



# **CLEAR ADMINISTRATIVE SERVICES CREDENTIAL INDUCTION HANDBOOK**

MODESTO CITY SCHOOLS

---



---

**+209 574 1500**  
**[www.mcs4kids.com/district](http://www.mcs4kids.com/district)**  
**PublicInfo@mcsforkids.com**

**2022 - 2023 Academic Year**

## Table of Contents

Topic	Page
Introduction	4
Mission & Vision Statement	5
Program Staff	6
Consultants & Collaborators	7-8
Program Overview	9
Overview of the Clear Administrative Services Credential Induction Program	10
Candidate Recruitment & Support	11
Requirements for Coaches	12
Program Requirements	12
Application Process	13
Enrollment Assistance	13
Program Timeline	14-16
Description of Program Components (ACSA CPSEL)	16-18
Scope & Sequence/Meeting Dates	19
Advisory Team & Meeting Dates	20
Candidate Self Assessment	21
Assignment & Pairing of Leadership Coaches	21
Administrator Candidate & Leadership Coach Recruitment	21
Individualized Coaching	22
Administrator Individualized Learning Plan (AILP) Process	22-24
Online Portfolios & Data Management System	24-25
Late Assignments	25

Provision for an Extended Program in Unexpected Circumstances	25
Provision for an Extended Program for Incomplete CPSEL Plans	26
Program Support & Resources	26
Completion of Program & Recommendation of Credential	27-28
Satisfactory Progress	28
Grievance & Appeals Process/Coach Reassignment Process	29
Tuition	29
Credential Completion	30
Transition Plan	30
Anti-Discrimination Policy	31
Appendix	32-33

## Introduction

At the heart of the Modesto City Schools leadership initiative is the knowledge that the effect of principals is the second most important school level factor influencing student achievement. In fact, leadership has a substantial impact on student achievement (Walters and McNulty, 2007). According to John Hattie, principals who are engaged in instructional leadership “have a major focus on creating a learning climate free of disruption, a system of clear teaching objectives, and high expectations for teachers and students” (Hattie 2012). Site administrators who engage in the work around instructional leadership dramatically increase the learning outcomes for students.

Knowing the high leverage moves an administrator must make to support optimal student achievement is in itself not enough. According to *Strengths Based Leadership*, Tom Rath explains three key findings emerge for the most influential leaders; 1)The most effective leaders are always interested in strengths. 2)The most effective leaders surround themselves with the right people and maximize their team 3) The most effective leaders understand their followers' needs (2008).

Recognizing the importance of supporting Modesto City Schools administrators to work in the most effective manner, the district provides a series of pathways to support the continued development of our administrators. Modesto City Schools is excited to offer a robust Clear Administrative Services Credential Induction Program focused on training and retaining a workforce of highly developed professionals who have been well trained in the California Professional Standards of Educational Leaders (CPSEL).

Modesto City Schools (MCS) welcomes candidates to our program which will enable them to earn their Clear Administrative Services Credential. This handbook will provide candidates with the information to apply, attend, and successfully complete the program.

## Mission and Vision Statement

### **Mission Statement Modesto City Schools**

We provide rigorous, relevant, and diverse educational programs that engage and motivate all students to reach their individual potential by:

- Providing a safe and welcoming learning and working environment.
- Ensuring all students have access to the highest quality instruction and learning conditions, and graduate, college and career ready.
- Creating a culture of high expectations for all students and employees.
- Supporting our staff in making data-driven decisions that are in the best interest of students.
- Encouraging trust through open, honest and ongoing communication across all members of our school community.

### **Vision Statement Modesto City Schools**

Every student graduates with the skills, knowledge, and character traits essential to thrive and contribute to society.

### **Vision Statement Clear Administrative Services Credential Induction Program**

The program builds upon Administrators' university preparation program to help successfully streamline the transition between their university and MCS school leadership while building habits of mind for effective school leaders through a robust mentoring system and an individualized learning plan.

### **Administrator Induction Program**

The program is designed to support new administrators to develop and build on their skills in management and instructional leadership along with communicating a shared vision while developing a positive district culture and building relationships with colleagues. Specifically, the focus of the program will be centered around the California Professional Standards for Educational Leaders (CPSEL).

## **Program Staff**

### **Program Lead:**

Senior Director, School Leadership

Laurie Hulin

[hulin.l@monet.k12.ca.us](mailto:hulin.l@monet.k12.ca.us)

209.492-4656

### **Support Staff:**

Associate Superintendent of Educational Leadership

Brad Goudeau

[goudeau.b@monet.k12.ca.us](mailto:goudeau.b@monet.k12.ca.us)

209.492.3411

Assistant Superintendent of School Leadership

Dr. Heather Contreras

[contreras.c@monet.k12.ca.us](mailto:contreras.c@monet.k12.ca.us)

209.492.3451

Associate Superintendent of Curriculum Instruction & Professional Development

Mike Rich

[rich.m@monet.k12.ca.us](mailto:rich.m@monet.k12.ca.us)

