

SECTION BOOKMARKS

1. [Program Design](#)
[Course of Study](#)
[Assessment of Candidates](#)
2. [Organizational Structure](#)
3. [Qualifications of Mentors and Professional Development Personnel](#)
4. [Program Sequence](#)
5. [Job-embedded Fieldwork and Clinical Practice](#)
6. [Credential Recommendation](#)



Program Review Documentation	
1. Program Design	<p>1.1 The Hanford Elementary School District (HESD) Clear Administrative Service Credential Program (CASC) is a two-year, job-embedded and coach-based program designed to support beginning administrators as they work to earn the recommendation for a Clear Administrative Services Credential. The program is housed in the department of curriculum, instruction and induction of HESD. The HESD CASC is overseen by the Assistant Superintendent of Instruction, Curriculum, and Professional Development. Day to day program management and operations are led by the HESD CASC Director with the support of four mentors and an administrative secretary.</p> <p>The HESD CASC serves the administrative candidates employed within HESD.</p> <p>Coaches are the foundation of the HESD CASC. They are responsible for supporting their candidate in self-assessment related to the California Professional Standards for Education Leaders (CPSEL), establishing goals to ensure they meet all standards, and act as a resource to connect the candidate with professional learning opportunities as individually needed. The HESD CASC coaches are selected by the program through an application process, resulting in a team of available coaches for the program. The Superintendent provides input in the assignment of coaches to candidates in the program. All new coaches receive a two-day training on coaching conversations, mentoring skills, and set personal coaching goals for the year. In addition to initial training, coaches participate in networking and inquiry research collaborative meetings throughout the year. The collaborative meetings include an opportunity for coaches to read candidate individual induction plans (IIPs), time to reflect on their coaching support as well as an opportunity to network with and support other HESD CASC coaches.</p> <p>The advisory committee for HESD CASC, which also supports the Teacher Induction Program meets three times a year providing an opportunity for the HESD CASC to share data as well as an opportunity for all stakeholders to provide input into the support and design of the program.</p> <p>HESD CASC has a multitude of systems in place to assess the quality of services provided by the program. Feedback is obtained from candidates at least three times annually in regards to the coaching relationship, support, and program effectiveness. Finally, the HESD CASC uses data provided by the Commission on Teacher Credentialing Program Completer Survey to assess the quality of their services.</p>



Course of Study	<p>Candidates of the HESD CASC are first determined eligible by Human Resources through the hiring process as a new administrator, and after a review of their credential status. HESD CASC leadership then assigns a trained coach prior to orientation. The candidate, with the support of his/her coach, will complete the two-year, locally designed, job-embedded program through a system of coaching, support and professional learning. This program is based on development and implementation of a collection of IIPs supporting the attainment of mastery of the CPSEL. Over the two-year program, the candidate, with the assistance of his/her coach, submits evidence of professional growth and movement toward mastery of each CPSEL. The IIPs and evidence are housed digitally and are accessible by the candidate, coach, and program leadership. Evidence of CPSEL mastery focuses on demonstration of growth and reflectiveness.</p> <p>The IIP document begins with each candidate's starting point of mastery after self-assessment using a CPSEL related rubric. The candidate with the assistance of his/her coach, then identifies and documents a goal as well as learning activities, coaching support, and additional assistance needed to achieve that goal. On an ongoing basis, the IIP provides an opportunity for the candidate to document actual progress towards that goal and the time spent participating with professional development and coaching during the cycle of inquiry. The inquiry provides candidates with the experience of personalizing their learning and knowledge to build a repertoire of effective practices. Opportunities are provided on the IIP for the candidate to revise his/her goal and other components, if appropriate or required, based upon candidate need.</p> <p>Development of the IIP is individualized based upon candidate needs. Together, the candidate and coach create goals that are meaningful and job-embedded as well as anchored in the CPSEL. An instrumental piece to the development of the IIP is the collaborative meeting each CASC candidate schedules with the district superintendent. The superintendent provides valuable input pertaining to the candidate CPSEL competency. The HESD CASC program provides a multitude of professional development and growth opportunities for candidates aligned with their identified goals. The HESD CASC calendar of events which contains scheduled trainings throughout the year is given to all candidates at the beginning of each year. They are able to schedule appropriate topics that support their job and goals into their calendar at that point. In addition, the HESD office of professional development provides additional trainings throughout the year and are communicated to all employees via district website or emails.</p>
------------------------	--



