Fostering communication with all program stakeholders • Attending state sponsored Induction meeting • Development and implementation of all aspects of the program • Monitoring of candidate success and completion • Articulation with the credential analysts for eligibility of candidates and credential recommendation • Collecting and analyzing data for the purpose of program improvement • Completing all CCTC requirements for the Seven Year Accreditation Cycle 	<p>District Organizational Chart</p> <p>Steering Committee Members</p> <p>Induction Coordinator’s Resume</p> <p>Professional Development Menu of Options</p>

WUSD Administrative Services Credential Clear Induction Program Narrative

<p>Program coordination includes admission, advisement, participant support and assessment, coach preparation, and program evaluation.</p>	<p>Admission and Advisement: Candidate eligibility is determined in Human Resources by the Credential Analysts as soon as they are appointed to their administrative position in the district. The Credential Analysts provide initial advisement by giving each candidate an overview of the two year program, “The Journey of the Administrative Candidate.” They also provide information concerning the Administrative Services Credential Clear Induction Program “Induction Orientation,” a meeting that is held by the Program Coordinator during the first month of the determination of eligibility by HR.</p> <p>Participant Support and Assessment: During Introduction to Induction, the candidates meet their coaches for the first time and are given an overview of the program, including a calendar of collaboration meetings. Candidate support and formative assessment are explained and candidate growth expectations, through the use of the CPSEL Descriptions of Practice, are outlined during the meeting. All responsibilities of the candidate, in regards to program completion, including their responsibility to collect evidence of their practice. Assessment of candidate progress through the program occurs during scheduled progress checks twice each year during an Electronic Portfolio Review (e-portfolio) and a face-to-face conference. A Progress Monitoring Document is reviewed and initialed that specifies requirements still needed for completion. The Induction Program also uses the district portal (e- portfolio) to record all candidate completion requirements, including completion of professional development and self-selected Inquiries. Coach contact logs and observation notes are also uploaded onto the portal to track candidate progress (e-portfolio)</p> <p>Coach Preparation: Coaches play an important role in the Induction of new administrators in WUSD. Through their guidance, they are able to provide procedural facilitation for each new candidates to reach their full potential. Coaches are predominately current or retired administrators from the WUSD district and receive training in ACSA’s Leadership Coaching, developed in research based theories of best practices in andragogy. ACSA’s Leadership Coaching Training provides strategies for building effective communication skills which are intended to enhance and clarify the candidates’ thinking. Elements of t r a i n i n g include trust building, developing rapport, building paraphrasing techniques that demonstrate active listening, appreciative inquiry, and the development of strategies to address the many and varied challenges of a new administrator. The training is effective in providing the coach with a toolbox of techniques to support the candidate in their work within the Individual Leadership Plan.</p>	<p>Notification of Eligibility and Responsibility to Enter</p> <p>Journey of the Administrative Candidate</p> <p>Induction Orientation</p> <p>DOP/CPSELS</p> <p>Candidate Memorandum of Understanding</p> <p>Electronic Portfolio</p> <p>Progress Monitoring Document</p> <p>Candidate Professional Development Log</p> <p>Collaborative Summary</p> <p>ACSA Leadership Coach Training Calendar</p>
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WUSD Administrative Services Credential Clear Induction Program Narrative

	<p>Program Evaluation: The program collects data on a regular basis to ensure all accreditation requirements are met. The ongoing evaluation ensures that the program is effective and meeting the needs of all candidates. Data is collected in various ways:</p> <ul style="list-style-type: none"> • Evaluations at the end of each collaboration and PD seminar • Candidate feedback surveys (midyear and end of the year) • Candidate self-assessments using the CPSEL (three times during Induction) • Self-assessments and surveys from the coaches • Surveys from the Steering Committee • Candidate Interviews during Progress Monitoring • Program Completion Rubric • E-portfolio review <p>Collected data are analyzed to determine areas for program improvement.</p>	<p>Seminar Evaluations Candidate's</p> <p>Assessment of the Coach</p> <p>Progress Monitoring Document</p> <p>Program Completion Rubric</p> <p>Survey: Candidate Midyear Program</p>
<p>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.</p>	<p>All candidates who enter the WUSD Administrative Services Credential Clear Induction Program begin with an Induction Orientation Seminar that explicates the requirements of the program. Candidates complete an initial self-assessment on the CPSELS, Standard 5, using the DOP. Candidates review the initial self-assessment for development of the ILP. Areas of growth are identified and the candidate's learning goal is determined in collaboration with the coach.</p> <p>Professional Development Providers complete an application that includes a section of their qualifications, and a self-assessment on their perceived effectiveness. They present the workshop content in advance and also include an agenda of the offerings. Only high quality PD providers are selected to present to WUSD candidates. PD provider applications are reviewed by the program coordinator and approved by the District Superintendent.</p> <p>Professional development includes numerous speakers through leadership seminars, in-house experts from the district office and conferences. Monthly collaboration meetings with cohort members and their coaches focus on high profile issues, trends in education, and specific topics relating to each of the CPSEL's. These topics have been identified by the Steering Committee and placed on the Professional Development Menu of Options.</p>	<p>Induction Orientation Agenda</p> <p>DOP</p> <p>Professional Development Menu of Options</p> <p>ILP</p> <p>Professional Development Provider Application</p>

WUSD Administrative Services Credential Clear Induction Program Narrative

<p>The program regularly assesses the quality of their professional learning offerings using criteria that includes participant feedback and direct observation of offerings.</p>	<p>All professional development offerings are evaluated by the candidates at the completion of each training. Candidates are able to provide feedback that indicates the relevance of the offering and whether they would recommend it for the future. Their feedback informs the Program Coordinator in terms of the presenter effectiveness and the topic of relevance.</p>	<p>Professional Development Evaluations</p>
<p>The program leaders provide formative feedback to professional learning providers on their work.</p>	<p>All Professional Development Providers receive copies of the Professional Development Evaluations at the conclusion of each seminar. Discussions about how to improve the offerings take place between coordinator and provider to ensure a continuous cycle of program improvement.</p>	<p>Professional Development Evaluations</p>

WUSD Administrative Services Credential Clear Induction Program Narrative

WUSD Administrative Services Credential Clear Induction Program Narrative

Program Standard Three

Standard Element:	Narrative:	Proposed Evidence:
<p>The induction program selects, prepares, assigns, supports, and supervises coaches, using well-defined criteria.</p>	<p>All candidates being considered for a coaching position are current or former administrators of the Westside Union School District. As such, they are extended an invitation to apply to become a part of the coaching staff for the Clear Administrative Services Credential Induction Program if they meet the following criteria:</p> <ul style="list-style-type: none"> • Holder of a Clear Professional Administrative Services Credential • Multiple years of successful administrative experience. • Commitment to work collaboratively with a WUSD candidate for two years. • A thorough understanding of the California Professional Standards for Educational Leaders (CPSELs) • Willingness to participate in appropriate trainings for program implementation • Knowledge of Andragogy and ability to build strong relationships with adults in a coaching capacity • Training in ACSA’s Leadership Coaching • Demonstration of effective problem solving and communication skills with an emphasis on understanding the challenges that new administrators face • Understanding of the unique needs of beginning administrators as they develop the knowledge and skills to be effective leaders • Complete a Coach Application 	<p>Coach Resumes Coach Application</p>
<p>Coaches receive initial training prior to being assigned to a candidate.</p>	<p>Selected coaches complete an initial two day two day ACSA Leadership Coach Training prior to beginning coaching activities with an assigned candidate.</p>	<p>ACSA’s Leadership Coaching Training</p>

