



Alliant International University
California School
of Education

**ALLIANT INTERNATIONAL UNIVERSITY
CALIFORNIA SCHOOL OF EDUCATION**

CANDIDATE HANDBOOK

PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL

REVISED JANUARY 2019



WELCOME

Dear Aspiring Administrator,

On behalf of the California School of Education, I welcome you to Alliant International University. Your decision to seek a credential in Administrative Services addresses a critical need in California – preparing and certifying our next generation of school administrators.

Our schools today face enormous challenges as they strive to ensure that each child in California receives the highest quality education that prepares him/her for a successful future. Increasingly, our schools enroll larger and larger numbers of children who speak a language other than English. More children today are living in poverty and arrive at school with many of the problems associated with poverty. Drugs, alcohol, and weapons appear frequently in today's public schools. Bullying, isolation, gangs and racism invade the halls not only in high school, but even in elementary schools.

In order to address these challenges, school administrators are expected to be knowledgeable about school funding, personnel management, state and federal mandates, accountability systems, and shared decision-making. The hours of a school administrator are long and pressures are great. School administrators must be able to respond to and lead their organizations during times of frequent change. They must be adept at building relationships and alliances. Most school administrators would agree that there is no job more demanding than theirs – they would also agree that there is no job more rewarding or more important.

At Alliant we are committed to providing you with the training and tools to be a successful school administrator. We offer a program that is designed not only to prepare you to meet the requirements for the Preliminary Administrative Services Credential, but to prepare you for the real-world challenges you will encounter as a school administrator. Our faculty and staff are dedicated to providing you with the learning experiences and support you will need to be successful. We are here to help and wish you the very best on this important journey.

Sincerely,

Chris Pilkington, Ed.D. Associate Professor & Program Director

Educational Leadership & Management

School of Education



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Coach		
Advisor		



Alliant International University California School of Education

Alliant International University

Alliant International University (www.alliant.edu) was founded in 2001 by the merger of the California School of Professional Psychology and US International University (USIU) each with its own heritage and areas of specialization. Currently, Alliant serves about 3,500 students, about 90% of whom are graduate (master's and doctoral) students. Alliant offers students a choice of six California locations: Fresno, Irvine, Los Angeles, Sacramento, San Diego, and San Francisco. The University has been structured into six Schools and Centers: the California School of Professional Psychology, the California School of Business and Organizational Studies, the Graduate School of Education, the Center for International Studies, the Center for Forensic Studies, and the Center for Undergraduate Education.

The Graduate School of Education

Alliant CSOE maintains campuses in 6 locations in California along with partnering districts, charter schools, and nonpublic schools. Candidates come from a broad range of school districts representing urban, suburban, and rural populations. Alliant International University equips candidates with the skills to facilitate school-level and systemic change; create and sustain a culture of innovation and collaboration; successfully lead curriculum development; interpret and use data to support candidate success; provide effective feedback, support and evaluation candidates; build a community network of support; and ensure equitable and excellent educational opportunities and support for all candidates. The ASC Program design is further guided by the California Administrator Performance Expectations (CAPEs) as evidenced by the California Preliminary Administrative Services Program Standards. Candidates participate in a program designed to meet program standards within courses designed to facilitate research and to with the CalAPA Cycle requirements.



Alliant International University
California School
of Education

ALLIANT INTERNATIONAL UNIVERSITY
GRADUATE SCHOOL OF EDUCATION

**PRELIMINARY
ADMINISTRATIVE SERVICES
CREDENTIAL PROGRAM**



**Alliant International University
Graduate School of Education
Preliminary Administrative Services Credential**

I. Program Description

The ASC Program design is further guided by the California Administrator Performance Expectations (CAPEs). Program courses are grounded in theory and practice including neuropsychology research, giving candidates the advantage of knowing how and why people learn, develop, and grow. Strong multicultural and global educational currents run throughout the program. Constructivism influences the program design and supports candidates as active makers of meaning, rather than passive absorbers of knowledge (Dewey, 1944; Vygotsky, 1962; Brosio, 2000).

Theory and practice & principles of adult learning theory are aligned to the California Administrator Performance Expectations (CAPEs) as evidenced by the California Preliminary Administrative Services Program Standards Course Matrix. The matrix identifies candidate understanding at various levels of proficiency and with diverse theoretical perspectives.

II. Student Evaluation and Review Committee (Grievances & Appeals Process)

[SERC Rules and Procedures](#)

[SERC Flowchart](#)



III. Program Structure

The design of this program exposes candidates to all the domains of school leadership through courses and field experiences. The program is designed to develop reflective practitioners, school leaders capable of becoming career-long learners who are able to use information gained from research, theory, practitioners and personal experience as a basis for further action and reflection. The program is organized around the competencies required by the California Commission on Teacher Credentialing (CCTC). The major aims of the program to assist candidates in developing:

The Preliminary Administrative Credential Program coursework is structures as follows:

Course Number	Course Description	Units	Grade	Semester
ELM 7810	Educational Leadership	3		
ELM 7840	Instructional Leadership	3		
ELM 7830	Management of Human Resources	3		
ELM 7870	School Finance and Plant Operations	3		
ELM 7850	School, Family, and Community Relations	3		
ELM 7860	Assessment and Accountability	3		
ELM 7820	School Law & Ethics	3		
ELM 7990 A, B, C	Research Seminar & Field Experience	3		



**Educational Leadership/Preliminary Administrative Services Credential
Description of CAPEs**

IV. Field Experiences:

Plan your program with your Advisor and Coach in a way that addresses CAPEs. For example, if there are areas of school administration where you have limited knowledge and experience, you should plan activities that will provide you with greater depth and breadth in those areas. You must provide evidence of experiences that align to the CAPEs.

The CAPEs include:

CAPE Standards	Description
<i>Development & Implementation of a Shared Vision</i>	Each candidate is able to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. Candidates demonstrate their ability to meet the standard as they: 1) develop a shared vision, 2) plan and implement activities around the vision, and 3) allocate resource to support the vision.
<i>Instructional Leadership</i>	Each candidate is able to promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. Candidates demonstrate their ability to meet the standard as they: 1) develop school culture and ensure equity, 2) guide the instructional program, 3) guide professional growth of staff, and 4) create and utilize accountability systems.
<i>Management and Learning Environment</i>	Each candidate promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. Candidates demonstrate their ability to meet the standard as they: 1) ensure a safe school environment, 2) create an infrastructure to support an effective learning environment, 3) manage the school learning-support system, 4) monitor and evaluate the program and staff.
<i>Family and Community Engagement</i>	Each candidate promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. Candidates demonstrate their ability to meet the standard as they: 1) collaborate to incorporate the perspective of families and community members, 2) establish and manage linkage between the site and the larger community context, and 3) engage and coordinate support from agencies outside the school.
<i>Ethics and Integrity</i>	Each candidate promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity. Candidates demonstrate their ability to meet the standard as they: 1) maintain ethical standards of professionalism, 2) guide sound courses of action using pertinent, state-of-the-art methods, 3) model reflective practice and continuous growth, and 4) sustain professional commitment and effort.



