



School of Education



Clear Administrative Services Credential

2026-2027

School of Education

Point Loma Nazarene University

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Purpose of the School of Education CASC Handbook

The purpose of this handbook is to provide current Clear Administrative Services Credential (CASC) program candidates with the information essential for progress through the program.

The educational leadership faculty is committed to contributing to the success of your educational experience and growth as an educational leader. Consistent with a long history of excellence in education, the faculty also expects that each candidate ultimately recommended for a credential will be a model of professionalism and high-quality leadership and committed to the mission of continually improving the education of K-12 students.

Educators, counselors, and administrators of the future anticipate major changes in professional roles, including the use of instructional technology, teaching methodology, changing demographics and the new research regarding the teaching and learning process. All coursework and class requirements address proficiencies of the California Professional Standards for Educational Leaders (CPSELs).



Vision/Mission

University Mission Statement

To Teach • To Shape • To Send

Point Loma Nazarene University (PLNU) exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

School of Education Mission Statement

Equip • Transform • Empower

PLNU School of Education is a vital Christian learning community that exists to develop high-performing, reflective educators of noble character who impact the lives of learners to influence the broader community.

School of Education Vision

We strive to equip by inspiring and preparing our candidates to be **servant leaders** who serve collaboratively and effectively with professional excellence, honesty, integrity, and sensitivity.

We seek to transform our candidates' ways of thinking and being to embrace the positive power of **diversity** and become advocates for **universal social justice** within their classrooms, schools, districts, and communities.

We work to empower our candidates by helping them to become reflective educational practitioners who engage in ongoing **scholarly**, professional, personal, and spiritual growth and serve effectively as research-based transformational leaders within their classrooms, schools, districts, and communities.

Program Philosophy

The PLNU Educational Leadership program is composed of faculty and staff who approach educational theories and practices from a Christ-centered foundation. Grace, truth, and holiness are central tenets of our Wesleyan tradition. Individually and collectively, we seek daily guidance and strength to pursue our goals with the full understanding that our spirituality is not something we leave behind as we teach, but is totally integrated into, and the basis of, all our behaviors.

1. We believe that the world can be radically changed and brought to the Kingdom of God through graduates from Point Loma Nazarene University. We follow a model of servant leadership, as evidenced in the life of Jesus Christ. We intend to educate each candidate who comes to us to view his or her career as a calling.
2. We are challenged and intrigued by the fact that California is culturally more a microcosm of the whole world than it is a microcosm of the United States. In light of California's cultural complexity, we believe that our candidates need to refine their listening and observational skills, develop genuine empathy for others, and establish relationships with district mentors who can serve as cultural guides. We

believe that each one of us holds a piece of the puzzle that none of us could assemble alone.

3. We believe that academic rigor for our future educators is imperative. Of supreme importance is that our candidates develop strong reading, thinking, listening, speaking, math, research, technological, writing, and interpersonal skills as they learn their particular areas of study. Our faculty recognizes the importance of staying current and at the forefront of educational practices that are based on sound research and we are committed to continuously increasing our own technological and research skills. Through our own effective modeling of all that we advocate, we intend to maintain academic relevance and rigor.
4. We teach our candidates to view not just each child, but also each parent, staff, faculty member, and community member as a special human being of great worth. We ask our candidates to see beyond their respective classrooms to their role as community representatives and to work to bring about the necessary changes so that our society truly lives out its rhetoric that "All...are created equal."
5. We are intentional about supporting our candidates in developing skills to guide and support others to become the ethical and moral people God wants them to be. For our candidates who will become administrators, we help them view the role of leader as that of a humble servant. We urge our candidates who will be educators to commit their hearts and minds and souls to the work before them in a spirit that demonstrates that they understand the value of each person with whom they will work.
6. We are purposeful about creating an environment in which candidates will delve deeply to arrive at creative solutions to the complex problems that will face them in the current century. Our candidates hear about the love of Jesus Christ, the grace so freely given, and the personal commitment necessary to live so that their faith, their calling, and their behaviors are in concert.
7. We are purposeful about empowering and equipping equity minded administrators who understand that inequities exist and are devoted to disrupting these inequities to develop inclusive communities, and culturally responsive educators. Our candidates participate in equity applications in every course toward reflection and personal growth as an equitable leader.

Spiritual Goals for Graduate Programs

1. To model the Christian life and live out the claims of the Gospel for our students through distinctly Christian faculty – both full-time and adjunct.
2. To provide regular opportunities for spiritual nurture and growth for both students and faculty.
3. To integrate within each academic program (where appropriate) curricular activities and assignments that emphasize and reinforce Christian values and our Wesleyan heritage.

4. To provide both counsel in times of crisis and ongoing spiritual support.
5. To provide opportunities to live out the call to holiness through service.

General and Progression Policies

Candidate Policies

Policies for CASC candidates regarding admission, progression, retention, dismissal, graduation, and rights and responsibilities are published in the PLNU academic catalog, located at www.pointloma.edu.

In addition to these policies, candidates must meet all requirements for credentialing as outlined by the California Commission on Teaching Credentialing (CTC) and the California Education Code. Candidates of PLNU meet all accreditation standards for the Western Association of Schools and Colleges (WASC).

Progression Policies

Grades

Progression in the program is contingent upon successful completion of all required courses at the previous level. The candidate must receive a passing grade of "C" or above in each graded course and a grade of "Credit" in any courses designated credit/no credit". Theory courses and seminars are graded with letter grades (A, B, C, D, F). Each course syllabus contains the competencies required for successful completion of the course. An unsatisfactory (C- or lower or "co credit") grade in any course will necessitate the repetition of the course.

It is important for candidates to have frequent contact with their advisors/student success advisors (SSA) throughout their enrollment at PLNU (at least once per semester). Dropping a course may impede progress in the program and may also alter a candidate's financial aid. **Candidates must contact their assigned advisor/SSA either in person, by telephone, by zoom, or by e-mail to discuss any changes to their academic schedule.**

Registration

Candidates who have completed registration clearance and been cleared to register by Friday before the first week of a quad must register for SOE courses on or before the Sunday before the start of the first week of a quad and/or a semester. To ensure a smooth registration process and seat availability in courses, candidates should complete registration clearance and course registration prior to the priority registration deadline. Exceptions to this deadline will only be considered if candidates have extenuating circumstances beyond their control. If a candidate registers for a course(s) past this deadline or for a course for which they have not been approved to register, they will be administratively withdrawn from the course(s).

Candidates must hold a valid Preliminary Clear Administrative Services credential in order to be cleared for registration. Candidates whose PASC expires during their program will be required to submit documentation showing proof of submitting an extension application to the CTC and may be stopped from continuing in their program until an extension has been granted.

Candidates who do not submit their fieldwork pre-requisite documents by the published prerequisite deadlines will be de-enrolled from their fieldwork course(s) and unable to proceed into fieldwork. Candidates who submit their fieldwork prerequisite documents by the published deadlines but fail to enroll in their fieldwork course(s) by the same deadline will be unable to proceed into fieldwork.

Withdrawals

Candidates may drop a course within the first week of the quad or within the first two weeks of a semester, in accordance with university policy. Candidates may also withdraw from a course prior to completion of 60% of the total course duration, in accordance with university policy. Dropping a course during any of these timeframes may have financial ramifications, and candidates are expected to speak to their One-Stop Financial Counselor to determine the financial outcome of a drop or withdrawal.

Repeated course drops or withdrawals will prompt a review of the candidate's academic progress by the School of Education and may require a meeting with the Program Director before proceeding further in the program. In response to repeated course drops or withdrawals, the School of Education reserves the right to administratively revise a candidate's Academic Plan without the candidate's input. The revisions include, but are not limited to, rescheduling the course, requiring a lighter course load, and/or extending the expected program completion timeline. Either of these actions may result in dismissal from the program.

Candidates are expected to demonstrate satisfactory academic progress toward completion of the program. Failure to maintain adequate academic progress may result in probationary action or dismissal from the program.

Admission to the University/Program Admission Requirements

All graduate-level university admissions requirements and:

- Possession of a valid California Preliminary Services Administrative Credential
- Employment as school administrator in California

Early Completion Option (ECO)

The Early Completion Option (ECO) is designed for experienced school administrators who seek to earn their Clear Administrative Services credential. This option is designed for candidates who have demonstrated a high level of competency and effectiveness in educational leadership.

Eligibility Criteria

To qualify for the ECO, candidates must meet the following requirements:

1. **Experience:** A minimum of two to three years of successful experience in an administrative role within a school or district.

2. **Demonstrated Effectiveness:** Evidence of effective leadership and positive impact on school improvement and student achievement, supported by performance evaluations, data, and letters of recommendation.
3. **California Credentials:** Hold a valid California Preliminary Administrative Services credential and a valid prerequisite California clear credential or license.
4. **Professional Competency:** Demonstrated proficiency in the California Professional Standards for Educational Leaders (CPSEL) or equivalent standards through prior work experience and achievements.

Application Process

Candidates interested in pursuing the ECO must submit an application that includes:

1. **Professional Resume or CV:** Detailing educational background, administrative experience, and leadership accomplishments.
2. **Personal Statement:** Describing the candidate's motivation for selecting the ECO, leadership philosophy, and career goals.
3. **Letters of Recommendation:** Two to three letters from supervisors or colleagues attesting to the candidate's leadership effectiveness and impact.
4. **Evidence of Leadership Impact:** Documentation of initiatives and programs led by the candidate that resulted in measurable improvements in student outcomes and school performance.
5. **Documentation of Professional Competency:** Documentation reflecting completion of learning activities that meet CPSEL. Must be on official letterhead and provide details regarding the activity completed, including how the competency was demonstrated.

ECO Application Deadline

Candidates must complete and submit the ECO application by 11:59 pm, Monday of Week 4 of the candidate's first quad of coursework. Candidates must complete application resubmissions by 11:59 pm, Monday of Week 5 of the candidate's first quad of coursework. Any applications or resubmissions received after these deadlines will not be considered. No allowance is made for candidates who do not meet these deadlines.

ECO Application Resubmission Policy:

Candidates are allowed a maximum of 2 resubmissions. No allowance is made for resubmissions beyond this maximum. Resubmissions that do not include the requested additional information or substantive revisions will be automatically denied and count towards the 2 allowed resubmissions.

To apply for an ECO, contact the Credential Analyst team at soecredentials@pointloma.edu.

Late Work Policy

The School of Education believes educators must be persons of noble character. Becoming a professional means taking responsibility for your own learning and following through with commitments.

For full credit, all assignments are to be submitted when they are due as posted in Canvas. Assignments submitted from 1-3 days late without an approved extension are assessed a 30% late penalty. Assignments will not be accepted beyond a 72 hour deadline.

SOE instructors expect proactive communication at all times. Below is the process for requesting an extension on an assignment due date.

General Policies:

- Requests should be made via email well before the assignment deadline.
- Requests made more than 3 days after an assignment due date will only be considered if you were unable to communicate during that time.
- Granting an extension and the amount of time given is at the discretion of the instructor.
- If you are given an extension, the work must be completed by the new assignment deadline with a comment referencing the approval of your extension.

Email (via your PLNU student email) requests for an extension should include:

- Your name
- The course name and section
- The name of the assignment and module location
- The reason you are requesting an extension. Please be specific.
- The amount of additional time you need or when you anticipate being able to complete the work.
- Proof of the emergency preventing advance notice of the request, if you are requesting the extension more than three days after the assignment was due.

Acceptable Reasons to Request an Extension:

Personal Medical Emergency: a severe health event that you cannot anticipate.

- Examples include: hospitalization, diagnosis of a life altering condition, broken bone, concussion, COVID/flu diagnosis, a fever over 101 degrees, or severe illness that prevents you from doing daily tasks.
- This does not include routine medical appointments or procedures that were scheduled in advance. In those cases, you are expected to be proactive and complete the work before the due date.

Mental Health Emergency: a severe or life-threatening onset of mental health symptoms that results in you seeking professional treatment and prevents you from doing normal life tasks. If this occurs, please let your instructor know how they can best support you.

Family Emergency: a catastrophe occurring to an immediate or close family member or friend with a sudden or serious illness occurring; a death in the family.

Housing Emergency: an unexpected event that requires you to leave your house or prevents you from accessing your house during the time the assignment was due. This includes events such as a house or complex fire, flooding, evacuation orders, or police blocking access to your immediate neighborhood.

Internet or Power Outage lasting more than 1 hour and occurring during the time the assignment was due. Work must be completed & turned in within 8 hours of service being restored & proof of the outage must be submitted (screenshot of a notification from the provider, community outage report, etc.) for the extension to be granted.

Program Gates

Gate 1: Completion of Initial Coursework and Completion of Appendix A-5

- One (1) PLNU credential unit successfully completed
- Completion of Appendix A-5

If one or more of the above criteria are not satisfied, the candidate will receive an “at-risk” notification letter from the School of Education.

Gate 2: Completion of Additional Coursework, Advancement Criteria, and Full Completion of Appendix A-5

- Two (2) PLNU credential units successfully completed
- Fully meeting all requirements on Appendix A-5

If one or more of the above criteria are not satisfied, the candidate will receive a “stop” notification letter from the School of Education.

If any components of Gate 2 are not satisfied, the candidate may continue to work towards completion of these requirements independently. Upon successful completion of these requirements, the candidate’s student success advisor will review the candidate’s status and determine whether Gate 2 has been met. **As part of the remediation process, the candidate may not register for any further credential coursework until all criteria for Gate 2 have been satisfied.**

Course Sequence and Program Design

Point Loma Nazarene University offers a high quality, individualized Clear Administrative Services Credential (CASC) program designed to facilitate the induction and professional development of beginning administrators and to fulfill the CTC requirements for the CASC. The program is a collaborative endeavor with the candidate, the university coach and site supervisor. The program is coaching based, highly individualized, and offers learning opportunities based on site work expectations, needs, interests and career goals.