209.574.1502

Senior Director of Curriculum Instruction & Professional Development

Ernesto Calderon

[calderon.e@monet.k12.ca.us](mailto:calderon.e@monet.k12.ca.us)

209.574.1502

Senior Director of Human Resources

Michele Gutierrez

[gutierrez.m@monet.k12.ca.us](mailto:gutierrez.m@monet.k12.ca.us)

209.574.1606

## Consultants & Collaborators

Recognizing the importance of supporting Modesto City Schools administrators to work in the most effective manner, we have consulted with a variety of education partners to support us in the development of the Clear Administrative Services Credential Induction Program in addition to seeking input from our Induction Leadership Team. Modesto City Schools has an ongoing partnership with staff from CSU, Stanislaus. Dr. Oddmund Myhre serves on the Superintendent's Community Advisory Council and the LCAP Advisory Group. Dr. Anthony Johnson will serve on the Administrative Advisory Team to review data and strengthen the program. Modesto City Schools has an MOU with ACSA for the CNET Coaching and ongoing ACSA Leadership Coach training. Senior Director, School Leadership Laurie Hulin is registered to participate in the local program consortium to remain current and collaborate with other districts to continually reflect and refine the program.

In addition to the leadership team, the following professionals have given input on the development of the program:

MCS has a MOU from ACSA to provide initial and ongoing CNET, Leadership Coach Training to Administrators who apply to be coaches. The Assistant Superintendent of Educational Services with ACSA has also served as a consultant with our program design.

Senior Director, School Leadership Laurie Hulin will attend several collaborative groups related to both teacher induction (North Valley Collaborative and Cluster meetings) and CASC (Local Program Consortium).

Within Modesto City Schools three departments collaborate weekly, School Leadership, Assessment and Evaluation and Curriculum Instruction & Professional Development to review data, design and deliver professional development. We also have a Leadership Advisory Team for Induction that helps strengthen our teacher induction program as well as helped design the CASC program.

Once the program is established, Senior Director, School Leadership Laurie Hulin will meet with an Advisory Team. The Advisory Team is a required and valued element of the CASC program. The purpose of the Advisory Team is to ensure ongoing and systematic collaboration between colleagues in the P-12 setting with college and university members to improve educator preparation. See meeting schedule and sample agenda on page 22.

Leadership Advisory Team - Collaborators				
Name	Position	Department	Email	Phone number
Mark Herbst	Associate Superintendent	Student Support Services	herbst.m@monet.k12.ca.us	209-492.5113
Mike Henderson	Associate Superintendent	Human Resources	henderson.m@monet.k12.ca.us	209.574.1606
Dr. Oddmunch Myhre	Dean of College of Education, Kinesiology, and Social Work	CSU, Stanislaus	omyhre@csustan.edu	
Dr. John Borba	Chair of Advanced Studies in Education	CSU, Stanislaus	jborba1@scustan.edu	
Dr. Anthony Johnson	Associate Professor of the School Administration at CSU Stanislaus	CSU, Stanislaus	ajohnson57@csustan.edu	
Tracy Robinson	Senior Director Educational Services with ACSA	ACSA	trobinson@acsa.org	916.329.3837
Julia Cash	Credential Coordinator	ACSA	jcash@acsa.org	916.607.7895



## Program Overview

The Clear Administrative Services Credential Induction Program allows Modesto City Schools to build on the work of the MCS Principal Pipeline, provide two years of coaching support to administrators and invest in the administrators who are current in district philosophy and practice.

Administrative Candidates enrolled in the Modesto City Schools Clear Administrative Services Credential Induction Program will be enrolled for two consecutive years. Administrative Candidates will build their leadership and management skills related to the California Professional Standards for Educational Leadership (CPSEL). Candidates will reflect on their practice at the start of the program in a [Self-Reflection of the CPSEL](#). An Administrative Individual Learning Plan (AILP) & Coach Feedback Form, comprising a focus plan on the CPSELs (three for year one and three for year two), will be created based on the findings from the self assessment. It will include Leadership Learning Goals that are built around need and work context that candidates will be expected to meet over the course of the program.

Prior to certifying that Administrative Candidates have completed program requirements, a culminating assessment will be conducted based on general program expectations and the Leadership Learning Goals identified in the Administrative Individual Learning Plan (AILP) of Candidates. The Program Director and Leadership Coaches will verify that candidates have met the Leadership Learning Goals in the AILP and have reached a level of administrative competence appropriate to merit recommendation for the Clear Administrative Services Credential.

## Overview of the Clear Administrative Services Credential Induction Program

A brochure on Modesto City Schools Clear Administrative Services Credential Induction Program is provided to all newly hired administrators during their onboarding process through Human Resources.

**Eligibility Criteria:** *Enrolling candidates must:*

1. Hold a Preliminary Administrative Credential AND be employed in a position requiring an administrative credential.
2. Provide verification of employment. The Employing Agency must verify employment in a position requiring an administrative credential.

