ALLIANT INTERNATIONAL UNIVERSITY
GRADUATE SCHOOL OF EDUCATION

Coach HANDBOOK

FOR THE
PRELIMINARY
ADMINISTRATIVE SERVICES
CREDENTIAL

REVISED February 2019

Dear Colleague,

On behalf of the Graduate School of Education, I welcome you to Alliant International University. Your decision to serve as a Coach serves a critical need – preparing and certifying our next generation of school administrators.

As you are aware, schools today face enormous challenges as they strive to ensure that each child in California receives the highest quality education that prepares them 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. Homelessness, drugs, alcohol, weapons, bullying, isolation, gangs, and racism appear frequently and 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 arguably lonely, 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 aspiring administrators with the training and tools they need to be a successful school administrator. We offer a program that is designed to prepare them to meet the requirements for the Preliminary Administrative Services Credential. Additionally, we look to also prepare them for the real-world challenges they will encounter as a school administrator. Your participation as a Coach is a key component to this process. Your skill and expertise will ensure that your assigned candidate has the learning experiences and support they will need to be successful. I wish you the very best on this important journey with your candidate. Please feel free to contact me at any time if you have questions about your assignment or the program.

Sincerely,

Chris Pilkington

Chris Pilkington, Ed.D.
Systemwide Program Director
Educational Leadership
Programs

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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 if 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.

Graduate School of Education Mission Statement:
The Graduate School of Education at Alliant International University prepares competent, confident, and conscientious educational leaders, who will promote and empower personal growth, academic success, and professional achievement for all in a global society. We accomplish this by offering our candidates exceptional preparation centered on multidisciplinary and holistic approaches to education.

Graduate School of Education Conceptual Framework & Program Design:
Alliant CSOE's PASC program is based on the Conceptual Framework that highlights several theoretical underpinnings. Specifically, the PASC draws from Malcolm Knowles' *Theory of Andragogy* to inform effective curricular design and instruction delivery for adult learners. We recognize from the research that in order for adults to understand, apply and utilize new knowledge in the future, a different kind of engagement with the subject that is quite different from the way youth engage to comprehend subject matter is needed. Our program utilizes exemplars of principles of adult learning including:

- Adult learners prefer a self-directed approach that allows for discovery and application
- Adult learners respond best when learning is orchestrated around performing common tasks

- Adult learners want explanations for why specific concepts are being taught in the first place and how it applies to common everyday tasks
- Adult learners bring life experiences and knowledge to learning experiences

These principles establish pathways for developing transformative leaders with a deep and unwavering commitment to excellence.

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).

Candidates engage in social constructivism by utilizing existing knowledge, interests, attitudes, and goals to select and interpret available information. Faculty recognize the insider knowledge that candidates bring to courses and provide the environment for them to utilize their uniquely personal knowledge to create meaning as they integrate these knowledge bases with their diverse cultural, ethnic, social, and economic circumstances through analysis, reflection, and research.

The guiding principles and candidate competencies are framed with the understanding that effective learning environments are social and collaborative in nature (Vygotsky, 1978).

The program models a humanistic learning environment that encourages critical inquiry to connect learners with one another (Rodgers, 2002; Greene, 2000; Palmer, 1998; Sergiovanni, 1999). Faculty members create caring environments where candidates are encouraged and supported to reach beyond themselves and to engage various points of view, diversity of ideas and practices.

This program 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.

CSOE is based on the theoretical frameworks of Boyer's applied scholarship of learning and constructivist theory.

