Riverside County Office of Education
Clear Administrative Services Credential Program

Program Design

The vision of the Riverside County Office of Education's (RCOE's) Clear Administrative Services Credential (CASC) Program is to empower and equip ethical, equity-minded administrators who both understand and embrace the challenges of 21st century educational leadership. In service to this vision, the RCOE CASC program is a job-embedded, individualized coaching program for recently hired school administrators working under the Preliminary Administrative Services Credential. The program includes: (1) 40 annual hours of one-on-one coaching with a skilled, veteran administrator with a minimum of 3-4 hours per month (2) development of an Individual Induction Plan for each of the two years (3) individualized professional learning experiences (4) and a culminating portfolio representing two years of leadership development based on the California Professional Standards for Educational Leaders (CPSELs). The CPSELs form the foundation for the RCOE CASC Program.

The program is directed by a Director in the School of Education at RCOE, with a project manager who handles admissions and advising, two part-time consultants who handle support and training of coaches, and a secretary to assist. Coaches are hired from local districts and include both site and district administrators, most of whom are still active in the field. Stakeholder input has been critical to ensure continuous improvement over time. District and RCOE representatives were involved in the writing of the initial program and have served on the Administrative Services Credential ***Governance Team*** and our ***Academic Review Committee***. These committees meet four times a year to provide feedback and guidance as well as to guide academic decisions related to candidates. Members of these groups include county office and agency assistant superintendents and district and school representatives. The program assesses the quality of services through data at Governance meetings throughout the year. A **CASC Survey and Data Analysis Plan Matrix** shows the trajectory of surveys and analysis in the program. Our CASC program collects data through the following surveys: End-of-year coaching evaluation of candidate, an annual program survey filled out by all candidates and coaches, an End-of-year reflection of work by the coaches, and a coaching effectiveness survey filled out by candidates. The data from the Completer Survey by the Commission on Teacher Credentialing is also used as input for program improvement. Analysis of these data sessions are used to make improvements in the program. In addition, regular **CASC *Coach Meetings* 19/20** are held, usually via an online venue such as Zoom, to collaborate, coordinate the courses, and determine instructor policies and guidelines, as well as to determine how best to serve the needs of current candidates. Candidates have the opportunity to provide feedback through the **Candidate *End-of-Year Surveys* CASC 19/20** and informal feedback to instructors and program staff. The program is housed within the School of Education division along with Teacher Induction, Intern Programs, and Equity and Access. A meeting is held once a month within the division in order to collaborate across the School of Education on issues related to the credential programs to ensure that Common Standard requirements are implemented consistently across all programs. Data is also shared at least twice a year at College of Education meetings.

To become a coach, the following **Coach *Minimum Requirements CASC 19/20*** need to be met: Master's degree from an accredited institution. ·Demonstrated experience in teaching, supervision, curriculum, instruction, and collaborative processes. · Five years administrative experience,

including service as a principal and/or district or county level administrator. · Possession and maintenance of a current California Clear Administrative Services credential. · Participation in coaching training provided by CASC. · Availability to provide weekly support (phone, email, Skype, etc.) with at least one face-to-face contact monthly. · Willingness to complete the RCOE CASC Certified Coach requirements during the first year of coaching. Knowledge, Skills, and Abilities: · Willingness to build capacity in others. · Ability to develop rapport and a trusting relationship with the candidate. · Ability to balance challenge with support for the candidate. · Skill in meditative questioning. · Demonstrated knowledge and skill in CPSELs.

To apply, one must complete a ***Coach Application CASC 19/20*** form detailing administrative positions and the contexts of the administrative assignments; complete short essay questions regarding unique experiences or settings; and submit a resume and two references. Coaches are selected upon a review of documents, checking of references, and an interview with the director. Once hired, coaches sign an **Acknowledgement and Agreement to Role and Responsibilities of the CASC Coach 19/20** and receive training on the following: Inside-Out Coaching Model, Model Code of Ethics, smart goals, and summative and formative assessments. Professional development on coaching for ethics occurs through both a one-day training and through Micro Learning focusing on the Model Code of Ethics. These are six three to five-minute sessions with online Flipgrid collaboration. Coaches document their work in a portfolio and receive a digital badge as an RCOE Certified Coach for completing the Micro Learning Course of Coaching for Ethics.

The CASC consultant holds four meetings with coaches through the year. The first is the orientation, followed by two zoom meetings in the 3rd and 9th month with a face-to face meeting in between in the 6th month. PLC zoom meetings/trainings are held with 6-7 coaches at a time. In Zoom meetings/trainings, coaches are trained on coaching for ethics, equity, and on on-demand coaching. In addition, there is a face-to-face coaching meeting six months after the start of the year. Additional support through the year is offered through face-to-face meetings as needed by our CASC Consultant or through Zoom meetings.