**Application Process:** *Enrolling candidates must submit:*

1. Completed Application Form
2. Resume
3. Letter of Interest

The Clear Administrative Services Credential Induction Program encourages and supports the development of the following professional behaviors:

- Meeting with the assigned ACSA trained Leadership Coach on a regular basis;
- Working on goals identified on the Administrator Individual Development Plan;
- Completing all assignments, professional development, and program requirements on time including all program assessments and evaluations;
- Successfully delivering an exit interview to document competency with the CPSEL

## Candidate Recruitment & Support

In order to attract a pool of diverse individuals, Modesto City Schools' Human Resources Department purposefully casts a large net to attract administrative candidates including, but not limited to:

- Ensuring that job postings are shared using several avenues
  - Edjoin.org
  - Social Media (e.g. LinkedIn)
  - Professional Job Boards (e.g. indeed.com, glassdoor.com)
- Created an objective, structured, and merit-based interview process that minimizes the effects of bias to ensure that only the most qualified individuals are considered for administrative positions.
- Increased our relationships with colleges and universities in the local area and those whose demographics are similar to Modesto City Schools, creating talent pipelines from the following universities:
  - UC Merced
  - Sacramento State
  - Fresno State
  - CSU, East Bay
  - University of the Pacific
  - CSU, Bakersfield
  - CSU, Stanislaus
- Modesto City Schools has developed a community advisory group to advise on diversity practices. We continue to cultivate relationships with local diversity groups, (NAACP, Hispanic Chamber of Commerce), to share job opportunities and pathways to employment and increase recruitment opportunities.

## **Requirements for Coaches**

In order to pair candidates with a coach who will meet their individual needs, MCS seeks to recruit a diverse group of coaches. Each year we offer administrators an opportunity to apply for a Leadership Coach position. ([flier](#))

Leadership Coaches must meet Program qualifications:

- Be an experienced administrator with 4+ years of experience
- Successfully complete the ACSA CNET training
- Attend fall and winter ACSA Leadership Coach meetings
- Perform required support activities to Administrative Candidates
- Complete application process
- Receive endorsement from their current supervisor

## **Program Requirements**

The Modesto City Schools Clear Administrative Services Credential Induction Program curriculum is based on the California Standards for Education Leaders (CPSEL) and the Principal Pipeline.

### **Program Requirements**

1. Program Orientation
2. Complete Self Assessment on CPSEL
3. Actively participate in monthly coaching
4. Participate in the Final Exit Interview on candidate's competencies
5. Participate in professional development opportunities offered by the district related to individual goals and CPSELs
6. Completion of a Mid-program and End-of-Program Evaluation

### **Exit Interview**

1. The exit interview is coordinated by the Program Director. Clear Credential candidates are charged with demonstrating accomplished levels of competence as measured by the CPSELs.
2. The Exit Interview is a presentation at the conclusion of the program to a Review Panel made up of a Program Director, Assistant Superintendent of School Leadership and Leadership Coaches. A rubric, developed for this purpose, will be used to assess candidate competence. Panel members will ask clarifying questions.

## **Application Process**

All new administrators to Modesto City Schools, enroll in Modesto City Schools Principal Pipeline Institute. This is a year-long leadership program designed to introduce new administrators to the culture, policies and procedures of Modesto City Schools. These meetings are facilitated by the Assistant Superintendent of School Leadership. Administrators who are new to the profession are paired with a Coach that supports them through their first year. During the April meeting of Principal's Pipeline, the Senior Director, School Leadership Laurie Hulin will provide an orientation of the Clear Administrative Services Credential Induction Program. Candidates will receive a brochure on Modesto City Schools Clear Administrative Services Credential Induction Program and a link to an application.

## **Enrollment Assistance**

1. An orientation will be held prior to the beginning of the program.
2. The program handbook providing details about the program requirements, Exit Interview and other information will be provided to candidates.
3. The Program Director and assigned Leadership Coach are available to assist candidates from the point of enrollment to satisfactory demonstration of candidate competencies and program requirement completion. Program Director, Laurie Hulin can be reached at (209) 492-4656 or via email at [hulin.l@monet.k12.ca.us](mailto:hulin.l@monet.k12.ca.us).

## **Program Timeline**

### **Month One and Two (September-October)**

- Complete and submit application
- Program Director reviews applications and verifies credential and experience
- Administrator Candidates attend Administrative Induction Orientation
- Administrator Candidate meets with Program Director for advisement
- Leadership Coach is assigned to the Administrator Candidate
- Administrator Candidate and Leadership Coach meet to discuss current responsibilities, prepare for their work together, build rapport and trust
- Administrator Candidate completes the Self-Reflection on the CPSEL Form
- Administrator Candidate completes CPSEL Self Assessment Form which helps create the AILP
- Administrator Candidate and Leadership Coach meet to review the Self-Reflection on the CPSEL Form and then complete the AILP for three CPSELs selected for year one
- Administrator Candidate signs MOU