The two (2) year Clear Administrative Services Credential program consists of eight (8) units comprised of one-to-one coaching, on-line learning modules and opportunities to interact with colleagues and professors online and in person. Please refer to the [Program Pacing Guide A-11](#) in this handbook for specific course expectations.

Year 1

- GCL 7011: From the Inside Out (Overview of all CPSELs)
- GCL 7012: Management of the Learning Environment (CPSEL 3)
- GCL 7013: Shaping a Culture of Teaching and Learning (CPSEL 2)
- GCL 7014: Family and Community Engagement (CPSEL 4)

Year 2

- GCL 7015: Ethics and Integrity (CPSEL 5)
- GCL 7016: External Context and Policy (CPSEL 6)
- GCL 7017: Development and Implementation of a Shared Vision (CPSEL 1)
- GCL 7018: Educational Leadership Capstone (Choose 1 CPSEL for capstone)

The induction, mentoring and advanced fieldwork components of the program are based on an assessment of the candidate's skills, knowledge, and interests and is individualized to fit the specific needs of each candidate. During the program the candidate has an opportunity to work in a personalized mentoring and coaching relationship, engage in reflection and receive guidance and support while undertaking his/her new leadership role. Candidate job responsibilities and expectations along with the CPSELs provide the basis for the Individual Induction Plan (IIP).

The professional development component of the program is also highly individualized and offers the candidate an opportunity to participate in university-sponsored seminars, courses and/or non-university activities designed to enhance his/her administrative knowledge, skills, and practice.

All CASC candidates should promptly complete registration clearance each semester as instructed by their Student Success Advisor to ensure compliance with the correct course sequence.

Candidate, Coach and University Relationship

The candidate's individualized program of preparation for the Clear Administrative Services Credential is based on an Individualized Induction Plan (IIP) designed by the candidate, a district mentor administrator, and the university coach. The district mentor administrator is selected by the candidate and must meet the standards established by the university for district mentors and be approved by the candidate's employing district. The university coach is assigned by the School of Education. The IIP is based on the candidate's competency assessment of their knowledge, skills and interests related to the CPSELs. The district mentor administrator and the university coach make a commitment to assist the candidate in meeting their identified goals and objectives, engage in reflective study with the candidate, and guide the candidate as they grow professionally as a new administrator.

The district mentor, preferably, is the candidate's supervisor who develops, in collaboration with the candidate and the university coach, the IIP focused on the learning goals of the candidate and their work goals and objectives.

The role of the university coach is to offer coaching, personalized professional development opportunities, professional assessment, and career advisement. The university coach meets in person with the candidate for a minimum of 40 hours per year (80 for the 2 year program) for coaching, observations on site, IIP progress reports of the candidate during the performance of administrative activities, and is available for unscheduled conversations via phone or email.

These coaching hours are designed to support the candidate's development in leadership skills, aligned with the California Professional Standards for Educational Leaders (CPSEL). The specific requirements for coaching hours are as follows:

Required Coach/Candidate Hours			
Task	Hours per log	Number of Quads	Total Hours
Year 1 Logs	9 hours	4	36 hours
Year 2 Logs	9 hours	4	36 hours
Self-Assessment 1st Meeting Last Meeting Course Support	4 hours - Year 1 4 hours - Year 2	4 4	8 hours
Total Hours			40 hours each year 80 hours total

The Individual Induction Plan (IIP)

The Individual Induction Plan (IIP) is developed collaboratively by the candidate, the district mentor and the university coach. The IIP becomes the document through which the candidate's strengths, needs, and professional growth are addressed. The candidate

identifies professional growth needs and interests based on the new job responsibilities of Year 1 and the Competency Assessment Rubric Year 2. The IIP includes:

- goals for addressing the identified needs and interests
- strategies for attaining the goals
- support and assistance to be provided by the district mentor and university coach
- agreed upon means for assessing goals and objectives
- professional development activities which relate to the identified goals

The Capstone Project

The capstone project is a presentation to share growth in a chosen CPSEL(s) that is developed over time within course GCL 7012, 7014, and 7016 with the final presentation given in GCL7018. Evidence of growth is taken from assessments over the course of the program from the CPSEL Competency Assessment Rubric, the Individual Induction Plan, the Dispositions of Noble Character, and reflections and discussions with the university coach and district mentor. Details of the requirements of the capstone project are listed in the Capstone Project Requirements [document](#). The capstone project is required for completion of the clear credential. Capstone Inquiry Plan (A-14) and evaluation rubric are available in the appendix.

Professional Development Activities

Candidates for the Clear Administrative Services credential will participate in at least two professional development seminars/workshops. These professional development activities must be pre-approved by the university coach and the district mentor.

Exit Survey

At the conclusion of the program, the candidate completes the exit survey on SOE's assessment system. The survey will provide the candidate an opportunity to comment on the program and evaluate the mentoring experience.

The candidate will also be asked to participate in follow-up surveys within one year and five years of completion of the induction program.

Credentialing Policies

Requirements for Credentialing

Candidates will work with the Credential Analysts to complete the credential review and recommendation process at the conclusion of their program. Candidate participation and proactive communication is required in order to receive a recommendation to the California Commission on Teacher Credentialing.

In order to be considered for recommendation for a California Clear Administrative Services Credential, a candidate must complete the following:

- **Completion of Coursework:** A grade of CR in all credential coursework. All program requirements/gates are satisfied.
- **Capstone Project:** Completed Capstone Portfolio submitted in SOE's assessment system.
- **Individual Induction Plan:** Completed IPP submitted in SOE's assessment system.
- **Experience:** Minimum of 2 years of full time experience in an Administrative position verified by the employing district(s).
- **Valid Prerequisite Credentials:**
 - Possess a valid California Preliminary Services Administrative Services credential.
 - Possess a valid California Clear Multiple Subject or Single Subject or Education Specialist Credential; or a valid services credential; designated subjects credential; or California license to practice occupational therapy or physical therapy.

Clear Administrative Services Credential Program

Outline of Tasks (Year 1)

Objective

In collaboration with the district mentor and university coach develop an Individualized Induction Plan (IIP). The plan will include goals related to enhancing competency in the candidate's new position related to the California Professional Standards for Educational Leaders (2, 3, & 4). All required documents and forms can be accessed digitally from the [CASC links document](#).

Process

The candidate will:

1. Sign the handbook receipt and submit it to soeforms@pointloma.edu (A-1).
2. Sign the [University Coach/Candidate Agreement](#) and complete the First Meeting Agenda (A-2).
3. The candidate will complete a [Self Assessment](#) of the PLNU Professional Dispositions. (A-6).
4. Use their job responsibilities/CPSELs to develop the first year iteration of the [IIP](#) and the [Competency Assessment Rubric](#). In GCL7015, use the Competency Assessment rubric to complete the [Self-Assessment of Skills](#) provided by the university. Use the [Individual Induction Plan Worksheet](#) Sheet to begin to plan the IIP. (A-7, A-8, A-9).
5. Identify an administrator in the district to serve as their district mentor **or** provide documentation from the district Superintendent if the candidate does not have a site mentor available on their campus. Complete the [District Mentor Agreement](#) or the [Superintendent Letter](#) and submit to soeforms@pointloma.edu (A-3, **or** A-4).
6. Meet with the university coach and district mentor to review the [Self Assessment of Skills](#) and discuss elements of the [Individual Induction Plan](#). (A-8, A-10)
7. Develop an induction plan that allows the candidate to investigate areas of interest and strengthen areas needing development. The [Individual Induction Plan](#) (IIP) (A-10) will include:
 - a. A focus on a specific CPSEL in each course, listing areas of strengths and needed growth (3 CPSELs will be addressed by the completion of the first year.)
 - b. Strategies for attaining the identified goals and evidence of completion.
 - c. Selected activities, coursework, and/or non-university professional development activities related to the identified goals.
 - d. Support and assistance to be provided by the district mentor and university coach.
 - e. Secure necessary signatures on the IIP when needed.

- f. Upload IIP to SOE's assessment system at the end of each course.
 - g. Provide the district mentor with one copy of the completed signed plan at the end of the year.
8. Maintain [Candidate Time Log](#) with district mentor and university coach and upload to SOE's assessment system. (A-12)
 9. Complete the [Collaborative Coaching Log](#) at each coaching session and candidate uploads logs once a quad. (A-11)

All candidates will be assigned a Canvas course to support the fulfillment of each course requirements.

Outline of Tasks (Year 2)

Objective

In collaboration with the district mentor and university coach develop an Individualized Induction Plan (IIP). The plan will include goals related to enhancing competency in the California Professional Standards for Educational Leaders (1, 5, & 6). All required documents and forms can be accessed digitally from the [CASC links document](#).

Process

The candidate will:

1. Use the [Competency Assessment Rubric](#) to complete the [Self Assessment of Skills](#) provided by the university in GCL7015. (A-7)
2. Identify personal strengths, areas needing development, and areas of special interest as identified through the Candidate's [Competency Assessment Rubric](#) and the [Self Assessment of Skills](#) inventory. (A-7, A-8)
3. Meet with the university coach and district mentor to review the [Self Assessment of Skills](#) and discuss elements of the [Individual Induction Plan](#). (A-8, A-10)
4. Develop an induction plan that allows the candidate to investigate areas of interest and strengthen areas needing development. The [Individual Induction Plan](#)(IIP) (A-10) will include:
 - a. A focus on a specific CPSEL in each course, listing areas of strengths and needed growth (the final 3 CPSELs will be addressed by the completion of the second year.)
 - b. Strategies for attaining the identified goals and evidence of completion.
 - c. Selected activities, coursework, and/or non-university professional development activities related to the identified goals.
 - d. Support and assistance to be provided by the district mentor and university coach.
 - e. Secure necessary signatures on the IIP.
 - f. Upload IIP to SOE's assessment system at the end of each course.
 - g. Provide the district mentor with one copy of the completed signed plan.

5. Maintain [Candidate Time Log](#) with district mentor and university coach and upload to SOE's assessment system each quad. (A-12)
6. Complete the [Collaborative Coaching Log](#) at each coaching session and candidate uploads logs to SOE's assessment system once a quad. (A-11)
7. Prepare for the final Capstone Project in GCL7018 through preparation in GCL7016 & GCL7017 by submitting a [Capstone Proposal](#) and meeting all [Capstone Project Requirements](#) (A-15 - A-17).
8. Present the final Capstone Project presented to the committee and guests in GCL7018.

All candidates will be assigned a Canvas course to support the fulfillment of each course requirements.

SOE's Assessment System

All candidates must maintain an active SOE's assessment system account for the duration of their program in order to fulfill the requirements for courses, field experience, and to help the PLNU School of Education assess its program. The subscription cost for SOE's assessment system is included in the candidate's fees.

Required SOE's Assessment System Submissions by Course

- a. [Disposition](#) Self-Assessment (A-6): GCL 7011, 7014, 7016, 7018
- b. [Competency Assessment Rubric](#) (A-7): End of all courses
- c. [Self-Assessment of Skills](#) in Relation to the CPSELs (A-8): GCL 7018
- d. [Individual Induction Plan](#) (A-10)
- e. [IIP Planning Worksheet](#) (A-9)
- f. [Capstone Inquiry Plan](#) (A-15)
- g. [Collaborative Coaching Log](#) (A-11)
- h. [Candidate Time Log](#) with district mentor and Supervisor (A-12)

No credit for the course will be posted until these assessments are submitted and evaluated. If assessments are not submitted by due dates and/or completion of the course a non passing grade will be earned.

Capstone Project Requirements

Prerequisites for Capstone

CASC candidates must complete the required planning of the capstone project in weeks 1, 3, 5, & 7 for the courses GCL 7012, 7014, 7016, and 7018. Prior to GCL 7018, candidates must:

- Complete an Individual Induction Plan with all six (6) CPSELs completed and six (6) professional learning activities toward standard improvement, signed by both the coach and mentor, and uploaded into SOE's assessment system.
- Have two (2) completed Competency Assessment Rubrics from GCL 7011 and GCL 7015, uploaded into SOE's assessment system
- Have six (6) completed Collaborative Coaching logs uploaded into SOE's assessment system.
- Have six (6) completed Candidate Contact logs uploaded into SOE's assessment system.
- Have three (3) Capstone inquiry plans completed, signed, and uploaded to SOE's assessment system.
- Complete a Capstone ePortfolio from GCL 7016, approved by the university coach.
- In GCL 7018 all completed coursework including the Capstone proposal must be submitted and approved by the university coach and district mentor in order to present the Capstone Project in Week 8.

