Hanford Elementary School District

Induction Program

Administrative Services Credential Clear Induction Candidate Handbook



Hanford Elementary School District
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Revised 7-1-25

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Mission Statement

Everything we do must be for the express purpose of improving teaching and learning, therefore: "Our mission is to provide an educational environment which reinforces basic cultural values, ethical behavior, including respect for others, personal integrity, responsibility and accountability. We will work together to provide staff and students with a safe environment in which they can discover their potential and strengthen their motivation for living and learning. As tomorrow's leaders, students will be prepared to participate and function effectively in society."

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Program Goals

- To support new administrators as they grow in their leadership performance on the job, in real time and contextualized to their placement in HESD.
- To provide a high level of relevance and support from knowledgeable coaches who understand the culture and climate of Hanford Elementary School District.
- To provide a coaching model of support that engages in rich conversations about practice, professional development, observation feedback and growth using the CPSELs.
- To recommend successful eligible candidates for a Clear Administrative Services Credential.

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Program Overview

The Hanford Elementary School District CASC program offers a job-embedded, site-based, individualized coaching program as an approved pathway for clearing the Preliminary Administrative Services Credential. The district takes pride in focusing on the development of each administrator in the job placement they are assigned, to enrich their knowledge of the context, culture, and goals, as aligned to district and state priorities. The district is committed to providing two years of coaching for each candidate, with the start of coaching to begin within 30 days of placement in an administrative position. The California Commission on Teacher Credentialing (CTC) authorized the completion of an approved *Clear Administrative Services Credential Induction Program* as the only option for completing the Professional Administrative Services Credential, effective July 1, 2015.

The Hanford Elementary School District is an equal opportunity employer and, in compliance with federal and state laws, does not discriminate in any employment practice on the basis of race, color, ancestry, national origin, ethnic group identification, age, religion, marital, family, or parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity or expression, or genetic information, political or union affiliation, the perception of one or more of such characteristics, or association with a person or group with one or more of these perceived characteristics.

Certification of the completion of all training requirements is accomplished through a two-year program that includes one-on one coaching with a skilled administrator, an individualized induction learning plan, professional learning, as well as a culminating portfolio representing two years of leadership development as an instructional leader based upon the California Professional Standards for Educational Leaders (CPSEL).

Candidate Guidelines

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Notification of Eligibility and Responsibility to Enter

Candidate's Full Legal Name:_____
First *Middle* *Last*

Home Address:_____
Street *City* *State* *Zip Code*

Phone Contact:_____ **Email:**_____

Administrative Position:_____

Initial Administrative Start Date:_____

Preliminary Administrative Services Credential:

I have been informed of my responsibility to enter an Administrative Services Clear Induction Program and Eligibility Criteria:

- Beginning on January 1, 2017, any candidate serving on a preliminary Administrative Services credential should be enrolled in a clear Induction program "upon placement in an administrative position", but no later than one year from activation of the preliminary credential."
- Candidates issued their initial preliminary Administrative Services credential effective July 1, 2015, or later must complete an Administrative Services Clear Induction Program for the clear Administrative Services credential.
- Candidates eligible for the Administrative Services Clear Induction Program must possess a valid Preliminary Administrative Services Credential and verify employment in a full-time administrative position.

I understand that I must successfully complete all program requirements in two years in order to be recommended for a Clear Administrative Services Credential.

_____ _____
Candidate's Name (Please Print) **Candidate's Signature**

Date:_____

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Candidate Memorandum of Understanding

I, _____, wish to participate in the Hanford Elementary School District Administrative Services Credential Clear Induction Program. I have read the Candidate responsibilities described below and agree to follow them to the best of my ability.

- I understand that I must enter a clear administrative services credential clear induction program within 120 days but no later than one year after the start of my initial administrative contract. If, for any reason, I am unable to participate fully in the HESD Administrative Services Credential Clear Induction Program, I understand that I will need to contact my coach and the Induction Program Coordinator. I also understand that extensions will only be granted under extenuating circumstances (e.g. medical/family illness or emergency).
- I understand that the program is for two years of participation. Should I require additional time, the cost of participation will be my responsibility.
- I further understand that recommendation for a clear administrative credential is separate from my employment status in my district.

Responsibilities of Program Candidate:

- Develop a relationship with my coach characterized by openness, sharing, and reflection.
- Meet with my coach a minimum of 4.5 hours per month.
- Assemble evidence in the form of an individual Induction Plan (IIP) via an E-Portfolio of growth and application based on the California Professional Standards for Education Leaders (CPSELs).
- Complete the IIP and E-Portfolio and gather evidence of growth, which is my responsibility and is required to apply for an Administrative Services Clear Credential.
- Participate in the formative assessment system via the inquiry process that includes an IIP, observations, and reflections to guide my growth as an administrator.
- Understand that information gathered regarding practice/performance is confidential. Information regarding completion may be shared with site/district/program administrators.
- Attend required professional development seminars that match my IIP and/or district goals.
- Communicate questions or concerns about the HESD Administrative Services Credential Clear Induction Program, including concerns about my coach, if a problem should arise, with the Induction Program Director.
- Participate in the program evaluation process and comply with reporting procedures.
- Notify my coach and the Induction Program Director should I leave the program before completion.

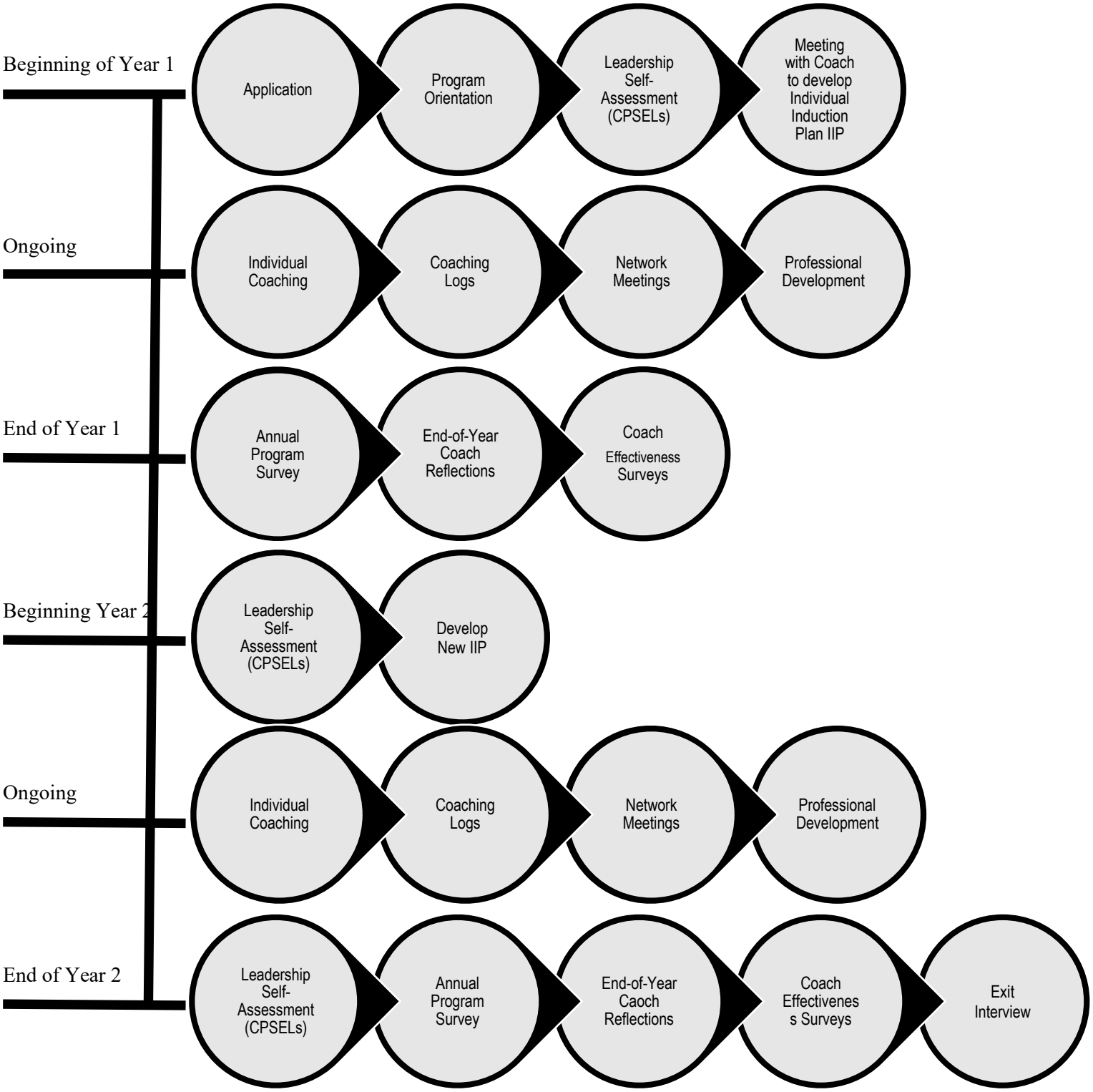
Candidate Signature School Date

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Timeline



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Induction Program

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The Journey of the Administrative Candidate

