ADVANCED SCHOOL LEADERSHIP ACADEMY

CLEAR ADMINISTRATIVE SERVICES CREDENTIAL PROGRAM

CANDIDATE HANDBOOK

USC Rossier
School of Education

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Welcome Letter

Dear Candidate,

Thank you for your interest in the USC California Administrator Services Credential (CASC) Program. We are delighted that you have chosen to advance your professional learning with USC Rossier and to further develop your leadership expertise. This program has been intentionally designed with your growth in mind, offering a sequence of courses and guided interactions with faculty that will support you on your journey toward becoming an effective and reflective educational leader.

Our goal is to help you cultivate the knowledge, skills, and dispositions essential to high-quality leadership. Throughout this program, you will be encouraged to examine your practice, reflect deeply on your decisions, and strengthen your ability to lead schools that provide equitable access, meaningful opportunities, and positive outcomes for all students. As you engage with the program's design and learning experiences, you will expand your understanding of leadership, develop stronger systems thinking, and refine the ethical decision-making that guides effective school administrators.

We are committed to providing you with a rigorous, relevant, and job-embedded learning experience that prepares you to support and lead complex school communities. This program is crafted to offer you both the flexibility necessary for working professionals and the personalized support needed to elevate your leadership practice and deepen your understanding of teaching, learning, and organizational systems.

Congratulations on your acceptance to the USC program and we are honored that you have selected us for the next phase of your leadership journey. We are confident that you will complete this program and display mastery of the standards and be ready to lead your community with the courage and conviction needed to ensure equity-driven results in our schools. This CASC Handbook contains essential information about program structure, requirements, expectations, and the professional learning and support throughout this program. We are here to support you so do not hesitate to reach out to me at any time.

Welcome to the Trojan Family!

Sincerely,



Fal Asrani, EdD.
Program Administrator
Office of Professional Learning

USC Rossier School of Education
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Now that you are a Trojan, you should also review these important links regarding the USC Student Handbook and University Policies (updated July 2026):

USC Unifying Values USC Student Commitment Office of Community Expectations

Living Our Unifying Values: The USC Student Handbook Office of Academic Integrity (OAI)

The Office of Civil Rights Compliance (OCRC).

USC Rossier Mission

The mission of the USC Rossier School of Education (pronounced "ross-EAR") is to prepare leaders to achieve educational equity through practice, research and policy. We work to improve learning opportunities and outcomes in urban settings and to address disparities that affect historically marginalized groups. We teach our students to value and respect the cultural context of the communities in which they work and to interrogate the systems of power that shape policies and practices. Through innovative thinking and research, we strive to solve the most intractable educational problems.

Academic Pillars

Inside and outside the classroom, USC Rossier's culture is driven by four key pillars.

☐ Leadership: Students will:

- Apply accountable leadership strategies to create the structural, human relations, political and symbolic/cultural dimensions critical for high-performance learning organizations.
- Demonstrate initiative in creating solutions to barriers to learning that they identify within their organization and community.
- Demonstrate an ability to create and sustain partnerships (i.e., groups, teams, organizations) that effectively improve learning.

☐ Learning: Students will:

- Apply evidence-based theories and principles of learning, motivation and cultural competence to optimize practice in educational settings locally, nationally and globally.
- Demonstrate the belief that effective instruction is learner-centered, theoretically grounded and contextually responsive to the individual differences of all learners.

☐ Accountability: Students will develop the ability to:

- Establish goals and strategies for their position that support improved learning in their organization.
- Apply goal-directed, data-driven decision-making to generate consistent and measurable outcomes that are responsive to established standards and the needs of students, community and society.
- Demonstrate the belief that accountability and communication to all stakeholder groups lead to transparent and equitable educational outcomes that are responsive to all learners.

☐ Diversity: Students will:

- Develop an unshakeable commitment to a diversity of thought and experience in their practice

(e.g., diversity of race, socioeconomic status, gender, ethnicity, sexual orientation, language proficiency and disability).
- Identify practices, structures and policies that create barriers to learning and develop the skill and political savvy to negotiate, if not eliminate, those barriers for themselves and on behalf of others.
- Demonstrate the value of using individual and cultural differences to inform practice related to accountability, leadership, and instruction that result in equal opportunity and access for all learners.