Capstone Proposal

Before a student can present their capstone project in Week 8 candidates must submit a capstone proposal to their university coach and district mentor for approval. This proposal will include:

- CPSEL Standard(s) Chosen
- Equity Problem of Practice
- Overall Goal
- Evidence of Growth
- Evidence-Based Data
- Use and evidence of the 6 Steps of Data Inquiry for Equitable Collaboration Model

Capstone Slides and Powerpoint (GCL 7016)

Using Google Sites to create an ePortfolio to represent the information from the candidate's capstone inquiry plan for use during GCL 7018 to guide the presentation preparation in Week 8. Requirements for the ePortfolio include the following slides:

1. **Title Slide**
 - a. Candidate name, role, school/district
 - b. Title of Capstone
 - c. Date
2. **Introduction & Context**
 - a. Brief school/district overview (demographics, setting)
 - b. Your leadership role and responsibilities
3. **Identifying the Problem of Practice**
 - a. Equity-focused issue selected
 - b. Data or observations that surfaced the concern
 - c. Alignment to CAPEs and leadership goals
4. **Data Analysis**
 - a. Disaggregated data findings (charts/graphs encouraged)
 - b. Key patterns, inequities, or opportunity gaps identified
5. **Engaging Stakeholders**
 - a. Who was involved (families, staff, students, community)
 - b. How collaboration was facilitated
 - c. Insights gathered through engagement
6. **Inquiry Process & Leadership Actions**
 - a. Steps you took using the *Data Inquiry for Equitable Collaboration* framework
 - b. Leadership moves and decisions made
 - c. Adjustments made along the way
7. **Implementation**
 - a. What was implemented and how
 - b. Timeline or phases (optional visual)
8. **Outcomes & Impact**
 - a. Evidence of change (quantitative and/or qualitative)
 - b. Feedback from stakeholders
 - c. Reflections on what worked or didn't
9. **Lessons Learned**
 - a. Key takeaways about equity, leadership, and collaboration
 - b. How your leadership mindset or practice changed
10. **Sustainability & Next Steps**
 11. How you plan to continue this work
 12. Recommendations for scaling or sustaining efforts
13. **Connection to Leadership Efficacy**
 14. Growth in Equitable Leadership Efficacy (ELE)
 15. How this work enhanced your leadership confidence and capacity
16. **Closing & Acknowledgment**

17. Thank stakeholders, mentors, and others
18. Final reflections or inspirational quote

Final Capstone Project Presentation

The final presentation will be in a cohort of three for the coach, mentor, program director, guests, and continuing candidates who choose to participate. The total time for the capstone cohort presentation will be 1 hour and 15 minutes. Requirements for each candidate's presentation include:

- 20-minute presentation
- 5-minute Q & A
- PPT presentation
- Final rubric evaluation for a passing score (see next page)
- Presentation of capstone project through candidates' choice of medium or platform
- Digital version submitted to SOE's assessment system.
- Attendance of coach, mentor, program director, and guests of choice
- Capstone presentations will be presented in scheduled cohorts to view and learn from other candidates' capstone projects. Continuing students will be invited to attend to learn from others' work.

Capstone Completion Requirements

- Confirm your committee, attendees, and scheduled time and place (be sure to invite the program director, Dr. Kall)
- Confirm the location of the presentation and needs for virtual attendees
- Committee members (coach and district mentor) complete the capstone project rubric alone at the completion of the presentation
- Share the results with the candidate
- Confirm any updates or changes that need to be made for passing
- Candidates upload to SOE's assessment system the PPT presentation, and the rubric. Submit these to your coach for final approval.
- Confirm that all requirements for GCL7018 have been met in both Canvas and SOE's assessment system.

Capstone Project Scoring Rubric

Student Name _____

4 – Response provides an understanding that exemplifies: Use of the 6 steps of the data inquiry model to identify an equity problem of practice, discuss how equitable collaboration will be used during the process AND how parent and family engagement will be incorporated into the development of a solution. • 20 minutes in length • Includes all requirements of the Capstone Project	3 – Response provides an understanding that meets the tasks such as: • The use of the 6 steps of the data inquiry model to identify an equity problem of practice, • Discuss how equitable collaboration will be used during the process AND • How parent and family engagement will be incorporated into the development of a solution.	2 – Response provides an understanding that approaches the tasks such as: • The partial use the 6 steps of data inquiry model to identify an equity problem of practice, OR • A discussion on how equitable collaboration will be used during the process OR • Description of how parent and family engagement will be incorporated into the development of a solution.	1 – Response provides an understanding that is directed toward an understanding of the tasks but clearly insufficient.
Response includes: The development of an equity problem of practice by using the 6 steps of data inquiry model.	Response includes: the 6 steps of data inquiry	Response omits multiple items for meeting standard.	Response misses the criteria for meeting standards and does not connect with the assignment.
Response includes: Evidence that includes a description of how equitable collaboration will be engaged in during the process of data collection and analysis.	The response includes some: Evidence on how equitable engagement was used.	The response includes little evidence of equitable collaboration.	The response lacks equitable leadership documentation.
The response includes All requirements expected as listed in the Capstone Project Requirements document.	The response includes some requirements expected as listed in the Capstone Project Requirements document.	One of the required items as listed in the Capstone Project Requirements document.	None of the required items are included.

Score: _____

Suggestions for Improvement: _____

University Coach Signature Date

District Mentor Signature Date

Professional Dispositions

All Point Loma Nazarene University School of Education credential and degree candidates are expected to exhibit the following professional dispositions both within the university classrooms as well as throughout the activities that take place outside of the university. These dispositions form the behaviors and attitudes that educational professionals must practice with automaticity if they are to be effective leaders who have a positive impact on schools, classrooms, and K-12 students. In fact, these dispositions are embodied within the CPSEs.

Candidates are expected to complete a self-evaluation using these dispositions at the beginning of their program in GCL7011 and the end of the program in GCL7018 and during their program in GCL7014 and GCL7016. Dispositions will be assessed by their fieldwork supervisor at the end of the program.

A copy of the [Disposition](#) assessment can be found in the Appendices (A-5).

Grievance Policy

Candidates who have any grievance within the PLNU School of Education should address their concerns with the parties involved. Should candidates have further concerns, they should then appeal to the program director. If the issue is not resolved at this level, they are then directed to contact the associate dean and then the dean if not resolved with the associate dean. If a grievance is not resolved after a candidate has moved through all levels of the process in the School of Education, the candidate is directed to the PLNU catalog for further options.

Uniform Complaint Procedure

The dean of the School of Education or designee shall determine whether a complaint should be considered a complaint against the university and/or an individual employee, or against an individual within a partner school district where the person initiating the complaint is completing their fieldwork activities, and whether it should be resolved by the university's process for complaints concerning personnel and/or other university procedures.

To promote prompt and fair resolution of the complaint, the following procedures shall govern the resolution of complaints against university employees:

1. Every effort should be made to resolve a complaint at the earliest possible stage. Whenever possible, the complainant should communicate directly with the employee in order to resolve concerns.
2. If a complainant is unable or unwilling to resolve the complaint directly with the employee, they may submit an oral or written complaint to the employee's immediate supervisor or the dean of the School of Education or designee (associate dean for the program in which the person initiating the complaint is enrolled).

3. All complaints related to university personnel other than associate deans and deans or against individuals at partner school districts shall be submitted in writing to the dean of the School of Education or designee (associate dean for the program) or immediate supervisor. If the complainant is unable to prepare the complaint in writing, program advisors may help them to do so. Complaints related to a program director or advisor shall be initially filed in writing with the associate dean or designee. Complaints related to the dean of the School of Education or designee shall be initially filed in writing with the Vice Provost for Academic Administration (VPAA).
4. When a written complaint is received, the employee shall be notified within five (5) days.
5. A written complaint shall include:
 - The full name of each employee involved
 - A brief but specific summary of the complaint and the facts surrounding it
 - A specific description of any prior attempt to discuss the complaint with the employee and the failure to resolve the matter
6. The administrator responsible for investigating complaints shall attempt to resolve the complaint to the satisfaction of the parties involved within 30 days.
7. Both the complainant and the employee against whom the complaint was made may appeal a decision by the immediate supervisor to the dean or designee, who shall attempt to resolve the complaint to the satisfaction of the person involved within 30 days. Parties should consider and accept the dean's or designee's decision as final. However, the complainant, the employee, or the dean or designee may ask to address the VPAA regarding the complaint.

Any complaint of child abuse or neglect alleged against a university employee or individual at a partner school district shall be reported to the appropriate local agencies in accordance with the law.

School of Education Fees in the CASC Program

Course	Course Description	Fee	Description
Upon Entry	SOE's Assessment System	\$150	All candidates in the School of Education programs at PLNU will be enrolled in SOE's Assessment System and Student Financial Services has placed this fee on the candidate's account. Assessing the fee in this way allows the candidate to use financial aid to cover the cost of enrollment. The candidate pays this fee through university tuition.
GCL7011 - 7018	Used and reference in all courses	\$25/\$60 *	Gallup (2022) Clifton Strengths 34 online assessment

**As part of your student experience, you are required to purchase the Strengthsfinder book, which costs \$25. This book includes a code that allows you to take the Strengthsfinder assessment for free. You may also purchase the following optional auditions to the Strengthsfinder book:*

Comprehensive 34 Strengths Report (Optional)

Includes: Detailed 34 strengths report available on the Strengths Finder website.

Cost: \$60

You can purchase the comprehensive report directly from the website for a more in-depth understanding of all your strengths.



School of Education

Appendices/Forms

Appendix A-1



School of Education

CASC Candidate Handbook

Acknowledgment of Receipt 2026-2027*

I have reviewed the Candidate Handbook and accept and understand the mission of Point Loma Nazarene University and the CASC program in the School of Education.

I agree to adhere to the School of Education's policies and procedures and will refer to them throughout the entire period. I am a candidate in the CASC program in the School of Education at Point Loma Nazarene University.

I have reviewed and understand the CASC outlined for program progression as outlined.

I acknowledge that I must confer with my advisor prior to making any changes to my original academic plan.

I acknowledge that the University reserves the right, at its sole discretion and at any time, to amend, modify, revoke, or add to the policies, procedures, requirements, and other provisions outlined in this Handbook. Such changes are effective immediately upon publication, and candidates are responsible for reviewing and complying with all updated policies.

Signature of CASC Candidate

Print Candidate Name

Date

Appendix A-2



CASC University Agreement*

School of Education

Coach/Candidate

University Coach agrees:

- To honor the confidentiality of the candidate.
- To provide one-on-one support to candidates a minimum of three (3) hours per month.
- To utilize proven coaching approaches in working with the candidate.
- To serve as a support to the candidate when possible by securing information, contacts, and other resources as requested and appropriate.
- To respond to the candidate in a timely manner between coaching sessions via telephone or email.
- To honor the demanding schedule of site administrators, offering services on site whenever possible and avoiding duplication of programs and commitments.
- To convene and facilitate occasional job-alike and topical gatherings with all candidates in the program.
- To commit to supporting the success and effectiveness of the candidate as the primary focus and purpose of the program.

Candidate agrees:

- To fully avail themselves of the support offered by the university coach.
- To approach the coaching relationship with openness and honesty.
- To arrange for observations of real-work situations that will allow for targeted coaching.
- To participate in the evaluation of the program, and to contribute ideas to the design and revision of the program.
- To take full advantage of written materials and other resources made available by the program.
- To participate in off-site meetings for participants including a visitation to another school.

CASC Candidate

University Coach

Date

**This form should be submitted to soeforms@pointloma.edu and will be retained in the candidate's file.*

(Copyright: New Teacher Center, University of California, Santa Cruz – used with permission) Digital [Link](#).

CASC District Mentor's Qualifications & Responsibilities*

The selection of a district mentor is critically important for the induction and assessment process to be successful. The choice of a district mentor should be the result of a collaborative effort between the candidate, the school district, and the University.

District Mentor Qualifications:

District mentors must meet university requirements as well as the requirements of the districts in which the candidate is employed. The university requires that each district mentor possess a Clear Administrative Services Credential, be an experienced administrator, and meet the following additional criteria:

1. Have recent professional development in district mentoring and coaching strategies or be willing to participate in University-sponsored activities where mentoring/coaching skills are presented.
2. Express interest in mentoring candidates and a willingness to meet on a regularly scheduled basis with the candidate and facilitate the candidate's professional development.
3. Is willing to provide support, guidance and feedback on the candidate's work.
4. Is willing to work collaboratively with the university coach assigned to the candidate.

District Mentor responsibilities include:

- Review the candidate's competency assessment and assist the candidate in developing their Individual Induction Plan focused on needs and interests.
- Serve as a coach to the credential candidate.
- Facilitate professional development for the candidate.
- Help the candidate establish professional connections and develop their career.
- Meet regularly with the candidate to provide feedback on their progress toward achieving identified goals.
- Provide moral support.
- Interact with the candidate with humor, flexibility and generosity.
- Provide guidance, counsel and advisement.
- Work collaboratively with the university coach.

**This form should be submitted to soeforms@pointloma.edu and will be retained in the candidate's file. Digital [Link](#).*

Appendix A-3.2



School of Education

CASC District Mentor Agreement

1. Name of District Mentor: _____
2. Position: _____
3. Email: _____
4. School / Department: _____
5. District: _____
6. Years of Administrative Experience:
_____ Elementary _____ Secondary _____ District Office
7. Qualifications (including possession of a Clear Administrative Services Credential)
 - Must Attach Resume/Curriculum Vitae

During your work with the candidate you will be asked to:

- Review the candidate's self-assessment and assist the candidate in developing their Individual Induction Plan focused on needs and interests.
- Serve as a support for the credential candidate.
- Facilitate professional development for the candidate.
- Help the candidate establish professional connections and develop their career.
- Meet regularly with the candidate to provide feedback on their progress toward achieving identified goals.
- Provide moral support.
- Interact with the candidate with humor, flexibility and generosity.
- Provide guidance, counsel and advisement.
- Work collaboratively with the university coach.
- Participate in the culminating exhibition during which the candidate presents evidence of having successfully met the credential requirements.

Please sign below to acknowledge your willingness to assume these responsibilities.

Signature of District Mentor

Date

This form should be submitted to soeforms@pointloma.edu and will be retained in the candidate's file.

Superintendent Letter

This letter should be used only if the candidate does not have a district mentor on their site and given to the Superintendent of the school district once a candidate has been enrolled in the Clear Administrative Services Credential Program. Digital [Link](#).

Dear (Superintendent),

_____ is a candidate for the Clear Administrative Services Credential at Point Loma Nazarene University. An important component of the program is the candidate's work with a district mentor and the university coach to develop and implement goals focused on increasing his/her leadership capacity. The district mentor is expected to provide guidance, support and feedback to the candidate as he/she works to achieve identified goals.