These four aspects of scholarship are of paramount importance to CSOE and are the guiding principles of the Conceptual Framework (LEAD):

As candidates engage in observations and field experiences, they provide service to their learners/teachers/staff, while simultaneously making instructional and leadership decisions that are grounded in educational research and/or theory as reflected in the Conceptual Framework (LEAD):

L= Leadership: Innovation with Accountability

E= Engagement: Active Learning

A=Application: Theory to Practice

D=Dedication: Inclusive Excellence
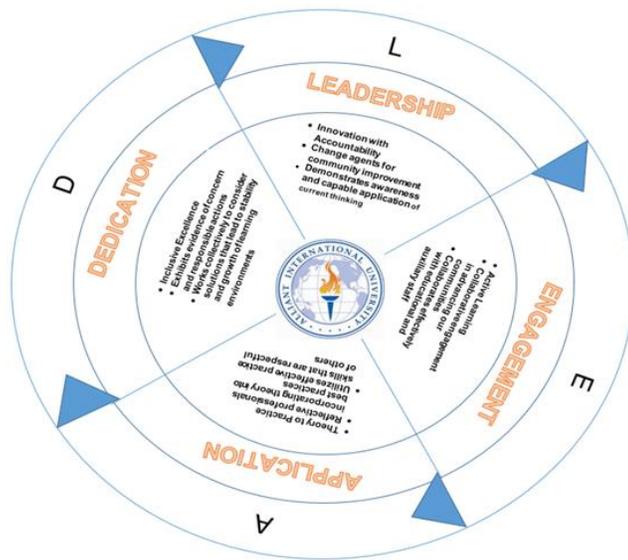
The role of an educational leader is to create and manage an organization that is focused on the continual improvement of performance for all students. Today's educational leaders need a wide variety of skills in order to be successful.

New leaders need a broad range of experiences to prepare them for the challenges and opportunities they will face. Increased student achievement has become the gold standard by which principals are measured. But improving student achievement is a complex task, involving a growing number of stakeholders and expectations. With the increased demand for results and the accompanying measures of accountability, it is not surprising that the number of candidates for the principal's job is decreasing. Today's principals are expected to be instructional leaders, transformational leaders, collaborators, nurturers, change agents, shared decision-makers, and building managers. And now, more than ever, they are held accountable for improving student achievement.

Alliant provides a comprehensive set of learning experiences that are informed by adult learning theories and are designed to address the emerging, developing needs of prospective administrators enrolled in the program. Instruction is also embedded within workplace activities and experiences and integrates the standards from the California Commission on Teacher Credentialing (CCTC), California Administrator Performance Expectations (CAPEs), and California Administrator Performance Assessment (CalAPA). Upon completion of the program, candidates are prepared to meet the requirements for the Preliminary Administrative Services Credential.

 The program includes the following courses:

       ELM 7810: Educational Leadership (3 Units)
       ELM 7820: School Law and Ethics (3 Units)
       ELM 7830: Management of Human Resources (3 Units)
       ELM 7840: Instructional Leadership (3 Units)
       ELM 7850 School, Family, and Community Relations (3 Units)
       ELM 7860: Assessment and Accountability (3 Units)
       ELM 7870: School Finance and Plant Operations (3 Units)
       ELM 7990: (A, B, C) Research Seminar & Field Experiences (9 Units)

Total   30 units

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. In order to prepare candidates for their roles as educational leaders, faculty and staff establish and maintain collaborative partnerships with school districts. A Program Survey tool will be collected from partnering school districts and the feedback will influence changes within the program to increase effectiveness.

Over 50% of Alliant program faculty members are active or retired administrators with close ties to local school districts, professional organizations, parent/guardian and community groups, research centers, and county offices of education and business representatives. These relationships have promoted ongoing discussions about the structure of the Education Administration program at Alliant as well as resolving program issues and needs of candidates. These partnering relationships have been the foundation for utilizing members to serve as Site Supervisors. The program will collect Coach Survey data regarding the effectiveness of the program.

At the beginning and throughout each semester, Program Directors meet with the assigned Site Supervisors and other district staff to discuss their roles and the types of experiences planned for candidates. Through these regular conversations, partners build upon the knowledge, professional expertise, and practical skills of the other. The Program Survey will collect data to determine program effectiveness and areas that may need improvement.

Additional support to candidates is provided by the Program Director, who meets with the Site Supervisor and Coaches to review, evaluate, and recommend revisions to the Field Experiences, Program Coursework and Program Policies. These recommendations are discussed systemwide and implemented as appropriate.