Assessment of Candidates	<p>Coaches in the HESD CASC program are trained in coaching conversations protocols and encouraging reflection. Coaches learn to help candidates attend to the internal thought processes of problem-solving, as a way to improve learning. Coaches are further trained by the program director, to use the HESD Inquiry Cycle: Plan, Execute, Reflect, Apply that focuses on Formative Assessment for new candidates. In addition, coaches are trained how to develop the Individual Induction Plan which includes working with candidates as they self-assess using the CPSEL Standard 5. Candidate support typically occurs face-to-face on a weekly basis or bi-weekly with additional contact made via text, email, or phone calls. The trained coach guides the candidate to become self-reliant problem solvers in a safe and supporting environment.</p> <p>Assessment of the HESD CASC candidate's IIP is formative and ongoing throughout each cycle of inquiry. As candidates implement the IIP and collect 3-4 artifacts per goal that provide evidence of activities and actions taken, as well as the growth made in pursuit of achieving each goal. Coaches provide feedback during their observations specifically to measure the effective implementation of standards-based practices that are determined by the candidates' self-evaluation and standard selection using the CPSELs, and recorded on the IIP. The candidate and coach together monitor the candidate's progress toward mastery of the focus CPSEL. A progress monitoring document, reviewed a minimum of four times throughout the two years of Induction, is utilized to document goals, changes and growth.</p> <p>Candidate IIPs are first reviewed by both the candidate and coach. Once the coach verifies that the candidate has provided evidence of achieving mastery for the CPSEL, the IIP is reviewed by program leadership. The program director meets with each candidate prior to making the recommendation for a Clear Administrative Services Credential. Time is given to review each candidate's progress/growth which is assessed through multiple measures. Including the following: self-assessments with input from the coach to measure proficiency growth on the CPSELs; an examination of the candidate's success in reaching goals on the IIP; participation in the coaching process; a record of artifacts, evidence and documents provided examples of candidate's efforts and accomplishments; a record of completion of 20-30 hours annually of professional development, self-assessment in written reflections, and an e-portfolio review.</p> <p>The final assessment for the candidate is the Oral Presentation of the Portfolio. A rubric is used to assess candidate competency in the six CPSEL proficiency areas, in a summative, end of program demonstration.</p>
---------------------------------	--



	<p>If this final review of the IIP identifies that CPSEL mastery has been achieved, the results are communicated to the candidate and coach.</p> <p>If this final review of the IIP identifies that CPSEL mastery has been achieved, the results are communicated to the candidate and coach. At this time, the program director is able to determine if the candidate has reached a level of competence that demonstrates competency and merits a Clear Administrative Services Credential. If it is identified that further evidence and inquiry is required, that information is communicated to the candidate and coach. Opportunities are provided for the candidate to revise the IIP as needed until evidence of mastery is presented.</p> <p>Once the candidate has successfully completed the two-year program and complied evidence of achieving mastery of all six CPSELs, the process for recommendation begins.</p> <p>1.2 HESD CASC Table depicting location, delivery models and pathways</p> <table><tr><th>Location</th><th>Delivery Model</th><th>Pathway</th></tr><tr><td>HESD School sites/district office</td><td>In-Person</td><td>Traditional</td></tr></table> <p>1.3 HESD CASC Candidate Memorandum of Understanding</p>	Location	Delivery Model	Pathway	HESD School sites/district office	In-Person	Traditional
Location	Delivery Model	Pathway					
HESD School sites/district office	In-Person	Traditional					
2. Organizational Structure	<p>HESD CASC Induction Program is not a consortium; it is a single district program, which serves only employees within the Hanford Elementary School District. The CASC Induction Program is led by the program director who is overseen by the assistant superintendent of curriculum & instruction and professional development. The specific preconditions required of the program guide the overall requirements and Commission accountability.</p> <p>2.1 HESD Organizational Structure</p>						
3. Qualifications of Mentors and Professional Development Personnel	<p>3.1 Instructional Personnel Table which include: Annotated Personnel List Mentor and Professional Development Provider</p> <p>3.2 Coach Qualifications</p> <p>3.3 Coach Memorandum of Understanding</p>						
4. Program Sequence	<p>4.1 HESD School District website</p> <p>4.2 HESD CASC Induction Handbook</p> <p>4.3 HESD CASC Journey of the Administrative Candidate</p> <p>4.4 HESD CASC Candidate Participation Timeline Year 1</p> <p>4.5 HESD CASC Candidate Participation Timeline Year 2</p>						
5. Job-embedded Fieldwork and Clinical Practice	<p>Currently the HESD CASC program utilizes five administrative coaches who support all CASC candidates. All candidates being considered for a coaching position are current administrators for the Hanford Elementary</p>						