WUSD Administrative Services Credential Clear Induction Program Narrative

<p>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>	<p>Intended outcomes of the initial training include the following:</p> <ul style="list-style-type: none"> • Understand how coaching can support and impact the continuous development of school leaders • Develop skills that build the new leader’s capacity to focus on the development of self-confidence, independence, reflection, and anticipation • Learn and practice a variety of coaching skills to include listening, empathy, appreciative inquiry and design thinking • Provide access and tools to support leadership coaching • Learn and practice collaborative goal setting and actionable steps that will increase the leader’s capacity to improve staff and student success 	<p>ACSA’s Leadership Coaching Training</p>
<p>The program provides ongoing training to refine coaching skills, engage in ongoing professional learning in current educational trends, research and policy changes.</p>	<p>Ongoing collaboration for coaches will occur individually and within the coaching cohort meeting once a month. Each seminar will provide opportunities for additional training, with an emphasis on the current needs of candidates.</p> <p>Moreover, coaches will be evaluated by their candidates both mid-year and at the end-of-each-year. This feedback will be used to refine the coach’s skills through follow-up discussions and trainings. Further, research will be reviewed each semester, by the coaching cohort during their seminars, to stay abreast of current trends, policies and law that may impact the program and candidate credentialing.</p>	<p>Induction Calendar of Events</p> <p>Survey: Candidate’s Assessment of Coach</p> <p>Research on educational trends and policies</p>

WUSD Administrative Services Credential Clear Induction Program Narrative

<p>The program provides ongoing support for individual coaching challenges, reflection on coaching practice, and opportunities for networking with coaching peers.</p>	<p>WUSD coaches will be required to attend collaboration seminars with other coaches monthly. During these meetings, they will discuss coaching challenges and dialogue various scenarios and solutions along the guidelines specified in the Cognitive Coaching framework. They will engage in role playing to practice and support the mediation of each person’s thinking, as a way to review and calibrate their coaching practices. The purpose is to assist each other in honing their skills, as they engage in critical conversations with their candidates.</p> <p>They will be given an opportunity, each semester, to reflect on their work by meeting with the Program Coordinator and their cohort. They will engage in informal discussions about their practice and will also complete a reflective survey about their strengths and challenges in working with new administrators. They will have an opportunity on the survey to provide feedback to the program, in order to ensure that changes are made for program improvement purposes.</p>	<p>Induction Calendar of Events</p> <p>Survey: Coach Self-Assessment</p>
<p>The program identifies and assigns one of its coaches to each candidate within the first 30 days of the candidate’s admission to the program, matching the coach and candidate according to defined criteria.</p>	<p>The WUSD Administrative Services Credential Clear Induction Program Coordinator assigns each new candidate a coach within the first 30 days of hire. The district makes every effort to ensure a good match between the coach and the candidate, based on available coaches. The criteria includes:</p> <p>Like setting: The coach is selected to work with a candidate who is employed in a like setting, i.e., elementary principal with a new elementary assistant principal; secondary principal with a new secondary assistant principal, etc...</p> <ul style="list-style-type: none"> • The coach is not the direct supervisor of the candidate • Training of the coach has been completed • The coach agrees to and signs the Coach MOU 	<p>Notification of Eligibility and Responsibility to Enter</p> <p>Coach Memorandum of Understanding</p>
<p>Clear procedures are in place for reassignment of coaches, if the candidate/coach pairing is not effective.</p>	<p>A clear procedure is in place for the reassignment of coaches if the pairing between the coach and the candidate is not compatible. The first step is to notify the coordinator of the program. This notification can be initiated by either the coach or the candidate to request a change. If needed, a meeting can be scheduled with all parties to try and mediate the problem. If no resolution is reached, reassignment will occur.</p>	<p>Guidelines for Coach Reassignment</p>

WUSD Administrative Services Credential Clear Induction Program Narrative

<p>The program regularly assesses the quality of services provided by 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>All coaches in the program are evaluated on their performance by the Program Coordinator and the candidates. Candidates provide feedback twice a year concerning the effectiveness of their coach. This feedback occurs during the mid-year and end of the year surveys during the two years of induction. Candidates are also encouraged to speak to the coordinator at any time during their program, to provide feedback about their experience with their coach.</p> <p>Coaches are observed working with candidates during joint seminars when one-on-one time is scheduled. During these seminars, coaches and candidates have an opportunity to solidify concepts taught during professional development, reflect and mark the CPSELS, and develop the candidates' portfolios.</p> <p>Coaching effectiveness is also gaged by the growth of their mentees and completion of all requirements in the program, as well as the quality of the candidate's portfolio, leading to the recommendation of the clear credential.</p>	<p>Survey: Candidate's Assessment of Coach</p> <p>Survey: Coach Evaluation and Feedback by Coordinator</p> <p>DOP</p> <p>Progress Monitoring Document</p> <p>Program Completion Rubric</p>
<p>Induction program leaders provide formative feedback to coaches on their work.</p>	<p>All coaches have meetings to discuss implementation of the program with the Program Coordinator. During that time, information is gathered about their experience, concerns and ideas for program improvement. Coaches are also given feedback on their performance, based on survey responses from their candidates. If there is a mismatch between the candidate and the coach, a different coach may be assigned, depending on resolution of issues. Coaches who do not perform according to program expectations are given opportunities to improve. If improvement does not occur, they may not be invited back to coach new administrators.</p>	<p>Candidate's Assessment of Coach</p> <p>Coach Evaluation and Feedback by Coordinator</p> <p>Guidelines for Coach Reassignment</p>

WUSD Administrative Services Credential Clear Induction Program Narrative

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Program Standard Four

<p>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 Leadership Plan (ILP).</p>	<p>Deep professional learning and growth is the goal for all candidates in the WUSD Administrative Services Credential Clear Induction Program. The experiences in the program are designed to grow administrators who are reflective, flexible, and able to set the course for success in their respective administrative positions within the culture of the district.</p> <p>A key tool used to help candidates attain this goal is the Individual Leadership Plan. This plan establishes the course for each candidate as it is designed specifically for their needs, school site placement, interests and growth goals. The ILP focuses on the candidates' self-assessment, using the CPSELs Descriptions of Practice: Moving Leadership Standards into Everyday Work. Reflective conversations, using the DOP, take place between the candidate and the coach three times during the two years of the Induction Program, to determine areas of focus. Each candidate will receive a minimum of 40 hours of coaching per year to be focused on the Individual Leadership Plan. Hours and reflective notes are logged in the Collaborative Summary document, completed after each coaching session. In the event that additional time is needed for the candidate to complete all program requirements, due to special circumstances, the coach will continue to provide support, as needed.</p> <p>Further, the Program Coordinator will also provide support and/or resources, including professional development, to allow the candidate extra time, as needed, to complete all requirements of the program.</p>	<p>ILP</p> <p>DOP</p> <p>DOP Self-Assessment of Leadership Skills and Reflection</p> <p>Collaborative Summary</p> <p>Special Circumstances Form</p>
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WUSD Administrative Services Credential Clear Induction Program Narrative