<i>External Context and Policy</i>	Each candidate promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. Candidates demonstrate their ability to meet the standard as they: 1) engage with the policy environment to support school success, 2) interact with stakeholders, and 3) incorporate input from the public.
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Guidelines for Completing Field Experiences

The *Field Experience* for course, ELM 7990 A; ELM 7990 B; ELM 7990 C, will engage candidates in relevant field experiences at their own school site as they develop an action research plan. Partners will facilitate opportunities to promote communities of practice and establish productive, working relationships to promote student success. Candidates will collect and analyze data on student performance, school culture, and demographics guided by the CalAPA Standards and their action research projects. Coaches will guide the cognitive rhetoric for effectively facilitating the analysis and revisions of existing curriculum, content standards, and pedagogical strategies.

ELM 7990: Research Seminar & Field Experiences. CSOE will be work closely with districts, Site Supervisors, and others to facilitate the effective implementation of the CalAPA. The three full leadership cycles of CalAPA are structured to utilize the four steps of investigate, plan, act, and reflect. Each of these four steps will be addressed by each cycle, with candidates providing evidence of leadership practice for each step. Acceptable evidence may be in a variety of forms, including video recordings and written narrative. The three full leadership cycles of CalAPA are structured to utilize the four steps of investigate, plan, act, and reflect. Each of these four steps will be addressed by each cycle, with candidates providing evidence of leadership practice for each step. Acceptable evidence may be in a variety of forms, including video recordings and written narrative.

Candidates complete tools that demonstrate application of the following activities:

Provide one or more artifacts (evidence) to demonstrate role/responsibility (Portfolio format)

- Develop a theory of action directed at getting to the shared vision by using relevant student data.
- Participate in identifying factors at your school that relate to faculty and staff morale and help plan follow-up activities to address these problems.
- Facilitate constructive conversations about how to promote equity, fairness, and respect for all members of the school community.
- Design a plan to create a welcoming school environment.
- Facilitate a grade level/department or staff meeting using a selected decision-making process, and write a reflective paper evaluating the effectiveness of the process.
- Attend a district board meeting or a city council meeting and write a reflection of your
- Observation.

Description of Field Experience Tools:

Professional Disposition Checklist:

Demonstrate a willingness to learn, actively engage in leadership experiences, and participate in collaboration and positive collegiality. Demonstrate a promotion to cultivate a safe and productive learning



and working environment.

Candidate Self-Assessment Rubric:

Reflective practice and critically reflective practice are addressed through a self-reflective assessment. This practice will develop skills needed to become a life-long learner.

Leadership Practice Tool:

Coach-assessed tool monitoring the promotion of student-centered environments, shared vision, community involvement, effective instruction, and ethical decision-making from the candidate.

Candidate Assessment Rubric:

Coach-assessed tool measuring professionalism, technology skills, knowledge of standards, and reflective practice.

Program Evaluation - Coach:

Candidate assessment of program using an evaluation tool that measures the requirements of the coach to effectively meet the needs of the candidates. Measures the developing of a growth-fostering relationship between the coach and the leader to bring about transformational change.

V. Portfolio

The *Research Seminar* for course, ELM 7990 A; ELM 7990 B; ELM 7990 C, will engage candidates in professional communities that promote opportunities for leading administrators and practitioners in the field of educational administration to share space further allowing for collaborative exchange and appropriate mentoring creating a foundation for candidates to learn the skills necessary for becoming future leaders.

Organization of the Portfolio

The portfolio is organized in three major sections (see *Portfolio Guidelines* document):

1. Professional profile
2. Demonstration of understanding of the knowledge base in educational leadership
3. Synthesis of theory, research, and practice

The **Professional Profile** presents the portfolio author to readers and helps readers to situate the author in his/her professional philosophies, experiences, and goals. This section contains the:

- Introduction to the portfolio
- Résumé
- Program of study
- Professional goals



- Statement of ethics
- Leadership framework

The **Demonstration of Understanding of the Knowledge Base in Educational Leadership** shows the candidate’s knowledge and understanding of the six program standards for educational leadership in relation to the candidate’s academic program. The six program domains are:

- Shared Vision of Learning
- Student Learning and Professional Growth
- Organizational Management of Student Learning
- Working with Diverse Families and Communities
- Personal Ethics and Leadership Capacity
- Political, Social, Economic, Legal and Cultural Understanding

The third section of the portfolio is a **Synthesis of Theory, Research, and Professional Practice**. The synthesis is a reflection on leadership and on the student’s leadership strengths and areas for learning and growth. The synthesis section includes:

- A graphic conceptual model of leadership
- A reflection on leadership
- A self-assessment of leadership strengths and limitations in relation to the student’s leadership framework
- A plan for professional growth

The Program Portfolio is not a collection of disconnected artifacts from course work and professional experience. The portfolio is a unified presentation of one’s professional self and one’s understanding of school leadership as it developed during the course of the program of study in Educational Leadership.

Evaluation of the Portfolio

The student’s Program Portfolio will be assessed by two members of the faculty of the Educational Leadership Program, using the rubric(s) for evaluation contained in these guidelines. Each faculty assessor assigned to the portfolio individually evaluates the portfolio. Then the assessors compare their individual evaluations. If differences occur, the assessors discuss the differences and work toward a consensus evaluation. If consensus cannot be reached, the program director determines the final evaluation.

Section III – Synthesis of Theory, Research, and Professional Practice

The synthesis is a reflection on leadership and on the student’s leadership strengths and areas for learning and growth. The synthesis section includes:

- **A reflection on leadership.** The reflection is a personal analysis of the “whole” of your program of study, practicum, and professional experiences. It explores the ways in which your program, practicum, and professional experiences helped you to further



understand the responsibilities of school leadership and define yourself as a school leader.

- **A self-assessment.** Of leadership strengths and limitations in relation to the student's leadership framework. The self-assessment is your exploration of how strengths and limitations will contribute to the student's realization of the vision, values/principles, and commitments that he/she articulated in the leadership framework.
- **A professional growth-plan.** The professional growth plan describes the steps that the student will take to enhance his/her knowledge, skills, and practice of school leadership to address limitations identified in the self-assessment.

NOTE:

The portfolio must be presented to the candidate's ELM 7990B instructor along with field experience documentation and other required assessments when the candidate has completed all required course work and field experiences. The decision to recommend the candidate for the Preliminary Administrative Services Certificate or the Certificate of Eligibility will be based upon the evaluation of these materials, the evaluation of the Site Supervisor, Field Supervisor and a complete review of the candidate's credential file.

A separate handbook, *Portfolio Guidelines*, provides portfolio requirements and assessment documents.