Expectations of Coach

I. Work collaboratively with the candidate and Site Supervisor to plan appropriate field experiences that reflect the wide range of competencies required of school leaders and the specific needs of the candidate.

II. Be accessible to the candidate for discussion and reflection, feedback, and guidance.

III. Conduct observations and measure candidate's performance using appropriate tools (See Observation Form, Appendix D and Field Experience Tools)

IV. Promptly notify the Alliant International University Program Director if questions or concerns arise.

V. Meet with the Site Supervisor (as needed) to discuss the progress and performance of the candidate.

VI. Ensure that the candidate meets required competencies for the California Commission on Teacher Credentialing (CCTC).

VII. Assist the candidate as necessary in documenting completed field experience requirements.

VIII. Maintain a log of contacts with the candidates including areas of strength and growth (Appendix I)

APPENDICES

Site Supervisor Field Experience Agreement

Candidate Name			
Contact Number	Contact Email		
Address	City	State	Zip
School Name			
School Address	City	State	Zip
School Contact Number			

In my professional perspective, the candidate has the potential to be a successful school administrator, and I am willing to assist the candidate by facilitating the Coach with scheduling field experiences. I am willing to help identify significant field experiences, assist the candidate in planning experiences at sites other than my own (if needed), evaluate the candidate's progress and program effectiveness, and consult with the supervising coach as needed.

Site Supervisor Print:	
Signature:	*Date*

Alliant International University

Candidate Name	ID #	Current Position
School Site		School Phone
Coach		
Site Supervisor		

The Coach will evaluate the Candidate based on the Candidate's demonstration of CAPEs. Candidates are rated on a scale of 1-3, with rating of 2 being the minimum acceptable score.

    a.   Rate the candidate on each element within each construct

    b.   As appropriate, provide feedback of the candidate's performance, including the degree to which the candidate demonstrated effective performance.

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)
The candidate shows little evidence that s/he has a developed set of beliefs that guide their instructional practices. 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. The candidate shows little evidence of knowledge regarding the barriers of development a site vision.	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 S/he recognizes that achieving the vision requires his/her leadership with respect to planning and implementation. 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. 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	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. 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. 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.

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)
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. 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.	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. The candidate places a high priority on professional growth and understands learning-rich environments for adults and how to create them. The candidate ensures compliance with state and district accountability procedures, and reviews test data with staff to identify areas for instructional improvement.	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. 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. 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.

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)
The candidate has little understanding of factors that contribute to a positive and safe school environment. 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. The candidate is only vaguely familiar with policies governing program and staff evaluation. The candidate displays limited familiarity with management practices and resource allocation. The candidate is naïve about contractual and legal obligations that influence the management of the school.	The candidate understands and is committed to creating and maintaining a positive and safe school environment. S/he identifies areas for improvement. 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. 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. The candidate understands resource allocation and is aware of contractual and legal obligations that inform her or his work.	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. 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. 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. 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.

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)
The candidate demonstrates little understanding or knowledge of the importance of including the perspective community members and families into the culture of the school. 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. 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.	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. The candidate has provided the leadership to establish at least one strategy for communicating with the school community. 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.	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. The candidate has developed, implemented and sustained more than one meaningful connection between the school and communities represented by diverse stakeholders. 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. 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

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)
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. 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.	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. 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.	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.

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)
The candidate has little knowledge or recognition that district, state, and federal policy impacts the site and students. 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. 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.	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. 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. 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.	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. 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.

Standard 1: *Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.*				
Quality Indicators:	Mid-point		Final	
	Self	**Coach**	**Self**	**Coach**
• 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.				
• 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.				
• The candidate knows how to leverage sufficient resources to implement and attain the vision for all students and subgroups of students.				
• The candidate can identify and address barriers to accomplishing the vision.				
• The candidate is able to shape school programs, plans, and activities to ensure integration, articulation, and consistency with the vision.				
• 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.

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

Standard 3: *Education leaders manage the organization to cultivate a safe and productive learning and working environment.*	Mid-point		Final	
Quality Indicators:	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.

Standard 4: *Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.*				
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.

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.