Rossier CASC Mission

The mission of the CASC Program is to develop effective and equity-driven educational leaders by providing personalized, trust-based leadership coaching and meaningful professional learning experiences. Through this intentional support, the program strengthens leaders' capacity to positively influence teaching, learning, and school communities across the region.

Rossier CASC Vision

The CASC Program envisions administrators who complete the program as reflective, equity-driven leaders equipped to cultivate school environments where every learner can flourish. Graduates will demonstrate a growth-oriented mindset and the leadership capacity to build and sustain dynamic educational ecosystems that prepare all students for success in college, career, community, and life.

The program actively incorporates the perspectives of all stakeholder groups to guide decision-making and strengthen program quality. A variety of engagement methods are used to gather meaningful input:

- **Advisory Board:** Members offer guidance through scheduled board meetings and through ongoing communication with program leaders, including individual discussions and email exchanges.
- **Instructors:** Professional development instructors viewpoints are collected during regular department meetings, through formal surveys, and via direct conversations with program leadership, supported by open channels of email communication.
- **Coaches and site Supervisors:** These stakeholders provide insight in multiple settings, such as coaches' forums, fieldwork supervisor gatherings, surveys, and individualized meetings, as well as through routine email dialogue.
- **Staff:** Staff members contribute feedback through team meetings, one-on-one conversations with leadership, and email correspondence.
- **Students:** Student voices are integrated throughout the program experience—during orientations, advisory gatherings, class sessions, meetings with fieldwork supervisors, coaching appointments, surveys, and individual conversations with leadership, in addition to email communication.
- **Program Completers:** Graduates share their reflections through completer surveys and through direct contact with advisors or program staff via email.

Together, these feedback channels create a comprehensive system that ensures stakeholders are consistently engaged and able to shape program refinement and improvement.

Rossier CASC Program Goals

This crosswalk demonstrates how the Rossier CASC Clear Induction Program aligns program goals with CTC accreditation expectations by emphasizing CPSEL-aligned leadership development, high-quality coaching, systematic assessment, and continuous improvement.

Rossier CASC Program Goal	CTC CASC Accreditation Evidence Category	Description of Alignment Open this document for the Alignment chart
1. Support and Sustain Administrative Leaders	**Candidate Support and Monitoring** **Coaching and Mentoring Quality**	Demonstrates structured, job-embedded coaching and differentiated support designed to retain and develop early-career administrators through consistent monitoring and guidance.
2. Strengthen CPSEL-Aligned Leadership Practice	**Program Design and Implementation** **Alignment to CPSEL Standards**	Shows intentional program design using the Individual Induction Plan (IIP) as a central framework to ensure candidates demonstrate competency aligned to the CPSEL standards.
3. Promote Reflective and Data-Informed Leadership	**Assessment and Evidence of Candidate Competence** **Use of Data for Improvement**	Reflects systematic use of self-assessment, reflection, and evidence collection to document leadership growth and inform ongoing candidate and program improvement.
4. Build Capacity for Continuous Professional Growth	**Professional Learning and Continuous Program Improvement**	Highlights structured professional learning, collaboration, and reflective practices that prepare candidates for sustained leadership growth beyond program completion.

Rossier CASC Program Timeline:

Admissions and Enrollment: January- June, Year 1:

Online webinars are held twice a month and these are open to prospective students to learn about the program. The upcoming webinars will be advertised through emails to past PASC candidates, current graduates of the PASC program and to Superintendents and HR personnel in school districts. Invitations are also posted on LinkedIn, FB and Instagram. The sessions are about 30 minutes long.

Orientation Meeting with Program Administrator: August Year 1

This meeting is held via zoom. Includes presentation, Q & A from enrolled students, introduction to program staff. This is followed by a training on the LMS system used in the program.

- Meeting with Coach: Mid-August

The Coach will meet with all participants and review the timeline document (used as a checklist) and discuss the Professional Learning sessions, DOB rubric, Individual Induction Plan (IIP) Goal Setting document, CPSEL standards and the Digital Leadership Portfolio expectations.