Year 1

- Enrollment Into Induction Program (within 120 days of job start date)
- Program Coordinator Assigns Coach (Coaching begins within 30 days of enrollment)
- Candidate Completes Initial Self-Assessment DOP for CPSELs
- Initial Development of IIP for Year 1 (revisted and revised throughout Induction)
- Candidate with guidance from coach, works on an Inquiry Research Project to meet IIP Goals & Candidate Attends Monthly Seminars
- Progress Monitoring: Mid-Year Review & Benchmark Assessment

Year 2

- Revisit Initial Self-Assessment DOP for CPSELs with Coach
- Development of IIP for Year 2 (revsied and revised through Induction)
- Candidate with guidance from coach, works on an Inquiry Research Project to meet IIP goals & Candidate Attends Monthly Seminars
- Progress Monitoring: Mid-Year Review & Benchmark Assessment
- Candidate Completes a Post DOP for CPSELs.
  E-Portfolio Review
- Apply for Clear credential

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Induction Program Completion Requirements

Year 1	Date Completed
Candidate Application	
Initial Self-Assessment on the DOP for the CPSELs	
Individual Induction Plan	
Submission of 6 IRC Observation Records by the coach indicating a level of competency on chosen standards (per rubric Demonstrates or Exceeds Competency)	
Submission of 6 Post Observation Reflection Records completed by the candidate	
Submission of Professional Development Record that indicates 20-30 hours of PD over the course of the first year of Induction	
Coach/Candidate Contact for a total of 40 hours, which may include program sponsored PD and attendance at seminar meetings.	
Complete Benchmark Assessment in Progress Monitoring Document	

Year 2	Date Completed
Revisit Self-Assessment on the DOP for the CPSELs	
Individual Induction Plan	
Submission of 6 IRC Observation Records by the coach indicating a level of competency on chosen standards (per rubric Demonstrates or Exceeds Competency)	
Submission of 6 Post Observation Reflection Records completed by the candidate	
Submission of Professional Development Record that indicates 20-30 hours of PD over the course of the second year of Induction	
Coach/Candidate Contact for a total of 40 hours, which may include program sponsored PD and attendance at seminar meetings.	
Revisit Self-Assessment on the DOP for the CPSELs, which is the final entry.	
Participation in a Portfolio Presentation	
Complete the program completion rubric	

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HESD Administrative Services Credential Clear Induction Program
Induction Calendar of Events for 2025-2026

Participants	Subject	Day	Date	Time	Location
Orientation Meeting:					
Candidates	Orientation to Induction	Friday	8/29/25	3:00-4:15	TRC
Inquiry Research Collaboration: Candidate Collaboration & PD					
Candidates	IRC Mtg. #1	Monday	10/13/25	3:00-5:00	TRC
Candidates	IRC Mtg. #2	Monday	1/14/26	3:00-5:00	TRC
Candidates	IRC Mtg. #3 *& EOY Presentation Sample*	Thursday	3/9/26	3:00-5:00	TRC
Candidates	IRC Mtg. #4	Monday	4/13/26	3:00-5:00	TRC
Professional Development:					
Coach/Candidates *with Principal Kafele*	Pd #1: *The Assistant Principal 50 *What is My Value Instructionally to the Teachers I Supervise?	Wednesday	9/3/25	All day	TRC/DO
Coach/Candidates *with Robert Heugly*	PD #2: School Plans & Budgets	Tuesday	9/30/25	3:00-4:30	TRC
Coach/Candidates *with Dr. Ozzy DeLuna*	PD #3: Coaching for New Administrators: From Complexity to Confidence	Wednesday	11/12/25	8:30-3:00	TRC
Coach/Candidates: *with Kristina Baldwin*	PD #4: Leading with Feedback: Mastering the Evaluation Process	Tuesday	2/17/26	3:00-4:30	TRC
Coach/Candidates: *with Dr. Cruz Sanchez-Leal*	PD #5: Understanding the Law: Special Education & 504 Essentials	Monday	3/23/26	3:00-4:30	TRC
Special Assistance Sessions **Voluntary- Induction Office Hours:**					
Candidates	Special Assistance	Monday	9/29/25	3:30-5:00	Induction Office
Candidates	Special Assistance	Tuesday	11/4/25	3:30-5:00	Induction Office
Candidates	Special Assistance	Thursday	1/15/26	3:30-5:00	Induction Office
Candidates	Special Assistance	Monday	3/16/26	3:30-5:00	Induction Office
CASC End of the Year Presentations/Capstone Showcase:					
Year 2 Candidates, Coach(es) & Panel	Wednesday	5/6/26	1:00-4:00	TRC	

Progress Monitoring Review:

Director/Superintendent	Update	Monthly	August 2026 – May 2026		
Coach/Candidates	Mid-Year Review	Monday	12/15/25	*Times TBD	Induction Office
Director/Supervisor(s)	Site Administrator Meetings		12/17/25	*Times TBD	Induction Office
Coach/Candidates	EOY Review	Monday	5/4/26	*Times TBD	Induction Office

Meetings for Coaches
Meetings for Candidates
Coach/Candidate Meetings
EOY Program Completion

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Inquiry Completion Guide

The candidate, with the support of a coach, will complete two Inquiry Research Projects. The Year 1 IIP requires candidates to focus on three self-selected CPSELs which are determined by an initial candidate self-assessment and demands of current job assignment. The Year 2 IIP is dedicated to reaching for the full breadth of the CPSELs by creating an additional IIP for Year 2 focused on the standards that remain.

(Note: It is also possible that Candidates may continue to work on a CPSEL identified in Year 1, if that CPSEL is still in need of development and if that CPSEL is a major focus of the actual job assignment.)

The activities to be completed within the Year 1 Inquiry Research Project include:

- Initial Self-Assessment on the Descriptions of Practice for the CPSELs
- Individual Induction Plan
- Inquiry Research Project Observation Records – To be completed by coach but submitted by candidate
- Evidence of Artifacts produced/created/implemented/supervised as per Action Plan Activities – a minimum 1 per year (i.e. school safety plan, PLCs, school site policy and procedures, project-based learning, parent involvement policies/plans, PBIS, LCAP, budgets, etc.)
- Post Observation Record – to be completed by the candidate
- Professional Development Reflection Forms – To be completed by the candidate

The activities to be completed within the Year 2 Inquiry Research Project include:

- Individual Induction Plan
- Inquiry Research Project Observation Record – To be completed by coach but submitted by candidate.
- Evidence of Artifacts produced/created/implemented/supervised as per Action Plan Activities – a minimum 1 per year (i.e. school safety plan, PLCs, school site policy and procedures, project-based learning, parent involvement policies/plans, PBIS, LCAP, budgets, etc.)
- Post Observation Record – to be completed by candidate
- Professional Development Reflection Forms – to be completed by candidate

Candidates will submit their documentation/evidence in the e-Portfolio. These activities will be evaluated to determine candidate competence by the Program Director and to determine the candidate's progress and increased administrative effectiveness over time.