VI. Evaluation of Field Experiences

1. At the completion of ELM 7990A, the Site Supervisor completes the Mid-point Evaluation (Appendix D) in collaboration with the Field Supervisor. The Field Supervisor holds a conference with the candidate to discuss the evaluation. The Field Supervisor forwards a copy of the Mid-point evaluation to the Campus Program Director.
2. At the completion of ELM 7990A, candidates complete the Mid-Point Self-Assessment - Parts One and Two (Appendix F and G)
3. At the completion of 7990B, the Site Supervisor completes the Final Evaluation (Appendix D and E) in collaboration with the Field Supervisor. The Field Supervisor holds a conference with the candidate to discuss the evaluation. The Field Supervisor forwards a copy of the Mid-point evaluation to the Campus Program Director.
4. At the completion of 7990B, candidate complete Final Self-Assessment - Parts One and Two (Appendix F and G)
5. Candidate completes Written Self-Assessment – Part Three (see Appendix H)
6. Candidates finalize their portfolios
7. Candidate arranges conference with Field Supervisor and the ELM 7990B instructor and



submits the following:

- Completed Assessments
 - Completed Portfolio
8. Candidates complete the Field Supervisor and Site Supervisor Assessments and mail to the Program Director.

Final Step:

The Alliant International University Credentials Analyst and Program Director review the student's file to ensure that all program requirements have been met. A final evaluation of the file by the Program Director is made before recommendations are made to the California Commission on Teacher Credentialing.



VII. How to Apply for the Credential

Candidates:

1. Complete all course work and field experiences with a minimum 3.0 GPA. Arrange for final conference with Field supervisor, ELM 7990 instructor and Program Director. Submit required Field Experience Documentation, Portfolio and Assessments as described in this Handbook (See Appendix J).
2. Submit passing scores on the CalAPA.
3. Consult with Credential Analyst to ensure complete file: Basic Skills requirement, Mainstreaming course, verification of five years teaching experience and a copy of a valid, prerequisite credential*. Submit CTC form **CL-777: Verification of Employment as an Administrator if applicable**.

***Candidates with one year or less remaining teaching or services credential eligibility should renew prior to issuance of the Preliminary Administrative Services Credential. The PASC issuance date should match the renewal date of the clear teaching credential in order to receive the full five years on the PASC.**

4. Verify Zero balance with the university for credential coursework.

Submit all outstanding documents to the Credentials Analyst in digital format. Candidates will be recommended for the Certificate of Eligibility or Preliminary Credential, based on employment status.



APPENDICES



Alliant International University
Preliminary Administrative Services Credential Candidates
 School Year: _____

Candidate Name	ID #	Current Position
Fieldwork School		School Phone
Site Supervisor Name		Title
University Supervisor Name		Title

As specified in Alliant International University’s Preliminary Administrative Services Credential Handbook, each evaluator will:

- Rate the candidate on each element within each subcomponent.
- Rate the candidate on each overall component.
- As appropriate, provide a narrative of the candidate’s performance, including the degree to which the candidate demonstrated effective performance.

TIMELINE FOR PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL CANDIDATES	
Due Date	Action
Before beginning the program	The Program Director and Credentials Analyst will explain the program requirements including the evaluation components.
By the end of the first semester of coursework	The Site Supervisor will hold a mid-point evaluation conference with the candidate and forward the evaluation to the University Supervisor.
After the mid-point evaluation	Interim progress review will occur as mutually agreed between the evaluators and the candidate. The purpose of this review is to continue the understanding, motivation and support necessary for successful evaluation.
The end of the semester in which the candidate completes the program requirements.	The Site Supervisor holds a final evaluation conference with the candidate and forward the final evaluation to the University Supervisor.
<i>Important: If performance is determined to be less than effective at any time during the evaluation cycle, the candidate shall be notified by the Program Director and additional support and additional learning experiences will commence immediately.</i>	



APPENDIX A

Standard 1: Development & Implementation of a Shared Vision

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

1 (Developing Capability)	2 (Approaching Capability)	3 (Entry-Level Capability)
<p>The candidate shows little evidence that s/he has a developed set of beliefs that guide their instructional practices.</p> <p>Although aware of the importance of a site vision there is little or no evidence that the candidate has engaged stakeholders in dialogue planning or allocating resources in the development of a site a vision.</p> <p>The candidate shows little evidence of knowledge regarding the barriers of development a site vision.</p>	<p>The candidate is aware of the potential of vision, and development of activities aligned to it is in preliminary stages. There is a beginning process of engaging faculty and community members in initial dialogue about the importance of the site vision</p> <p>S/he recognizes that achieving the vision requires his/her leadership with respect to planning and implementation.</p> <p>The vision and examination of data may have been introduced into some planning and decision-making. Barriers to achieving the vision may have been discussed.</p> <p>S/he has begun to link decisions about seeking and allocating resources to the goals of the vision and to strategic planning for achieving vision</p>	<p>The candidate establishes and implements a structured process for engaging faculty and community members in dialogue to create a site vision. Standards, data/ information about students and identification of desired outcomes are examined. S/he actively seeks involvement of all stakeholders.</p> <p>The candidate communicates with all stakeholders about planning and stresses the relationship between decisions and the accomplishment of the goals of the vision. S/he facilitates dialogue at the site that engages staff in examining data about the site and comparing it with the desired vision.</p> <p>The candidate also incorporates the goals of the vision into the development of the site budget and allocates discretionary funds to support achievement of the standards.</p>



Standard 2: Instructional Leadership

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

1 (Developing Capability)	2 (Approaching Capability)	3 (Entry-Level Capability)
<p>There is little evidence that the candidate understands the importance of culture in the teaching/learning process. S/he shows little capability of observing instruction and determining how best to improve the learning.</p> <p>There is little or no evidence that the candidate initiates professional dialogue with other teachers regarding teaching, learning or school goals. S/he shows little knowledge of adult rich environments and how to develop them.</p>	<p>The candidate is aware of the professional culture of the school and can identify important changes that need to occur. The candidate recognizes that instructional leadership is his/her primary role and uses data to initiate dialogue with teachers regarding goals and strategies.</p> <p>The candidate places a high priority on professional growth and understands learning-rich environments for adults and how to create them.</p> <p>The candidate ensures compliance with state and district accountability procedures, and reviews test data with staff to identify areas for instructional improvement.</p>	<p>The candidate provides opportunities for faculty to examine their values and understandings of standards-based education, equity, and excellence. The candidate uses strategies to support needed changes and engages faculty in dialog using data to set goals and to implement strategies to support all students in achieving high standards.</p> <p>The candidate works with staff to plan professional development aligned with identified needs and allocates resources accordingly. S/he encourages all faculty to participate in professional learning activities.</p> <p>S/he works with staff to clarify learning goals and to use data to monitor achievement. The candidate ensures compliance with state and district accountability procedures.</p>