### **Month Three through Month Five (November - January)**

- Administrator Candidate receives coaching on site
- Administrator Candidate begins to work on the goals of the AILP
- Administrator Candidate attends Administrator Induction Meetings
- Administrator Candidate participates in professional development offered by Modesto City Schools' Curriculum & Instruction/Professional Development Department to address the goals in the AILP
- Administrator Candidate regularly meets with Leadership Coach to monitor candidate competency
- Mid-Year Feedback

### **Month Six through Month Twelve\* (February-June)**

- Administrator Candidate meets with Leadership Coach to update/refine AILP as needed
- Administrator Candidate continues to receive on site coaching
- Administrator Candidate attends Administrator Induction Meetings

- Administrator Candidate continue to participate in professional development offered by Modesto City Schools' Curriculum & Instruction/Professional Development Department to address the goals in the AILP
- Completes Self-Reflection of CPSEL
- Completes reflective essay summary and benchmark assessment
- Completes surveys as needed
- Program Director meets with Leadership Coaches for updates and program evaluation mid-year and end-of year
- Program Director completes Candidate End of Year Mentor Feedback
- Administrator Candidates complete End of Year Survey
- At year end, Leadership Coach and Administrator Candidate revise/refine AILP for the next year based on current needs
- Program Director ensures candidate portfolio is complete
- Program Director meets with advisory team to evaluate and improve program
- Program Director meets with Leadership Coaches to review documentation and Administrator Candidate progress

#### **Month Thirteen through Month Twenty-Two\* (July-April)**

- Administrator Candidate continues to receive on site coaching
- Administrator Candidate attends Administrator Induction Meetings
- Administrator Candidate continues to participate in professional development offered by Modesto City Schools' Curriculum & Instruction/Professional Development Department to address the goals in the AILP
- Administrator Candidate and Leadership Coach complete the AILP for the three CPSELs that were not selected the previous year
- Complete mid-year feedback assessment
- Administrator Candidate signs MOU
- Administrator Candidate completes surveys as needed
- Administrator Candidate and Leadership Coach revise/refine AILP as needed to complete the program
- Administrator Candidate and Leadership Coach prepare for Exit Interview to evidence candidate competency
- Program Director continues to meet with Administrative Candidates and Leadership Coaches to monitor progress

- Program Director meets with advisory team to monitor and improve program
- Administrator Candidate finalizes their portfolio and submits to Program Director

### **Month Twenty-Three through Month Twenty-Four\* (May-June)**

- Administrator Candidate, Leadership Coaches and district representatives participate in Exit Interview
- Leadership Coach and Administrator Candidate complete program evaluation
- Administrator Candidates completes end of year survey
- Program Director determines candidate's eligibility for acquisition of Clear Administrative Services Credential and Human Resources Credential Analyst submit documents to the Commission for Clear Administrator Credential

### **Description of Program Components (ACSA CPSEL)**

Listed below are the standards around which Candidates will self-assess and will create six Individualized Induction Plan (IIP) CPSEL Focus Plans (three per year).

#### **California Professional Standards for Educational Leaders (CPSEL) Overview**

- **CPSEL 1: Development and Implementation of Shared Vision** Education Leaders facilitate the development and implementation of a shared vision of learning and growth of all students.
  - Element 1A: Student-Centered Vision
    - Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.
  - Element 1B: Student-Centered Vision
    - Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.
  - Element 1C: Vision Planning and Implementation
    - Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.
- **CPSEL 2: Instructional Leadership** Education leaders shape a collaborative culture of teaching and learning, informed by professional standards and focused on student and professional growth.
  - Element 2A: Professional Learning Culture



- Leaders promote a culture in which staff engage in individual and collective professional learning that results in their continuous improvement and high performance.
- o Element 2B: Curriculum and Instruction
  - Leaders guide and support implementation of standards-based instruction, and assessments that address student expectations and outcomes.
- o Element 2C: Assessment and Accountability
  - Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes, and student learning.
- **CPSEL 3: Management and Operations** Education leaders manage the organization to cultivate a safe and productive learning and working environment.
  - o Element 3A: Operations and Facilities
    - Leaders provide and oversee a functional, safe, and clean learning environment.
  - o Element 3B: Plans and Procedures
    - Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.
  - o Element 3C: Climate
    - Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.
  - o Element 3D: Fiscal and Human Resources
    - Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.
- **CPSEL 4: Family and Community Engagement** Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.
  - o Element 4A: Parent and Family Engagement
    - Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.
  - o Element 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.

- o Element 4C: Community Resources and Services
    - Leaders leverage and integrate community resources and services to meet the varied needs of all students.
- **CPSEL 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.
  - o Element 5A: Reflective Practice
    - Leaders act upon a personal code of ethics that requires continuous reflection and learning.
  - o Element 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.
  - o Element 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.
- **CPSEL 6: External Content and Policy:** Education leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices.
  - o Element 6A: Understanding and Communicating Policy
    - Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.
  - o Element 6B: Professional Influence
    - Leaders use their understanding of social, cultural, economic, legal, and political contexts to shape policies that lead to all students graduating ready for college and career.
  - o Element 6C: Policy Engagement
    - Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.