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Inquiry Research Action Plan

Candidate:	Coach:	District:	School:
Current Assignment:	Date:	Inquiry #:	

Focus of Inquiry Research Project: Determining what I need to know and be able to do

1. Based on data from self-assessment on CPSELs, determine area(s) of focus for this year? Which CPSEL element(s) will be addressed?	2. Develop a focus questions(s) for your inquiry project that is based on your CPSEL areas of growth.
3. Develop 3-5 objectives for this action research project.	4. What are the anticipated, measurable outcomes?

ACTION PLAN

(For area of focus for growth and improvement in your professional practice.)

Date of planned Research	5. Describe research and resources used (e.g., Coursework, workshops, seminars and/or other professional development, work with colleagues, online research or other)	6. Application: Implementation of new knowledge	7. Measurable Results: Impact on school site, teacher practice, and/or student achievement	Actual Date of Completion

REFLECTION/APPLICATION
8a. As a result of the inquiry research project, what was the impact on student achievement, teachers instructional practices, site, and/or district? (list specific evidence - at least 1 paragraph 5-8 sentences).
8b. Share your learning about student development, instructional practice, school leadership and/or yourself as an administrator (at least 1 paragraph 5-8 sentences).
9. Describe how you will apply new learning to future practice (2-3 paragraphs)

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Inquiry Research Project Observation Record

Directions: Coach gathers evidence to the selected CPSEL(s) and focus questions(s).						
Candidate:	**Coach:**					
Dates of Observations(s):	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**	**(6)**
CPSEL(s):						
Focus Question(s): CPSEL 1: CPSEL 2: CPSEL 3: CPSEL 4: CPSEL 5: CPSEL 6:						

ST 1 – Development and Implementation of a Shared Vision:	**Directed***	**Approaches***	**Meets***	**Exemplifies***	**Possible Evidence O,A,I****
1A: Student Center Vision **Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.**					
1B: Developing Shared Vision **Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.**					
1C: Vision Planning and Implementation **Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.**					

Comments:

***Reference West Ed Descriptions of Practice Page 3**
****Possible Evidence: Observation (O), Activity (A), Interview (I)**

Inquiry Research Project Observation Record

ST 2 – Instructional Leadership	Directed*	Approaches*	Meets*	Exemplifies*	Possible Evidence O,A,I**
2A: Professional Learning Culture **Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.**					
2B: Curriculum and Instruction **Leaders guide and support the implementation of standards based curriculum, instruction, and assessments that address student expectations and outcomes.**					
2C: Assessment and Accountability **Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes and student learning.**					

Comments:

ST 3 – Development and Implementation of a Shared Vision:	Directed*	Approaches*	Meets*	Exemplifies*	Possible Evidence O,A,I**
3A: Operations and Facilities **Leaders provide and oversee a functional, safe, and clean learning environment.**					
3B: Plans and Procedures **Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.**					
3C: Climate **Leaders facilitate safe, fair, and respectful environment that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.**					
3D: Fiscal and Human Resources **Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.**					

Comments:

***Reference West Ed Descriptions of Practice Page 3**
****Possible Evidence: Observation (O), Activity (A), Interview (I)**

Inquiry Research Project Observation Record

ST 4 – Family and Community Engagement	Directed*	Approaches*	Meets*	Exemplifies*	Possible Evidence O,A,I**
4A: Parent and Family Engagement **Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.**					
4B: Community Partnerships **Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.**					
4C: Community Resources and Services **Leaders leverage and integrate community resources and services to meet the varied needs of all students.**					

Comments:

ST 5 – Development and Implementation of a Shared Vision:	Directed*	Approaches*	Meets*	Exemplifies*	Possible Evidence O,A,I**
5A: Reflective Practice **Leaders act upon a personal code of ethics that requires continuous reflection and learning.**					
5B: Ethical Decision-Making **Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.**					
5C: Ethical Action **Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.**					

Comments:

***Reference West Ed Descriptions of Practice Page 3**
****Possible Evidence: Observation (O), Activity (A), Interview (I)**

Inquiry Research Project Observation Record

ST 6 – External Context and Policy	Directed*	Approaches*	Meets*	Exemplifies*	Possible Evidence O,A,I**
6A: Understanding and Communicating Policy **Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.**					
6B: Professional Influence **Leaders use their understanding of social, cultural, economic, legal and political contexts to shape policies that lead all students to graduate ready for college and career.**					
6C: Policy Engagement **Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.**					

Comments:

***Reference West Ed Descriptions of Practice Page 3**
****Possible Evidence: Observation (O), Activity (A), Interview (I)**

General Policies

Administrative Services Credential Clear Induction Program

Candidate Guidelines

Attendance
Candidate:
The candidates are required to attend all Professional Development Meetings each year and to attend 20 hours of professional learning per year, for a total of 40 hours over the two-year period. Candidate attendance is for the benefit of their own learning as well as others in the cohort. Instructor facilitation, presentations, and discussions are an essential part of the coaching experience. Candidates must attend orientation sessions and participate in a Mid-Year Review and an End-of-Year Meeting at the end of years 1 and 2.

Coach:
The coach(es) are required to attend assigned Coaches Meetings each year, as well as participate in the Mid-Year and End-of-Year Reviews. Coaches are invited to attend Candidate Professional Development Meetings and Professional Learning days.

Complaint Procedure
Complaint Procedure:

1. Complaint form is submitted to the HESD CASC Program Director.
2. Complaint is investigated by the HESD CASC Program Director.
3. A meeting is held with the participant and a mutually agreed upon plan of action to rectify the situation is developed and implemented.

Appeals Process
Should a Candidate question prerequisites for program participation, program requirements, participation hours, discrimination policy, program extension request rationale, satisfactory progress requirements and/or denial of Professional Clear Administrative Services Credential, a meeting should be held with the Program Director and the concern put into writing on the Appeal Procedure Form. The concern should then be forwarded to the Assistant Superintendent of Curriculum and Instruction who will review and discuss concerns with involved Candidate. Following discussion and review of the concern a decision will be made regarding the grievance. The decision will be final and will be forwarded to the Candidate.

Change in Coach
Requesting a change in coach/mentor:

1. The candidate must contact the HESD CASC Program Director.
2. HESD CASC Program Director is responsible for documenting concerns and if possible, assisting the candidate with facilitating a conversation with the coach with the hopes of resolving outstanding issues.
3. If the candidate is unable to communicate concerns individually, or if the attempt to communicate is unsuccessful, the HESD CASC Program Director will arrange to meet with both parties in an effort to resolve outstanding issues.
4. Should issues not be resolved the candidate must complete and sign the Request for Change in Coach Form and a new coach will be assigned.

District Change

If a candidate takes employment outside of Kings County during the two-year CASC program, the candidate is eligible to have program hours transferred to a different program. Counties in Region 7 (Madera, Merced, Tulare, Kings, and Mariposa) have an agreement that allows this transfer with verification from the HESD CASC Program Director. Other counties and programs may require other verification and documentation. This is the responsibility of the candidate to collect and provide this to the HESD CASC Program. To be eligible for the transfer of participation hours and activities, the candidate must be in good standing with the program. This means the following:

1. Coaching hours and IIPs are up to date
2. Professional Learning Hours are current, i.e., participation in Candidate Coaching Meetings
3. New Enrollment Form
4. New Verification of Employment Form
5. New legal contract agreement

The candidate must request through email that the HESD CASC Program Director send the verification to the new program.