Standard 3: Management and Learning Environment

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

1 (Developing Capability)	2 (Approaching Capability)	3 (Entry-Level Capability)
<p>The candidate has little understanding of factors that contribute to a positive and safe school environment.</p> <p>The candidate lacks appreciation of the importance of sharing responsibility for school climate throughout the school community and stresses a need to rely on rules and consequences. The candidate lacks understanding of the school as a system.</p> <p>The candidate is only vaguely familiar with policies governing program and staff evaluation. The candidate displays limited familiarity with management practices and resource allocation.</p> <p>The candidate is naïve about contractual and legal obligations that influence the management of the school.</p>	<p>The candidate understands and is committed to creating and maintaining a positive and safe school environment. S/he identifies areas for improvement.</p> <p>The candidate recognizes the importance of sharing responsibility for school climate throughout the school community but may rely heavily on rules and consequences at this stage.</p> <p>The candidate understands the school as a system, the interconnectedness of subsystems (e.g., instruction, assessment, budget, planning) and the operations of those subsystems. S/he is familiar with policies governing program and staff evaluation. S/he can assess management practices and formulate improvement plans.</p> <p>The candidate understands resource allocation and is aware of contractual and legal obligations that inform her or his work.</p>	<p>The candidate can formulate policies, plans, and monitoring activities and communicates effectively with the community about expectations and roles in maintaining school safety. S/he knows how to engage members of the community in identifying and implementing processes to build civility, respect, and caring among individuals and groups.</p> <p>The candidate conceptualizes Site-based subsystems to enhance teaching and learning and is able to explain such systems and the use of feedback to refine their design and operation.</p> <p>The candidate identifies management practices that enhance teaching and learning and can work with faculty and community members to create structures for coordinated planning and decision-making. S/he seeks out opportunities to extend management skills. S/he knows how to allocate resources effectively.</p> <p>The candidate is knowledgeable about all contractual and legal obligations affecting the school and can communicate these to the school community. The candidate understands requirements regarding confidentiality.</p>



APPENDIX A

Standard 4: Family and Community Engagement

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

1 (Developing Capability)	2 (Approaching Capability)	3 (Entry-Level Capability)
<p>The candidate demonstrates little understanding or knowledge of the importance of including the perspective community members and families into the culture of the school.</p> <p>There is little or no evidence that s/he sees any gaps in how the school is communicating and thus s/he has not developed strategies for informing parents and community members about school directions and goals.</p> <p>The candidate shows no evidence that s/he understands the needs of families and students, has not demonstrated ways to develop partnerships to leverage community support and services to the betterment of students.</p>	<p>The aspiring candidate demonstrates the importance of incorporating the goals and aspirations of diverse family and community into the life of the school and establishing healthy connections between the school and community.</p> <p>The candidate has provided the leadership to establish at least one strategy for communicating with the school community.</p> <p>The candidate may also be involved, in preliminary planning, developing, and implementing community partnerships. S/he is proactive in mobilization and leveraging of community support services, and regularly provides appropriate information to all families, encouraging them to become more active members of the developing learning community.</p>	<p>The candidate works effectively with staff and members of the school’s leadership team, to prioritize and address the needs, problems, goals, and aspirations of diverse families and community members into the life and aspirations of the school.</p> <p>The candidate has developed, implemented and sustained more than one meaningful connection between the school and communities represented by diverse stakeholders.</p> <p>The candidate has occasionally seized the opportunity, and through his/her voice and actions, clearly communicated the ways in which the school, teachers, students, diverse families, and the community are accountable. S/he is proactive identifying and developing partnerships within the broader community that contribute to the goals and priorities of the school.</p> <p>The candidate establishes connections with service agencies in a manner that mobilizes and leverages their community support services to support students and families with needs in a timely fashion</p>



Standard 5: Ethics and Integrity

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

1 (Developing Capability)	2 (Approaching Capability)	3 (Entry-Level Capability)
<p>The candidate understands but shows little evidence of compliance to a set of professional standards. There is little or no evidence that the candidate has an understanding of decision-making process and the need to base decision on pertinent information such as student data.</p> <p>The candidate has little commitment to personal professional development and shows little evidence of encouraging and supporting teachers in their professional development or their performance.</p>	<p>The candidate demonstrates compliance with ethical standards and professional expectations S/he is committed to protect rights of the school and its community and is aware of areas in which the professional community in the school might increase commitment and effort to benefit student learning.</p> <p>The candidate also demonstrates an understanding of relevant decision-making and practices based on pertinent information such as student data. S/he has a commitment to professional growth for self and encourages the performance and growth of others in the school.</p>	<p>The candidate consistently applies and models ethical and professional behavior in articulating a shared understanding of the rights of students and their families. S/he recognizes the need to nurture commitment at the site in support of the common agenda and identifies strategies to assist in prioritizing commitments and focusing efforts toward student learning. The candidate also demonstrates use of data and engages teachers in regularly using information from student data as the basis for decisions about classroom practice. S/he demonstrates, encourages and supports teachers in staying abreast of current information about teaching and learning and in examining their practice to identify needed areas of development.</p>



APPENDIX A

Standard 6: External Context and Policy

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

1 (Developing Capability)	2 (Approaching Capability)	3 (Entry-Level Capability)
<p>The candidate has little knowledge or recognition that district, state, and federal policy impacts the site and students.</p> <p>There is little evidence that the candidate ensures compliance with policies, participates in local discussions about district or site policies, or communicates with all stakeholders by making information available to them.</p> <p>The candidate seldom engages the public in events that help maintain a positive school image and does not identify areas of public involvement that needs strengthening. S/he does not articulate the school vision and does not see the importance of using student data to support the vision.</p>	<p>Realizing that district, state, and federal policy impact building sites and students, the candidate ensures compliance with policy and participates in local discussions about district policy and site practices.</p> <p>Within the parameters of district policies and expectations, the candidate demonstrates an understanding of the importance of communicating with stakeholders in the community by making information available and responding appropriately to requests for information.</p> <p>The candidate is aware of the importance of public opinion and accepts input from the public when it is offered, engages the public in the events of the school to maintain a positive image and identifies areas in which public engagement requires strengthening.</p>	<p>Anticipating the effects of policy proposals for students and families in his or her community, the candidate actively seeks policy information relevant to her or his site from a variety of sources. S/he recognizes the challenges of positive public engagement, and thus establishes and implements regular means of communicating information about the site with stakeholders.</p> <p>To improve relationships between the school and the public, the candidate establishes opportunities for public input into school issues, identifies areas in which to strengthen communication, and takes positive action to improve communication with all stakeholders.</p>



APPENDIX B

Standard 1: <i>Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.</i>				
Quality Indicators:	Mid-point		Final	
	Self	Coach	Self	Coach
<ul style="list-style-type: none"> The candidate can facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators. 				
<ul style="list-style-type: none"> The candidate is able to articulate and demonstrate strategies for implementing the shared vision so that the entire school community understands and acts on the mission of the school as a standards-based educational system. 				
<ul style="list-style-type: none"> The candidate knows how to leverage sufficient resources to implement and attain the vision for all students and subgroups of students. 				
<ul style="list-style-type: none"> The candidate can identify and address barriers to accomplishing the vision. 				
<ul style="list-style-type: none"> The candidate is able to shape school programs, plans, and activities to ensure integration, articulation, and consistency with the vision. 				
<ul style="list-style-type: none"> The candidate is able to use the influence of diversity to improve teaching and learning. 				
Overall evaluation: The candidate is able to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.				

Coach: Use the chart above to check Quality Indicators and guide feedback.

Candidate: Use the chart above to check Quality Indicators and guide feedback.