## Scope & Sequence

Administrator Candidate Meetings	Administrator Candidate Meetings
First Year Cohort	Second Year Cohort
Orientation/Overview	Orientation/Overview
CPSEL #2	CPSEL #1
CPSEL #2	CPSEL #1
CPSEL #3	CPSEL #5
CPSEL #3	CPSEL #5
CPSEL #4	CPSEL #6
CPSEL #4	CPSEL #6
Exit Interviews	Exit Interviews

Leadership Coach Meetings
Topic
Orientation/Overview
Attend Administrator Candidate Meeting
ACSA CNET Training
Leadership Coach Meeting
Optional AILP Meeting
ACSA CNET Training
Leadership Coach Meeting
Attend Administrator Candidate Meeting

Advisory Team Meetings		
Date	Time	Topic
September	9:00AM - 10:00AM	Data Review Collaboration Continuous Program Improvement Review of Handbook Outcomes and Next Steps Sample Sign-in Sheet
November	9:00AM - 10:00AM	Data Review Collaboration Continuous Program Improvement Review of Handbook
February	9:00AM - 10:00AM	Data Review Collaboration Continuous Program Improvement Review of Handbook
April	9:00AM - 10:00AM	Data Review Collaboration Continuous Program Improvement Review of Handbook
June	9:00AM - 10:00AM	Year in Review

## Candidate Self Assessment

The Candidate self assessment is built around the six *California Professional Standards for Educational Leaders (CPSEL)*. This assessment provides an opportunity for Administrative Candidates to [self-assess](#) based on current job responsibilities and challenges, and perceived personal strengths and weaknesses. Administrative Candidates will create a portfolio aligned to their goals and action plans; within their portfolio, self assessments are used to monitor progress in the CPSELs. For development of practice, when the Administrator Candidate and Leadership Coach meet, they will reference back to the self assessments in order for the Leadership Coach to provide the level of support needed in order to be successful in their current assignment.

## Assignment & Pairing of Leadership Coaches

Leadership Coaches and Administrator Candidates are generally matched within two weeks of acceptance into the program. Leadership Coaches will not be assigned to Administrative Candidates with whom they supervise and evaluate.

Senior Director, School Leadership Laurie Hulin will consult with each Administrative Candidate to identify strengths and areas for growth. Leadership Coaches will be matched based on Administrative Candidates:

- Position
- Setting
- Population
- Programs
- Other

## Administrator Candidate & Leadership Coach Recruitment

Each Administrator Candidate and Leadership Coach will sign a Letter of Commitment indicating their understanding of the program requirements. This Letter of Commitment will be completed at the Program Orientation. Leadership Coaches will be compensated at \$2,500 per year for each candidate they mentor. Ideally, this

mentorship pairing will begin during the New Administrator Principal Pipeline and continue throughout the Clear Administrative Services Credential Induction Program.

## **Individualized Coaching**

Administrator Candidates will be supported throughout the two year program by certified coaches. Coaching includes support in creating goals and action plans, 1:1 confidential on-site meetings, and “just in time” support; the candidates receive at least 40 hours of coaching per year.

## **Administrator Individualized Learning Plan (AILP) Process**

A two-year Administrator [Individual Learning Plan](#) will consist of six goals focused on the CPSELs, three goals per year. Each goal will include:

- Initial CPSEL Leadership Learning Goal with measurable action steps
- Identification of coach support needed to accomplish each goal
- Mid year review of progress, reflection and revision of actions
- Completion with evaluation and feedback from coach

**Year 1:** During the first year of the Program, Administrator Candidates and their Leadership Coach will select three CPSEL and create a goal based on the results from the initial Candidate Self-Assessment and with input from the Candidates District Supervisor and program representative. The three CPSEL Goals in Year 1 will be developed around those skills that are in greatest need and that have the highest relationship with the work context of the Administrator Candidate. The AILP will become part of each candidate’s e-Portfolio.

**The AILP include:**

### **Leadership Learning Goal:**

1. Administrator Candidates with support of the Leadership Coach are asked to select activities that will support their learning and implementation of learning, and additionally determine what type of assistance they will need from their Leadership Coach.
2. AILP is shared and submitted electronically to the Administrator of Special Projects, Induction for approval.
3. The Candidate will also share their plan and procure a signature from their District Supervisor for approval.

### **Review of the CPSEL Goal and Possible Revisions**

1. Administrator Candidates are given a formal opportunity to review and revise their CPSEL Goal as necessary to meet their needs or address changes in work context.
2. The AILP Review and Revision Meeting will occur in December. This is a formal opportunity to make changes to the Plan with input and support from the Leadership Coach.
3. Administrator Candidates also have the option to review their AILP and make changes at any point in the Program to provide the flexibility to reflect on their leadership practices.
4. The Administrator Candidate, Leadership Coach, District Supervisor and Program Director must review and approve any changes to the CPSEL AILP.