Teach Out Plan

In the event that the Hanford Elementary Unified School District Teacher Induction Program should close, a teach out plan is to be followed. Each enrolled candidate will have the opportunity to complete the requirements for which they are enrolled unless the participating candidate withdraws, is dropped, or is admitted to another program. Each participating candidate will receive an individual transition plan. This plan will also provide information about completing the year's requirements. Participating candidates and graduates will receive instruction on how to access their online program documents prior to closure

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CASC Individual Transition Plan

Candidate: _____ Administrative Assignment: _____

Requirements for Year 1 CASC Candidates

Requirements	Approximate Number of Hours	Date Completed	Meets/Does Not Meet Standards
Orientation	1		
Professional Development	6+		
Collection of Artifacts (Focus on CPSELs #1-3)	3		
Context for Leadership and Learning for All Candidates			
Candidate Needs Assessment	1		
Submission of 6 IRC Observations (completed by the coach)	6		
Submission of 6 Post Observation Reflection Records (completed by the candidate)	3		
Assessment Monitoring Progress			
Initial Self-Assessment on the DOP for the CPSELs	3		
Individual Induction Plan	4		
Inquiry Research	10-12		
Collaboration Meeting with Superintendent on IIP	1 (Includes Fall & Spring Meetings)		
Submission of Professional Development Record	20-30		
Benchmark Assessment in Progress Monitoring Document	2		
Mentor/Candidate Contact Time			
Coach Contact Logs & program sponsored PD and/or attendance at seminar meetings	60+ *40 hours required for coach/candidate contact		

Candidate Signature: _____ Date: _____
Coach Signature: _____ Date: _____
Program Director Signature: _____ Date: _____

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CASC Individual Transition Plan

Candidate: _____ Administrative Assignment: _____

Requirements for Year 2 CASC Candidates

Requirements	Approximate Number of Hours	Date Completed	Meets/Does Not Meet Standards
Orientation	1		
Professional Development	6+		
Collection of Artifacts (Focus on CPSELs #4-6)	3		
Context for Leadership and Learning for All Candidates			
Candidate Needs Assessment	1		
Submission of 6 IRC Observations (completed by the coach)	6		
Submission of 6 Post Observation Reflection Records (completed by the candidate)	3		
Assessment Monitoring Progress			
Revisit Self-Assessment on the DOP for the CPSELs (beginning of the year & final/completion)	3		
Individual Induction Plan	4		
Inquiry Research	10-12		
Collaboration Meeting with Superintendent on IIP	1 (Includes Fall & Spring Meetings)		
Submission of Professional Development Record	20-30		
Benchmark Assessment in Progress Monitoring Document	2		
Program Completion Rubric	1		
Professional Growth Presentations			
Capstone Showcase (Presentation/Program Completion)	.50		
Mentor/Candidate Contact Time			
Coach Contact Logs & program sponsored PD and/or attendance at seminar meetings	60+ *40 hours required for coach/candidate contact		

Candidate Signature: _____ Date: _____
Coach Signature: _____ Date: _____
Program Director Signature: _____ Date: _____

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Program Completion Rubric

Candidate Name: _____ **Coach Name:** _____ **Date:**_____

Levels of Attainment of Competency/Rubric				
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 for Year 1				
Inquiry #1	**Standard(s) of Focus:** **Name of Inquiry Project:**	**Leadership Growth Goal #2 CPSEL #**	**Leadership Growth Goal #2 CPSEL #**	**Leadership Growth Goal #3 CPSEL #**
Inquiry Research Project Observation Records				
Inquiry Obs. #1				
Inquiry Obs. #2				
Inquiry Obs. #3				
Inquiry Obs. #4				
Inquiry Obs. #5				
Inquiry Obs. #6				
Post Observation Reflection Records for Year 1 (state year)				
Obs. #	**Date**	**Standard of Focus**	**Complete**	**Not Complete**
#1				
#2				
#3				
#4				
#5				
#6				
Professional Development and Reflections for Year 1 (state year)				
Total PD Hours for Year 1				
Total PD Hours Related to Inquiry				
Reflections Complete & Total 20-30 Hours	*List number of Reflections completed and hours per each reflection (to total 20-30 hours)*			

IIP for Year 2				
Inquiry #2	**Standard(s) of Focus:** **Name of Inquiry Project:**	**Leadership Growth Goal #2 CPSEL #**	**Leadership Growth Goal #2 CPSEL #**	**Leadership Growth Goal #3 CPSEL #**
Inquiry Research Project Observation Records				
Inquiry Obs. #1				
Inquiry Obs. #2				
Inquiry Obs. #3				
Inquiry Obs. #4				
Inquiry Obs. #5				
Inquiry Obs. #6				
Post Observation Reflection Records for Year 2 (state year)				
Obs. #	**Date**	**Standard of Focus**	**Complete**	**Not Complete**
#1				
#2				
#3				
#4				
#5				
#6				
Professional Development and Reflections for Year 2 (state year)				
Total PD Hours for Year 1				
Total PD Hours Related to Inquiry				
Reflections Complete & Total 20-30 Hours	*List number of Reflections completed and hours per each reflection (to total 20-30 hours)*			

Self-Assessment Descriptions of Practice for the CPSELs (from start to finish)				
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)	**Indicate CPSEL in each cell*			
Mid-Year Self-Assessment (Candidate identifies areas on self-assessment and shows growth)				
Beginning of Year 2 Self-Assessment (Candidate identifies areas on self-assessment and shows growth)				
Final Self-Assessment (Candidate identifies areas on self-assessment and shows growth)				

Demonstration of Competency Rubric for Standard 5 (End of Program)

Standard	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				

HESD CASC Program Completion Rubric

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***_____

Hanford Elementary School District

Induction Program

Administrative Services Credential Clear Induction Program

Professional Development Guide

The IIP allows for individualized flexibility so that the candidate and coach can focus on identified area(s) of focus/growth needs. Over the course of the two-year program and the Year 1 and Year 2 IIPs, the candidates will:

Document hours of dedicated time through coaching support, professional development, reflection, and program support.

Coach/Candidate Contact (a minimum of 4.5 hours per month):

Candidates will work with their coach to improve the candidate's ability to lead a school around the improvement of instruction. The candidate and coach will work on developing the leadership skills the candidate needs to accomplish the goals articulated in the candidate's Individual Induction Plan. The coach will maintain and submit a monthly Coach/Candidate Contact Log documenting the focus and time spent with the candidate.

The PD may include (20 hours per year):

- Professional Development Menu of Options
- Attendance at Induction Program provided PD
- Attendance at program office hours (if needed)
- Conference, institute, seminars, workshops
- Reading a professional piece of literature; book, articles, white papers, etc.
- Watching live or archived webinars or podcast
- Viewing a series of on-line modules
- Attendance at Instructional Cabinet Meetings
- Attendance at Cabinet Meetings

Candidates must identify how the PD participated in is related to the identified area of focus/research by completing the PD reflection form and Professional Development Log. Completed reflections are submitted to the candidate's E-Portfolio.

Note: If the Candidate chooses to attend PD and or self-selected professional learning opportunities outside of the Program sponsored session, it must be aligned with the identified areas of focus on the IIP.

Hanford Elementary School District

Induction Program

Administrative Services Credential Clear Induction Program

Professional Development Log

Candidate: _____ **Coach:** _____

☐ Year 1 (20 hours required, aligned to IIP goals) ☐ Year 2 (20 hours required, aligned to IIP goals)

Date	Hours	Event	Summary/Relationship to IIP Goals

Hanford Elementary School District

Induction Program

Administrative Services Credential Clear Induction Program

Professional Development Menu of Options

Mandatory Topics

- Introduction to Induction
  CPSELs – Description of Practice, IIP, Inquiry, Formative Assessment
- Ed Code and Law
- Handling Conflict
- Evaluation process
  - Classified
  - Certificated
    - Teacher Evaluation
- Budget
- Union Contract
- Leadership Training
  - Management vs Leadership
- Communication
- Review of District's Strategic Plan
- LCAP Document
- District Technology Plan
- FRISK Training
- Sexual Harassment
- Instructional Leadership
- Impact of Technology and Social Media
- Creating a Successful Team
- Suspension and Expulsions

Other Choices per Individual Induction Plan

- Pitfalls
- Giving informal feedback from walkthroughs, observations
- Professional judgement – role play, scenarios, case studies
- Time Management Tips
- Life balance
  - Managing stress
  - Creating boundaries
- Developing and/or participating in a Shared Vision for school and students
  - Aligning values
- Facilitation skills – leading a committee/group
- School Data
- Sensitivity Training
- Cognitive Coaching Training
- Self-advocacy
- Book Study
- Culturally Responsive Teaching
- Transforming School Culture
- Effective Team Collaboration
- Building Positive Relationships

Coach Information

Hanford Elementary School District

Induction Program

Administrative Services Credential Clear Induction Program

Coach Memorandum of Understanding

I, _____, wish to participate in the Hanford Elementary School District Administrative Services Credential Clear Induction Program as a Leadership Coach. I have read the Leadership Coach responsibilities described below and agree to follow them to the best of my ability.