APPENDIX B

Standard 2: <i>Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.</i>				
Quality Indicators:	Mid-point		Final	
	Self	Coach	Self	Coach
• The candidate understands and is able to create an accountability system of teaching and learning				
• The candidate is able to use research and site-based data to design, implement, support, evaluate and improve instructional programs and to drive professional development of staff.				
• The candidate utilizes multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused on improving the learning of all students and all subgroups of students.				
• The candidate knows how to shape a culture where high expectations for all students and for all subgroups of students is the core purpose.				
• The candidate is able to guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students				
• The candidate promotes equity, fairness, and respect among all members of the school community.				
• The candidate is able to provide opportunities for parents and all other members of the school community to develop and use skills in collaboration, leadership, and shared responsibility.				
• The candidate knows and is able to support the use of state-adopted learning materials and a wide array of learning strategies to support student learning.				
• The candidate coordinates the design, implementation and evaluation of instructional programs that serve the diverse learning styles and needs of all students and lead in the continual development and improvement of those programs.				
• The candidate utilizes technological tools to manage and evaluate instructional programs and promote and support the use of technology in instruction and learning.				
Overall evaluation: The candidate is able to promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.				

Coach: Use the chart above to check Quality Indicators and guide feedback.

Candidate: Use the chart above to check Quality Indicators and guide feedback.



APPENDIX B

Standard 3: Education leaders manage the organization to cultivate a safe and productive learning and working environment.				
Quality Indicators:	Mid-point		Final	
	Self	Coach	Self	Coach
• The candidate is able to monitor and supervise faculty and staff at the site and manage and evaluate the instructional program.				
• The candidate can establish school operations, patterns, and processes that support student learning.				
• The candidate understands and is able to manage legal and contractual policies, agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.				
• The candidate demonstrates the ability to coordinate and align fiscal, faculty, staff, volunteer, community and material resources to support the learning of all students and all groups of students.				
• The candidate demonstrates the ability to sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.				
• The candidate is able to utilize the principles of systems management, organizational development, problem solving, and collaborative decision-making techniques fairly and effectively.				
• The candidate is able to utilize effective and positive nurturing practices in establishing student behavior management systems.				
• The candidate demonstrates the ability to utilize successful staff recruitment, selection and induction approaches, and understand the collective bargaining process, including the role of administrator and the union.				
• The candidate is able to effectively evaluate and use a wide range of technologies, including assistive technologies when appropriate, to support instruction and effective school administration.				
• The candidate is able to effectively use technology to manage multiple types of databases within a school and to use data to improve instruction.				
Overall Evaluation: Each candidate promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.				

Coach: Use the chart above to check Quality Indicators and guide feedback.

Candidate: Use the chart above to check Quality Indicators and guide feedback.



APPENDIX B

Standard 4: <i>Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.</i>				
Quality Indicators:	Mid-point		Final	
	Self	Coach	Self	Coach
• The candidate is able to incorporate information about family and community expectations into school decision-making and activities.				
• The candidate recognizes the goals and aspirations of diverse family and community groups.				
• The candidate values diverse community stakeholder groups and treats all with fairness and with respect.				
• The candidate demonstrates the ability to support the equitable success of all students and all subgroups of students through the mobilization and leveraging of community support services.				
• The candidate knows how to strengthen the school through the establishment of community partnerships, business, institutional, and civic partnerships.				
• The candidate is able to effectively communicate information about the school on a regular and predictable basis through a variety of media and modes.				
• The candidate is able to facilitate parent involvement and parent education activities that support students' success.				
Overall Evaluation: The candidate promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.				

Coach: Use the chart above to check Quality Indicators and guide feedback.

Candidate: Use the chart above to check Quality Indicators and guide feedback.



APPENDIX B

Standard 5: Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.				
Quality Indicators:	Mid-point		Final	
	Self	Coach	Self	Coach
• The candidate demonstrates skills in shared decision making, problem solving, change management, planning, conflict management, and evaluation, and fosters and develops those skills in others.				
• The candidate models personal and professional ethics, integrity, justice, and fairness and expects the same behaviors from others.				
• The candidate demonstrates the ability to make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.				
• The candidate is able to utilize technology to foster effective and timely communication to all members of the school community.				
• The candidate is able to reflect on personal leadership practices and recognize their impact and influence on the performance of others.				
• The candidate demonstrates the ability to encourage and inspire others to higher levels of performance, commitment, and motivation.				
• The candidate knows how to sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.				
• The candidate engages in professional and personal development.				
• The candidate demonstrates knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades.				
• The candidate knows how to use the influence of a position of leadership to enhance the educational program rather than for personal gain.				
• The candidate protects the rights and confidentiality of students and staff.				
Overall Evaluation: Each candidate promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.				

Coach: Use the chart above to check Quality Indicators and guide feedback.

Candidate: Use the chart above to check Quality Indicators and guide feedback.



APPENDIX B

Standard 6: <i>Education leaders influence political social, economic, legal and cultural context affecting education to improve education policies and practices.</i>				
Quality Indicators:	Mid-point		Final	
	Self	Coach	Self	Coach
• Each candidate understands their role as a leader of a team and is able to clarify the roles and relationships of individuals within the school.				
• Each candidate is able to ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, statutory, and fiscal requirements.				
• Each candidate demonstrates responsiveness to diverse community and constituent views and groups and generates support for the school by two-way communication with key decision makers in the school community.				
• Each candidate knows how to work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.				
• Each candidate knows how to influence and support public policies that ensure the equitable distribution of resources and support for all the subgroups of students.				
• Each candidate is able to welcome and facilitate constructive conversations about how to improve student learning and achievement.				
Overall Evaluation: Each candidate promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.				

Coach: Use the chart above to check Quality Indicators and guide feedback.

Candidate: Use the chart above to check Quality Indicators and guide feedback.



APPENDIX C

Final Evaluation				
Component Ratings	Mid-point		Final	
	Self	Coach	Self	Coach
Development & Implementation of a Shared Vision				
Instructional Leadership				
Management and Learning Environment				
Family and Community Engagement				
Ethics and Integrity				
External Context and Policy				
Overall Evaluation				

Coach: Use the chart above to check Quality Indicators and guide feedback.

Candidate: Use the chart above to check Quality Indicators and guide feedback.



Candidate Self-Assessment

Provide a thorough answer for each of the following questions. Please demonstrate your understanding of theory and practice and provide illustrative examples as appropriate.

1. Most research studies of successful schools conclude that strong leadership is essential. In your view what are the characteristics of strong school leaders and what behaviors are associated with these characteristics? Assess yourself in terms of the characteristics and behaviors.
2. Identify one change or reform that you strongly believe needs to be made if schools are to improve their performance significantly. Describe the change and your reasons for advocating it. What needs to happen to bring this about?
3. Identify the greatest challenge you personally will face in your first administrative assignment. Describe the nature of the challenge and what you can do to prepare yourself for it.
4. Describe your career goals. What do you need to do now to prepare yourself for the job application process?