<p>The induction experience is informed by ongoing assessment and is cyclical in nature.</p>	<p>The Induction experience for WUSD candidates is designed to provide a high level of support through individualized work that highlights a personalized ILP, coaching, and ongoing assessment and professional development. The candidates, with their coaches, self-assess on the CPSELs, throughout the two years of the Induction process, using the Descriptions of Practice. The candidates mark their level of competence at the beginning of their program, and revisit the standards two more times during the course of their two year induction experience. These revisits provide an opportunity to cycle through a process of deep reflection on the candidate’s practice, resulting in the documentation of growth. Further, the inquiry process, developed within the Plan, Execute, Reflect, Apply Cycle, provides on-going, consistent and practical assessment, using data that verifies growth on the CPSELs.</p>	<p>Descriptions of Practice DOP Self-Assessment of Leadership Skills with Reflection PERA Cycle Inquiry Research Action Plan</p>
<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 maximum of 90 clock hours annually.</p>	<p>The Administrative Services Credential Clear Induction Program in WUSD is designed to ensure that candidates receive high levels of support as they navigate the challenges of being a 21st century leader. They first examine their practice, in collaboration with their coach, using the CPSEL-DOP to determine their areas of growth during the ILP meeting. The comprehensive nature of the DOP ensures that all areas of needed expertise are addressed, from their first exposure, through the course of two years of Induction. Within the first 90 days of the program, the candidate completes the initial self-assessment, the Professional Experience and Work Context Activity, the School/District Goals, and Supervisor Triad Meeting. Reflections from these activities inform the development of the ILP goal. The ILP goal is continuously revisited during coaching sessions and documented on the Collaborative Summary.</p> <p>Coaching sessions will total a minimum of 60 clock hours annually. Professional development offerings from a Menu of Options that support the CPSEL-driven growth goals will total a minimum of 20 hours. Critical reflective conversations between the coach and candidate informs candidate growth and direction for ongoing inquiry and professional development.</p>	<p>ILP DOP Professional Development Menu of Options Professional Experience and Work Context LCAP Progress Monitoring Document</p>

WUSD Administrative Services Credential Clear Induction Program Narrative

<p>The program provides candidates and coaches opportunities to collaboratively develop professional performance goals as part of an annual Individual Leadership Plan (ILP), that is grounded in the outcomes of Standard 5, considers employer priorities and individual job responsibilities.</p>	<p>A. Individual Leadership Plan:</p> <p>The Individual Leadership Plan is the guiding document for each candidate throughout the induction program, and is grounded in Program Standard 5 that specifies the CPSELS. The candidate, along-side their coach, will first complete a self-assessment using the DOP and then develop the ILP with focus on specific professional performance goals that are unique to the candidate. During the collaboration between candidate and coach, professional development opportunities are also identified from a Menu of Options, to support the candidate’s growth goals.</p> <p>The ILP specifically aligned to the candidate’s job-embedded demands for the purpose of adding relevant and context embedded support. District priorities, including the LCAP plan, and school site/district initiatives are included in professional development for the candidate, as applicable. Within the first 30 days of program enrollment, the candidate and leadership coach initial the Supervisor Triad Meeting to further clarify site-specific goals and direct input from the supervisor regarding possible focus areas for the candidate’s ILP goal.</p>	<p>ILP</p> <p>CPSELSs DOP</p> <p>School/District Goals</p> <p>Professional Development Menu of Options</p> <p>LCAP</p> <p>Supervisor Triad Meeting Agenda</p>
<p>The ILP serves as the blueprint for the full induction experience, outlining the components of the program that will enable the candidate to meet or exceed established performance goals.</p>	<p>The entire Induction experience of the candidate is driven by the Individual Induction Plan that is jointly developed by the candidate and the coach. By examining their knowledge and practice using the CPSELS, candidates identify the focus for their current year of work that embeds professional development and directs the coaching focus, as related to relevant research and candidate growth goals. The ILP is a fluid, cyclical instrument that allows for revisiting the document and changing focus, as the needs of the candidate evolves. A Progress Monitoring Document, reviewed a minimum of four times throughout the two years of Induction, is utilized to document goals, changes and growth.</p>	<p>ILP</p> <p>DOP</p> <p>Progress Monitoring Document</p>

WUSD Administrative Services Credential Clear Induction Program Narrative

<p>In accordance with Ed.Code 44270.1(a)(3), the ILP 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>Within the first 30 days of induction candidates complete the Professional Experience and Work Context activity which provides the overview of the candidate’s prior experience, skills, knowledge and areas for growth. This experience provides an understanding of the candidate’s preparation route for the preliminary administrative credential, areas of strength and areas for growth. This assessment is completed at the initial meeting with the candidate and leadership coach. It is the foundation for building a relationship of trust and provides an opportunity to listen to the candidate’s story and validate experiences.</p>	<p>ILP DOP Professional Development Menu of Options Professional Experience and Work Context</p>
<p>The program ensures that the ILP 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>As candidates in the program build their ILP from their self-assessment on the DOP, they specify areas of growth, an action plan and intended outcomes that guide their years in Induction. Based on the CPSELS selected, candidates choose an area of focus to guide their work through the Inquiry process. As candidates collect and analyze data on their specific focus areas, they provide evidence of growth. Additional feedback is provided through the Collaborative Summary and artifacts from leadership experiences. During critical conversations and reflections between the coach and the candidate, they revisit the DOP to assess progress toward the growth goals.</p>	<p>DOP ILP</p>
<p>The ILP is a working document, periodically revisited for reflection and revision.</p>	<p>The WUSD Administrative Services Credential Clear Induction Program uses a Progress Monitoring Document, to regularly revisit the candidate’s ILP for the purpose of reflection and revision. The ILP provides space for candidates to select professional development offerings from a Menu of Options that aligns with their placement and school setting. As candidate’s revisit their ILPs with their coaches, they are able to determine if other professional development offerings are needed. The flexibility of the ILP enables the coach and candidate to have a more fluid, meaningful document that reflects the current and relevant needs of the candidate.</p>	<p>ILP Progress Monitoring Document Professional Development Menu of Options</p>

WUSD Administrative Services Credential Clear Induction Program Narrative

<p>The ILP supports both the coaching and professional learning aspects of the induction program.</p>	<p>The WUSD Individual Leadership Plan acts as a guide for both candidate and coach, as it becomes a roadmap for the areas of individual need of the candidate, and thus directs the coach toward specific techniques that facilitate the development/growth of the candidate. Once the candidate identifies specific needs, based on their self-assessment using the CPSELS, the coach and candidate devise a plan of action that includes inquiry, professional development and coaching focus.</p>	<p>ILP DOP Professional Development Menu of Options</p>
<p>The program implements a research-based coaching model, with a sound rationale, that meets the individual needs of beginning administrators.</p>	<p>B. Coaching:</p> <p>All WUSD Coaches receive training through the ACSA Leadership Coaching program with the goal to become ACSA certified. 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. ACSA’s coaching training includes the methods of <i>Evocative Coaching</i> (Tschannen-Moran) and attends to the internal thought processes of the candidate, as a way to improve their learning. The Candidate’s practice evolves as a result of refined perceptions and cognitive processes. Coaches trained in this program use nonjudgmental processes of mediation applied to each individual’s work encounters, work events and circumstances that can be used as opportunities to enhance their problem solving, critical thinking and resourcefulness as new administrators.</p>	<p>ACSA’s Leadership Coaching</p>