Coach Requirements

- I understand that I must maintain my clear administrative credential with the California Commission on Teacher Credentialing (CCTC).
- I will be required to show proof of coaching training through Cognitive Coaching.
- I understand that the program requires two years of participation.
- I will seek to build trust in my coaching relationship and support the ongoing work identified by both the candidate and his/her district goals.
- I will model the professional standards as described in the CPSELs.
- I will be attentive to the needs of the candidate to ensure that my services remain beneficial to their professional growth and will be open to collaborating with the Program Director should my services not meet the candidate's needs.

Coach Responsibilities for the Candidate:

- Develop a trusting relationship with my candidate characterized by openness, sharing, and reflection.
- Meet with my candidate a minimum of 4.5 hours per month.
- Provide support to my candidate and access to other supporting mentors.
- Assist my candidate in completing and revising, as needed:
  - Program Overview
  - Self-Assessment
  - Individual Induction Plan
  - Coach/Candidate Program Documentation and Requirements
  - Coach/Candidate Contact Log
  - Inquiry Research Project Observation Record Forms
- Understand that information gathered regarding **practice/performance** is confidential. I will maintain strict confidentiality of work with my HESD candidate. Information regarding **completion** may be shared with the Induction Program Director, School District Administration, and/or Site Administration.

_____

Coach Signature Date

Hanford Elementary School District

Induction Program

Administrative Services Credential Clear Induction Program

Coach Application

First and Last Name | Middle | Former/Maiden Name

Home mailing Address/City, State Zip | Home Phone | Cell Phone

Current or Last employment | District Name | County Name | School Name

Last School or District mailing Address/City, State, Zip | School District Phone

School Level | Number of Years as Administrator

Date of birth | E-mail Address

Clear Administrative Services Credential Number | Date of Approval

What Credential(s) do you hold?

☐ Clear Administrative _____ Years Experience

☐ Multiple Subject _____ Years Experience

☐ Single Subject _____ Years Experience

☐ Educational Specialist Credential and Area of Specialization _____ Years Experience

☐ Designated Subjects Career Technical Education Teaching Credential _____ Years Experience

☐ Other _____ _____ Years Experience

Please respond to the following:

1. Describe your involvement as an administrator in the continuous improvement and accountability process.

Administrative Services Credential Clear Induction Program

Coach Application

2. Describe how your work as an administrator has exemplified the California Professional Standards for Educational Leaders (CPSEL) and the Descriptions of Practice (DOP).

3. Describe your experience with mentoring/coaching and your expectations of a coaching relationship.

As a Mentor/Coach with HESD CASC Induction Program I agree to:

…commit to work collaboratively with a candidate for a minimum of two years

…commit to work collaboratively with a candidate for four-six hours per month

…participate in a professional training to acquire the knowledge and skills needed to be an effective and successful mentor

…participate in reflective conversations about their mentoring experiences

…be an excellent professional role model

…demonstrate commitment to personal professional growth and learning.

I have read and agree to the conditions of the program and support listed in the handbook. The district representative signature indicated agreement with placement as a mentor/coach.

Signature of Applicant Date

Supervisor Signature Supervisor E-mail Address

Program Forms and Resources

Hanford Elementary School District

Induction Program

Administrative Services Credential Clear Induction Program

Candidate Post-Observation Reflection Record

Participating Candidate: _____ **Year in Induction:** Yr. 1____ Yr. 2___

CPSEL Observed: _____ **Event**:_____

Post-Observation Key Insights & Candidate Reflection:

Key evidence shared after observation:

Insights:

Hanford Elementary School District

Induction Program

Administrative Services Credential Clear Induction Program

Candidate Professional Development Reflection Record

Participating Candidate: _____ **Year in Induction:** Yr. 1___ Yr. 2___

Date: _____ # of Hours: _____

CPSEL Standard Met: _____

What information did you gather? Write a description of the topic and what you learned.

How does the topic relate to your research/study of your identified focus?

How will you apply the information in your current context? Describe the steps you will take to apply the information learned to leadership practice.

Hanford Elementary School District

Induction Program

Administrative Services Credential Clear Induction Program

Coach and Candidate Contact Log

Coach:_____ **Candidate:**_____

☐ Year 1 (40 hours required) ☐ Year 2 (40 hours required)

Meeting #	Date	Hours	Venue (face-to-face, email, phone)	Program Requirements Focus*
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

***Program Requirement Focus Options:** (1) Development of IIP; (2) Monitoring progress on Leadership Growth Goals; (3) Reviewing and updating Portfolio; (4) IIP Revisions; (5) Discussion, review, and evaluation of artifacts; (6) Discussion of work context challenges; or, (7) Other (please specify)

Candidate Signature:_____ Date:_____

Coach Signature:_____ Date:_____

Hanford Elementary School District

Induction Program

Administrative Services Credential Clear Induction Program

Coach Communication Record

Participating Candidate: _____ **Coach:** _____

Date: _____ Time: _____

CPSEL Professional Growth Goals: _____

Support and Assessment Activity Conducted During Meeting

☐ Conference	☐ CPSEL Observed:_____
☐ Observation	☐ Off-Site Observation

Summary of Meeting

Items worked on since *last* meeting

Items to work on for *next* meeting

Next Appointment Time:_____

Hanford Elementary School District

Induction Program

Administrative Services Credential Clear Induction Program

Complaint Procedure Form

Complaint procedure

- Complaint Form is submitted to the HESD CASC Program Director
- Complaint is investigated by the HESD CASC Program Director
- A meeting is held with the candidate and a mutually agreed upon plan of action to rectify the situation is developed and implemented

Date of Incident_____

Name_____

Please describe the issue of your complaint in detail. You may attach additional page(s) if necessary. Please file this complaint with the HESD CASC Program Director.

_____

_____

_____

_____

_____

_____

_____

_____

Date of meeting with candidate and HESD CASC Program Director_____

Plan of Action:

_____

_____

_____

_____

_____

_____ _____

Candidate Signature HESD CASC Program Director Signature

Hanford Elementary School District

Induction Program

Administrative Services Credential Clear Induction Program

Appeal Procedure Form

Appeal procedure:

- Appeal form is submitted to the Induction Program Director
- Appeal is reviewed by the program coordinator
- A meeting is held with the candidate and a mutually agreed upon plan of action to address the appeal is developed

Date of Appeal:_____ **Name:**_____

Please describe your rationale for submitting this appeal in detail. You may attach additional pages if necessary to fully describe the situation. File this appeal with the Induction Program Director.

_____

_____

_____

_____

_____

_____

_____

Plan of Action:

_____

_____

_____

_____

_____

_____

_____

_____

Candidate's Signature Date

_____

Induction Program Coordinator Signature

Hanford Elementary School District

Induction Program

Administrative Services Credential Clear Induction Program

Description of Practice/Self-Assessment of Leadership Skills, Year 1

Candidate:_____ **Coach:**_____ **Date:** _____

Welcome to the Administrative Services Clear Credential Induction Program! All candidates must complete the self-assessment of leadership skills, four times during the two-year program; at the beginning and end of each school year. The purpose of this assessment is to help the candidate reflect on their own strengths and to determine where additional skills need to be developed. This activity will help to document growth as a school leader in developing exemplary practices according to the California Standards for Educational leaders (CPSEL).