Suggested Leadership Activities

CAPE Standard 1: Development & Implementation of a Shared Vision

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

Standard	Clinical Prompts
<p>1(a) New administrators develop a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students</p>	<ul style="list-style-type: none"> • Develop a theory of action directed at getting to the shared vision by using relevant student data. • Participate in a committee created to build a shared vision. • Plan or facilitate retreats/meetings on teambuilding and building a shared vision. • As part of the WASC accreditation process, lead or assist in the development of the school’s vision with agreement and input from all stakeholders. • Survey stakeholders to determine their perceptions of how a school vision is communicated.
<p>1(b) New administrators apply their understanding of school governance and the roles, responsibilities, and relationships of the individual and entities within the California education system that shape staff and community involvement.</p>	<ul style="list-style-type: none"> • Plan staff development concentrating on the concept of vision and on brainstorming activities regarding the development, articulation, implementation, and evaluation of your school’s own vision. • Participate in publication of the school newspaper and/or Principal’s Newsletter.
<p>1(c) New administrators recognize and explain to staff and other stakeholders how the school vision guides planning, decision-making, and the change processes required to continuously improve teaching and learning.</p>	<ul style="list-style-type: none"> • Develop a program budget to support a school-wide instructional goal. • Develop a model to prioritize budget expenditures. • Interview a principal to identify the school’s resources. • Participate in the budget committee. • Participation in a school site council as allocation of resources.

The aforementioned prompts are activities for the Candidate to consider that align to the CAPEs.



Standard 2: Instructional Leadership

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

Standard	Clinical Prompts
<p>2(a) Each candidate understands and is able to create an accountability system of teaching and learning based on student learning standards.</p>	<ul style="list-style-type: none"> • Develop rubrics for standard-based student learning outcomes. • Facilitate or participate in a discussion to develop a fair and equitable teacher evaluation system.
<p>2(b) Each candidate is able to use research and site-base data to design, implement, support, evaluate and improve instructional programs and to drive professional development of staff.</p>	<ul style="list-style-type: none"> • Help plan action research and evaluation projects necessary to ensure student learning. • Analyze the total norm-referenced test results for an individual teacher or grade level, using a computer.
<p>2(c) Each candidate utilizes multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused on improving the learning of all students and all subgroups of students.</p>	<ul style="list-style-type: none"> • Analyze a school’s scores by API subgroups. Look for trends and identify areas that need improvement and present a plan to the faculty. • Supervise the maintenance of accurate records relating to student progress and exit from school.
<p>2(d) Each candidate knows how to shape a culture where high expectations for all students and for all subgroups of students is the core purpose.</p>	<ul style="list-style-type: none"> • Facilitate constructive conversations with school staff about how to improve student learning and achievement. • Facilitate or participate in the development and/or implementation of two different IEP instructional programs.

The aforementioned prompts are activities for the Candidate to consider that align to the CAPEs.



Standard 3: Management and Learning Environment

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

Standard	Clinical Prompts
<p>3(a) new administrators know that day-to-day and long-term management strategies are a foundation for staff and student health, safety, academic learning, and well-being.</p>	<ul style="list-style-type: none"> • Develop a handbook for substitute teachers containing a lesson plan model and all pertinent information necessary to ensure continuity of a classroom program. • Evaluate a substitute teacher or a student teacher. • Develop an evaluation form. • Review job descriptions of the various classified positions in school. • Observe a teacher’s lesson and provide feedback.
<p>3(b) New administrators know the importance of established structures, policies and practices that lead to all students graduating ready for college and career.</p>	<ul style="list-style-type: none"> • Design a plan to create a welcoming environment at your school. • Carry out supervision of special events such as assemblies and athletic events. • Develop and/or implement an after-school remedial program. • Complete student and employee accident reports. • Conduct an inspection with the head custodian of the classroom and grounds. • Construct a schedule of classes and teacher assignments for a new semester/year/track. • Assist in preparing attendance records reports. • Participate in the review of the monthly attendance record forms.
<p>3(c) New administrators understand the leader’s role in establishing a positive, productive school climate, supportive of staff, students and families.</p>	<ul style="list-style-type: none"> • Examine employee contracts and list 10 items that could most impact the site administrator. • Develop practical guidelines on working with certificated and classified staff with disabilities. • Review school/district policies on handling data files that contain personal information of students and staff. • Evaluate the district personnel evaluation form to see if it matches district
<p>3(d) New administrators know how effective management of staff and the school’s budget supports student and site needs.</p>	<ul style="list-style-type: none"> • Conduct an analytic study of community demographics, needs, and groups. Identify projected changes in population in your school district within the next five to ten years. • Review categorical budgets. • Conduct an inventory of instructional supplies and equipment. • Participate in the development of the budget for maintenance. • Review budgets for any existing programs of differential pay (e.g., coaching, drama, music).

The aforementioned prompts are activities for the Candidate to consider that align to the CAPEs.



APPENDIX E

CAPE Standard 4: Family and Community Engagement

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

Standard	Clinical Prompts
<p>4(a) new administrators engage families in education and school activities and understand the benefits of and regulation pertaining to their involvement.</p>	<ul style="list-style-type: none"> • Develop a plan for appropriate staff and community involvement in the budget process at your schoolsite. • Gather and assess data to determine the perspectives of the diverse constituencies in your school community. • Participate in a community forum on school issues. • Work with parents and staff to create and conduct a parent survey or needs assessment and report back the results to SSC/parent groups to incorporate changes into school plans. • Train staff in plan-do-study-act procedure for action planning based on parent responses to surveys or needs assessments.
<p>4(b) New administrators recognize the range of family and community perspectives and, where appropriate, use facilitation skills to assist individuals and groups in reaching consensus on key issues that affect student learning, safety, and well-being.</p>	<ul style="list-style-type: none"> • Conduct an analytic study of community demographics, needs, and groups. Identify projected changes in population in your school district within the next five to ten years. • Interview various groups of diverse family and community members to find out their goals and aspirations for their children and the school. • Work with parents and staff to create a parent survey and needs assessment; report

The aforementioned prompts are activities for the Candidate to consider that align to the CAPEs



APPENDIX E

CAPE Standard 5: Ethics and Integrity

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

Standard	Clinical Prompts
<p>5(a) New administrators regularly review and reflect on their performance and consider how their actions affect others and influence progress toward school goals.</p>	<ul style="list-style-type: none"> • Facilitate a grade level/department or staff meeting using a selected decision-making process. • Work with the counseling staff to collaboratively work with child service specialists to develop a staff program on working with problem students in a positive manner without negative verbal and nonverbal confrontations.
<p>5(b) New administrators develop and know how to use professional influence with staff, students, and community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decision on behalf of all students.</p>	<ul style="list-style-type: none"> • (Help to) provide seminars for staff that explore ethical and legal behavior and facilitate reflective opportunities to grow in integrity and professionalism.
<p>5(e) New administrators understand that how they carry out professional obligations and responsibilities affects the entire school community.</p>	<ul style="list-style-type: none"> • Lead discussions at a faculty and staff meeting about the connections between integrity, fairness, and ethics and the necessity of a nurturing, supportive environment for students, faculty, and staff.

The aforementioned prompts are activities for the Candidate to consider that align to the CAPEs.