WUSD Administrative Services Credential Clear Induction Program Narrative

<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>As each candidate is identified as eligible to participate in the Administrative Services Credential Clear Induction Program in WUSD, the Program Coordinator assigns a coach with appropriate experiences to match the needs of the candidate, i.e., elementary, secondary or district office experience. One of the first activities the pair will engage in is the discussion and marking the DOP during the ILP development meeting. During this meeting the coach and candidate devise a plan of action, based on the individual strengths and areas for growth of the candidate. This plan focuses on inquiry, collaboration, and professional development that will move the candidate’s practice forward, as well as including other enriching job-embedded experiences, based on the candidate’s needs. A tentative coaching timeline and plan of action is developed jointly with the coach and the candidate, with an understanding that the candidate may contact the coach for mentoring, coaching and consulting outside of agreed upon times to meet. Flexibility is built into the schedule to provide the support needed for each candidate as they navigate their new position and school/job climate.</p>	<p>Notification of Eligibility and Responsibility to Enter</p> <p>Coach Resumes</p> <p>DOP</p> <p>ILP</p> <p>Professional Development Menu of Options</p>
<p>The coaching based induction program provides a minimum of sixty 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 ILP goals.</p>	<p>At the heart of the WUSD Administrative Services Credential Clear Induction Program is the coach/ candidate partnership. Through this relationship, new administrators will receive procedural facilitation during their first two years, to become effective leaders. As candidates meet for the first time with their coach, they establish a calendar of meetings, including one-on-one conferences, site visits and observations times. They are required to meet 6 hours a month for a total of 60 hours a year, for each of the two years of induction. Each time the coach meets with the candidate, they log their time together in the Collaborative Summary that specifies the type of meeting they have had as well as the topic discussed. Typically meetings will occur face-to-face, but in some circumstances may include other means of communication, including phone conversations, Skype, Face-time, etc. The coach and candidate will use the ILP as a blueprint or point of reference for each communication to ensure the candidate is focused on identified growth goals. However, coaching to address real-time issues is a priority to help the new administrator navigate some of the critical demands of their job as they arise.</p>	<p>ILP</p> <p>Collaborative Summary</p>

WUSD Administrative Services Credential Clear Induction Program Narrative

<p>In order to provide each candidate with the coaching service needed to attain program outcomes, additional coaching hours may be required.</p>	<p>The WUSD Administrative Services Clear Induction Program is individualized to meet the needs of its candidates. Not all new administrators will attain competencies at the same time. Although the ideal timeline to complete the program is two years, any candidate that needs additional time and coaching will be provided that time, based on a review of the candidate’s growth and circumstances. Additional resources will be supplied for struggling administrators, including professional development, intensive coaching and other helpful resources provided by the Program Coordinator. After an extension of the program timeline, only those candidates who meet the requirements of the program will be recommended for the clear credential.</p>	<p>Special Circumstances Form</p>
<p>Coaching is regular, consistent, and ongoing throughout each year of the two-year program.</p>	<p>The WUSD Administrative Services Credential Clear Induction Program provides coaching services a minimum of 4 hours a month for a total of at least 40 hours a year to the candidates in the program. All coaching activities are recorded on the coach/candidate contact log, with the type of coaching received and the general topic (CPSEL) discussed.</p>	<p>Coach and Candidate Contact Log</p>
<p>Coaching is enhanced with technology supports, however it should be primarily in person and at the site.</p>	<p>Coaches and candidates will meet 4 hours each month, predominately face-to face. However, technology will be used to support the coach/candidate relationship in situations when a face-to-face meeting is impossible. These meetings can occur through Skype, Facebook Messenger, Zoom, FaceTime and Google options. Email and phone calls are also an option for conferences that are needed to support each candidate as issues arise.</p>	<p>Collaborative Summary</p>

WUSD Administrative Services Credential Clear Induction Program Narrative

<p>The coaching process is one that requires confidential coach-candidate collaboration in self-assessment;</p>	<p>Through the established Coach’s Roles and Responsibilities, which are included in the Coach MOU, all administrators who agree to take on the role of a coach for the Administrative Services Credential Clear Induction Program will keep all assessments, conferences, meetings, and exchanges with candidates confidential.</p>	<p>Coach MOU</p>
<p>investigation and data gathering regarding the circumstances and environment in which the candidate is embedded, and identification of candidate’s experience, prior knowledge, and needs</p>	<p>Through collaborative reflection of the DOP and Professional Experience and Work Context assessments, the coach has the unique opportunity to facilitate the development of the ILP to help the candidate identify the focus area that will move the candidate forward in mastery of the CPSELs. Through data collection and analysis, candidates will be able to improve their practice and determine additional areas for growth, based on results.</p>	<p>ILP DOP Professional Experience and Work Context LCAP</p>

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<p>goal setting, that intertwines job-embedded leadership performance with Category III, Standard 5 program outcomes;</p>	<p>The Descriptions of Practice (CPSELS) are reviewed on a regular basis, to create reflective conversations between the coach and the candidate concerning growth. As candidates move their practice across the levels of the CPSEL Standards, they site evidence of growth, through the Inquiry process. Further, as the year proceeds, adjustments are made in goals and professional development on the ILP to accurately meet the job-embedded demands placed on the candidate. Changes are noted on the Progress Monitoring Document.</p>	<p>DOP Progress Monitoring Document</p>
<p>action planning to guide attainment of goals but which also identifies opportunities for both candidate growth and demonstration of program outcomes;</p>	<p>The Individual Leadership Plan is also used to guide critical conversations that take place between the coach and the candidate on a regular basis and to review goals, based on the candidates' self-assessment on the DOP, CPSELS. The coach uses the Progress Monitoring Document to track the candidates' progress through the program to insure that specified outcomes are achieved.</p>	<p>ILP Progress Monitoring Document</p>
<p>observation and data gathering regarding learning, impact, and leadership performance;</p>	<p>The coaching process includes the observation of the candidate. Data demonstrates how the candidate moves forward to attain their professional goals. The coach also facilitates the candidate's self-assessment and marking on the DOP (with evidence sited), as well as assessment using leadership surveys.</p>	<p>ILP DOP Collaborative Summary</p>
<p>ongoing facilitated reflection, formative assessment,</p>	<p>Through the Plan, Execute, Reflect and Apply Cycle of Formative Assessment used in the Inquiry process, the candidate engages in action research that helps them to adapt their practice.</p>	<p>PERA Cycle</p>

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<p>adaptation, anticipation, and development of leadership competence;</p>	<p>The coach is critical in providing opportunities to engage the candidate in conversations that probe into needed areas for growth, based on data. Through the coach’s feedback, candidates adapt their practice to improve their leadership skills.</p>	<p>Collaborative Summary</p>
<p>and documentation of growth and attainment of Category III, Standard 5 program outcomes.</p>	<p>Through the Plan, Execute, Reflect and Apply Cycle of Formative Assessment, the candidate is able to document growth in his/her areas of focus using the DOP assessments which guide the ILP process. The DOP is visited three times during the program to ensure that all Program Standard 5 elements are addressed.</p>	<p>PERA Cycle ILP DOP Progress Monitoring Document</p>
<p>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' ILP.</p>	<p>C. Professional Development</p> <p>A Professional Development Menu of Options to each candidate during their ILP meeting. In collaboration with the district Superintendent, the WUSD Administrative Services Credential Clear Induction Steering Committee has met to determine common topics necessary for all new administrators, based on their anticipated administrative experiences within the culture of the district. Monthly meeting topics have been identified from an examination of the CPSELS, and included in a Professional Development Menu of Options. During the Individual Leadership Plan meeting between the coach and the candidate, a variety of professional development opportunities will be selected, based on the needs of the candidate. Each year, candidates will participate in 20 clock hours of professional development that is based on their self-assessments.</p>	<p>Steering Committee Meeting Agenda Steering Committee Meeting Minutes ILP Professional Development Menu of Options</p>