Typically, the candidate's site supervisor serves as their district mentor. However, we understand that in some circumstances the District prefers that another individual be assigned to that role. There also may be situations where a qualified administrator is not available on the campus of the candidate. That individual must meet the following criteria:

1. Possess a Clear Administrative Services Credential.
2. Be an experienced administrator.
3. Have recent professional development in district mentoring and coaching strategies or be willing to participate in University-sponsored activities where district mentoring/coaching skills are presented.
4. Express interest in mentoring candidate and a willingness to meet on a regularly scheduled basis with the candidate and facilitate the candidate's professional development.
5. Is willing to provide support, guidance and feedback on the candidate's work.
6. Is willing to work collaboratively with the university coach assigned to the candidate.

Please indicate your preference below. Thank you for your assistance. Please contact me if you have any questions about the program or the induction/mentoring process. We look forward to working with you, your district mentor (administrator), and the candidate.

Sincerely,

_____ I approve the candidate's site supervisor as a district mentor for the candidate.

_____ I prefer that the following individual serve as the candidate's mentor:

Signature of Superintendent/Designee

Date

This form should be submitted to soeforms@pointloma.edu and will be retained in the candidate's file.

Appendix A-5



School of Education

Gate Requirements

1. Form Appendix A-1 Handbook Receipt
Read the handbook, sign that you have read, and submit to soeforms@pointloma.edu
2. Form Appendix A-2: University Coach/Candidate Agreement
Submit to soeforms@pointloma.edu
3. Form Appendix A-3.1: Qualifications & Responsibilities of District Mentors
Read and agree
4. Form Appendix A-3.2: District Mentor Agreement
Submit to soeforms@pointloma.edu
5. Form Appendix A-4: Superintendent Mentor Approval Letter
Submit to soeforms@pointloma.edu
5. Employment Verification Letter
Submit to soeforms@pointloma.edu
6. SOE's Assessment System Account Activated
Contact soeassessment@pointloma.edu
7. FERPA Training
Submit to soeforms@pointloma.edu

Competency Assessment Rubric

CPSEL 1: Development and Implementation of a Shared Vision

Element	Not Yet Developed 1	Developing 2	Proficient 3	Very Competent 4	Exemplary 5
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.	Little or no evidence exists that the candidate: * develops a shared vision of student achievement based upon data and articulates specific instructional practices. * uses the influence of diversity to improve teaching and learning. * communicates the shared vision to the entire school community.	The candidate: * is aware of the potential of vision, but activities toward the development and use of a site vision are in the preliminary stage. * may have begun the process of engaging stakeholders in the initial dialogue about the importance of the vision.	The candidate: * facilitates and guides a collaborative process of dialogue that generates a site vision for which there is broad consensus. * is able to identify and use appropriate data, based on multiple measures, to improve the achievement of all students. * uses the vision and examination of data in decision making, planning and resource allocation. * links the vision to ongoing teaching and learning activities.	The candidate: * facilitates the development, articulation and implementation of a vision of learning and engages the stakeholders in dialogue in support of the site vision. * uses data to consistently justify specific instructional practices. * monitors and assesses the strengths and weaknesses of instructional practices and the relationship between the two to improve the performance of subgroups of students. * utilizes data from multiple measures, and her/his own observations to work collaboratively with staff to develop a site strategic plan.	The candidate: * makes use of the vision to maintain focus on equitable student achievement of high academic and social standards and sustained progress toward meeting the standards. * uses the vision to forget and sustain cohesiveness among the staff as well as between the school and larger community. * maintains a process for appropriate review and revision of the vision that involves all stakeholders.
Element 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.	* initiates activities to engage all stakeholders into the discussion about the vision.	* may recognize that achieving the vision necessitates providing leadership in planning, and implementation. * may have introduced the vision and examination of data into planning and decision-making. * has begun identifying the barriers to achieving the vision.	* facilitates the interpretation and use of data to make sound decisions about courses of action.	* provides all stakeholders with timely and relevant data and facilitates the interpretation of data.	* through careful and consistent planning, and good decision making, infuses the site vision into the site strategic plan. * ensures all courses of action and decisions serve to align school sub-systems in support of achieving standards. * guides staff in the judicious use of data to assess options to ensure achieving the milestones and benchmarks in the strategic plan... * ensures that relevant data are examined regularly to monitor progress.
Element 1C: Vision Planning and Implementation: Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.	* integrates district standards, policies, priorities and accountability requirements. * uses the vision to make some decisions, to plan or allocate resources. * addresses barriers to accomplishing the vision for becoming a standards-based system.	* supports staff in developing capacity to think systematically about strategic courses of action that are likely to move the school toward achieving the vision. * may have begun to introduce the concept of high standards, equity, and the unique characteristics of the student population into site meetings. * demonstrates awareness of the importance of resource allocation for the achievement of the goals.	* shapes school programs, plans and activities to ensure they are articulated throughout the grades, and are consistent with the vision. * implements the vision for all students and sub-groups of students and ensures that it is congruent with state and district standards.	* makes good, sound equitable decisions about the distribution of resources to support student learning and close the achievement gap.	* ensures that all short- and long-term decisions about resources allocation are justified and aligned with strategic courses of action for achieving the vision. * seeks to attain appropriate resources in support of standards. * distributes and uses resources to support student learning and close the achievement gap between sub groups of students.

Appendix A-6

Competency Assessment Rubric

CPSEL 2: Instructional Leadership

Element	Not Yet Developed 1	Developing 2	Proficient 3	Very Competent 4	Exemplary 5
Element 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.	Little or no evidence exists that the candidate: * shape the culture of the instructional program. * understand and be able to create an accountability system of teaching and learning based on student learning standards. * demonstrate the use of research and site based data and multiple assessment measures to design, implement, support, evaluate and improve instructional programs and to drive professional staff development.	The candidate: * identifies important changes in culture that need to occur for the school to become a powerful learning community. * examines ways in which her/his own actions and communications influence shared values and identities and uses strategies to support needed changes in moving the school forward.	The candidate: *engages the school community in a range of on-going activities to share and reinforce a professional culture by carrying a set of beliefs, values and assumptions regarding quality education for all students in a standards-based system. * uses routine forms of communication as important tools for sharing her/his beliefs, about school in general and about her/his own school in particular. * uses faculty meeting agendas, content of written memos and messages and suggestions to teachers to underscore the importance of continuously improving teaching and learning.	The candidate: * directs activities to guide the school community in identifying and examining assumptions and beliefs about student learning. * helps faculty calibrate their practice against the performance of students by engaging the school in a process of continuous monitoring.	The candidate: * makes use of the vision to maintain focus on equitable student achievement of high academic and social standards and sustained progress toward meeting the standards. * uses the vision to forget and sustain cohesiveness among the staff as well as between the school and larger community. * maintains a process for appropriate review and revision of the vision that involves all stakeholders.
Element 2B: 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.	* initiates activities to engage all stakeholders into the discussion about the vision.	* may recognize that achieving the vision necessitates providing leadership in planning, and implementation. * may have introduced the vision and examination of data into planning and decision-making. *has begun identifying the barriers to achieving the vision.	* facilitates the interpretation and use of data to make sound decisions about courses of action.	* provides all stakeholders with timely and relevant data and facilitates the interpretation of data.	* through careful and consistent planning, and good decision making, infuses the site vision into the site strategic plan. * ensures all courses of action and decisions serve to align school sub-systems in support of achieving standards. * guides staff in the judicious use of data to assess options to ensure achieving the milestones and benchmarks in the strategic plan... ensures that relevant data are examined regularly to monitor progress.
Element 2C: Vision Planning and Implementation: Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.	* integrates district standards, policies, priorities and accountability requirements. * uses the vision to make some decisions, to plan or allocate resources. * addresses barriers to accomplishing the vision for becoming a standards-based system.	* supports staff in developing capacity to think systematically about strategic courses of action that are likely to move the school toward achieving the vision. * may have begun to introduce the concept of high standards, equity, and the unique characteristics of the student population into site meetings. * demonstrates awareness of the importance of resource allocation for the achievement of the goals.	* shapes school programs, plans and activities to ensure they are articulated throughout the grades, and are consistent with the vision. * implements the vision for all students and sub-groups of students and ensures that it is congruent with state and district standards.	* makes good, sound equitable decisions about the distribution of resources to support student learning and close the achievement gap.	* ensures that all short- and long-term decisions about resources allocation are justified and aligned with strategic courses of action for achieving the vision. * seeks to attain appropriate resources in support of standards. * distributes and uses resources to support student learning and close the achievement gap between sub groups of students.

Competency Assessment Rubric

CPSEL 3: Management and Learning Environment

Element	Not Yet Developed 1	Developing 2	Proficient 3	Very Competent 4	Exemplary 5
Element 3A: Operations and Facilities: Leaders provide and oversee a functional, safe, and clean learning environment.	Little or no evidence exists that the candidate: * understands how to create a safe school environment. * utilizes effective and nurturing practices in establishing student behavior management systems.	The candidate: * understands and is committed to creating and maintaining the school as a safe environment. * recognizes the importance of shifting responsibility for school safety to the school community but relies heavily on rules and consequences.	The candidate: * implements a process to create a safe, orderly and clean environment. * works with staff, students and community to develop and implement guidelines for the physical safety of students.	The candidate: * implements a range of collaborative activities and processes that contribute to the maintenance of the site as a safe, attractive, warm and nurturing environment for students and adults.	The candidate: * institutionalizes values, norms, and practices that promote and enhance shared responsibility among all members of the school community for student achievement through a positive climate. * examines the extent to which school and classroom norms, curriculum, instruction, feedback and other factors support students in being successful learners.
Element 3B: Plans and Procedures: Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.	* demonstrates knowledge regarding the effective operation of a school. * reconfigures the elements of the infrastructures to operate in support of teaching and learning.	* complies with district and state policy and laws when conducting program and staff evaluation. * establishes a set of site based sub-systems to enhance teaching and learning and uses the systems as tools for planning, implementing and monitoring school operations.	* demonstrates awareness of systems theory and how sub-systems are connected and interact with each other to guide teaching and support student learning.	* applies knowledge of school as systems to align and focus sub-systems.	* demonstrates a sound understanding of organizational and system theories. * implements organizational structure, practices and policies that support student learning.
Element 3C: Climate: Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social emotional, and physical needs of each learner.	* understands the conditions specified in contractual agreements with school district employees.	* works with groups and individuals, explaining the subsystems and inviting feedback to refine the design and operation of the subsystems.	* works with staff to develop shared leadership so that systems operate to support student learning.	* considers how budgeting, scheduling, staffing, pupil transportation, site management and other organizational processes can be utilized to promote student learning. * is skilled in establishing and implementing procedures to oversee the work of others thereby monitoring programs and the work of individuals, groups and the school as a whole.	* demonstrates expertise in linking management strategies to goals for achieving standards in teaching and learning.
Element 3D: Fiscal and Human Resources: Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.	* demonstrates knowledge of programs and staff evaluation in compliance with district and state laws and policies.	* ensures human and fiscal resources are allocated to support teaching and learning. * has knowledge of contractual and legal obligations and uses that knowledge to establish and maintain compliance.	* is able to carry out program and staff evaluation in compliance with district and state policy and laws. * is actively engaged as a teacher and district mentor with respect to legal and instructional obligations.	* carries out program and staff evaluation in compliance with district and state laws and policies. * demonstrates a broad understanding of the range of legal matters that impact the site (e.g., use of the internet, child abuse, use of categorical funds). * engages others in sharing responsibility for administering contracts and agreements fairly.	* performs in an exemplary fashion when carrying out program and staff evaluations in compliance with district and state laws and policies. * demonstrates through communication and behavior a deep understanding of legal issues affecting students, teachers and school and a commitment to act with integrity.

Competency Assessment Rubric

CPSEL 4: Family and Community Engagement

Element	Not Yet Developed 1	Developing 2	Proficient 3	Very Competent 4	Exemplary 5
Element 4A: Parent and Family Engagement: Leaders meaningfully involve all parents and families, including underrepresented communities in student learning and support programs.	Little or no evidence exists that the candidate: * has incorporated viewpoints of staff, students, parents and other community members in the mission, vision and strategic plan for the school. * is able to establish strategies for disseminating information to the school community.	The candidate: * demonstrates knowledge that families and community members are viable partners in the education of students. * incorporates the perspectives of families and community members into the life of the school.	The candidate: * has developed a vision, goals and strategic plan that incorporate the viewpoints of staff, students, parents and other community members. * actively seeks out family and community perspectives as an integral part of planning and reviewing goals, results and operations. * ensures that the school develops capacity to communicate orally and in writing with families whose primary language is other than English.	The candidate: * has developed and refined a range of knowledge, skills and capacities that helps her/him successfully engage the community. * models respect in dealing with community members and families and sets expectations for others to do the same. * elicits and incorporates the perspective of community members and families in the on-going planning, implementation assessment and refinement of the school programs.	The candidate: * plans and implements community forms to facilitate discussion consistent with the principle of democratic participation, clarifying roles and ground-rules, and keeping participants focused on the goals at hand.
Element 4B: Community Partnership: Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.	* is aware of the needs to build relationships with the community and other organizations within the larger context. * is able to encourage teachers and other staff in building community partnerships and networks.	* identifies and addresses existing gaps regarding the exclusion of families and communities. * assesses her/his strengths and limitations in public engagement and identifies strategies for improving professional capacity in this area.	* seeks and pursues opportunities to establish partnerships with businesses, institutions of higher learning and community organizations that will contribute to achieving the goals of the school. * works with the staff to establish and implement partnership activities.	* demonstrates willingness and skill to communicate regularly, using a variety of media and modes of communication and in language that meet the needs of students and families. * employs a wide range of textual and visual media, phone messages, parents conferences, home visits, etc. to ensure a viable connection between the school and families they serve.	* is consistently aware of changing demographics in the school community and adjusts their home-school communications accordingly. * distributed leadership to teachers by encouraging them to take active roles in partnerships and networks to enhance the professional learning of teachers and the academic and social development of students.
Element 4C: Community Resources and Services: Leaders leverage and integrate community and resources and services to meet the varied needs of all students.	communicates information about the school through a variety of media and in a clear, concise and predictable manner.	* has begun to build partnerships between the school and other institutions. * develops, implements, and monitors strategies to create linkages with partners. * identifies areas in which students would benefit from community support services and provides appropriate information to families.	* is knowledge about other agencies in the community who support the school's vision and goals and establish communications between the school and community support agencies. * provides appropriate information to families regarding community support services.	* actively seeks and pursues opportunities to establish partnerships at the local, regional and broader levels. * supports staff in understanding child and adolescent development and applying the understanding in their work with students and their families. * integrates community services with school programs and ensures compliance with state education codes & district policy regarding privacy of student and family info.	* shapes a school culture in which advocacy for students and their families is central to the work of the school. * ensures that when students are not making satisfactory progress in school, the school's professional staff considers every possible means and resources (e.g., academic, social, medical, mental health) to support student learning.