### **Completion of CPSEL- Reflection on the Learning**

Administrator Candidates must complete a minimum of 15 hours per CPSEL on their AILP to include but not limited to:

1. 6 hours minimum of professional development: workshops, readings, webinar, etc.
2. Weekly face-to-face site based coaching on the AILP
3. Leadership Coach and Administrator Candidate must document the hours spent on each CPSEL Goal within the [CASC Collaboration Log](#)

### **Verifications**

1. The Leadership Coach will be required to describe to what extent the Administrator Candidate has completed the activities and successfully met the developmental objectives of each CPSEL through the AILP goal.
2. The Program has established a minimum rating of Effective on each CPSEL as one measure of Administrator Candidate competence.
3. The Leadership Coach will be required to describe the growth made by the Administrator Candidate through reflective discussions, observations, and activities focused on each CPSEL Goal.
4. Administrator Candidates, Leadership Coaches, and Program Director must verify completion of the AILP and the attainment of competence on the targeted CPSEL.

**Year 2:** The Year 2 process plays off those activities of Year 1

1. During AILP Draft meeting, three AILP CPSEL goals are created around the developmental objectives that Administrator Candidates will be expected to meet during Year 2 of the Program. Administrator Candidates return to the results of the Candidate Self-Assessment and work collaboratively with their Leadership Coach to create three CPSEL Goals not formally addressed in Year 1.
2. Administrator Candidates who wish to revisit or did not make adequate growth on their developmental objectives from any of their Year 1 AILP Goals will go through the revision process as stated above. Therefore, an Administrator Candidate may have more than three CPSEL on which to focus during Year 2.
3. A formal opportunity is provided to Administrator Candidates and Leadership Coaches during the AILP Mid-year Review and Revision meeting to revise the CPSEL Goals, if needed and to monitor progress against the goal.
4. If Administrator Candidates have not completed the work established within all six CPSEL goals and demonstrated competence as described above, Administrator Candidates must return for a third year of the Program.

## **Online Portfolio and Data Management System**

The online Data Management System houses all Program information for the Program. The components of the system are described below:

E-portfolios will be a shared folder between the Administrator Candidate, Leadership Coach, Senior Director, School Leadership Laurie Hulin in CIPD.

### **Records shared in Candidate and Program E-portfolio will include:**

- Candidate Application
- Administrative Candidate Letter of Commitment
- Administrative Candidate's Self-Assessment
- Administrative Candidate's AILP
- Administrative Candidates's Description of Practice
- Monthly Collaboration Logs
- Evaluation Survey for Coach

**E-program Docs** are in the "public domain" and can be accessed but not uploaded by anyone other than Program Staff. This repository houses:

- Program policies and procedures
- Program Handbook



- Meeting Schedules and Important Dates
- West Ed California Professional Standards for Educational Leaders (Standards, Elements and Example Indicators)
- Presentations from meetings

**E-program Management** will house records that only the Program Director and Staff may access and includes:

1. Leadership Coach files that include:
  - a. Total number of coaches in the pool
  - b. Completed Coach applications, Resumes, and MOUs
  - c. Coach Training completion records
  - d. Assignments of Candidates to Coaches
2. Administrator Candidate files that include:
  - a. Aggregated records of participating Administrator Candidates: demographics, contact information, etc.
  - b. Progress of Candidates through the Program
  - c. Candidate requests for extension
  - d. Candidates recommended for their Clear Administrative Services Credential

## **Late Assignments**

All program requirements and assignments must be completed on time. Late assignments will impact the timeline of program completion which may result in a program extension.

## **Provision for an Extended Program in Unexpected Circumstances**

The program is designed to be completed within two years. Leadership Coach contracts are written each year that the Leadership Coach is assigned and successfully works with an Administrator Candidate. However, sometimes, due to circumstances outside of the Candidate's control, completion within two years is not possible. Family situations arise, health issues intrude, circumstances change in the job assignment, etc. In those instances, when a Candidate cannot complete the Program within the two consecutive calendar years assumed by the date of entry into the Program, the Candidate must make contact with the Senior Director, School Leadership Laurie Hulin as soon as the inability to complete within two years becomes apparent. In the case of some catastrophic obstacle in the life of a Candidate, Senior Director, School

Leadership Laurie Hulin will consult with the Administrator Candidate and the Leadership Coach to create a new time frame for the Administrator Candidate. If at all possible, assuming the partnership between Candidate and Coach is a positive, well-functioning working relationship, the Leadership Coach will be reassigned to resume work with the Administrator Candidate when circumstances warrant a restart of the Program. Administrator Candidates will fill out a [Request for Extension form](#) and submit to the Senior Director, School Leadership Laurie Hulin.

## **Provision for an Extended Program for Incomplete CPSEL Plans**

In the instance when the Administrator Candidate just did not fulfill the activities outlined in the AILP, or if the Candidate has not yet been able to demonstrate competence and when the Candidate has been in a working relationship with the Leadership Coach for the full two years of the program, then that Candidate will continue in the program a third year or more, if needed. Administrator Candidates will fill out a [Request for Extension form](#) and submit to the Senior Director, School Leadership Laurie Hulin.