Directions

As you read each item in the survey; it is very important that you be reflective and honest about your experiences, actions and behaviors. Consider whether you consistently demonstrate each behavior, and in what situations or circumstances you do or do not. It is highly recommended that you complete this survey with your coach. Be sure to refer to WestEd booklet for a continuum that illustrates increasing skill levels, application, and results. Mark, the level of leadership practice on the survey that best describes your practice of the CPSEL in your current position.

After completing the self-assessment, you and your mentor will draft goals and actions in selected areas. You will also review the self-assessment results and your goals with your immediate supervisor for feedback and input on how they observe you in a leadership role.

This self-assessment will be included in your e-portfolio and will be used to document your progress during the two-year program. A copy of each self-assessment will also be included in your professional portfolio.

Rating Scale

The following four-point rating scale is used throughout the self-assessment. This rating scale parallels the continuum used in the WestEd publication, *"Moving Leadership Standards into Everyday Work: Descriptions of Practice"* (2003). Assess yourself honestly using these definitions:

1. **Practice that is directed toward the standard** – I have basic knowledge, skills, and attitudes that enable them to carry out their work activity by activity, with each segment independent from the others. I may be engaged in "starter" activities that will eventually lead to the results I seek, but in some instances my efforts may not be strategic or productive.
2. **Practice that approaches the standards** - I have an emerging strategic vision, enabling me to see how activities work together and to understand the leadership actions necessary to generate results. I initiate and carry out action that builds on patterns of success and lessons learned from past activities. These administrators increasingly engage staff and stakeholders in planning and team action focused on shared teaching and learning goals.
3. **Practice that meets the standards** – I am 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. I build the leadership capacity of others by engaging the staff and broader community in cooperatively working toward shared goals and opportunities that result in increasing staff and student growth and well-being.
4. **Practice that exemplifies the standards** – I generate innovative strategies to address complex teaching and learning challenges, as I understand and effectively use the interrelationships among shared goals, strategic actions, and resources. I gain commitment from staff and others because of the positive results I get, and I use these relationships as a leverage to distribute leadership and accountability across the community in order to continuously improve outcomes beyond expectations.

Hanford Elementary School District

Induction Program

Administrative Services Credential Clear Induction Program

Description of Practice/Self-Assessment of Leadership Skills – Year 1

Standard 1: Development and Implementation of a Shared Vision Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.					
Developmental Stages	**1**	**2**	**3**	**4**	
Elements	**Practice that is directed toward the standard**	**Practice that approaches the standard**	**Practice that meets the standard**	**Practice that exemplifies the standard**	**Notes**
PRE: **1A-Student-Centered Vision**					
POST: IA-Student-Centered Vision					
PRE: **1B-Developing Shared Vision**					
POST: 1B-Developing Shared Vision					
PRE: **1C-Vision Planning and Implementation**					
POST: IC-Vision Planning and Implementation					

Year 1 Reflection:

Hanford Elementary School District

Induction Program

Administrative Services Credential Clear Induction Program

Description of Practice/Self-Assessment of Leadership Skills – Year 1

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.

Developmental Stages	**1**	**2**	**3**	**4**	
Elements	**Practice that is directed toward the standard**	**Practice that approaches the standard**	**Practice that meets the standard**	**Practice that exemplifies the standard**	**Notes**
PRE: 2A-Professional Learning Culture					
POST: 2A-Professional Learning Culture					
PRE: 2B-Curriculum and Instruction					
POST: 2B-Curriculum and Instruction					
PRE: 2C-Assessment and Accountability					
POST: 2C-Assessment and Accountability					

Year 1 Reflection:

Hanford Elementary School District

Induction Program

Administrative Services Credential Clear Induction Program

Description of Practice/Self-Assessment of Leadership Skills – Year 1

Standard 3: Management and Learning Environment Education leaders manage the organization to cultivate a safe and productive learning and working environment.					
Developmental Stages	**1**	**2**	**3**	**4**	
Elements	**Practice that is directed toward the standard**	**Practice that approaches the standard**	**Practice that meets the standard**	**Practice that exemplifies the standard**	**Notes**
PRE: **3A-Operations and Facilities**					
POST: 3A-Operations and Facilities					
PRE: **3B-Plans and Procedures**					
POST: 3B-Plans and Procedures					
PRE: **3C-Climate**					
POST: 3C-Climate					
PRE: **3D-Fiscal and Human Resources**					
POST: 3D-Fiscal and Human Resources					

Year 1 Reflection:

Hanford Elementary School District

Induction Program

Administrative Services Credential Clear Induction Program

Description of Practice/Self-Assessment of Leadership Skills – Year 1

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.

Developmental Stages	**1**	**2**	**3**	**4**	
Elements	**Practice that is directed toward the standard**	**Practice that approaches the standard**	**Practice that meets the standard**	**Practice that exemplifies the standard**	**Notes**
PRE: **4A-Parent and Family Engagement**					
POST: 4A-Parent and Family Engagement					
PRE: **4B-Community Partnerships**					
POST: 4B-Community Partnerships					
PRE: **4C-Community Resources and Services**					
POST: 4C-Community Resources and Services					

Year 1 Reflection:

Hanford Elementary School District

Induction Program

Administrative Services Credential Clear Induction Program

Description of Practice/Self-Assessment of Leadership Skills – Year 1

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.

Developmental Stages	**1**	**2**	**3**	**4**	
Elements	**Practice that is directed toward the standard**	**Practice that approaches the standard**	**Practice that meets the standard**	**Practice that exemplifies the standard**	**Notes**
PRE: **5A-Reflective Practice**					
POST: 5A-Reflective Practice					
PRE: **5B-Ethical Decision-Making**					
POST: 5B-Ethical Decision-Making					
PRE: **5C-Ethical Action**					
POST: 5C-Ethical Action					

Year 1 Reflection:

Hanford Elementary School District

Induction Program

Administrative Services Credential Clear Induction Program

Description of Practice/Self-Assessment of Leadership Skills – Year 1

Standard 6: External Context and Policy
Education leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices.

Developmental Stages	**1**	**2**	**3**	**4**	
Elements	**Practice that is directed toward the standard**	**Practice that approaches the standard**	**Practice that meets the standard**	**Practice that exemplifies the standard**	**Notes**
PRE: 6A-Understanding and Commun. Policy					
POST: 6A-Understanding and Commun. Policy					
PRE: 6B-Professional Influence					
POST: 6B-Professional Influence					
PRE: 6C-Policy Engagement					
POST: 6C-Policy Engagement					

Year 1 Reflection:

Hanford Elementary School District

Induction Program

Administrative Services Credential Clear Induction Program

Description of Practice/Self-Assessment of Leadership Skills, Year 2

Candidate: _____ **Coach:** _____ **Date:**_____

Welcome to the Administrative Services Clear Credential Induction Program! All candidates must complete the self-assessment of leadership skills, four times during the two-year program; at the beginning and end of each school year. The purpose of this assessment is to help the candidate reflect on their own strengths and to determine where additional skills need to be developed. This activity will help to document growth as a school leader in developing exemplary practices according to the California Standards for Educational leaders (CPSEL).

Directions

As you read each item in the survey; it is very important that you be reflective and honest about your experiences, actions and behaviors. Consider whether you consistently demonstrate each behavior, and in what situations or circumstances you do or do not. It is highly recommended that you complete this survey with your coach. Be sure to refer to WestEd booklet for a continuum that illustrates increasing skill levels, application, and results. Mark, the level of leadership practice on the survey that best describes your practice of the CPSEL in your current position.

After completing the self-assessment, you and your mentor will draft goals and actions in selected areas. You will also review the self-assessment results and your goals with your immediate supervisor for feedback and input on how they observe you in a leadership role.

This self-assessment will be included in your e-portfolio and will be used to document your progress during the two-year program. A copy of each self-assessment will also be included in your professional portfolio.