Competency Assessment Rubric

CPSEL 5: Ethics and Integrity

Element	Not Yet Developed 1	Developing 2	Proficient 3	Very Competent 4	Exemplary 5
Element 5A: Reflective Practice: Leaders act upon a personal code of ethics that requires continuous reflection and learning.	Little or no evidence exists that the candidate: * is aware of the connection between school leadership and a personal and professional code of ethics. * honors both personal and professional responsibilities.	The candidate: * is shaping a personal model of ethical and professional behavior with an understanding of their rights and responsibilities and the rights and responsibilities of others with whom they work.	The candidate: * is aware of the authority of the principal's office and is sensitive to the potential for its misuse. * articulates and communicates a set of professional values that is aligned with ethical concepts of fairness, justice and service. * treats all people fairly, equitably and with dignity and respect.	The candidate: * models for others the principle that the well being of the community supersedes the interest of any one community member. * intervenes appropriately in instances that represent a breach in rights. * treats all people fairly, equitably and with dignity and respect.	The candidate: * practices leadership from a base of professional and personal ethics that places the good of the students, families, and staff ahead of personal interests.
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.	* understands the relevance of data and up-to-date information to make decisions about improving student achievement in a standards-based system.	* has a fundamental understanding of decision-making processes and of the need to base decisions on pertinent information. * encourages and supports staff in staying abreast of current information about teaching and learning.	* guides staff to examine policy and practices with respect to the desired outcome of providing all students with a quality education. * demonstrates an understanding of the decision-making process based on pertinent information. * communicates with teachers the importance of using hard/soft data to inform practice. * knows the curriculum and supports teachers to integrate content & standards across all grades. * works with staff to develop individual and group capacity to use state-of-the-art information and technology about standards-based teaching and learning.	* ensures the professional culture of the school reflects a commitment to the use of data on an on-going basis. * guides decision-making activities so that they reflect appropriate data and other information. * is highly skilled in modeling and guiding the use of relevant information, such as the use of disaggregated data throughout the planning, implementation, evaluation and refinement of processes of the school. * ensures that they, and their staff, are knowledgeable about relevant research, theory and best practices.	* uses knowledge of relevant research and theory and best practices to make sound decisions. * makes appropriate decisions about student learning results, school structures, instructional program, and allocation of resources by seeking out and using information and technology that is pertinent to the attainment of the schools' vision.
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.	* demonstrates a capacity to be an on-going learner, problem solver, self-reflector and articulator of the vision. * demonstrates commitment to professional growth by regular participation in activities such as conferences, professional development opportunities and professional reading.	* demonstrates the ability and willingness to be an on-going learner who examines her/his own practice, is a problem solver, self-reflector and articulator of the vision.	* reflects regularly on performance & considers how her/his own actions affect others & influences progress toward the goal of all students achieving the standards. * commits to professional growth by participation in professional development activities. * identifies strategies assisting and supporting school community members in prioritizing commitments & focusing efforts toward student learning.	* demonstrates that she/he is an on-going learner, self-reflector, problem solver and articulator of the vision. * engages in strategies to extend and develop personal professional knowledge and development. * employs a range of substantive and symbolic actions to inspire self and others.	* models reflection and continuous growth by consistently and publicly disclosing and sharing her/his learning process and its relationship to organizational improvement. * uses personal and professional experiences, as well as more formal learning opportunities, as the basis for on-going reflection increased professional knowledge and development. * integrates self-reflection and into the school environment to shape a culture that values inquiry. * reflection and continuous individual and organizational learning. * demonstrates balance in work and personal life allowing for a sustained, focused purpose and a high level of performance. * uses strategies ensuring staff's collective capacity to inspire each other to high levels of effort.

Appendix A-6

Competency Assessment Rubric

CPSEL 6: External Context and Policy

Element	Not Yet Developed 1	Developing 2	Proficient 3	Very Competent 4	Exemplary 5
Element 6A: Understanding and Communicating Policy: Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.	Little or no evidence exists that the candidate: * understands that district, state and federal laws and policies impact the site and student. * works to comply with policy.	The candidate: * realizes that district, state and federal policy impacts the site and the students. * ensures compliance with policy. * understands that school stakeholders include not only the students' families but also local business and civic leaders and other individuals and groups in the community.	The candidate: * actively seeks policy information relevant to the school from a variety of sources. * participates in forums to provide information to policymakers and encourages the participation of other stakeholders.	The candidate: * understands how political, social and economic systems impact schools. * ensures that the school operates consistently within legal parameters.	The candidate: * participates as a team member and draws upon the knowledge and expertise of others, as well as their own knowledge of change models and conflict resolution to support the school system in making sound policy. * is a skilled analyst of policy at local, regional and national levels, especially with the effect these policies have on the opportunities for success of students at her/his site.
Element 6B: Professional Influence: Leaders use their understanding of social, cultural, economic, legal and political contexts to shape policies that lead to all students to graduate ready for college and career.	* responds appropriate to specific requests for information. * maintains two-way communication between the school and its stakeholders in business, social, civic, political and cultural organization.	* is able to identify areas of which public engagement requires strengthening.	* builds relationships with various stakeholders as a means of developing and sustaining support for her/his school.	* uses positive relationships with stakeholders and gives them access to her/himself and uses community input in support of the school. * works with others at the site to develop and implement strategies that encourage public support of high standards for student achievement. * provides stakeholders with timely, useful, understandable information related to issues, policies and practice, including data about school and student performance.	* ensures that a range of accurate information about the school and its performance is clearly and effectively communicated through multiple media and channels.
Element 6C: Policy Engagement: Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.	* engages the public in school events so as to maintain a positive image. * identifies areas in which public engagement needs strengthening. * is aware of the importance of articulating the school's vision to stakeholders or of the importance of using student data to support the vision.	* is aware of the importance of public opinion and accepts input from the public when it is offered. * occasionally engages the public in the events of the school so as to maintain a positive image.	* seeks opportunities to engage members of the public in forums, meetings, and formal committee activities that support the goals of the school. * seeks learning opportunities that take students into the community.	* encourages constructive conversations with the public, drawing upon the public's interest in the school to focus on student learning.	* is a relentless advocate for her/his students, school and for public education. * uses public input to shape strategic engagement and dialogue that strengthens public support for the mission and vision of the school.

Appendix A-6 Digital [Link](#)

CPSEL Self-Assessment of Skills

Assessment Date: _____

Post Assessment Date: _____

A School Administrator is an educational leader who promotes the success of all students by:	What Work Expectations/Goals do you have for this year?	What Challenges do you believe you will face in achieving your expectations/goals?	What Professional Development needs do you have to achieve your expectations/goals?	How will you hold yourself accountable to achieving your professional development/goals?
CPSEL 1: Development and Implementation of a Shared Vision <i>Education Leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.</i> Rubric Score _____				
CPSEL 2: Instructional Leadership <i>Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.</i> Rubric Score _____				
CPSEL 3: Management and Learning Environment <i>Education leaders manage the organization to cultivate a safe and productive learning and working environment.</i>				

Rubric Score _____				
CPSEL 4: Family and Community Engagement <i>Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.</i> Rubric Score _____				
CPSEL 5: Ethics and Integrity <i>Education leaders make decisions and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.</i> Rubric Score _____				
CPSEL 6: External Context and Policy <i>Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.</i> Rubric Score _____				

(Using the Competency Assessment Rubric as a guide, please assess your level of competency in applying each of the CPSELs in your job setting.)

Appendix A-7 Digital [Link](#)

Appendix A-8



School of Education

CASC Individual Induction Plan (IIP) Worksheet (Optional)

Year 1 or 2	District / Site Expectations	Inquiry Goals: CPSEL / Elements	Assistance from University Coach	Assistance from District Mentor	Meeting Dates & Times
Fall Semester					
Spring Semester					

Appendix A-8 Digital [Link](#)

Appendix A-9

School of Education

CASC Individual Induction Plan (IIP)

Name: _____					
University Supervisor: _____					
District Mentor: _____					
Date: _____					
Standard 1: Development and Implementation of a Shared Vision (GCL7017)	Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice exemplifies the standard	Comments/Notes: Is this an area of strength? Is this an area of growth?
Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.	4	3	2	1	
ELEMENT 1A: Student-Centered Vision					
1A-1 Advance support for the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learner.					
1A-2 Cultivate multiple learning opportunities and support systems that build on student assets and address student needs.					
1A-3 Address achievement and opportunity disparities between student groups, with attention to those with special needs; cultural, racial, and linguistic differences; and disadvantaged socio-economic backgrounds.					
1A-4 Emphasize the expectation that all students will meet content and performance standards.					
ELEMENT 1B: Developing Shared Vision	4	3	2	1	
1B-1 Embrace diverse perspectives and craft consensus about the vision and goals.					
1B-2 Communicate the vision so that the staff and school community understand it and use it for decision-making.					
1B-3 Build shared accountability to achieve the vision by distributing leadership roles and responsibilities among staff and community.					
1B-4 Align the vision and goals with local, state, and federal education laws and regulations.					
ELEMENT 1C: Vision Planning and Implementation	4	3	2	1	
1C-2 Use evidence (including, but not limited to, student achievement, attendance, behavior and school climate data, research, and best practices) to shape and revise plans, programs, and activities that advance the vision.					
1C-3 Marshal, equitably allocate, and efficiently use human, fiscal, and technological resources aligned with the vision of learning for all students.					
Standard 2: Instructional Leadership (GCL7013)	4	3	2	1	
Educational 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					
2A-1 Establish coherent, research-based professional learning aligned with organizational vision and goals for educator and student growth.					
2A-2 Promote professional learning plans that focus on real situations and specific needs related to increasing the learning and well-being of all staff and students.					
2A-3 Capitalize on the diverse experiences and abilities of staff to plan, implement, and assess professional learning.					
2A-4 Strengthen staff trust, shared responsibility, and leadership by instituting structures and processes that promote collaborative inquiry and problem solving.					
ELEMENT 2B: Curriculum and Instruction	4	3	2	1	
2B-1 Develop a shared understanding of adopted standards-based curriculum that reflects student content and performance expectations.					

2B-2 Promote and monitor the use of state frameworks and guides that offer evidence-based instructional and support strategies to increase learning for diverse student assets and problem solving.					
2B-3 Provide access to a variety of resources that are needed for the effective instruction and differentiated support of all students.					
2B-4 Guide and monitor the alignment of curriculum, instruction, assessment, and professional practice.					
ELEMENT 2C: Assessment and Accountability	4	3	2	1	
2C-1 Define clear purposes, goals, and working agreements for collecting and sharing information about professional practice and student outcomes.					
2C-2 Guide staff and the community in regular disaggregation and analysis of local and state student assessment results and program data.					
2C-3 Use information from a variety of sources to guide program and professional learning planning, implementation, and revisions.					
2C-4 Use professional expectations and standards to guide, monitor, support, and supervise to improve teaching and learning.					
2C-5 Apply a variety of tools and technology to gather feedback, organize and analyze multiple data sources, and monitor student progress directed toward improving teaching and learning.					
Standard 3: Management and Learning Environment (GCL7012)	4	3	2	1	
Educational leaders manage the organization to cultivate a safe and productive learning and working environment.					
ELEMENT 3A: Operations and Facilities					
3A-1 Systematically review the physical plant and grounds to ensure that they are safe, meet Americans with Disabilities Act (ADA) requirements, and comply with conditions that support accessibility for all students.					
3A-2 Collaborate with the district to monitor and maintain student services (e.g., food, transportation) that contribute to student learning, health, and					
3A-3 Manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students.					
3A-4 Work with stakeholders and experts to plan and implement emergency and risk management procedures for individuals and the site.					
ELEMENT 3B: Plans and Procedures	4	3	2	1	
3B-1 Develop schedules and assign placements that are student-centered and maximize instructional time and staff collaboration.					
3B-2 Manage legal and contractual agreements and storage of confidential records (both paper and electronic) to ensure student security and confidentiality.					
3B-3 Set clear working agreements that support sharing problems, practices, and results within a safe and supportive environment.					
3B-4 Engage stakeholders in using problem-solving and decision-making processes and distributed leadership to develop, monitor, evaluate, and revise					
ELEMENT 3C: Climate	4	3	2	1	
3C-1 Strengthen school climate through participation, engagement, connection, and a sense of belonging among all students and staff.					
3C-2 Implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, culturally responsive, and celebrate					
3C-3 Consistently monitor, review, and respond to attendance, disciplinary, and other relevant data to improve school climate and student engagement and ensure that management practices are free from bias and equitably applied					
ELEMENT 3D: Fiscal and Human Resources	4	3	2	1	
3D-1 Provide a clear rationale for decisions and distribute resources equitably to advance a shared vision and goals focused on the needs of all students.					
3D-2 Work with the district and school community to focus on both short- and long-term fiscal management.					
3D-3 Actively direct staff hiring and placement to match staff capacity with student academic and support goals.					