In the last two years we have moved from offering professional development to candidates and coaches via zoom to a more personal approach. Based on feedback, we decided to focus our efforts on a more collaborative personal training for coaches. We submitted and were granted a ***CAL Ed Grant*** focusing on giving coaches additional opportunities to network with each other and share best practices. This “coach the coaches” model helps to ensure higher quality coaches, which in turn will ensure high quality coaching experiences for induction candidates. Added on to our regular orientation and Inside Out Coaching Model, we increased the requirements and support so that all coaches became ***“RCOE Certified Coaches” 19/20*** during their first year of coaching. As a certified coach, they are trained on coaching, goal setting, use of coaching instruments, and on the summative and formative assessments in the program. All coaches complete an **RCOE CASC Coach Certification Portfolio 1920.** During the second year, coaches can apply to be a ***Master Coach CASC 19/20***. A Master Coach helps to support coaches throughout the year and is in turn supported by the CASC Consultant. He/she also supports during PLC zoom sessions, provide training at coaches meetings, and help with IIP and portfolios.

Course of Study (Curriculum and Field Experience)

The ***Individual Induction Plan (IIP)*** **19/20** begins with a Needs Assessment that candidates conduct with a Self-Assessment of Leadership Skills (CPSELS) along with the needs relevant to their context (district/school demographics, key challenges, major responsibilities). In collaboration

with their coach and supervisor, candidates choose two areas of growth and write two SMART goals related to these areas. As the year unfolds, candidates collect evidence on the achievement of these SMART goals. A summary of the progress towards the goals is written. Candidates engage in 20-30 annual hours of professional learning. All candidates have a mandatory training on Equity. They may choose from attending the RCOE Excellence through Equity Conference, reading *Overcoming the Achievement Gap,* by Anthony Muhammed, or attending a Navigating Differences training at RCOE. All candidates are also required to attend an RCOE ***Model Code of Ethics*** training. For the additional hours, candidates choose from a menu under the following topics: The Principalship, Coaching, School Climate and Culture, Instructional Leadership, School Community Relations, and Collaboration and PLCs. Candidates write a summary of insights gained from their professional learning. In addition, candidates have the opportunity to use our Educational Technology Portal where they can engage in self-paced tutorials for GSuite, Zoom, PowerSchool Learning, and Office 365. These requirements are outlined in the **Individual Induction Plan Candidate Profile CASC 19/20**. Candidates receive support from coaches or program consultants if they need additional assistance to succeed in the program. All candidates are assigned a coach who works with them throughout the year. The coach is assigned prior to the orientation meeting. In addition, a program consultant is available to provide one-on-one support when necessary for assignments or the IIP. Zoom sessions are held several times a year to continuously support coaches in their work in supporting candidates.

During the 40 hours (3-4 minimum per month) of coaching required for each year of the program (20 face-to-face), learning must be linked to the CPSELs, ethics, and equity and documented in the ***Coaching Logs CASC 19/20*****.** Finally, at the end of years one and two, there is an *IIP Reflection Presentation* where SMART Goals are presented along with a summary of progress. These requirements are outlined in the **IIP Reflection Presentation Guidelines CASC 19/20** and the **Individual Induction Plan and Approval Process CASC 19/20.**

As candidates work on the IIP, coaches meet with the candidate and candidate's fieldwork supervisor to complete the Individual Induction Plan (IIP), including two SMART Goals, based on the results of the RCOE Self-Assessment of Leadership Skills (grounded in the CPSELs) and on a needs assessment of the local context. When looking at context, candidates look at student enrollment data both as a whole and by student group. They look at the vision and mission of the site, and any key challenges in the work context. Together, the coach, supervisor, and candidate, determine the actions needed to accomplish the goals, professional development to be accessed, timelines, artifacts and data to be used as evidence of success, and how/when progress will be monitored.

Coaches have the responsibilities of monitoring candidates' Google Drive portfolio regularly to ensure that portfolio requirements are met. They base their support on program due dates and upon meeting with the candidate monthly for 3-4 hours. They provide a minimum of 40 hours per year of individual coaching on goals and actions defined in the IIP. This includes at least one face-to-face meeting monthly and regular contact by phone, email, and other online venues. Typical in-person coaching may include observing candidates as they conduct teacher observations, facilitating meetings (e.g., faculty, School Site Council, and School Leadership Team meetings), overseeing collaborative team meetings, and engaging in classroom walk-throughs and school culture analysis. It may also include problem-solving and jointly planning sessions. Coaches must respond to all candidate and CASC Program Staff inquiries within 48 hours to ensure timely support. They must keep a Coaching Log of all coaching contacts as well as a Face-to-Face Coaching Log for each face-to-face coaching session, and assist the candidate in

monitoring his/her progress on goals in the IIP at agreed-upon times. This information can be found in the candidate manual.