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<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>Through collaborative professional development seminars, candidates, with their peers and coaches work together to learn about current leadership responsibilities. Through direct instruction by the professional development providers, they are introduced to research regarding best practices. This research informs their practice, based on their ILP goals. Through the PERA process, candidates are able to develop questions about their current practice, grounded in their review of the CPSELs. From these questions, they establish meaningful goals that require them to develop an action research plan using current research-based best practices gleaned from their professional development seminars. Further, candidates complete a reflection at the conclusion of each professional development training and include two of those reflections in the e-portfolio.</p>	<p>DOP ILP Professional Development Menu of Options Professional Development Reflection PERA Cycle</p>
<p>Professional development provides opportunities for candidates to develop professional networks that share best practices and challenges and garner collegial support.</p>	<p>Through the collaborative professional development seminars, candidates in the program meet together to reflect and share their common successes, problems/challenges, and potential solutions through effective best practices. Through the relationship building that occurs during these seminars, candidates develop strong collegial support and networks.</p>	<p>Induction Calendar of Events</p>
<p>All professional development is designed to support the application 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 ILP goals.</p>	<p>The WUSD Professional Development Menu of Options was created by the Induction department, under the direct supervision of the District Superintendent, in collaboration with the Induction Steering Committee. Professional development offerings are aligned with the CPSELs. As candidates begin the program and design their ILP, they select the professional development most helpful to meeting ILP goals and immediate needs. As the candidate progresses, additional professional development may be offered, based on the coach's recommendation or the candidate's request. A reexamination of the ILP occurs during progress monitoring on a regular basis and allows for flexibility in changing the candidate's professional development options.</p>	<p>Professional Development Menu of Options ILP DOP Progress Monitoring Document</p>

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<p>The induction program develops assessments to measure candidate competence and take into account the highly variable nature of administrative responsibilities.</p>	<p>D. Assessments:</p> <p>The predominant formative assessment measure used to determine candidate competence in the WUSD Administrative Services Credential Clear Induction Program is based on the CPSELs, which identify what an administrator must know and be able to do in order to demonstrate sustained and effective leadership. The six CPSEL standards, including the elements within each standard, are foundational for administrator preparation and evaluation. Thus, the tool, The Descriptions of Practice, Moving Leadership Standards into Everyday Work (WestEd), is utilized to expand on the CPSELs by detailing key expectations for each of the standards which provides a developmental continuum that maps related research practices. The DOP is used three times within the induction period, as an assessment to reflect the growth of administrators as they progress from being emerging managers to strategic leaders.</p> <p>In addition to the DOP, the program assesses the candidate’s Professional Experience and Work Context within the first 30 days of participation in the program. This activity is critical to articulating the candidate’s unique position within the district and in understanding the strengths/areas to improve reflected in this assessment.</p>	<p>DOP</p> <p>CPSELs</p> <p>Professional Experience and Work Context</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>The WUSD Induction Program provides many opportunities for collaboration between the candidate and coach as they use multiple measures to identify and track candidate competence. The CPSELs (Standard Five) are explicated in the Descriptions of Practice: Moving Leadership Standards into Everyday Work, and provide a rubric based-scale that candidates use for self- assessment four times during the two years of Induction to measure their growth on leadership competencies. Other measures that indicate candidate competence include the Inquiry Research Project that uses the Plan, Execute, Reflect Apply Cycle of formative assessment, coach observations and feedback, and Professional Development Reflection forms.</p> <p>During initial and benchmark assessments, which occur three times during the two years of Induction, candidates will collaborate with their coaches to review the Progress Monitoring Document and to mark the Program Completion Rubric.</p>	<p>DOP</p> <p>Professional Development Reflection Form</p> <p>Program Completion Rubric</p> <p>Progress Monitoring Document</p>

WUSD Administrative Services Credential Clear Induction Program Narrative

<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.</p>	<p>The DOP is used as 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 level of practice, knowledge and skills is at a basic level. • 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 reviewed a total of three times during the two years of Induction.</p>	<p>DOP</p>
<p>The initial assessment is informed by multiple measures.</p>	<p>The initial assessment for all candidates includes a self-assessment on the CPSELS using the DOP and the Professional Experience and Work Context assessment, and a Supervisor Triad Meeting, to capture the initial questions and planning for the ILP. These multiple measures provide a positive direction for the first year of Induction that take into consideration the many facets of the candidate’s assignment.</p>	<p>DOP Professional Experience and Work Context Supervisor Triad Meeting</p>
<p>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.</p>	<p>Candidates determine their focus from the CPSEL self-assessment using the DOP and develop an ongoing based action plan within the ILP to implement in their specific job placement. As part of the PERA cycle, candidates use data collection and analysis before and after implementation of strategies to measure growth and determine next steps as is continuously documented on the Collaborative Summary between coach and candidate.</p>	<p>PERA Cycle DOP Collaborative Summary ILP</p>

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<p>The formative assessment process engages the candidate in gathering evidence about his/her own leadership practice, promotes reflection, documents candidate learning and leadership impact, and identifies next steps in pursuit of ILP goals.</p>	<p>WUSD Induction candidates working through the Formative Assessment Cycle of Plan, Execute, Reflect, Apply, are able to gather evidence about their practice through data collection focused on their specific questions (based on CPSELs) within their ILPs. As they implement their plans they are able to determine the impact of their work, through reflection of results, feedback from their coach, and reflect on their practice using the continuum from the DOP. As they review each element of the CPSELs related to their chosen standards, they are able to document growth and discuss next steps with their coach.</p>	<p>ILP DOP</p>
<p>It utilizes multiple measures such as self-assessment, observation, and analyses of leadership performance.</p>	<p>The WUSD candidate uses the DOP to self-assess at three times during the two years of Induction to reflect on their practice and determine next steps. The coach provides feedback and support throughout the two year process, and initiates multiple discussions around the DOP to analyze leadership performance. Those reflective conversations are documented on the Collaborative Summary.</p>	<p>DOP Collaborative Summary</p>
<p>The program conducts a benchmark assessment midway through the program.</p>	<p>The formal Benchmark Assessment occurs at the end of year one, which is midway through the program and includes marking the Descriptions of Practice, reflecting on the Inquiry, reviewing observation notes and feedback from the coach and revisiting professional development reflections. This information is recorded on the Progress Monitoring Document and reviewed by the coach and candidate together.</p>	<p>Progress Monitoring Document Journey of the Administrative Credential Candidate</p>
<p>This evaluates the candidate's progress toward demonstration of competence.</p>	<p>The Benchmark Assessment provides feedback to the candidate concerning their progress toward completion of the program. Through this document, candidates are able to reflect upon areas of strength and areas where growth has occurred. This information is recorded on the Progress Monitoring Document which tracks candidate growth at the end of year one, at the beginning of year two and at the end of year two.</p>	<p>Progress Monitoring Document DOP</p>
<p>The results of the benchmark assessment are reviewed with the candidate and recorded by the program, with prompt goal and/or ILP revisions, if necessary.</p>	<p>As specified above, the results of the benchmark assessments are reviewed during a meeting with the coach and the candidate to examine the DOP in order to determine if the candidate is on track to complete the program and whether revisions to the ILP need to be made based on revised candidate goals, changes in assignment or job duties.</p>	<p>ILP DOP Progress Monitoring Document</p>

