

**California State University, East Bay
Department of Educational Leadership**

**Administrative Services Clear Credential
Individual Induction Plan (IIP)
Template**

Candidate Name:

Position:

Site:

District:

Date:

Coach:

Seminar Instructor:

District Mentor Liaison:

Directions:

This induction plan is designed to be used in conjunction with your completed self-assessment and the document titled, “*Moving Leadership Standards into Everyday Work: Descriptions of Practice, Second Edition*” by WestEd (2015). **Use the results of your self-assessment and the WestEd document to identify actions for each element of the standards.**

By the end of year 1, students must complete 3 of the 6 standards on the plan. By the end of year 2, students must complete all 6 standards on the plan.

Standard and Elements	Actions in the Field
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. <u>Elements:</u> 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. 1B: Developing Shared Vision – Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders. 1C: Vision Planning and Implementation – Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals	Overview: 1A Actions: 1B Actions: 1C Actions:

Standard and Elements	Actions in the Field
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. <u>Elements:</u> 2A: Professional Learning Culture Leaders promote a culture in which staff engage in individual and collective professional learning that results in their continuous improvement and high performance. 2B: Curriculum and Instruction Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes. 2C: Assessment and Accountability Leaders develop and use assessment and accountability systems to monitor, improve, and	Overview: 2A Actions: 2B Actions: 2C Actions:

extend educator practice, program outcomes, and student learning.	
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Standard and Elements	Actions in the Field
Standard 3: Management and Learning Environment - Education leaders manage the organization to cultivate a safe and productive learning and working environment. <u>Elements:</u> 3A: Operations and Facilities – Leaders provide and oversee a functional, safe, and clean learning environment 3B: Plans and Procedures – Leaders establish structures and employ policies and processes that support students to graduate ready for college and career 3C: Climate – Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner 3D - Fiscal & Human Resources - Leaders align fiscal and human resources and manage policies and contractual agreements that	Overview: 3A Actions: 3B Actions: 3C Actions: 3D Actions:

build a productive learning environment	
Standard and Elements	Actions in the Field
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. <u>Elements:</u> 4A: Parent and Family Engagement – Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs. 4B: Community Partnerships - Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.	Overview: 4A Actions: 4B Actions: 4C Actions:

4C: Community Resources and Services – Leaders leverage and integrate community resources and services to meet the varied needs of all students.	
Standard and Elements	Actions in the Field
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. <u>Elements:</u> 5A: Reflective Practice – Leaders act upon a personal code of ethics that requires continuous reflection and learning. 5B: Ethical Decision Making - Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions. 5C: Ethical Action – Leaders recognize and use their professional influence with staff and the community to develop a	Overview: 5A Actions: 5B Actions: 5C Actions:

climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.	
Standard and Elements	Actions in the Field
Standard 6: External Context and Policy Education leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices. <u>Elements:</u> 6A: Understanding and Communicating Policy Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment. 6B: Professional Influence Leaders use their understanding of social, cultural, economic, legal, and political contexts to shape policies that lead to all students graduating ready for college and career. 6C: Policy Engagement	Overview: 6A Actions: 6B Actions: 6C Actions:

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