APPENDIX E

CAPE Standard 6: External Context and Policy

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

Element	Field Experience Activities
<p>6(a) New administrators are aware of the important role education policy plays in shaping the learning experiences of students, staff, families, and the larger school community.</p>	<ul style="list-style-type: none"> • Facilitate a grade level/department or staff meeting using a selected decision-making process. • Facilitate a group of teachers within a grade level/department to use the backwards-planning process to design a less/unit that all teachers agree to deliver and then collaborate around the student work.
<p>6(b) New administrators understand that they are a spokesperson for the school’s accomplishments and needs.</p>	<ul style="list-style-type: none"> • Attend a district board meeting or a city council meeting. • Follow through on a student discipline case. • Participate in the Coordinated Compliance Review (CCR), WASC or Program Quality Review (PQR) process. • Assume responsibility for the supervision of the student-body funds. • Become familiar with the administrative and financial operation of the cafeteria. • Attend an expulsion meeting. • Observe or participate in a parent conference regarding the suspension of a student. • Facilitate or participate in the development of an IEP for student.

The aforementioned prompts are activities for the Candidate to consider that align to the CAPEs



CREDENTIAL AUDIT

PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL

Course Number	Course Description	Units	Grade	Semester
ELM 7810	Educational Leadership	3		
ELM 7820	School Law and Ethics	3		
ELM 7830	Management of Human Resources	3		
ELM 7840	Instructional Leadership	3		
ELM 7850	School, Family, and Community Relations	3		
ELM 7860	Assessment and Accountability	3		
ELM 7870	School Finance and Plant Operations	3		
ELM 7990A	Research Seminar & Field Experience	3		
ELM 7990B	Research Seminar & Field Experience	3		
ELM 7990C	Research Seminar & Field Experience	3		



Preliminary Administrative Services Credential Program

APPENDIX G

Coach Evaluation

Please evaluate your Coach during this semester. Check the appropriate number on a scale of “1” to “5” (with “5” being the highest rating and “1” being the lowest) for each of the essential areas described below. If an “area of quality” was not a part of your placement, you may check “N/A.”

Areas of Quality	5	4	3	2	1	N/A
Maintaining a regular schedule of observations appropriately spaced throughout the program (see calendar)						
Giving ample time for observation conferences						
Providing timely and helpful recommendations to increase leadership effectiveness						
Providing an immediate and useful written follow up for each observation						
Providing guidance and instruction in the implementation, analysis and use of both formative and summative assessments for students.						
Identifying areas needing improvement and helping find solutions to problems thereby appropriately challenging my own professional growth as an administrator						
Providing a sense of moral and professional support						
Demonstrating an understanding of grade level and subject matter issues particular to my leadership area						
Demonstrating an understanding of best practices for the advancement of English Language Learners						
Demonstrating knowledge and understanding of diverse groups (including race, ethnicity, culture, sexual orientation, religion and socio-economic status).						
Demonstrating an understanding of best practices for the advancement of special needs students						
Providing helpful and applicable strategies and responses in areas for which I sought assistance.						
Providing workable strategies for practicing instructional leadership						



APPENDIX H

CANDIDATE SELF-ASSESSMENT (VIA CANVAS):

Criteria	Grading Scale			
	4	3	2	1
Professionalism	Exemplifies Standard	Meets Standard	Approaches Standard	Does Not Meet Standard
Candidate attends all required trainings and meetings, fully participates, and searches for additional professional development to improve skills and/or knowledge base.	Candidate schedules time to attend required trainings and meetings; actively engages, shares and reflects with other candidates to gain insights regarding guiding candidates, actively seeks opportunities for other professional development.	Candidate attends most all of the meetings and trainings, engages in reflective interactions with fellow candidates about issues concerning participating candidates.	Candidate attends some, but not all, of the required trainings and meetings and has some interaction with other candidates regarding current issues.	Candidate attends none or very few of the required trainings and does not interact with other coaches.
Technology	4	3	2	1
Candidate utilizes Technology for learning and data collection.	Candidate is purposeful in utilizing information age learning and technology to enhance learning and data collection; promotes technology as well.	Candidate often utilizes information age learning and technology to enhance learning and data collection.	Candidate has the ability to utilize information age learning and technology when asked.	Candidate's ability to utilize information age learning and technology is not evident. The candidate takes little or no initiative to learn in these areas.
Knowledge of Content	4	3	2	1
Content of Independent Project Pedagogy and Program Standards	Candidate demonstrates in depth understanding of content, pedagogy and leadership standards; actively interprets how the content can be put into practice and engages in conversations to support deeper understanding	Candidate demonstrates a solid understanding of content, pedagogy and leadership standards; occasionally interprets how the content can be put into practice.	Candidate demonstrates a range of understanding of content, pedagogy and leadership standards; unintentionally interprets how the content can be put into practice	Candidate does not demonstrate an understanding of content or pedagogy, although they may actually possess it
Reflective Practitioner	4	3	2	1
Candidate reflects on own practices and uses reflective (learning focused) conversation to grow professionally	Candidate initiates conversations that support independent decision making; practices continuous reflection and collaborative problem solving	Candidate is comfortable with reflective/learning focused language but may not initiate conversation; uses reflective conversations in a positive way on their own practice; suggests strategies that assist in problem solving.	Candidate is observant during conversations and responds with appropriate reflective statements. Candidate is usually guided in solving own problems rather than initiating problem-solving.	Candidate does not actively practice reflective conversation and is not yet comfortable with the use of reflective conversation; needs reflective prompts.



Program Evaluation – Coach & Advisor				
1 = Does Not Meet Standard 2 = Approaches Standard 3 = Meets Standard 4 = Exceeds Standard				
Coach used the Leadership Practice Tool mid-year and end-of-year and facilitated discourse for meaning reflection. Tool: Leadership Practice Tool mid-year and end-of-year evaluation	1	2	3	4
Makes and keeps regular appointments with candidates, meeting in-person or other appropriate means a minimum of once per month. Tool: Candidate Assessment Rubric	1	2	3	4
Uses reflective conversation and the Cognitive Coaching model to help candidate grow professionally. Tool: Leadership Practice Tool mid-year and end-of-year evaluation Tool: Candidate Assessment Rubric	1	2	3	4
Provides feedback that is evidence based. Tool: Leadership Practice Tool mid-year and end-of-year evaluation Tool: Candidate Assessment Rubric	1	2	3	4
Demonstrates understanding of current leadership standards and effective practices. Tool: Leadership Practice Tool mid-year and end-of-year evaluation Tool: Candidate Assessment Rubric Tool: Candidate Self-Assessment Rubric	1	2	3	4



FIELD EXPERIENCE – DISPOSITIONS CHECKLIST*
PROFESSIONAL ATTRIBUTES AND CHARACTERISTICS SCALE
REQUIRED: COACH & CANDIDATE

ASC CANDIDATE: _____ DATE: _____

** MODIFIED FROM THE UNIVERSITY OF TAMPA: DISPOSITIONS ASSESSMENT IN TEACHER EDUCATION: DEVELOPING AN ASSESSMENT INSTRUMENT FOR THE COLLEGE CLASSROOM AND THE FIELD*

CHARACTERISTICS MAY INCLUDE:

<p>DEMONSTRATES PROFESSIONALISM</p> <ul style="list-style-type: none"> ▪ RESPONDS TO EMAILS PROMPTLY ▪ EXHIBITS PUNCTUALITY INCLUDING OPEN HOUSES, FACULTY MEETINGS, ETC... ▪ EXHIBITS REGULAR ATTENDANCE INCLUDING OPEN HOUSES, FACULTY MEETINGS, ETC... ▪ MAINTAINS PROFESSIONALISM AS PER THE CALIFORNIA OF ETHICS ▪ PROMPT IN MEETING REQUIREMENTS ▪ PROMOTE CONFIDENTIALITY AND STUDENT ANONYMITY ▪ APPEARS IN A PROFESSIONAL MANNER IN COMPLIANCE TO SCHOOL DRESS CODE <p style="text-align: center;">1 2 3 4</p>	<p>DEMONSTRATES A POSITIVE AND ENTHUSIASTIC ATTITUDE</p> <ul style="list-style-type: none"> ▪ GOES ABOVE AND BEYOND MINIMUM REQUIREMENTS ▪ SEEKS SOLUTIONS TO PROBLEMS AND/OR CONCERNS ▪ ENCOURAGES STUDENTS, PEERS, STAFF, PARENT(S)/GUARDIAN(S), ▪ HAS HIGH EXPECTATIONS FOR ALL ▪ MODELS DESIRED BEHAVIORS ▪ WILLING TO IMPLEMENT NEW INSTRUCTIONAL STRATEGIES ▪ OPENLY AND ACTIVELY ENGAGED WITH STUDENTS, STAFF, PARENTS/GUARDIANS AND COMMUNITY MEMBERS ▪ DEMONSTRATES A POSITIVE PROMOTION OF THE SCHOOL'S VISION AND MISSION ▪ PROMOTES POSITIVE CULTURAL SENSITIVITY <p style="text-align: center;">1 2 3 4</p>
<p>DEMONSTRATES EFFECTIVE ORAL COMMUNICATION SKILLS</p> <ul style="list-style-type: none"> ▪ CAN USE LANGUAGE CONFIDENTLY TO EXPRESS IDEAS ▪ VARIES ORAL COMMUNICATION TO ENGAGE STUDENTS, STAFF, PARENT(S)/GUARDIAN(S), ▪ MODELS APPROPRIATE LANGUAGE ▪ COMMUNICATES EFFECTIVELY AND APPROPRIATELY ▪ FACILITATES COMMUNICATION ▪ ARTICULATE <p style="text-align: center;">1 2 3 4</p>	<p>DEMONSTRATES EFFECTIVE WRITTEN COMMUNICATION SKILLS</p> <ul style="list-style-type: none"> ▪ COMMUNICATES WITH PARENT(S)/GUARDIAN(S), SUPERVISORS, AND PEERS RESPECTFULLY ▪ DEMONSTRATES GOOD WRITING STRATEGIES TO INCLUDE CORRECT SPELLING AND GRAMMAR ▪ DISTINGUISHES THE NEED FOR FORMAL AND INFORMAL WRITING STYLES ▪ AWARE OF THE PARENT(S)/GUARDIAN(S) IN REGARD TO FIRST LANGUAGE WHEN COMMUNICATING IN WRITTEN FORM <p style="text-align: center;">1 2 3 4</p>



FIELD EXPERIENCE – DISPOSITIONS CHECKLIST*
PROFESSIONAL ATTRIBUTES AND CHARACTERISTICS SCALE

REQUIRED: COACH & CANDIDATE

EXHIBITS AN APPRECIATION AND VALUE FOR DIVERSITY	IS PREPARED TO <u>TEACH</u> AND LEARN
<ul style="list-style-type: none"> ▪ APPROACHES DIVERSITY WITH A POSITIVE ATTITUDE ▪ EMBRACES ALL DIVERSITIES/DIFFERENCES TO INCLUDE RACIAL, SES, AND LEARNING STYLES ▪ DOES NOT USE STEREOTYPES AND AVOIDS BIASES AND PREJUDICES ▪ CREATES A “SAFE CLIMATE” WHERE ALL CULTURES ARE ACCEPTED ▪ TARGETS DIVERSITY ACCEPTANCE AND AWARENESS ▪ PROMOTES A POSITIVE SCHOOL CLIMATE <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 10px auto;"> 1 2 3 4 </div>	<ul style="list-style-type: none"> ▪ ACCEPTS CONSTRUCTIVE CRITICISM AND COGNITIVE COACHING FROM COACH ▪ MODIFIES LEADERSHIP PERFORMANCE ACCORDINGLY AFTER CONSTRUCTIVE CRITICISM ▪ DRAWS FROM A VARIETY OF RESOURCES AND INSTRUCTIONAL STRATEGIES ▪ DEMONSTRATES KNOWLEDGE OF STATE STANDARDS AND COMMON CORE STANDARDS ▪ REFLECTS ON DATA; INFORMED BY DATA ▪ ARRIVES TO CLASS PLANNED AND PREPARED ▪ SEEKS NEW KNOWLEDGE ▪ WORKS INDEPENDENTLY OR COLLABORATIVELY <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 10px auto;"> 1 2 3 4 </div>

4-POINT SCALE	DESCRIPTION	TOTAL POINTS EACH SECTION
4	EXEMPLARY	8
3	ACCEPTABLE	6-7
2	NEEDS REMEDIATION CONFERENCE WITH INSTRUCTOR	4-5
1	UNACCEPTABLE. FURTHER ACTION MAY BE TAKEN, WHICH MAY INCLUDE A <i>PROFESSIONAL GROWTH PLAN</i>	0-3

- ✓ IF 1 OR MORE AREAS ARE ISSUED A SCALE RATING OF **1**, A *PROFESSIONAL GROWTH PLAN* MUST BE DEVELOPED.
- ✓ IF 2 OR MORE AREAS ARE ISSUED A SCALE RATING OF **2**, A *PROFESSIONAL GROWTH PLAN* MUST BE DEVELOPED.



APPENDIX J

DISPOSITION:	POINTS (1-4)	✓ AREA(S) NEEDING PGP
DEMONSTRATES PROFESSIONALISM		
DEMONSTRATES A POSITIVE AND ENTHUSIASTIC ATTITUDE		
DEMONSTRATES EFFECTIVE ORAL COMMUNICATION SKILLS		
DEMONSTRATES EFFECTIVE WRITTEN COMMUNICATION SKILLS		
EXHIBITS AN APPRECIATION AND VALUE FOR DIVERSITY		
IS PREPARED TO LEARN		
COLLABORATE EFFECTIVELY WITH PEERS AND PROFESSORS		
IS A REFLECTIVE PRACTITIONER		
EXHIBITS THE EMOTIONAL INTELLIGENCE TO PROMOTE GOALS		
EXHIBITS RESPECT FOR PEERS AND PROFESSORS		

* 28 OR BELOW = *PROFESSIONAL GROWTH PLAN*

* 29 = REMEDIATION CONFERENCE WITH INSTRUCTOR/COORDINATOR

ASC CANDIDATE _____ DATE _____

SUPERVISING COACH _____ DATE _____