WUSD Administrative Services Credential Clear Induction Program Narrative

<p>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.</p>	<p>The WUSD Program has a comprehensive progress monitoring process to ensure that all candidates in the program meet the standards and have attained a high level of competence prior to being recommended for the clear credential. The Progress Monitoring Document is used three times within the program to review, with the candidate, all required elements of program completion to ensure that candidates are aware of expectations. Further, the program has a Program Completion Rubric that is reviewed by the coach, the candidate and the Program Coordinator, to ensure that all elements of the program have been completed at the end of the two years of Induction. The Exit Interview Committee also reviews the e-portfolio, as presented by the candidate, to substantiate that all work is completed with quality and fidelity. Only those candidates who demonstrate excellence are recommended for the Clear Administrative Services Credential.</p>	<p>Program Completion Rubric Progress Monitoring Document e-portfolio Exit Interview Rubric</p>
<p>This determination is based on a review of observed and documented evidence, collaboratively assembled by coach and candidate.</p>	<p>All evidence of completion is recorded on the Program Completion Rubric and is stored for five years within the induction program digital archives. Candidates submit an e-portfolio to the Induction Coordinator at program completion which includes:</p> <ul style="list-style-type: none"> • ILP • Coaching Agreement • Professional Experience and Work Context • CPSEL Self-assessments (Initial, Benchmark, and Final) • PD Reflections (two) • Verification of Coaching and PD Hours • CPSEL Competency Rubric with evidence for each CPSEL <p>The coach and the candidate review all documents prior to meeting with the Program Coordinator to present program completion evidence. Once the Program coordinator has verified completion of induction requirements, the Exit Interview (summative review) is scheduled.</p>	<p>Program Completion Rubric</p>

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<p>This summative review includes a defensible process, an appeal process, and a procedure for candidates to repeat portions of the program as needed.</p>	<p>During the Exit Interview, the candidate presents the documents from the e-portfolio to the Exit Interview Committee with an explanation of each piece of evidence and how it has impacted the candidate’s growth over the two years of induction. All documents are carefully reviewed by the committee, using the Exit Interview Rubric. A candidate not successfully completing all artifacts, or demonstrating an area of concern, as determined by the Exit Interview Committee, will be given extra time, based upon an agreed timeline between the coach, candidate and coordinator. If a candidate has not completed all of the program elements and does not agree to an extended timeline, they may fill out an Appeal Procedure Form that will be reviewed by the coordinator, a representative from HR, the coach and the candidate during a meeting. All artifacts of the program will be reviewed and a determination will be made as to whether the candidate has demonstrated completion and competence at a level that indicates he/she is eligible for a recommendation for the Clear Credential.</p>	<p>e-portfolio Exit Interview Rubric Appeal Form Program Completion Rubric</p>
<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>All candidates being recommended for the clear credential must demonstrate that they have met each competency expectation for performance as outlined in Standard 5 of the Administrative Services Credential Clear Induction Program Standards, and per the WUSD Program Completion Rubric and the WUSD Induction Completion Requirements Guide. Upon demonstration of all required elements, the candidate will be recommended for the clear credential.</p>	<p>Program Completion Rubric Progress Monitoring Document Induction Program Completion Requirements</p>

WUSD Administrative Services Credential Clear Induction Program Narrative

Program Standard Five

Standard Element:	Narrative:	Proposed Evidence:
<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 WUSD Administrative Services Credential Clear Induction Program ensures that all candidates develop their skills in Educational Leadership that is reflected in the six areas of competence in the California Professional Standards for Educational Leaders (CPSELs). The CPSELs identify what an administration must know and be able to do in order to move into sustainable and effective practice. The standards are foundational for candidate preparation, induction, development, professional learning and evaluation.</p> <p>By attaining these skills, candidates demonstrate that they are able to perform in the educational community with a focus on their continued growth, with the ultimate goal of impacting schools and facilitating high student achievement in their respective assignments.</p> <p>WUSD candidates will document growth in at least one area of each of the subsections of Standard Five, for a minimum of six areas of competence. This growth will be documented on the Descriptions of Practice Self-Assessment of Leadership Skills, and the Program Completion Rubric.</p>	<p>CPSELs</p> <p>DOP</p> <p>Progress Monitoring Document</p> <p>Program Completion Rubric</p>

WUSD Administrative Services Credential Clear Induction Program Narrative

<p>Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.</p>	<p style="text-align: center;">Development of a Shared Vision</p> <p>With guidance from their coach, candidates develop as leaders who facilitate the development and implementation of a shared vision of learning and growth for all students.</p> <p>Candidates will self-select key elements from Standard 1 in the Descriptions of Practice document to determine their ILP goal. These are depicted below:</p> <ul style="list-style-type: none">• 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 visions and goals. <p>Once related areas for growth and development have been identified, they can be incorporated into the ILP action plan. At least one element will be completed on the DOP self-assessment, with evidence.</p>	<p>DOP-Self Assessment</p>
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WUSD Administrative Services Credential Clear Induction Program Narrative

<p>Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.</p>	<p style="text-align: center;">Instructional Leaders</p> <p>With guidance from their coach, candidates develop as leaders who create a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth. Candidates will self-select key elements from Standard 2 in the DOP as part of their inquiry and action research projects for their ILP. These are depicted below:</p> <ul style="list-style-type: none">• Element 2A--Professional Learning Culture: Leaders promote a culture in which staff engage in individual and collective professional learning that results in their continuous improvement and high performance.• Element 2B—Curriculum and Instructions: 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. <p>Once related areas for growth and development have been identified, they can be incorporated into the ILP action plan. At least one element will be completed and documented on the DOP self-assessment, with evidence.</p>	<p>DOP Self -Assessment</p>
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WUSD Administrative Services Credential Clear Induction Program Narrative

<p>Education leaders manage the organization to cultivate a safe and productive learning and working environment.</p>	<p style="text-align: center;">Management and Learning Environment</p> <p>With guidance from their coach, candidates develop as leaders who manage the organization to cultivate a safe and productive learning and working environment. Candidates will self-select key elements from Standard 3 in the Descriptions of Practice document as part of their inquiry and action research projects for their Individual Leadership Plan. These elements are depicted below:</p> <ul style="list-style-type: none"> • 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. <p>Once related areas for growth and development have been identified, they can be incorporated into the ILP. At least one element will be completed and documented on the DOP self-assessment, with evidence.</p>	<p>DOP Self-assessment</p>
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WUSD Administrative Services Credential Clear Induction Program Narrative

<p>Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.</p>	<p style="text-align: center;">Family and Community Engagement</p> <p>With guidance from their coach, candidates develop as leaders who collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources. Candidates will self-select key elements from Standard 4 as part of their iILP action plan. These elements are depicted below:</p> <ul style="list-style-type: none"> • Element 4A--Parent and Family Engagement: Leaders meaningfully involve all parents and families, including under-represented 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. <p>Once related areas for growth and development have been identified, they can be incorporated into the ILP action plan. At least one element will be completed and documented on the DOP self-assessment, with evidence.</p>	<p>DOP-Self-assessment</p>
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WUSD Administrative Services Credential Clear Induction Program Narrative

<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 style="text-align: center;">Ethics and Integrity</p> <p>With guidance from their coach, candidates develop as leaders who make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standards. Candidates will self-select key elements from Standard 5 as part of their inquiry and action research projects for their Individual Leadership Plan. These elements are depicted below:</p> <ul style="list-style-type: none"> • 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. <p>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 make fair and equitable decisions on behalf of all students.</p> <p>Once related areas for growth and development have been identified, they can be incorporated into the ILP action plan. At least one element will be completed and documented on the Descriptions of Practice and Self-Assessment of Leadership Skills Document, with evidence.</p>	<p>DOP Self-assessment</p>
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WUSD Administrative Services Credential Clear Induction Program Narrative