Rating Scale

The following four-point rating scale is used throughout the self-assessment. This rating scale parallels the continuum used in the WestEd publication, *"Moving Leadership Standards into Everyday Work: Descriptions of Practice"* (2003). Assess yourself honestly using these definitions:

1. **Practice that is directed toward the standard** – I have basic knowledge, skills, and attitudes that enable them to carry out their work activity by activity, with each segment independent from the others. I may be engaged in "starter" activities that will eventually lead to the results I seek, but in some instances my efforts may not be strategic or productive.
2. **Practice that approaches the standards** - I have an emerging strategic vision, enabling me to see how activities work together and to understand the leadership actions necessary to generate results. I initiate and carry out action that builds on patterns of success and lessons learned from past activities. These administrators increasingly engage staff and stakeholders in planning and team action focused on shared teaching and learning goals.
3. **Practice that meets the standards** – I am 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. I build the leadership capacity of others by engaging the staff and broader community in cooperatively working toward shared goals and opportunities that result in increasing staff and student growth and well-being.
4. **Practice that exemplifies the standards** – I generate innovative strategies to address complex teaching and learning challenges, as I understand and effectively use the interrelationships among shared goals, strategic actions, and resources. I gain commitment from staff and others because of the positive results I get, and I use these relationships as a leverage to distribute leadership and accountability across the community in order to continuously improve outcomes beyond expectations.

Hanford Elementary School District

Induction Program

Administrative Services Credential Clear Induction Program

Description of Practice/Self-Assessment of Leadership Skills – Year 2

Standard 1: Development and Implementation of a Shared Vision Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.					
Developmental Stages	**1**	**2**	**3**	**4**	
Elements	**Practice that is directed toward the standard**	**Practice that approaches the standard**	**Practice that meets the standard**	**Practice that exemplifies the standard**	**Notes**
PRE: **1A-Student-Centered Vision**					
POST: IA-Student-Centered Vision					
PRE: **1B-Developing Shared Vision**					
POST: 1B-Developing Shared Vision					
PRE: **1C-Vision Planning and Implementation**					
POST: IC-Vision Planning and Implementation					

Year 2 Reflection:

Hanford Elementary School District

Induction Program

Administrative Services Credential Clear Induction Program

Description of Practice/Self-Assessment of Leadership Skills – Year 2

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.

Developmental Stages	**1**	**2**	**3**	**4**	
Elements	**Practice that is directed toward the standard**	**Practice that approaches the standard**	**Practice that meets the standard**	**Practice that exemplifies the standard**	**Notes**
PRE: 2A-Professional Learning Culture					
POST: 2A-Professional Learning Culture					
PRE: 2B-Curriculum and Instruction					
POST: 2B-Curriculum and Instruction					
PRE: 2C-Assessment and Accountability					
POST: 2C-Assessment and Accountability					

Year 2 Reflection:

Hanford Elementary School District

Induction Program

Administrative Services Credential Clear Induction Program

Description of Practice/Self-Assessment of Leadership Skills – Year 2

Standard 3: Management and Learning Environment Education leaders manage the organization to cultivate a safe and productive learning and working environment.					
Developmental Stages	**1**	**2**	**3**	**4**	
Elements	**Practice that is directed toward the standard**	**Practice that approaches the standard**	**Practice that meets the standard**	**Practice that exemplifies the standard**	**Notes**
PRE: **3A-Operations and Facilities**					
POST: 3A-Operations and Facilities					
PRE: **3B-Plans and Procedures**					
POST: 3B-Plans and Procedures					
PRE: **3C-Climate**					
POST: 3C-Climate					
PRE: **3D-Fiscal and Human Resources**					
POST: 3D-Fiscal and Human Resources					

Year 2 Reflection:

Hanford Elementary School District

Induction Program

Administrative Services Credential Clear Induction Program

Description of Practice/Self-Assessment of Leadership Skills – Year 2

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.

Developmental Stages	**1**	**2**	**3**	**4**	
Elements	**Practice that is directed toward the standard**	**Practice that approaches the standard**	**Practice that meets the standard**	**Practice that exemplifies the standard**	**Notes**
PRE: 4A-Parent and Family Engagement					
POST: 4A-Parent and Family Engagement					
PRE: 4B-Community Partnerships					
POST: 4B-Community Partnerships					
PRE: 4C-Community Resources and Services					
POST: 4C-Community Resources and Services					

Year 2 Reflection:

Hanford Elementary School District

Induction Program

Administrative Services Credential Clear Induction Program

Description of Practice/Self-Assessment of Leadership Skills – Year 2

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.					
Developmental Stages	**1**	**2**	**3**	**4**	
Elements	**Practice that is directed toward the standard**	**Practice that approaches the standard**	**Practice that meets the standard**	**Practice that exemplifies the standard**	**Notes**
PRE: **5A-Reflective Practice**					
POST: 5A-Reflective Practice					
PRE: **5B-Ethical Decision-Making**					
POST: 5B-Ethical Decision-Making					
PRE: **5C-Ethical Action**					
POST: 5C-Ethical Action					

Year 2 Reflection:

Hanford Elementary School District

Induction Program

Administrative Services Credential Clear Induction Program

Description of Practice/Self-Assessment of Leadership Skills – Year 2

Standard 6: External Context and Policy
Education leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices.

Developmental Stages	**1**	**2**	**3**	**4**	
Elements	**Practice that is directed toward the standard**	**Practice that approaches the standard**	**Practice that meets the standard**	**Practice that exemplifies the standard**	**Notes**
PRE: 6A-Understanding and Commun. Policy					
POST: 6A-Understanding and Commun. Policy					
PRE: 6B-Professional Influence					
POST: 6B-Professional Influence					
PRE: 6C-Policy Engagement					
POST: 6C-Policy Engagement					

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Extension Request Form

Extension Request

- Granted only under extreme circumstances
- Request must be approved by the HESD CASC Program Director
- 1-year extension increments
    - Each year required beyond the initial 2 years requires a payment of $3,500.00
    - Any and all costs associated with an extension are the responsibility of the candidate

Date of Request_____

Name_____

Please describe in detail the nature of the extension request. (Extreme criteria include personal or family illness, personal or family crisis, death in family, maternity or family leave). You may attach additional page(s) if necessary.

_____

_____

_____

_____

_____

Plan of Action to complete missing requirements:

_____

_____

_____

_____

_____ _____

Candidate Signature HESD CASC Program Director Signature

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Individual Induction Plan: "IIP"

Candidate Name:_____ Credential Received: _____

School Site: _____

Step 1 Directions:

Use the first column to identify your strengths and the second column to identify the areas for growth. In the last two columns list projected actions and outcomes.

California Standards for the Teaching Profession	Strengths	Areas for Growth	Actions	Outcomes
Standard 1: Development and Implementation of a Shared Vision – Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.				
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 3: Management and Learning Environment – Education leaders manage the organization to cultivate a safe and productive learning and working environment.				
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 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 6: External Context and Policy – Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.				

Step 2 Directions:

Identify three leadership professional growth goals.

Leadership Growth Goal 1:	*Leadership Growth Goal 2:*	*Leadership Growth Goal 3:*

Step 3: *Professional Development for Consideration*

Tentatively list professional learning activities you plan to attend or complete in support of your leadership growth goals based on the menu of options. (20-30 hours).

Step 4: *Timeline*

In the boxes below, identify the approximate dates that you will complete the actions described.