3D-4 Engage staff in professional learning and formative assessments with specific feedback for continuous growth.					
3D-5 Conduct personnel evaluations to improve teaching and learning, in keeping with district and state policies.					
3D-6 Establish and monitor expectations for staff behavior and performance, recognizing positive results and responding to poor performance and/or inappropriate or illegal behavior directly and in a timely and systematic manner.					
Standard 4: Family and Community Partnerships (GCL7014)	4	3	2	1	
Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.					
ELEMENT 4A: Parent and Family Engagement					
4A-1 Establish a welcoming environment for family participation and education by recognizing and respecting diverse family goals and aspirations for students.					
4A-2 Follow guidelines for communication and participation established in federal and state mandates, district policies, and legal agreements.					
4A-3 Solicit input from and communicate regularly with all parents and families in ways that are accessible and understandable.					
4A-4 Engage families with staff to establish academic programs and supports that address individual and collective student assets and needs.					
4A-5 Facilitate a reciprocal relationship with families that encourages them to assist the school and to participate in opportunities that extend their capacity to support students					
ELEMENT 4B: Community Partnerships	4	3	2	1	
4B-1 Incorporate information about family and community expectations and needs into decision-making and activities.					
4B-2 Share leadership responsibility by establishing community, business, institutional, and civic partnerships that invest in and support the vision and goals.					
4B-3 Treat all stakeholder groups with fairness and respect, and work to bring consensus on key issues that affect student learning and well-being.					
4B-4 Participate in local activities that engage staff and community members in communicating school successes to the broader community.					
ELEMENT 4C: Community Resources and Services	4	3	2	1	
4C-1 Seek out and collaborate with community programs and services that assist students who need academic, mental health, linguistic, cultural, social-emotional, physical, or other support to succeed in school.					
4C-2 Build mutually beneficial relationships with external organizations to coordinate the use of school and community facilities.					
4C-3 Work with community emergency and welfare agencies to develop positive relationships.					
4C-4 Secure community support to sustain existing resources and add new resources that address emerging student needs.					
Standard 5: Ethics and Integrity (GCL7015)	4	3	2	1	
Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.					
ELEMENT 5A: Reflective Practice					
5A-1 Examine personal assumptions, values, and beliefs to address students' various academic, linguistic, cultural, social-emotional, physical, and economic assets and needs and promote equitable practices and access appropriate resources.					
5A-2 Reflect on areas for improvement and take responsibility for change					
5A-3 Engage in professional learning to be up-to-date with education research, literature, best practices, and trends to strengthen ability to lead.					
5A-4 Continuously improve cultural proficiency skills and competency in curriculum, instruction, and assessment for all learners.					
5A-5 Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.					
ELEMENT 5B: Ethical Decision-Making	4	3	2	1	

5B-1 Consider and evaluate the potential moral and legal consequences of decisions.					
5B-2 Review multiple measures of data and research on effective teaching and learning, leadership, management practices, equity, and other pertinent areas to inform decision-making.					
5B-3 Identify personal and institutional biases and remove barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender-based, or other sources of educational disadvantage or discrimination.					
5B-4 Commit to making difficult decisions in service of equitable outcomes for students, staff, and the school community.					
ELEMENT 5C: Ethical Action	4	3	2	1	
5C-1 Communicate expectations and support for professional behavior that reflects ethics, integrity, justice, and equity.					
5C-2 Use a variety of strategies to lead others in safely examining personal assumptions and respectfully challenge beliefs that negatively affect improving teaching and learning for all students.					
5C-3 Encourage and inspire others to higher levels of performance, commitment, and motivation by modeling transparent and accountable behavior.					
5C-4 Protect the rights and appropriate confidentiality of students, staff, and families.					
5C-5 Promote understanding and follow the legal, social, and ethical use of technology among all members of the school community.					
Standard 6: External Context and Policy (GCL7016)					
Education leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices.					
ELEMENT 6A: Understanding and Communicating Policy					
6A-1 Operate consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements					
6A-2 Understand and can explain the roles of school leaders, boards of education, legislators, and other key stakeholders in making education policy.					
6A-3 Welcome and facilitate conversations with the local community about how to improve learning and achievement for all students, including English Learners and students needing additional support.					
6A-4 Facilitate discussions with the public about federal, state, and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.					
6A-5 Work with local leaders to assess, analyze, and anticipate emerging trends and initiatives and their impact on education.					
ELEMENT 6B: Professional Influence					
6B-1 Advocate for equity and adequacy in providing for students' and families' educational, linguistic, cultural, social-emotional, legal, physical, and economic needs, so that every student can meet education expectations and goals.					
6B-2 Support public policies and administrative procedures that provide for present and future needs of all children and families and improve equity and excellence in education.					
6B-3 Promote public policies that ensure the equitable distribution of resources and support services for all students.					
ELEMENT 6C: Policy Engagement					
6C-1 Work with the governing board, district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.					
6C-2 Actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.					
6C-3 Collaborate with community leaders and stakeholders with specialized expertise to inform district and school planning, policies, and programs that respond to cultural, economic, social, and other emerging issues.					

Appendix A-9 Digital [Link](#)

Appendix A-10



School of Education

CASC Collaborative Coaching Log

CASC Candidate Name: _____
CASC Coach Name: _____
District Mentor: _____

School Site: _____
Date of Visit: _____

What overall activities were observed or discussed during this visit?	Describe activities you are involved in which are consistent with the knowledge, skills, and disposition you have been reflecting on:
Individual Development Plan Progress:	
Capstone Project Progress:	
Next Meeting Agenda:	
Next Meeting Date and Time:	

Appendix A-10 Digital [Link](#).

Appendix A-11



School of Education

Candidate Time Log *with District Mentor and University Supervisor*

Date	Hours	Reflection/Accomplishment	Circle 1 or Both
			District Mentor/University Supervisor
			District Mentor/University Supervisor
			District Mentor/University Supervisor
			District Mentor/University Supervisor
			District Mentor/University Supervisor
			District Mentor/University Supervisor
			District Mentor/University Supervisor
			District Mentor/University Supervisor
			District Mentor/University Supervisor

Please use additional pages as needed. A copy of the log for each meeting is to be uploaded to SOE's assessment system at the end of each course.

Appendix A-11 Digital [Link](#)

Appendix A-12

School of Education

Pacing Guide for Program Credit and Completion Clear Administrative Services Credential

Year 1		
Course	Requirements	SOE's assessment system Uploads
GCL7011 (1 Unit) CPSEL Overview of all 6 Standards Weeks 1-8 of Enrollment Start Date: End Date: Time Requirement: 10 hours total, including coaching meetings and logged district mentor time.	Signature Pages: ☐ Receipt of Handbook (A-1) ☐ Coach/Candidate Agreement (A-2) ☐ District Mentor Agreement (A-3) Self Assessments: ☐ Disposition and Indicators of Noble Character (A-5) ☐ Competency Assessment Rubric (A-7) ☐ Individual Induction Plan (IIP) Introduction (A-9) <u>Minimum of 8 Hours with PLNU coach or district mentor</u> ☐ Collaborative Coaching logs (A-10) ☐ Candidate Time Log of Contacts with district mentor and PLNU coach (A-11)	Self-Assessments: ☐ Dispositions and Indicators of Noble Character ☐ CPSEL - Competency Assessment Rubric ☐ Individual Induction Plan (IIP) (no signatures required) ☐ Collaborative Coachinglogs Candidate Time Log of Contacts with district mentor and PLNU coach (Reflects a minimum of 8 hours with PLNU coach)
GCL7012 (1 Unit) CPSEL 3: Management & Learning Environment Weeks 9-16 of Enrollment Start Date: End Date: Time Requirement: 10 hours total, including coaching meetings and logged district mentor time.	Self-Assessments: ☐ Planning Worksheet (optional) (A-8) ☐ IIP CPSEL 3 (Revise/Add) (A-9) ☐ Competency Assessment Rubric (A-7) ☐ Capstone Inquiry Plan introduction (A-15) <u>Minimum of 8 Hours with PLNU Coach</u> ☐ Collaborative Coaching logs (A-10) ☐ Candidate Time Log of Contacts with district mentor and PLNU coach (A-11)	Self-Assessments: ☐ IIP CPSEL 3 (no signatures required) ☐ Collaborative Coaching Logs Candidate Time Log of Contacts with district mentor and PLNU coach (Reflects a minimum of 8 hours with PLNU coach)
GCL7013 (1 Unit) CPSEL 2: Instructional Leadership Weeks 17-24 of Enrollment Start Date: End Date: Time Requirement: 10 hours total, including coaching meetings and logged district mentor time.	Self-Assessments: ☐ IIP CPSEL 2(Revise/Add) (A-9) <u>Minimum of 8 Hours with PLNU Coach</u> ☐ Collaborative Coaching Logs (A-10) ☐ Candidate Time Log of Contacts with district mentor and PLNU coach (A-11)	Self-Assessments: ☐ IIP CPSEL 2(Revision/Addition if Necessary) ☐ Collaborative Coaching Logs Candidate Time Log of Contacts with district mentor and PLNU coach (Reflects a minimum of 8 hours with PLNU coach)
GCL7014 (1 Unit) CPSEL 4: Family & Community Engagement Weeks 25-32 of Enrollment Start Date: End Date: Time Requirement: 10 hours total, including coaching meetings and logged district mentor time.	Self-Assessments: ☐ IIP CPSEL 4(Revise/Add) (A-9) ☐ Dispositions and Indicators of Noble Character (A-5) ☐ Capstone Inquiry Plan (Revise/Add) (A-15) <u>Minimum of 8 Hours with PLNU Coach</u> ☐ Collaborative Coaching logs (A-10) ☐ Candidate Time Log of Contacts with district mentor and PLNU coach (A-11)	Self-Assessments: ☐ IIP CPSEL 4 (Revise/Add) ☐ Collaborative Coaching Logs ☐ Candidate Time Log of Contacts with district mentor and PLNU coach (Reflects a minimum of 10 hours with PLNU coach) ☐ Dispositions and Indicators of Noble Character (A-5)

Year 2

Course	Requirements	SOE's assessment system uploads
GCL7015 (1 Unit) CPSEL 5: Ethics & Integrity Weeks 33-40 of Enrollment Start Date:End Date: Time Requirement: 10 hours total, including coaching meetings and logged district mentor time.	Self Assessments: ☐ Competency Assessment Rubric (A-7) ☐ IIP CPSEL 5 (Revise/Add) IIP Planning Worksheet (Optional) (A-8) <u>Minimum of 8 Hours with PLNU Coach</u> ☐ Collaborative Coaching logs (A-10) ☐ Candidate Time Log of Contacts with district mentor and PLNU coach (A-11)	Self-Assessments: ☐ Competency Assessment Rubric ☐ IIP CPSEL 5 (Revise/Add) (no signatures required) ☐ Collaborative Coaching logs ☐ Candidate Time Log of Contacts with district mentor and PLNU Coach (Reflects a minimum of 8 hours with PLNU coach)
GCL7016 (1 Unit) CPSEL 6: External Context & Policy Weeks 41-48 of Enrollment Start Date: End Date: Time Requirement: 10 hours total, including coaching meetings and logged district mentor time.	Self-Assessments: ☐ IIP CPSEL 6 (Revise/Add) (A-9) ☐ Dispositions and Indicators of Noble Character (A-5) <u>Minimum of 8 Hours with PLNU Coach</u> ☐ Collaborative Coaching logs (A-10) ☐ Candidate Time Log of Contacts with district mentor and PLNU coach (A-11) ☐ Completion and approval of the capstone proposal	Self-Assessments: ☐ IIP CPSEL 6(Revise/Add) (no signatures required) ☐ Collaborative Coaching logs ☐ Candidate Time Log of Contacts with district mentor and PLNU coach (Reflects a Minimum of 8 hours with PLNU coach) ☐ Capstone Proposal (All signatures required)
GCL7017 (1 Unit) CPSEL 1: Development & Implementation of a Shared Vision Weeks 49-56 of Enrollment Start Date: End Date: Time Requirement: 10 hours total, including coaching meetings and logged district mentor time.	Self-Assessments: ☐ IIP CPSEL 1 (Revise/Add) (A-9) <u>Minimum of 8 Hours with PLNU Coach</u> ☐ Collaborative Coaching logs (A-10) ☐ Candidate Time Log of Contacts with district mentor and PLNU coach (A-11)	Self-Assessments: ☐ IIP CPSEL 1(Revise/Add) (no signatures required) ☐ Collaborative Coaching logs Candidate Time Log of Contacts with district mentor and PLNU coach (Reflects a minimum of 8 hours with PLNU Coach)
GCL7018 (1 Unit) Capstone Project on one (1) CPSEL of choice Weeks 57-64 of Enrollment Start Date: End Date: Time Requirement: 10 hours total, including coaching meetings and logged district mentor time.	Self-Assessments: ☐ IIP CPSELs 1-6 (Revise/Add) (A-9) ☐ Dispositions and Indicators of Noble Character (A-5) <u>Minimum of 8 Hours with PLNU Coach</u> ☐ Collaborative Coaching logs (A-10) ☐ Candidate Time Log of Contacts with district mentor and PLNU coach (A-11) ☐ Final Competency Assessment Rubric (A-7) ☐ Presentation of Capstone Project	Self-Assessments: ☐ IIP CPSELs 1-6(Reve/Add) (Signatures Required) ☐ Collaborative Coaching logs Candidate Time Log of Contacts with district mentor and PLNU coach (Reflects a minimum of 8 hours with PLNU coach) ☐ Exit Survey ☐ Capstone Project PPT ☐ Capstone Scored Rubric