<p>Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.</p>	<p style="text-align: center;">Understanding and Communicating Policy</p> <p>With guidance from their coach, candidates develop as leaders who influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices. Candidates will self-select key elements from Standard 6 as part of their inquiry and action research projects for their Individual Leadership Plan. These elements are depicted below:</p> <ul style="list-style-type: none"> • 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 graduating 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. <p>Once related areas for growth and development have been identified, they can be incorporated into the ILP action plan. At least one element will be completed and documented on the Descriptions of Practice and Self-Assessment of Leadership Skills Document, with evidence.</p>	<p>DOP Self-assessment</p>
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WUSD Administrative Services Credential Clear Induction Program Narrative



California Administrative Services Credential

Common Standards

March 20, 2018

Initial Program Review Common Standards Addendum

WUSD Administrative Services Credential Clear Induction

Common Standard One: Institutional Infrastructure to Support Educator Preparation	Narrative	Evidence
<p>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>	<p>The Superintendent of WUSD is the Program Sponsor for the Administrative Services Credential Clear Induction Program and supervises the Coordinator, Lauri Massari, who manages the day to day operations and implementation of the program including:</p> <ul style="list-style-type: none"> • Coordinates all induction program requirements • Oversees program budget • Coordinates trainings and coaching assignments • Schedules meetings, professional development and workshops for candidates • Organizes and facilitates the Steering Committee Meetings • Fosters communication with all stakeholders • Coordinates the collection of data and evaluation of the program 	<p>WUSD Organization Chart</p> <p>Coordinator Resume</p> <p>Steering Committee Members</p> <p>Steering Committee Agenda</p>
<p>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.</p>	<p>Westside Union School District recruits qualified applicants for Coaches and professional development providers who would be well matched for the candidates in the program. All personnel submit an application prior to interviewing for their positions. All coaches must meet the minimum requirements as follows:</p> <ul style="list-style-type: none"> • Holds a Clear Professional Administrative Services Credential • Has a minimum of five years of successful administrative experience in a school district 	<p>Coach Application</p> <p>Professional Development Provider Application</p>

	<ul style="list-style-type: none"> • Commits to work collaboratively with a candidate for two years • Commits to follow the program requirements • Demonstrates knowledge about the needs, development and characteristics of new administrators • Demonstrates knowledge of the CPSELs • Willingness to become an ACSA Certified Coach and attend all trainings leading to certification. <p>All Professional Development Providers must have qualifications consistent with their specified area of training and exhibit the following characteristics:</p> <ul style="list-style-type: none"> • Demonstrated expertise in the content/leadership area • Willingness to work with others to create a collegial learning community • Demonstrated commitment to professional growth and learning of candidates • Demonstrated knowledge of the CPSELs to guide professional development of candidates <p>The Coordinator chooses knowledgeable providers, with resumes that document experience and training in various CPSEL topics. Evidence of expertise will be required of all Coaches and Professional Development Providers, as they are hired.</p> <p>WUSD partners with ACSA for candidate leadership training and provides a menu of options to meet individual ILP goal needs.</p>	Professional Development Menu of Options https://www.acsa.org/Educational-Services
Common Standard 2: Candidate Recruitment and Support		
Provide the requirements for admission for the proposed program.	All Candidates who are hired as new administrators in WUSD are given a “Notification of Eligibility and Responsibility” form by the Credential Analysts when they sign their contracts. To be eligible, candidates must possess a valid Preliminary Administrative Services Credential. Upon hire, Human Resources notifies the	Notification of Eligibility and Responsibility to Enter

	<p>Program Coordinator of all new administrators who are eligible for Induction. They also provide Candidates with the “Journey of the Administrative Candidate” document and an invitation to an Induction Orientation Meeting.</p>	<p>Induction Orientation Invitation</p> <p>Journey of the Administrative Candidate</p>
<p>Describe how and when candidates receive programmatic and academic information (progress toward completion, deadlines).</p>	<p>The Journey of Administrative Candidate document outlines the two years of the program and includes progress monitoring that occurs mid-year and end-of-the- year for each of the two years. As candidates review the Individual Leadership Plan and use the Progress Monitoring Document with their coach to track growth and make adjustments to their goals and professional development, they are able to determine their progress toward completion of the program. Candidates demonstrate competency of the CPSELs at an Exit Interview, facilitated by the Induction Exit Interview Committee, at the conclusion of the two-year program.</p>	<p>Journey of the Administrative Candidate</p> <p>Progress Monitoring Document</p> <p>Exit Interview Committee</p>
<p>How will candidates requiring assistance be identified and receive guidance and support?</p>	<p>As coaches meet individually with candidates, they complete the “Collaborative Summary” form to guide and document conversations regarding the candidate’s job embedded work, including successes and challenges that are documented on the Descriptions of Practice – Self- assessment of Leadership Skills Document. These and other indicators may signal a candidate’s need for additional assistance. Through reflective conversations between the coach and the candidate regarding the ILP, Descriptions of Practice (CPSELs), or day-to-day job embedded demands, the coach</p>	<p>Collaborative Summary</p> <p>Descriptions of Practice –Self-Assessment of Leadership Skills Document</p>

	will offer guidance and create avenues of support through the school or district to guide the candidate.	
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?	All candidates in the program are provided with field experience and clinical practice that is individualized and based on their current job placement. Through the development of an Individualized Leadership Plan, one-on-one coaching, professional development and opportunities to identify and chronicle their growth using the CPSELS, candidates' success is recorded on the Progress Monitoring Document to ensure program completion. Candidates, coaches, employers and PD providers will all have input into the effectiveness of the program components as they relate to field experiences and clinical practice for the purpose of providing critical feedback on program effectiveness through surveys, collaborations and the Steering Committee Meetings. On-going data collection and analysis will be used for program improvement.	ILP Professional Development Menu of Options Descriptions of Practice: CPSELS Progress Monitoring Document Collaborative Summary Surveys