First coaching Session: Plan for meeting the 40 hours (4.5 hours a month) of coaching over the next 10 months:
Schedule four dates for monitoring progress toward leadership growth goals:
Mid-Year Review to revise IIP, as needed. Provide a rationale for the revisions:

Plan for regular updates of Portfolio and collaborative review of Portfolio:

Step 5: *Collaborative Meeting (Fall & Spring)*

Superintendent/Assistant Superintendent Input: 1. Meet with the Superintendent/Assistant Superintendent to share your goals and Induction Plan. 2. How do your goals align with your Superintendent's vision/goals for the district? **Candidate to obtain Superintendent's comments/suggestions and signature on "Collaborative Meetings Form".*

Collaborative Meetings Form
SHARING YOUR INDIVIDUALIZED INDUCTION PLAN – Collaboration Meeting to be Scheduled Within the First 30 Days of School

Directions for Sharing Your Individualized Induction Plan:

- Schedule a 15-minute meeting with your Superintendent/Assistant Superintendent.
- Share your IIP Goals taking into consideration any feedback provided.
- After sharing your IIP Goals, the superintendent/assistant superintendent will share any **support opportunities** and/or **resources available to help you achieve your goals.**

Directions for Superintendent/Assistant Superintendent: Induction Candidates have developed an Individualized Induction Plan which describes the administrator's goals, and a focus for growth in the professional practice. After your discussion with the candidate, please make a comment/suggestion below for the purpose of offering support to the new administrator.	
Candidate Signature:	**Superintendent/Assistant Superintendent Signature:**
Date:	**Date:**
Comments/ Suggestions for support opportunities and/or resources available to help you achieve your goals:	

SHARING YOUR INDIVIDUALIZED INDUCTION PLAN – Collaboration Meeting to be Scheduled After Completing the IIP/EOY Reflection

Directions for Sharing Your Individualized Induction Plan:

- Schedule a 15-minute meeting with your superintendent/assistant superintendent.
- **Be sure to include the following in your conversation: Your IIP Goals, CPSEL's Work Evidence, and EOY Reflection**
- After sharing your IIP EOY Reflection, the superintendent/assistant superintendent will sign and share any **comments/suggestions for further support opportunities and/or resources available to help you achieve your goals:**

Directions for Superintendent/Assistant Superintendent: Induction Candidates have developed an Individualized Induction Plan which describes the administrator's goals, and a focus for growth in the professional practice. After your discussion with the candidate, please make a comment/suggestion below for the purpose of offering support to the new administrator.	
Candidate Signature:	**Superintendent/Assistant Superintendent Signature:**
Date:	**Date:**

The candidate is responsible for completion of this document and submission of one copy to the Induction Director. As an eligible administrator holding a Preliminary Administrative Service Credential, I have been informed of the options regarding clearing my credential. I understand that I must successfully complete all program requirements for the CASC in order to be recommended to the CCTC for a Clear Credential. Continued funding to complete credential requirements is not guaranteed. The signature of the district representative does not financially nor contractually obligate the district.

Documentation Review: _____ _____ _____ _____

Candidate Signature | Administrative Induction Director | Coach Signature | Date

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Progress Monitoring Document

Name:_____

Site:_____

1. **Complete the CPSEL self-assessment and bring it with you to your IIP meeting.**

Date:_____ ***Initial***_____

2. **Establish an Individual Induction Plan (IIP) with your coach.**

Date:_____ ***Initial***_____

3. **Choose your three CPSEL goals with your coach. Highlight and date the Description of Practice (DOP) based on your level of expertise. (Initial marking)**

Date:_____ ***Initial***_____

4. **Collaboratively design Professional Development to attend.**

Date:_____ ***Initial***_____

Selection of Professional Development Options Year 1
1.
2.
3.
4.
5.

5. **Mark your CPSEL for standards 1, 2, and 3 and cite evidence.**

Date:_____ ***Initial***_____

Program Monitoring Document

6. **Benchmark Assessment:** Completion of all the documentation, attendance at all required seminars, attendance at selected professional development, and completion of coaching hours (minimum of 40 hours for Year one).

Date: _____ ***Initial*** _____

End of Year One Reflection

Write a reflection regarding your progress in your development of your leadership goals.

In which professional development training(s) did you participate?

Have you considered making any changes to your leadership goals?

If so, what are those changes and what professional development might you consider taking in order to achieve your revised goals?

Administrative Services Credential Clear Induction Program

Program Monitoring Document

Year Two

1. Mark your CPSEL for standards 4, 5, and 6 and cite evidence.

Date: _____ ***Initial*** _____

2. Collaboratively design Professional Development to attend.

Date: _____ ***Initial*** _____

Selection of Professional Development Options Year 2
1.
2.
3.
4.
5.

3. Final Marking – Mark you CPSEL for standards 4, 5, and 6 and cite evidence.

Date: _____ ***Initial*** _____

4. End of Year 2: Completion of all documentation, attendance at all required seminars, attendance at selected professional development, IIP, coaching hours, and Inquiry Research Project.

Date: _____ ***Initial*** _____

End of Year Two Reflection

The candidate will complete the following reflection.

1. What have you learned about yourself as an administrator?

2. In what ways have you grown in your ability to lead?

3. Describe a piece of evidence that best illustrates a shift you have made in your leadership style.

4. What will you investigate or focus on in the next year?

Hanford Elementary School District

714 N. White Street
P.O. Box 1067
Hanford, CA 93232

(559) 585-3600

Superintendent
Joy C. Gabler

Governing Board
Robert "Bobby" Garcia
Jeff Garner
Lupe Hernandez
Timothy L. Revious
Greg Strickland

Date

May Lee State Office Complex
California Commission on Teacher Credentialing
651 Bannon Street, Suite 600
Sacramento, CA 95811

RE: *Candidate*

To Whom It May Concern:

Candidate, _____, has completed a minimum of two years of successful experience in a full-time administrative position at Hanford Elementary School District (HESD). While holding a Preliminary Administrative Service Credential, ***Candidate*** completed the HESD Administrative Services Credential Clear Induction Program.

Should you require additional information, please contact the HESD Induction Office at 559-585-3661.

Sincerely,

Jill Rubalcava
Assistant Superintendent
Curriculum, Instruction and Professional Development

Hanford Elementary School District

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Request for Change in Coach

Process for requesting a change in coach

1. The candidate must contact the HESD CASC Program Director and inform him/her of their concern(s) regarding the coaching process.
2. HESD CASC Program Director is responsible for documenting concerns and if possible, assisting the candidate with facilitating a conversation with the coach with the hopes of resolving the outstanding issues.
3. If the candidate is unable to communicate concerns individually, or if the attempt to communicate is unsuccessful, then the HESD CASC Program Director will arrange to meet with both parties in an effort to resolve outstanding issues.
4. Should the issue not be resolved, the candidate will sign and complete the form below and a new coach will be assigned.

Date of contact with HESD CASC Program Director:

_____

Date of meeting with Coach: _____

Following the process outlined above, I am requesting Coach re-assignment,

Candidate Signature_____

Date_____

Hanford Elementary School District

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Verification of Employment and Experience

This is to certify that:_____
(Name of candidate) *First* *Middle* *Last*

has satisfactorily served from _____ _____
(Month/Year) *(Month/Year)*

In the position of *(check one)*:

Teacher **Administrator**

Education Specialist **Counselor**

Resource Specialist **Other (Specify):**_____

In the following grade or level:_____

In the area or subject of:_____

Full-time

Part-time (specify):_____ **hours/day** _____ **days/week**

Day-to-day Substitute

School/Agency:_____

Address:_____

Telephone Number:_____

Verified by:_____
(Signature)

Name:_____

Title:_____

Date:_____

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Special Circumstances Form

Additional Assistance/Special Circumstances Plan

Participating candidates who encounter extenuating circumstances (such as, but not limited to, personal illness or injury, illness or death within the immediate family, or birth or adoption of a child) that do not allow them to complete the program in two years must contact the Induction Program coordinator immediately. Extensions of time or additional program support, based on the circumstances of participating candidate's situation, will be documented in an "Additional Assistance/Special Circumstances Plan" developed by the program coordinator, Human Resources, and the participating teacher.

Participating Candidate's Signature Date

Extension Plan for Lack of Program Completion

Participating candidates who simply do not complete the program within two years may request an "Extension Plan" from the program coordinator. This plan will be personalized to each individual's situation, focusing on requirements that have yet to be completed. Said "Extension Plan", developed by the program coordinator, Human Resources, and the participating Candidate, will stress the participating candidate's responsibility to complete the requirements in the time set forth in the plan. Progress of participating candidates on "Extension Plans" will be monitored on a bimonthly basis.

Participating Candidate's Signature Date

California Professional Standards for Education Leaders (CPSEL)

Moving Leadership Standards into Everyday Work (DOP)