## **Program Support and Resources**

The program wishes to support candidates through a variety of means as they develop their AILP. These support structures include:

- Clear Administrative Services Credential Induction Handbook
- Induction Website: The Modesto City Schools Clear Administrative Services Credential (CASC) Induction Program website  
<https://sites.google.com/monet.k12.ca.us/cascipr/home> is available for candidates and Leadership coaches. The website contains information related to a variety of topics including, but not limited to: Initial Program Review, Preconditions, Program Common Standards, and the MCS Clear Administrative Services Handbook.
- Program Director: Administrator Candidates may contact the Program Director at any time during the two-year program via email or phone to discuss concerns of any nature related to the program, seek additional information, etc.

Laurie Hulin

Senior Director, School Leadership

[hulin.l@monet.k12.ca.us](mailto:hulin.l@monet.k12.ca.us)

## **Completion of Program and Recommendation of Credential**

Modesto City Schools (MCS) has a planned process for verifying completion and the recommendation for the Clear Administrative Service Credential (CASC). Only those administrators who meet all requirements, and have completed a minimum of two years of successful experience in a full-time administrative position, are recommended for a clear credential. Induction maintains a database to verify each preliminary credential holder's participation in the CASC program. This database includes verification of all submissions including implementation and submission of the Administrator Individual Learning Plan (AILP). The database is updated throughout the school year.

Each CASC candidate submits requirements through a shared Google drive and attends an end of the year Exit Interview. The intention of the Exit Interview is for candidates to explain how they increased their understanding and use of the CPSELs and met their learning plan growth goals.

The Senior Director, School Leadership of CIPD:

- makes the professional clear credential recommendation by completing a Verification of Completion form and hand delivers the documents to the MCS credential analysts.
- MCS credential analysts make the recommendation for a clear credential through the Commission's website.

**The MCS Induction program only recommends quality candidates for a clear credential.** The foundational components support candidate growth and are documented over time.

1. Self-Assessment of the CPSELs
2. Administrator Individual Development Plan
3. California Professional standards for Education Leaders (CPSEL) – The expectation is that candidates, at a minimum, meet standard practice on all components of the CPSELs.
4. Robust Mentoring System
5. Mid and End of year Evaluations by Coach
6. Reflective Essay Summative Review

The CASC program verifies that candidates satisfactorily complete program activities and requirements.

**Documented Evidence:**

- Monthly collaboration time logs signed by Leadership Coach and Administrator Candidate
- Portfolio reviews
- Leadership Coach Observations
- Attendance at seminars and professional development
- Growth in the AILP and all CPSELs

Prior to recommending a Clear Credential, the induction program verifies that each candidate satisfactorily completes program requirements.

**Satisfactory Progress**

- It is the responsibility of the Clear Administrative Services Credential Induction Program staff to provide ongoing feedback to each candidate regarding candidate competence.
- It is the responsibility of each coach and the Senior Director, School Leadership to provide feedback to the candidate as to his/her satisfactory completion of requirements. This includes, but not limited to, assessment, coaching, and all other assignments and goals associated with the candidate's Individualized Development Plan.
- All competencies and requirements have been identified for the Clear Administrative Services Program and must be met to be recommended for the Clear Administrative Credential. It is the responsibility of each Leadership Coach and Program Director to assess the performance and provide written feedback to the candidate regarding candidate competence. Should the candidate not meet program standards and requirements, the candidate may need to extend their program completion.
- All work must be submitted on, or prior to, the designated due date, unless a candidate has extenuating circumstances and has discussed the issue with the Program Director.

## **Grievance & Appeals Process/Coach Reassignment Process**

Should a candidate question prerequisites for program participation, program requirements, participation hours, special needs provision, anti-discrimination policy, program extension request rationale, demonstrating candidate competencies and/or denial of Clear Administrative Services Credential, the following process will be implemented:

1. The candidate will submit his/her concern in writing to the Program Director.
2. Following review of the concern, the Program Director will meet with the candidate to discuss the concern and attempt to resolve the presented issue(s) within two weeks.
3. In the event that a satisfactory resolution cannot be reached, the Program Director will schedule a meeting with the Program Administrative team, who will review the concern, the proposed resolution, and make the final decision regarding the grievance.
4. The decision of the Clear Administrative Services Credential Team will be final, and will be forwarded in writing within seven (7) days following the team meeting to the candidate.