Development of the IIP: September- December Year 1 & 2

1. The IIP drafting session is designed to guide candidates in translating insights from their self-assessment into a personalized Induction Individualized Plan (IIP). During this meeting, candidates will select three CPSEL standards that represent their key leadership focus areas and set goals aligned with the California Professional Standards for Educational Leaders (CPSEL). Coaches and candidates will discuss the types of support available, including coaching guidance, program-provided resources, and relevant district or site-specific tools. Candidates will draft their IIP using the Rossier CASC document which is housed in the LMS system. This will serve as a living document for ongoing reflection and goal monitoring throughout the year. Additionally, candidates will identify professional learning opportunities aligned to their CPSEL focus areas and collaborate with coaches to tailor support strategies to their individual development needs.
2. Assessments on CPSEL Progress to Proficiency (DOP Rubrics)
   The Candidate, Coach and the Supervisors will complete the first assessment during this period and use the results for the IIP goal setting.

Professional Learning: September-May Year 1 & 2

All candidates will start attending CPSEL-aligned sessions and Job-aligned workshops. The follow up assignments will also be completed and uploaded to the Leadership Digital Portfolio on or before the due date.

Leadership Digital Portfolio Presentation May, Year 2

This is the culminating event and candidates will present their learning to a community panel and be graded on a DOP rubric to celebrate their learnng.

CTC Recommendation- June, Year 2

Candidates will complete all uploads and verifications on the Rossier Credential Portal and be recommended to CTC.

Admissions & Enrollment Process:

Who Should Apply?

The CASC program is designed for emerging school leaders who are eager to strengthen their leadership capacity and make a lasting difference in their educational communities. We encourage applications from:

- **Early-Career Administrators with a Preliminary Credential:** Individuals who have recently earned their Preliminary Administrative Services Credential and are ready to clear it while deepening their practical leadership skills.
- **Current School or District Leaders:** Educators already serving in administrative roles—such as assistant principals, principals, or district-level coordinators—who seek to refine their leadership practice and fulfill credentialing requirements.
- This program is ideal for those who are motivated, reflective, and committed to advancing equitable, effective leadership in today's schools.

To remain in compliance with CTC requirements, new administrators must enroll in an approved Induction Program within their first year of serving in an administrative role. Enrollment must be completed prior to attending the Program Orientation. The USC CASC Program accepts new cohorts once in the Fall, annually.

Candidates may enroll in the Rossier CASC Program once they provide verification of a valid Preliminary Administrative Services Credential or certificate of eligibility and proof of full-time employment in an administrative position.
Each candidate must complete the USC application packet, which includes submitting the following:

- Candidate Application Form & Candidate MOU
- Professional résumé
- Letter of Recommendation from current Supervisor
- Personal reflection used to assist in matching the candidate with a Coach
- Evidence of a Preliminary Administrative Services Credential or Certificate of eligibility
- Verification of current administrative employment or an upcoming administrative assignment

Once all documents are submitted successfully, candidates will participate in an initial meeting with the Program Administrator, and a phone interview with the Associate Dean who supervises the Office of Professional Learning. Upon successful completion of these steps, the candidate will be admitted. All are required to attend an Orientation Session, and begin receiving weekly newsletters with important program updates and resources. Candidates will also be paired with a CASC Coach within 30 days of enrollment to begin their individualized induction experience. Training will be provided on the use of the Brightspace LMS system.

Orientation

All candidates are required to participate in an Orientation within the first month of the program. During this session, candidates explore program expectations, begin shaping their Individual Induction Plan (IIP), complete an initial self-assessment aligned to the California Professional Standards for Educational Leaders (CPSEL), and learn about available professional learning opportunities. Orientation also offers an important opportunity to meet their assigned Coach and begin building a supportive coaching relationship. It is a time for candidates to envision their leadership growth and celebrate the beginning of their induction journey.