Standard 6: *Education leaders influence political social, economic, legal and cultural context affecting education to improve education policies and practices.*				
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.

Composite 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.

Educational Leadership/Preliminary Administrative Services Credential
Description of CAPEs

CAPE Standards	Description
Development & Implementation of a Shared Vision	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.
Instructional Leadership	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.
Management and Learning Environment	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.
Family and Community Engagement	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.
Ethics and Integrity	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.
External Context and Policy	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.

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
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	• 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.
l(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.	• 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.
l(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.	• 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
2(a) Each candidate understands and is able to create an accountability system of teaching and learning based on student learning standards.	• Develop rubrics for standard-based student learning outcomes. • Facilitate or participate in a discussion to develop a fair and equitable teacher evaluation system.
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.	• 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.
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.	• 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.
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.	• 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
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.	• 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.
3(b) New administrators know the importance of established structures, policies and practices that lead to all students graduating ready for college and career.	• 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.
3(c) New administrators understand the leader's role in establishing a positive, productive school climate, supportive of staff, students and families.	• 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
3(d) New administrators know how effective management of staff and the school's budget supports student and site needs.	• 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.

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
4(a) new administrators engage families in education and school activities and understand the benefits of and regulation pertaining to their involvement.	• Develop a plan for appropriate staff and community involvement in the budget process at your school site. • 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.
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.	• 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.

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
5(a) New administrators regularly review and reflect on their performance and consider how their actions affect others and influence progress toward school goals.	• 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.
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.	• (Help to) provide seminars for staff that explore ethical and legal behavior and facilitate reflective opportunities to grow in integrity and professionalism.
5(c) New administrators understand that how they carry out professional obligations and responsibilities affects the entire school community.	• 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.

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
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.	• 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.
6(b) New administrators understand that they are a spokesperson for the school's accomplishments and needs.	• 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.

FINAL CHECK LIST (CREDENTIAL AUDIT)
PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL

Candidate:

ID#

Catalog   Units:___30_____

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

I.   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						
Providing feedback that is evidence based						
Providing guidance and instruction in the implementation, analysis and use of both formative and summative assessments for students.						
Identifying areas needing improvement and guiding research-based solutions to problems thereby appropriately challenging my own professional growth as an administrator						
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						
Program meets CAPE Standards						
Program prepares Candidates for leadership roles						
Program prepares Candidates for CalAPA						

II.   Program Evaluation

  1. How has your training at Alliant International University shaped or clarified your view of effective educational leadership? List examples from your coursework and note what has been of most value to you.

  2. Change is sometimes needed to improve quality, what key strategies must be considered when implementing change?

  3. Compare and contrast the difference between leadership and management from the perspective of an educational administrator.

  4. What is the relationship between school/community relations and an effective education program?

  5. What effect does the school leader's knowledge of school finance and politics have on the effectiveness of the school?

  6. Provide Feedback on (1) How We May Better Prepare Candidates and/or on (2) Program Improvement:

CANDIDATE SELF-ASSESSMENT (VIA CANVAS):

Criteria	Grading Scale			
	4	3	2	1
Professionalism	**Exemplifies Standard**	**Meets Standard**	**Approaches Standard**	**Does Not Meet Standard**
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**
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 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**
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.

Candidate Program Evaluation – Site Supervisor				
1 = Does Not Meet Standard 2 = Approaches Standard 3 = Meets Standard 4 = Exceeds Standard				
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:

DEMONSTRATES PROFESSIONALISM	DEMONSTRATES A POSITIVE AND ENTHUSIASTIC ATTITUDE
▪ 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 1 2 3 4	▪ 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 1 2 3 4
DEMONSTRATES EFFECTIVE ORAL COMMUNICATION SKILLS	**DEMONSTRATES EFFECTIVE WRITTEN COMMUNICATION SKILLS**
▪ 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 1 2 3 4	▪ 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 1 2 3 4

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

▪ 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
 	
   1   2   3   4
	▪ 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
	
	   1 2 3 4

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 *PROFESSIONAL GROWTH PLAN*	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.

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_____