## **Tuition**

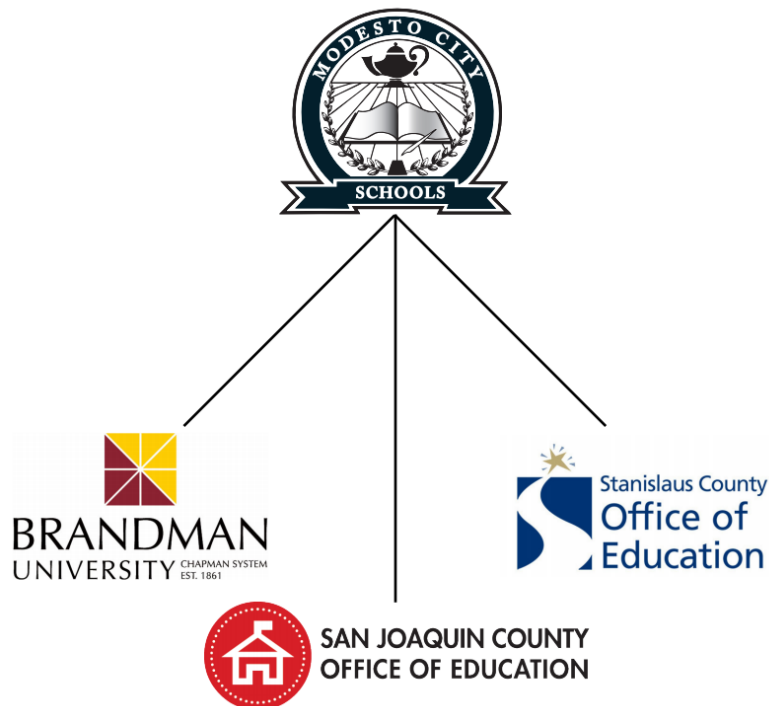
Tuition for participating in the two-year Clear Administrative Services Credential Induction Program in Modesto City Schools will be covered if the candidate holds an administrative position within MCS. Due to the investment in Administrative Candidates through the New Administrator Pipeline and the Clear Administrative Services Credential (CASC) Induction Program, Modesto City Schools expects no less than 3 years to commit to the District. Administrator Candidates may elect to participate in additional professional learning opportunities, including an appropriate course that follows the Principal Pipeline.

## Credential Completion

Upon completion of the Modesto City Schools Clear Administrative Services Credential Induction Program, candidates will have demonstrated candidate competence and program completion requirements approved by the Commission on Teacher Credentialing (CTC). Upon receipt of the required existing documentation, the Modesto City Schools Human Resources Credential Analyst staff will submit the recommendation for the candidate's Clear Administrative Services Credential.

## Transition Plan

In the event that Modesto City Schools needs to close out their CASC program, Senior Director, School Leadership of CIPD will assist candidates to transition to another local CASC program, as shown below. The contact person is the Senior Director, School Leadership Laurie Hulin, and MCS will provide a portfolio review document to assist in the transition to the referred CASC.



## **Anti-Discrimination Policy**

The Modesto City Schools' District and Induction Program does not discriminate on the basis of race, color, national origin, age, religion, political affiliation, gender, mental, or physical disability, sexual orientation, or any other basis protected by federal, state, or local law, ordinance, or regulation, in its educational programs or employment.

No person shall be denied enrollment in the Induction Program solely because of any impairment which is unrelated to the ability to engage in activities involved in the Induction Program at Modesto City Schools.

If questions arise regarding the induction anti-discrimination policy, please call the Modesto City Schools Human Resources Department.

## Appendix

### Sources

Blankenstenin, C. and Noguera, P. (2016). *Excellence Through Equity*. ACSD.

California Commission on Teacher Credentialing (2014). *The California Professional Standards for Educational Leaders*.

IMPACT District of Columbia Public Schools Effectiveness Assessment System for School-Based Personnel. (2013-2014). <https://greatschools.org/washington-dc>.

DeWitt, Peter (2017). *Collaborative Leadership*. Thousand Oaks, CA: Corwin Press

Fullan, M. and Quinn, J. (2016). *Coherence*. Thousand Oaks, CA: Corwin Press

Hattie, John. (2012). *Visible Learning*. Thousand Oaks, CA: Corwin Press

Hattie, John. (2012). *Visible Learning for Teachers*. Thousand Oaks, CA: Corwin Press

Leithwood, K., Karen Louis, Stephen Anderson, Kyla Wahlstrom. (2004). *How Leadership Influences Student Learning*. Minnesota: University of Minnesota Center for Applied Research and Educational Improvement

Kearney, Karen. (2015). *WestEd Moving Leadership Standards Into Everyday Work*. San Francisco, CA: WestEd Publication Center

Knight, Jim. (2018). *The Impact Cycle*. Thousand Oaks, CA: Corwin Press



Marzano, Waters, and McNulty. (2007). *School Leadership That Works*. Alexandria, Virginia. McRel

Rath, Tom. (2008). *Strengths Based Leadership*. New York: Gallup Press

Tschannen-Moran, Megan and Bob. (2020). *Evocative Coaching*. Thousand Oaks, CA: Corwin Press

The Wallace Foundation. (November 2015). *Building Principal Pipelines, A Strategy to Strengthen Education Leadership*. New York: The Wallace Foundation.  
[www.wallacefoundation.org](http://www.wallacefoundation.org)