Assessment of Candidates

All candidates must submit a ***Final Portfolio CASC 19/20*** that represents two years of leadership growth based on the CPSELs and the Individual Induction Plan work. The final Portfolio is scored using a ***Portfolio Rubric CASC 19/20*****.** To receive credit for the final Portfolio, the candidate must score a "2" or a "3" on each section of the rubric to be assessed: Completion, IIPs/Smart Goals, SMART Goal Data/Artifacts, Reflections on SMART Goals, and Writing. Formative Assessment occurs as candidates meet with their coaches and receive feedback on the progress of their IIP and their final portfolio preparation. Candidates will self-assess using the ***Self-Assessment of Leadership Skills CASC 19/20*** at the beginning of the first year of the program, beginning of the second year, and again at the end of the program. To receive credit for this assessment, candidates must show growth in leadership from the beginning to the end of the program. At the end of each year, candidates participate in *group IIP presentations* with a panel composed of program staff, coaches, and other CASC candidates. Candidates will create 20-minute presentations using an **IIP Presentation Template CASC 19/20** located in their google drive. They can refer to the **IIP Presentation Guidelines CASC 19/20** and the **IIP Presentation Rubric CASC 19/20,** to better understand what a quality presentation should include. Candidates will be able to see the rubrics completed by colleagues and coaches and may request copies from program staff. Candidates are supported by a coach a minimum of 3-4 hours per month. At this point, they review IIP goals and monitor progress toward the goals of the IIP. Expectations are outlined in the **Professional Expectations for Coaches and Candidates CASC 19/20** form.

To ensure only qualified CASC candidates are recommended for their credential, candidate portfolios are checked against the CASC Program Exit Final Portfolio Checklist. This ensures all requirements have been completed/met. The candidate is then provided with the CASC Clear Transmittal Document to provide the necessary personal information needed to process the upgrade to their Preliminary Administrative Services Credential. This process also requires verification from candidate employer(s) that they have a minimum of 2 years of successful full-time experience. Using a CASC Progress Monitoring Chart, the Director and the Program's Project Manager monitors the completion of all requirements throughout the year.

1. Program Summary

The Program Summary gives an overview of our program. It has three sections with accompanied links that serve as evidence of statements made.

(**CASC Program Summary 19/20 1.1** ; **Table depicting location, delivery models, and pathways CASC 19/20 1.1.1**).

2. Organizational Structure

Riverside County Superintendent of Schools, Dr. Judy D. White, is responsible for oversight of all educator preparation programs (Unit Head). As the Unit Head, she has oversight of all credential programs, and authority to designate institutional resources for all programs. The **RCOE Organizational Chart 19/20** illustrates this line of authority for this oversight.

The RCOE organizational chart identifies the direct reporting relationship between this position and the individual(s) who coordinate the Riverside County Office of Education (RCOE) teacher and administrative programs. The program organizational chart identifies personnel and reporting relationships in PASC (**Organizational Chart/Graphic CASC 19/20 2.1**). No other outside organizations or partners are responsible for the oversight or delivery of the program.

3.Qualifications of Mentors and Professional Development Personnel (Instructional Personnel)

The CASC program has three full-time staff and two consultants who serve with program implementation, professional development, monitoring, and candidate support. Full-time faculty include a Director, a Project Manager who takes care of admissions and advising, and a Secretary.

(Instructional Personnel Table CASC 19/20 3.1).

(Annotated Personnel List CASC 19/20 3.2)

Coach application samples, expectations, and expected qualifications can be found in the following (Published Experience and Qualifications Requirements CASC 19/20 3.3).

4. Program Sequence

Coaches begin with an orientation, followed by Inside-Out-Coaching and Model Code of Ethics training. Coach meetings occur throughout both years with a culminating IIP presentation in Year 1 and Year 2. **Published sequence of induction activities CASC 4.1**

5. Job-Embedded Fieldwork and Clinical Practice

Upon hiring, each candidate is assigned a coach. Coach designation is part of the application process. Candidates are provided with 3-4 hours per month of support for a total of 40 hours.Coaches sign an agreement upon being accepted. They are trained both in person and via Zoom. Each coach and candidate receives a manual that provides expectations and information about the program. Candidates complete an Individual Induction Plan and are assessed formatively through the program as they meet with their coach 3-4 hours a month to discuss

progress of SMART Goals and IIP. They are assessed summatively through the IIP Presentation and related documents and through a Self-Assessment of Leadership Skills.

Timeline of Mentor Assignments CASC 19/20 5.1
CASC MOU 19/20 5.2
Coach Training Materials CASC 19/20 5.3
Coach Manual CASC 19/20
Documentation of Candidate Placement CASC 1920 5.4
Candidate Manual CASC 19/20 5.5
IIP Template and Related Documents CASC 19/20 5.6
Assessment Instruments CASC 19/20 5.6.1

6. Credential Recommendations

To ensure only qualified CASC candidates are recommended for their credential a progress-monitored process is followed. Candidate portfolios are checked against the CASC Program Exit Final Portfolio Checklist 19/20. This ensures all requirements have been completed/met. This process also requires verification from candidate employer(s) that they have a minimum of 2 years of successful full-time experience. The candidate is then provided with the CASC Clear_Transmittal Document 19/20 to provide the necessary personal information needed to process the upgrade to their Preliminary Administrative Services Credential. **Description of Process Ensuring Appropriate Recommendations CASC 19/20 6.1**

Using a **CASC Progress Monitoring Chart 19/20 6.1.1**, the Program's Project Manager and Director monitor the completion of all requirements throughout the year.