



Hanford Elementary School District
Induction Program

Administrative Services Credential Clear Induction Program

Program Completion Rubric

Candidate Name

Date

Coach Name

Levels of Attainment of Competency				
Areas of Demonstration	Exceeds Competency = 4	Demonstrates Competency = 3	Approaches Competency = 2	Does Not Meet Competency = 1
Description of Experiences and Activities Related to Program Expectations	The entire description of the experiences and activities are clearly related to the specific goals and objectives of the IIP. Evidence demonstrates exemplary practice that meets standards related to the specific CPSEL goal and/or objective. All of the components demonstrate the use of clear, well organized and accurate written communication.	Most of the description of the experiences and activities are related to the specific goals and objectives of the IIP. Evidence demonstrates practice that meet standards related to the specific CPSEL goal and/or objective. There are only one or two occurrences of unorganized, inaccurate, or difficult to interpret written information.	Some of the description of the experiences and activities are related to the specific goals and objectives from the IIP. Evidence demonstrates practice that is approaching the standards related to the specific CPSEL goal and/or objective. There are three or four occurrences of unorganized, inaccurate, or difficult to interpret written information.	Most of the description of the experiences and activities are unrelated to the specific goals and objectives of the IIP or are missing. Evidence demonstrates practice that is not meeting the standards related to the specific CPSEL goal and/or objective. There are more than four instances of unorganized, inaccurate, or difficult to interpret written information.
IIP				
Inquiry #1				
Inquiry #2				
Inquiry Research Project Observation Records				
Inquiry Obs. #1				
Inquiry Obs. #2				
Inquiry Obs. #3				

Post Observation Reflection Record				
#1				
#2				
#3				
Professional Development and Observation Reflections Records				
PD Reflection				
Obs. Reflection				

Self-Assessment Descriptions of Practice for the CPSELs				
Areas of Demonstration	Exemplifies the Standard = 4 Candidate generates innovative strategies to address complex teaching and learning challenges. He/she gains commitment from staff and others because of the positive results gained. Positive relationships are used as leverage to distribute leadership and accountability across the community.	Meets the Standard = 3 Candidate is able to execute vision driven action by capitalizing on knowing what needs to be done, how to do it, and why it should be done. Builds leadership capacity in others that result in increasing staff, student growth and well-being.	Approaches the Standard = 2 Candidate has an emerging strategic vision, enabling him/her to see how activities work together and to understand the leadership actions necessary to generate results. He/she initiate and carry out actions that build on patterns of success. Engages staff and stakeholders in planning and team action focused on shared teaching/learning goals.	Directed Toward the Standard = 1 Candidate has basic knowledge, skills, and attitudes that enable him/her to carry out his/her work activity by activity, with each segment independent from others. May be engaged in “starter” activities but efforts may not be strategic or productive.
Initial Self-Assessment (Candidate completed self-assessment on all standard elements) Standards 1,2,3				
Mid-Year Self-Assessment (Candidate identifies areas on self-assessment and shows growth) Standards 1,2,3				
Beginning of Year 2 Self-Assessment (Candidate identifies areas on self-assessment and shows growth) Standards 4,5,6				
Final Self-Assessment (Candidate identifies areas on self-assessment and shows growth) Standards 4,5,6				

Demonstration of Competency Rubric for Standard 5 and Elements Selected

Standard	Selected Element and Evidence	Exceeds Competency = 4 The entire description of the experiences and activities are clearly related to the specific goals and objectives of the IIP. Evidence demonstrates exemplary practice that meets standards related to the specific CPSEL goal and/or objective. All of the components demonstrate the use of clear, well organized and accurate written communication.	Demonstrates Competency = 3 Most of the description of the experiences and activities are related to the specific goals and objectives of the IIP. Evidence demonstrates practice that meet standards related to the specific CPSEL goal and/or objective. There are only one or two occurrences of unorganized, inaccurate, or difficult to interpret written information.	Approaches Competency = 2 Some of the description of the experiences and activities are related to the specific goals and objectives from the IIP. Evidence demonstrates practice that is approaching the standards related to the specific CPSEL goal and/or objective. There are three or four occurrences of unorganized, inaccurate, or difficult to interpret written information.	Does Not Meet Competency = 1 Most of the description of the experiences and activities are unrelated to the specific goals and objectives of the IIP or are missing. Evidence demonstrates practice that is not meeting the standards related to the specific CPSEL goal and/or objective. There are more than four instances of unorganized, inaccurate, or difficult to interpret written information.
1. Development and Implementation of a Shared Vision					
2. Instructional Leader					
3. Management and Learning Environment					
4. Family and Community Engagement					
5. Ethics and Integrity					
6. Understanding and Communication Policy					

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Overall Areas of Demonstration	Levels of Attainment of Competency			
	Exceeds Competency = 4 The entire description of the experiences and activities are clearly related to the specific goals and objectives of the IIP. Evidence demonstrates exemplary practice that meets standards related to the specific CPSEL goal and/or objective. All of the components demonstrate the use of clear, well organized and accurate written communication.	Demonstrates Competency = 3 Most of the description of the experiences and activities are related to the specific goals and objectives of the IIP. Evidence demonstrates practice that meet standards related to the specific CPSEL goal and/or objective. There are only one or two occurrences of unorganized, inaccurate, or difficult to interpret written information.	Approaches Competency = 2 Some of the description of the experiences and activities are related to the specific goals and objectives from the IIP. Evidence demonstrates practice that is approaching the standards related to the specific CPSEL goal and/or objective. There are three or four occurrences of unorganized, inaccurate, or difficult to interpret written information.	Does Not Meet Competency = 1 Most of the description of the experiences and activities are unrelated to the specific goals and objectives of the IIP or are missing. Evidence demonstrates practice that is not meeting the standards related to the specific CPSEL goal and/or objective. There are more than four instances of unorganized, inaccurate, or difficult to interpret written information.
Description of Experiences AND Activities Related to Program Expectations				

Criteria for completion: All Candidates must obtain a minimum of a level 3 “Demonstrates Competency” or a level 4 “Exceeds Competency” to be recommended for the Administrative Services Clear Credential.

Candidate Signature

Date

Coach Signature

Date

Program Coordinator

Date