	<p>School District. They are extended an invitation to apply to become a part of the coaching staff for the Clear Administrative Services Credential Induction Program if they meet the following criteria: hold Clear Professional Administrative Credential, minimum of five years of successful administrative experience within HESD, commitment to work collaboratively with a HESD candidate for two years, a thorough understanding of the California Professional Standards for Education Leaders (CPSELs), willingness to participate in appropriate training for program implementation, knowledge of andragogy (adult learning theory), training in Cognitive Coaching, demonstration of effective problem-solving and communication skills with an emphasis on understanding the challenges that new administrators face, understanding the unique needs of beginning administrators, completion of a coach application. The final selection is at the discretion of the superintendent.</p> <p>All coaches who have gone through the selection process will begin their coaching duties with a two-day training in Cognitive Coaching. Through Cognitive Coaching Training, new administrative coaches learn the skills required to be an effective support for new candidates.</p> <p>5.1 CASC Mentor Training Materials; Cognitive Coaching training Instructional Cabinet Calendar and sample agenda August sample agenda September Induction Calendar of Events</p> <p>5.2 Spreadsheet verifying coach/mentor matches for all candidates</p> <p>5.3 CASC Induction Handbook</p> <p>5.4 Individual Induction Plan template</p> <p>5.5 Assessment Instruments Program Completion Rubric E-portfolio Rubric Oral Presentation Rubric Mid-Year Portfolio Review YR 1-December Mid-Year Portfolio Review YR 2-December End-Of-Year Portfolio Review-May</p>
6. Credential Recommendation	<p>6.1 To receive a recommendation for the Clear Administrative Service Credential, each candidate's progress towards mastery of the California Professional Standards for Education Leaders (CPSEL) is assessed throughout their program. Program leadership along with the assigned support coach conduct portfolio reviews that take place twice a year which monitor and track a candidate's satisfactory completion and overall effectiveness related to all program requirements and allows a candidate to see their completion status throughout the process.</p>



	<p>Candidates are also scored on their participation in an oral presentation of portfolio in year 2. Any candidate not completing requirements, coaches assist candidates with meeting the requirement. The candidate and coach base verification of completion upon candidate growth, participation, and a portfolio that includes documented evidence gathered collaboratively.</p> <p>In the Spring of Year 2, the program director meets with each candidate prior to making the recommendation for a Clear Administrative Service Credential. Time is given to review each candidate's progress/growth which is assessed through multiple measures. A rubric is used to review the e-portfolio to substantiate that all work is completed at a proficient level.</p> <p>At this time the program director is able to determine if the candidate has reached a level of competence that demonstrates competency and merits a Clear Administrative Services Credential.</p> <p>Candidate Progress Monitoring Documents:</p> <p>6.2 Progress Monitoring Document</p> <p>6.3 Verification of Completion Letter</p>
--	--