<p>How will the institution ensure that candidates are provided opportunities to experience issues of diversity?</p>	<p>The WUSD has a diverse population of families that make up the communities of Palmdale, Lancaster, Quartz Hill, and the rural Antelope Valley. New administrators have many opportunities to work with the students and families from diverse backgrounds in all schools in WUSD. Demographics in the district include 42% Hispanic, 37% White, 11% African American, 5% two or more races, 3% Asian, 2% Filipino. 44.5% of WUSD students are eligible to participate in the National School Lunch program. 6% are English Learners, and 1.9% are Foster Youth. The district’s Unduplicated Pupil Percentage is 45.78%. 35% receive special education services and 4.5% qualify to participate in the district’s Gifted and Talented program.</p> <p>The Westside Union School District’s 2017-2020 Local Control and Accountability Plan (LCAP) consists of three goals that outline the district’s current priorities. Goal Two of the WUSD LCAP: “Access for All”, demonstrates the district’s commitment to provide all students access to high quality instructional program and the research-based supports necessary for them to engage fully and meaningfully in the program.</p> <p>Candidates will have ample opportunity to experience challenges being addressed in the WUSD LCAP “Plans to Address”, including reducing suspension rates among minority groups via the implementation of increased counseling support, social emotional learning programs, campus climate personnel, and increased awareness of best practices in school climate and safety.</p>	<p>WUSD LCAP</p>
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	<p>The Superintendent, or designee, notifies students, parents/guardians, employee organizations, and sources of referral and applicants for admission and employment about the District's policy on nondiscrimination, per Board Policy 300.</p>	
<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>	<p>Administrative Services Clear Induction Program Coaches (former or current administrators in WUSD) who meet the eligibility criteria are trained in research-based coaching techniques, including the ACSA Coaching Certification program. Coaches are placed with new administrators serving in like placements. Immediate supervisors will not be chosen as the candidate's coach. They will, however, participate in triad meetings as the candidate, coach and supervisor collaborate to discuss the candidate's best path for success. Supervisor input will be considered when the candidate establishes the Individual Leadership Plan (ILP) Goal.</p>	<p>Coach Application Coach Resumes Triad Meeting Guide</p>
<p>How will the institution ensure that supervisors are trained in supervision, oriented to the supervisory role, and evaluated in a systematic manner?</p>	<p>All induction coaches in WUSD are either current or retired administrators of the district. As such, they bring a rich knowledge of the culture and climate of the district and are highly prepared to work with new administrators, based on their proven skill set. They each complete ACSA Leadership Coach training to obtain the skills they need to mentor new administrators. They also attend an initial orientation training to learn about each aspect of the program. Coaches are evaluated by the candidates at the end of each year through a survey process. The Coordinator of the program reviews the evaluations to provide feedback to the</p>	<p>ACSA Leadership Coach Program</p>

	coaches. In the event that coaches do not fulfil their responsibilities to the candidates, they may be released or reassigned.	Survey: Candidate's Assessment of Coach Guidelines for Coach Reassignment
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?	Westside Union School District has previously established a continuous improvement process for our approved programs that includes data collection and analysis that informs our unit effectiveness. The Administrative Services Credential Clear Induction Program will be incorporated into the cycle of data collection with the purpose of continuous program improvement and growth. We will collect data from candidates, coaches, professional development seminars, collaboration meetings, Steering Committee Meetings and also examine candidate completion rates using the Program Completion Rubric.	Unit Data Grid (Biennial Report for Site Visit) Unit Assessment System Survey: Candidate's Assessment of Coach Professional Development Evaluations Program Completion Rubric

<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>The Administrative Services Credential Clear Induction Program will be monitored by the program coordinator in consultation with the District Superintendent, who also serves as the department head. The Steering Committee will act in an advisory capacity. Together, they will ensure that all components of the program, including the Individual Leadership Plan, candidate and program assessment, coaching, and professional development act together to support and guide the candidate and thus, gage the effectiveness of the program. They will also ensure that candidate needs are being addressed and that there are provisions for flexibility in the program that include reassignment of coaches, if needed. The Coordinator and Coaches will schedule office hours for special assistance sessions, to ensure that all components of the program are accessible and meaningful to candidates.</p>	<p>Steering Committee Agenda</p> <p>Individual Leadership Plan DOP</p> <p>Professional Development Menu of Options https://www.acsa.org/Educational-Services</p> <p>Guidelines for Coach Reassignment</p> <p>Induction</p>
<p>Common Standard 5: Program Impact</p>		
<p>What assessments will be used to indicate candidates meet the Commission adopted competency requirements as specified in the program standards?</p>	<p>WUSD regularly assesses candidates to ensure they are meeting the Commission adopted competency requirements as specified in the program standards. Beginning with the candidates' self-assessment on the CPSELS using the Descriptions of Practice, candidates identify their areas of growth. This self-assessment leads into the development of their Individual Leadership Plans where they specify the professional development they feel would move their practice forward. The Individual Leadership Plan ultimately guides the work</p>	<p>Descriptions of Practice: CPSELS</p> <p>Individual Leadership Plan</p>

	<p>the candidates through the Inquiry Process. The Formative Assessment cycle of Plan, Execute, Reflect and Apply (PERA) is used through the Inquiry process and provides data about candidate effectiveness and growth. Revisiting the Description of Practice during the course of the two years of induction also contributes to a focused, targeted path of professional learning that builds leadership characteristics in each candidate. Through the guidance and mentoring of the coach, each candidate will complete the Progress Monitoring Document, as well as the Program Completion Rubric to provide evidence of growth on the CPSELS, and thus candidate competence.</p>	<p>PERA Cycle</p> <p>Progress Monitoring Document</p> <p>Program Completion Rubric</p>
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California Induction Programs Organizational Chart

Program Supervisor

District Superintendent, Gina Rossall

Induction Program Coordinator

Lauri Massari-Induction

Admin Induction Certified Coaches

Robert Hughes

Marguerite Johnson

Regina Rossall

Coordinators

Ana Penalosa-Special Education

Trudy Valenzuela-Interns

Teacher Induction Support

Providers

Rowdy Dyer

Felicia Goldovsky

Preconditions

The following preconditions are to be added to the current preconditions approved in New Teacher Induction

March 20, 2018

Initial Program Preconditions

In addition to the general preconditions previously submitted, pursuant to Education Code Section 4227 (a), I, the undersigned Superintendent of the Westside Union School District (WUSD), which sponsors the WUSD Clear Administrative Services Credential Program, submit this letter of verification as evidence that this LEA shall, adhere to the following requirements of the Commission.

Precondition 4: Demonstration of Need

I certify that the WUSD demonstrates a need for the Clear Administrative Services Credential Induction Program. Currently, there is only one Clear Administrative Services Credentialing Program operating within the Antelope Valley. The addition of WUSD's program provides an additional local option for candidates in the Antelope Valley.

Precondition 5: Practitioner Participation in Program Design

I verify that practitioners in the credential area actively participate in program design, philosophical orientation, education goals, and content emphasis. The [Steering Committee Meeting Agenda](#) is submitted as evidence. Ongoing opportunities to elicit input from practitioners will also be provided as evidenced in the [Steering Committee Calendar](#).

California Administrative Services Credential

Preconditions Addendum

In addition to the previously submitted General Preconditions, I the undersigned Superintendent of Westside Union School District, which sponsors the Administrative Services Credential Clear Induction Program, submit this letter of verification as evidence that Westside Union School District, 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:

I confirm that Westside Union School District admits only those individuals holding a valid California Preliminary Administrative Services Credential and that eligibility is established by the district Credential Analysts prior to placing candidates in the program. Evidence includes the [Notification of Eligibility and Responsibility](#) document.

2. Initial Employment Requirement:

I certify that all candidates admitted into the Administrative Services Credential Clear Induction Program are employed by Westside Union School District 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(a)(6), section 80054 (g)(I). (Education Code section 44270(a)(4). Evidence Includes [Verification of Employment and Experience](#) to support this certification.

3. Individual Induction Plan:

I verify that the WUSD 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 and job context. (Education Code Section 44270.1 (a)(3) and Title 5 of the California Code of Regulations section 80054(d)(1). The [Individual Leadership Plan](#) is submitted as evidence.

4. Administrative Experience Requirement:

I verify that Westside Union School District, as the sponsoring institution for the Administrative Services Credential Clear Induction Program, will only recommend candidates for the clear credential who have completed a minimum of two years of successful experience in a full-time administrative position in the district, 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) as evidenced by the [Verification of Completion](#) document.

5. Completion of Requirements:

I certify that the Westside Union School District 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 [Progress Monitoring Document](#) and [Verification of Completion](#) documents are submitted as evidence to demonstrate the way in which all program requirements are monitored and documented for each candidate to demonstrate completion 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)