Appendix A-13



School of Education

Capstone Inquiry Plan

Submit to your Canvas course in GCL 7012, 7014, 7016, & 7018

	Candidate:		
	University Coach:		
	District Mentor:		
	School Site:		
	Date:		
Chosen CPSEL(s):			
Equity Problem of Practice:			
Overall Goal:			
Evidence of Growth in Standard:			
Evidence-based data used:			
Investigate Question/Prioritize/ engage	Plan Make Sense/strategize	Act Act	Reflect ACT
Response to Equity Problem of Practice (using 6 steps of Data Inquiry for Equitable Collaboration Model): <i>Evidence that includes a description of how equitable collaboration was engaged in during the process of data collection and analysis. A description of how parent and family engagement will be incorporated into the development of a response.</i>			

University Coach Signature _____

District Mentor Signature _____

Data Inquiry for Equitable Collaboration

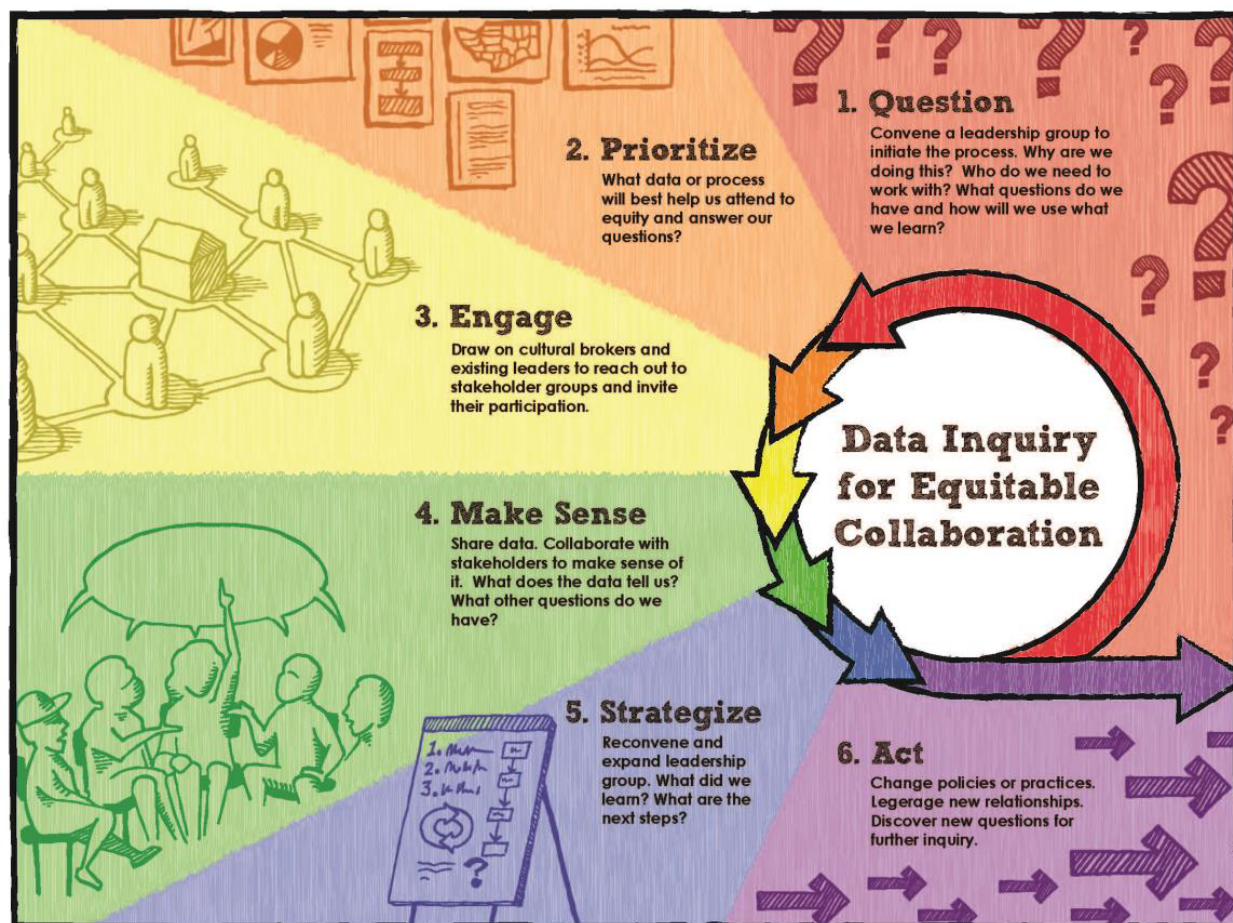


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[Link](#) to Graphic

How the Data Inquiry for Equitable Collaboration Process Is Used in Our Program

The *Data Inquiry for Equitable Collaboration* framework—featured in the Equity Apps curriculum—is intentionally embedded throughout the Preliminary and Clear Administrative Services Credential programs to support the development of equity-centered leadership. Rooted in the work of Ann Ishimaru and the Organizing Engagement Project, this six-step process equips candidates with a structured, reflective approach to identifying and addressing equity challenges in their school communities.

You will engage with this process in the following ways:

- Through the Equity Apps Curriculum: The Equity Apps curriculum includes four experiential “Events” that incorporate simulations, case studies, and real-world

equity challenges. Each Event uses the data inquiry process to guide collaborative decision-making, problem-solving, and leadership reflection.

- **Across Courses:** The data inquiry process is threaded across multiple courses in the Preliminary program, giving candidates repeated opportunities to apply it in a variety of learning contexts. Activities such as equity audits, school-based data analysis, and community engagement simulations are grounded in this cycle.
- **For CASC Candidates:** In the Clear Administrative Services Credential program, this process is embedded throughout all eight courses. CASC candidates revisit the cycle continuously as they investigate and address a self-selected equitable problem of practice. This two-year inquiry culminates in a capstone project that reflects sustained growth and systemic impact.
- **In Fieldwork and Capstone Projects:** Whether designing an Individualized Induction Plan (IIP) or completing a capstone, candidates use the data inquiry steps to define challenges, analyze school data, engage stakeholders, co-develop strategies, and assess impact. This deepens their Equitable Leadership Efficacy (ELE) and ensures authentic application in real settings.
- **As a Tool for Reflective Practice:** The cycle promotes habits of reflection and critical inquiry, encouraging candidates to use data not just for compliance, but to advance equity, inclusion, and shared responsibility alongside families and communities.

By returning to this cycle across your coursework, fieldwork, and capstone experience, you will be building your capacity to lead systemic, equity-driven change as a confident and compassionate school leader.

Clear Administrative Services Credential Capstone Requirements GCL7018

Prerequisites for Capstone

CASC candidates must complete the required planning of the Capstone project in weeks 1, 3, 5, & 7 for the courses GCL7012, 7014, 7016, and 7018.

Prior to GCL7018 candidates must:

- Complete an [Individual Induction Plan](#) with all six (6) CPSELs completed and six (6) professional learning activities toward standard improvement, signed by both the coach and mentor, and **uploaded into SOE's assessment system**.
- Have two (2) completed [Competency of Assessment Rubrics](#) from GCL 7011 and GCL 7015, **uploaded into SOE's assessment system**.
- Have six (6) completed [Collaborative Coaching logs](#) uploaded into SOE's assessment system.
- Have six (6) completed [Candidate Time logs](#) uploaded into SOE's assessment system.
- Have three (3) [Capstone Inquiry plans](#) completed, signed, and uploaded to SOE's assessment system.
- Complete a Capstone ePortfolio from GCL7016, approved by the university coach.

In GCL 7018 all completed coursework including the Capstone proposal must be submitted and approved by the university coach and district mentor in order to present the Capstone Project in Week 8.

Capstone Proposal

Before a student can present their capstone project in Week 8 candidates will need to submit a [Capstone Proposal](#) to their university coach and district mentor for approval. This proposal will include:

- CPSEL Standard(s) Chosen
- Equity Problem of Practice
- Overall Goal
- Evidence of Growth
- Evidence-Based Data
- Use and evidence of the 6 Steps of Data Inquiry for Equitable Collaboration Model

Capstone Slides (GCL 7016)

Using Google Sheets or another power point tool to create an early draft of your final presentation to represent the information from your Capstone Inquiry Plan for use during

GCL 7018 to guide the preparation of the presentation in Week 8. Requirements for the ePortfolio include:

Slides Page (slide length is up to the candidate, but the time frame remains the same)

Page 1

- Candidate Name
- Coach Name
- Mentor Name
- School Site
- Quad/Year
- Overview of Capstone Project
 - Equitable Leader Philosophy
 - CPSEL Chosen
 - Equity Problem of Practice
 - Overall Goal
 - Evidence of Growth Summary
 - Evidence-Based data Summary
 - Predicted Results of the Project

Page 2: CPSEL Chosen Details and evidence

Page 3: Equity Problem of Practice

Page 4: Goal

Page 5: Evidence of Growth

Page 6: Evidence-Based Data

Page 7: Predicted Results

Page 8: Capstone Proposal

Final Capstone Presentation

The final presentation will be in a cohort of three for the Coach, Mentor, Program Director, guests, and continuing candidates who choose to participate. The total time for the Capstone Cohort presentation will be 1 hour and 15 minutes. Requirements for each candidate's presentation include:

- 20-minute presentation
- 5-minute Q & A
- PPT presentation
- Final ePortfolio
- Final Rubric Evaluation for a passing score (see next page)
- Presentation of Capstone Project through candidates' choice of medium or platform

- Digital version submitted to PLNU Capstone virtual archive publication.
- Attendance of Coach, Mentor, Program Director, and guests of choice
- Capstone Presentations will be presented in scheduled cohorts to view and learn from other candidates' Capstone Projects. Continuing students will be invited to attend to learn from others' work.

Capstone Project Rubric

Digital [Link](#)

Capstone Project Scoring Rubric

Student

Name _____

4 - Response provides an understanding that <u>exemplifies</u>: Use of the 6 steps of data inquiry model to identify an equity problem of practice, discuss how equitable collaboration will be used during the process AND how parent and family engagement will be incorporated into the development of a solution. • 20 minutes in length • Includes all requirements of the Capstone Project	3 - Response provides an understanding that <u>meets</u> the tasks such as: -The use of the 6 steps of the data inquiry model to identify an equity problem of practice, -Discuss how equitable collaboration will be used during the process AND -How parent and family engagement will be incorporated into the development of a solution.	2 - Response provides an understanding that <u>approaches</u> the tasks such as: -The partial use the 6 steps of data inquiry model to identify an equity problem of practice, OR -A discussion on how equitable collaboration will be used during the process OR -Description of how parent and family engagement will be incorporated into the development of a solution.	1 - Response provides an understanding that is directed toward an understanding of the tasks but clearly insufficient.
Response <u>includes</u> : The development of an equity problem of practice by using the 6 steps of data inquiry model.	Response <u>includes</u> : the 6 steps of data inquiry	Response <u>omits</u> multiple items for meeting standard.	Response misses the criteria for meeting standards and does not connect with the assignment.
Response <u>includes</u> : Evidence that includes a description of how equitable collaboration will be engaged in during the process of data collection and analysis.	The response <u>includes some</u> : Evidence on how equitable engagement was used.	The response includes <u>little</u> evidence of equitable collaboration.	The response lacks equitable leadership documentation.
The response <u>includes</u> All requirements expected as listed in the Capstone Project Requirements document .	The response <u>includes some</u> requirements expected as listed in the Capstone Project Requirements document .	One of the required items as listed in the Capstone Project Requirements document .	None of the required items are included.

Score: _____

Date: _____

Feedback/Suggestions for Improvement: _____

University Coach Signature

District Mentor Signature

Appendix A-15.3



School of Education

Capstone Proposal

Capstone proposals will not be considered complete until this document has been signed by the student's capstone Coach and Mentor. This document and a copy of the student's capstone proposal must be completed and returned to the University Coach no later than the end of the quad for GEL 7016 (see [Capstone Project Requirements](#)).

Student and Capstone Information

Graduate student name: _____

Student signature and date: _____

Tentative capstone title: _____

CPSEL Standard Focus: _____

Equitable Problem of Practice **Question** (Step 1 of Inquiry): _____

Overall Goal: _____

Evidence-Based Data: _____

Faculty and Program Approval

I approve of this capstone proposal and support (graduate student name) _____ beginning work on her/his project.

UNIVERSITY COACH

Name: _____

Signature and date: _____

DISTRICT MENTOR

Name: _____

Signature and date: _____

PROGRAM DIRECTOR

Name: _____

Signature and date: _____

Program Overview

Year One

GCL7011 (1 Unit) One-on-one coaching for a minimum of ten (10) hours, 80 total hours by the completion of the program, with a trained experienced administrator working with the candidate to develop, implement and reflect upon their new administrative responsibilities. In collaboration with their university coach and district mentor the candidate develops an induction and professional growth plan. The goal of the induction and professional development plans is to enhance candidate competency in the California Professional Standards for Educational Leaders (CPSELs). This course focuses on the strengths and values the candidate brings to leadership practice along with an overview of all 6 CPSELs. Graded: credit/no credit

GCL7012 (1 Unit) One-on-one coaching for a minimum of tene (10) hours, 80 total hours by the completion of the program, with a trained experienced administrator working with the candidate to develop, implement and reflect upon their new administrative responsibilities. In collaboration with their university coach and district mentor the candidate develops an induction and professional growth plan. The goal of the induction and professional development plans is to enhance candidate competency in the California Professional Standards for Educational Leaders (CPSELs). This course focuses on how educational leaders manage the organization to cultivate a safe and productive learning and working environment (CPSEL 3). Graded: credit/no credit

GCL7013 (1 Unit) One-on-one coaching for a minimum of ten (10) hour, 80 total hours by the completion of the program, with a trained experienced administrator working with the candidate to develop, implement and reflect upon their new administrative responsibilities. In collaboration with their university coach and district mentor the candidate develops an induction and professional growth plan. The goal of the induction and professional development plans is to enhance candidate competency in the California Professional Standards for Educational Leaders (CPSELs). This course focuses on how educational leaders shape a collaborative culture of teaching and learning, informed by professional standards, and focused on student and professional growth (CPSEL 2). Graded: credit/no credit

GCL7014 (1 Unit) One-on-one coaching for a minimum of ten (10) hours, a total of 80 hours by the completion of the program, with a trained experienced administrator working with the candidate to develop, implement and reflect upon their new administrative responsibilities. In collaboration with their university coach and district mentor the candidate develops an induction and professional growth plan. The goal of the induction and professional development plans is to enhance candidate competency in the California Professional Standards for Educational Leaders (CPSELs). This course focuses on how educational leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources (CPSEL 4). Graded: credit/no credit

Please refer to Academic Plan in Workday

GCL7011	From the Inside Out; Overview of all 6 CPSELs
GCL7012	Management of the Learning Environment; Standard 3: <i>Management and Learning Environment</i>

GCL7013	Shaping a Culture of Teaching and Learning; Standard 2: <i>Instructional Leadership</i>
GCL7014	Family & Community Engagement; Standard 4: <i>Family and Community Engagement</i>

Year Two

GCL 7015 (1 Unit) One-on-one coaching for a minimum of ten (10) hours, for a total of 80 hours at the completion of the program, with a trained experienced administrator working with the candidate to develop, implement and reflect upon their new administrative responsibilities. In collaboration with their university coach and district mentor the candidate develops an induction and professional growth plan. The goal of the induction and professional development plans is to enhance candidate competency in the California Professional Standards for Educational Leaders (CPSELs). This course focuses on how educational leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard (CPSEL 5). Graded: credit/no credit

GCL 7016 (1 Unit) One-on-one coaching for a minimum of ten (10) hours, for a total of 80 hours at the completion of the program, with a trained experienced administrator working with the candidate to develop, implement and reflect upon their new administrative responsibilities. In collaboration with their university coach and district mentor the candidate develops an induction and professional growth plan. The goal of the induction and professional development plans is to enhance candidate competency in the California Professional Standards for Educational Leaders (CPSELs). This course focuses on how educational leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices (CPSEL 6). Graded: credit/no credit

GCL 7017 (1 Unit) One-on-one coaching for a minimum of ten (10) hours, for a total of 80 hours at the completion of the program, with a trained experienced administrator working with the candidate to develop, implement and reflect upon their new administrative responsibilities. In collaboration with their university coach and district mentor the candidate develops an induction and professional growth plan. The goal of the induction and professional development plans is to enhance candidate competency in the California Professional Standards for Educational Leaders (CPSELs). This course focuses on how educational leaders facilitate the development and implementation of a shared vision of learning and growth of all students (CPSEL 1). Graded: credit/no credit

GCL 7018 (1 Unit) One-on-one coaching for a minimum of ten (10) hours, for a total of 80 hours at the completion of the program, with a trained experienced administrator working with the candidate to develop, implement and reflect upon their new administrative responsibilities. In collaboration with their university coach and district mentor the candidate develops an induction and professional growth plan. This course focuses on the candidate's inquiry and practice-centered research project, showcasing the candidate's knowledge and skills in one of the six CPSELs. Graded: credit/no credit.

Please refer to Academic Plan in Workday

GCL 7015	Ethics & Integrity; Standard 5: <i>Ethics & Integrity</i>
GCL 7016	External Context & Policy; Standard 6: <i>External Context & Policy</i>
GCL 7017	Development & Implementation; Standard 1: <i>Development & Implementation of a Shared Vision</i>
GCL 7018	Educational Leadership Capstone Project; All Standards: Choose 1 for project

California Professional Standards for Education Leaders *(CPSEL) Standards, Elements, and Example Indicators*

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.

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.

Example Indicators:

1A-1 Advance support for the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learner.

1A-2 Cultivate multiple learning opportunities and support systems that build on student assets and address student needs.

1A-3 Address achievement and opportunity disparities between student groups, with attention to those with special needs; cultural, racial, and linguistic differences; and disadvantaged socio-economic backgrounds.

1A-4 Emphasize the expectation that all students will meet content and performance standards.

Element 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.

Example Indicators:

1B-1 Embrace diverse perspectives and craft consensus about the vision and goals.

1B-2 Communicate the vision so the staff and school community understand it and use it for decision-making.

1B-3 Build shared accountability to achieve the vision by distributing leadership roles and responsibilities among staff and community.

1B-4 Align the vision and goals with local, state, and federal education laws and regulations.

Element 1C: Vision Planning and Implementation

Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.

Example Indicators:

1C-1 Include all stakeholders in a process of continuous improvement (reflection, revision, and modification) based on the systematic review of evidence and progress.

1C-2 Use evidence (including, but not limited to student achievement, attendance, behavior and school climate data, research, and best practices) to shape and revise plans, programs, and activities that advance the vision.

1C-3 Marshal, equitably allocate, and efficiently use human, fiscal, and technological resources aligned with the vision of learning for 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.

Element 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.

Example Indicators:

2A-1 Establish coherent, research-based professional learning aligned with organizational vision and goals for educator and student growth.

2A-2 Promote professional learning plans that focus on real situations and specific needs related to increasing the learning and well-being of all staff and students.

2A-3 Capitalize on the diverse experience and abilities of staff to plan, implement, and assess professional learning.

2A-4 Strengthen staff trust, shared responsibility, and leadership by instituting structures and processes that promote collaborative inquiry and problem solving.

Element 2B: Curriculum and Instruction

Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.

Example Indicators:

2B-1 Develop a shared understanding of adopted standards-based curriculum that reflects student content and performance expectations.

2B-2 Promote and monitor the use of state frameworks and guides that offer evidence-based instructional and support strategies to increase learning for diverse student assets and needs.

2B-3 Provide access to a variety of resources that are needed for the effective instruction and differentiated support of all students.

2B-4 Guide and monitor the alignment of curriculum, instruction, assessment, and professional practice.

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.

Example Indicators:

2C-1 Define clear purposes, goals, and working agreements for collecting and sharing information about professional practice and student outcomes.

2C-2 Guide staff and the community in regular disaggregation and analysis of local and state student assessment results and program data.

2C-3 Use information from a variety of sources to guide program and professional learning planning, implementation and revisions.

2C-4 Use professional expectations and standards to guide, monitor, support, and supervise to improve teaching and learning

2C-5 Apply a variety of tools and technology to gather feedback, organize and analyze multiple data sources, and monitor student progress directed toward improving teaching and learning.

STANDARD 3: MANAGEMENT AND LEARNING ENVIRONMENT

Education leaders manage the organization to cultivate a safe and productive learning and working environment.

Element 3A: Operations and Facilities

Leaders provide and oversee a functional, safe, and clean learning environment.

Example Indicators:

3A-1 Systematically review the physical plant and grounds to ensure that they are safe, meet Americans with Disabilities Act (ADA) requirements, and comply with conditions that support accessibility for all students.

3A-2 Collaborate with the district to monitor and maintain student services (e.g., food, transportation) that contribute to student learning, health and welfare.

3A-3 Manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students.

3A-4 Work with stakeholders and experts to plan and implement emergency and risk management procedures for individuals and the site.

Element 3B: Plans and Procedures

Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.

Example Indicators:

3B-1 Develop schedules and assign placements that are student-centered and maximize instructional time and staff collaboration.

3B-2 Manage legal and contractual agreements and storage of confidential records (both paper and electronic) to insure student security and confidentiality.

3B-3 Set clear working agreements that support sharing problems, practices and results within a safe and supportive environment.

3B-4 Engage stakeholders in using problem solving and decision-making processes and distributed leadership to develop, monitor, evaluate and revise plans and programs.

Element 3C: Climate

Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.

Example Indicators:

3C-1 Strengthen school climate through participation, engagement, connection, and a sense of belonging among all students and staff.

3C-2 Implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, culturally responsive, and celebrate student and school achievement.

3C-3 Consistently monitor, review and respond to attendance, disciplinary, and other relevant data to improve school climate and student engagement and ensure that management practices are free from bias and equitably applied to all students.

Element 3D: Fiscal and Human Resources

Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.

Example Indicators:

3D-1 Provide clear rationale for decisions and distribute resources equitably to advance shared vision and goals focused on the needs of all students.

3D-2 Work with the district and school community to focus on both short and long-term fiscal management.

3D-3 Actively direct staff hiring and placement to match staff capacity with student academic and support goals.

3D-4 Engage staff in professional learning and formative assessments with specific feedback for continuous growth.

3D-5 Conduct personnel evaluations to improve teaching and learning, in keeping with district and state policies.

3D-6 Establish and monitor expectations for staff behavior and performance, recognizing positive results and responding to poor performance and/or inappropriate or illegal behavior directly and in a timely and systematic manner.

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.

Element 4A: Parent and Family Engagement

Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.

Example Indicators:

- 4A-1 Establish a welcoming environment for family participation and education by recognizing and respecting diverse family goals and aspirations for students.
- 4A-2 Follow guidelines for communication and participation established in federal and state mandates, district policies, and legal agreements.
- 4A-3 Solicit input from and communicate regularly with all parents and families in ways that are accessible and understandable.
- 4A-4 Engage families with staff to establish academic programs and supports that address individual and collective student assets and needs.
- 4A-5 Facilitate a reciprocal relationship with families that encourages them to assist the school and to participate in opportunities that extend their capacity to support students.

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.

Example Indicators:

- 4B-1 Incorporate information about family and community expectations and needs into decision-making and activities.
- 4B-2 Share leadership responsibility by establishing community, business, institutional and civic partnerships that invest in and support the vision and goals.
- 4B-3 Treat all stakeholder groups with fairness and respect and work to bring consensus on key issues that affect student learning and well-being.
- 4B-4 Participate in local activities that engage community members and staff in communicating school successes to the broader community.

Element 4C: Community Resources and Services

Leaders leverage and integrate community resources and services to meet the varied needs of all students.

Example Indicators:

- 4C-1 Seek out and collaborate with community programs and services that assist students who need academic, mental, linguistic, cultural, social-emotional, physical, or other support to succeed in school.
- 4C-2 Build mutually beneficial relationships with external organizations to coordinate the use of school and community facilities.
- 4C-3 Work with community emergency and welfare agencies to develop positive relationships.
- 4C-4 Secure community support to sustain existing resources and add new resources that address emerging student needs.

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.

Element 5A: Reflective Practice

Leaders act upon a personal code of ethics that requires continuous reflection and learning.

Example Indicators:

5A-1 Examine personal assumptions, values, and beliefs to address students' various academic, linguistic, cultural, social-emotional, physical, and economic assets and needs and promote equitable practices and access appropriate resources.

5A-2 Reflect on areas for improvement and take responsibility for change and growth.

5A-3 Engage in professional learning to be up-to-date with education research, literature, best practices and trends to strengthen their ability to lead.

5A-4 Continuously improve cultural proficiency skills and competency in curriculum, instruction, and assessment for all learners.

5A-5 Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.

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.

Example Indicators:

5B-1 Consider and evaluate the potential moral and legal consequences of decisions.

5B-2 Review multiple measures of data and research on effective teaching and learning, leadership, management practices, equity and other pertinent areas to inform decision-making.

5B-3 Identify personal and institutional biases and remove barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, or other sources of educational disadvantage or discrimination.

5B-4 Commit to making difficult decisions in service of equitable outcomes for students, staff and the school community.

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.

Example Indicators:

5C-1 Communicate expectations and support for professional behavior that reflects ethics, integrity, justice, and equity.

5C-2 Use a variety of strategies to lead others in safely examining personal assumptions and respectfully challenge beliefs that negatively affect improving teaching and learning for all students.

5C-3 Encourage and inspire others to higher levels of performance, commitment, and motivation by modeling transparent and accountable behavior.

5C-4 Protect the rights and appropriate confidentiality of students, staff, and families.

5C-5 Promote understanding and follow the legal, social, and ethical use of technology among all members of the school community.

STANDARD 6: EXTERNAL CONTEXT AND POLICY

Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

Element 6A: Understanding and Communicating Policy

Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.

Example Indicators:

6A-1 Operate consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.

6A-2 Understand and can explain the roles of school leaders, boards of education, legislators and other key stakeholders in making education policy.

6A-3 Welcome and facilitate conversations with the local community about how to improve learning and achievement for all students, including English Learners, and students needing additional support.

6A-4 Facilitate discussions with the public about federal, state and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.

6A-5 Work with local leaders to assess, analyze and anticipate emerging trends and initiatives and their impact on education.

Element 6B: Professional Influence

Leaders use their understanding of social, cultural, economic, legal and political contexts to shape policies that lead to all students to graduate ready for college and career.

Example Indicators:

6B-1 Advocate for equity and adequacy in providing for students' and families' educational, linguistic, cultural, social-emotional, legal, physical, and economic needs, so every student can meet education expectations and goals.

6B-2 Support public policies and administrative procedures that provide for present and future needs of all children and families and improve equity and excellence in education.

6B-3 Promote public policies that ensure the equitable distribution of resources and support services for all students.

Element 6C: Policy Engagement

Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.

Example Indicators:

6C-1 Work with the governing board, district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.

6C-2 Actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.

6C-3 Collaborate with community leaders and stakeholders with specialized expertise to inform district and school planning, policies and programs that respond to cultural, economic, social and other emerging issues.