Rossier CASC Program description:

The California Administrator Services Credential (CASC) Program is designed to develop knowledgeable, reflective, and equity-driven school leaders who are prepared to guide and support effective teaching and learning in diverse educational communities. Through a carefully sequenced set of courses and fieldwork experiences, the Rossier program builds the leadership skills, professional dispositions, and systems-thinking capacities required to lead schools that promote high-quality instruction and positive outcomes for all students. Expertise in educational leadership requires a deep understanding of how curriculum, instruction, assessment, and school systems interact to support student success. It also demands the ability to respond thoughtfully to the cultural, linguistic, socioeconomic, and political contexts in which schools operate. Throughout the program, candidates strengthen their ability to analyze data, cultivate collaborative relationships, engage diverse stakeholders, and design equitable learning environments that meet the needs of all learners.

Rossier CASC coursework and field experiences are intentionally structured to support the development of applied leadership practice. Candidates learn to identify and address instructional needs, guide continuous improvement efforts, and implement strategies that advance equity, access, and opportunity. Key leadership competencies, such as coaching, communication, ethical decision-making, and organizational management, are scaffolded across the program to provide the time, depth, and practice necessary for mastery. Through this integrated and job-embedded design, the CASC Program prepares administrators who are ready to lead with integrity, foster collective efficacy, and create schools where every student can thrive.

CASC Pathway

The CASC Pathway is designed to strengthen the knowledge, skills, and dispositions of instructional leaders so they can positively influence teaching and learning for all students. Candidates participate in a two-year induction program that combines individualized professional development, focused coaching, and evidence-based reflection. Each candidate completes 60 hours of professional development per year, aligned with the Individualized Induction Plan (IIP). These activities are selected based on the candidate's pre-assessment and identified areas for growth. Each candidate is paired with a certified coach who provides a minimum of 40 hours of coaching per year, which is offered as a combination of on-site and virtual support, for a total of 80 hours over the two-year program. Coaching is tailored to the candidate's context, goals, and progress toward meeting the California Professional Standards for Educational Leaders (CPSEL).

Candidates maintain a Leadership Digital Portfolio documenting their progress and demonstrating

evidence related to each CPSEL standard. Examples of required evidence include reflections, artifacts, responses to leadership situations, coaching logs, and records of coaching and professional development. The portfolio is maintained through the university's BrightSpace LMS system. Important: Candidates must be admitted to the program within 120 days of beginning their first administrative assignment and must complete a CPSEL self-assessment with the support of their coach during this initial period.

Rossier CASC Program Design

The USC CASC Program is offered fully online and is designed to be completed within two academic school years. Starting every Fall, candidates will fulfill the requirements to earn the California Clear Administrative Services Credential by completing six online CPSEL-aligned sessions each year (total of 12 sessions). These sessions are two-hours in length and include targeted assignments measuring the mastery of the CPSEL standard which is uploaded to a Leadership Digital Portfolio. The CPSEL sessions and additional job responsibility aligned workshops provide 60 hours or more of learning per year.. Candidates will also work with a USC assigned Coach for 40 hours each year, both face to face and in a virtual setting. Support and collaboration with the cohort will occur throughout the year. Throughout the program, candidates work in their school settings to design, implement, and reflect on leadership activities that strengthen teaching, learning, and organizational systems. All program requirements must be completed within authentic school environments and in collaboration with site-based stakeholders to ensure meaningful and relevant fieldwork experiences.
Assessment of candidate competence is grounded in the proficiencies expressed in Standard 5 of the Administrative Services Credential Induction Program Standards (i.e., the CPSEL; http://www.ctc.ca.gov/educator-prep/standards/SVC-AdminHandbook-2016.pdf, p. 30).

Second Review Update: Key Support Personnel for the Program:

Program Questions & Contacts **Dr. Fal Asrani** **Program Administrator** **213-740-6881** **falasran@rossier.usc.edu**	**Credential and CTC Questions** Dr. Cathy Creasia Director of Accreditation and Credentialing credrec@usc.edu 213-821-3409
Induction Coach TBD	Session Instructor TBD
Transcript Requests Ordering transcripts	

Summary of each role from the USC CASC model and how they support Candidates:

1. **Program Administrator**
   Handles the operational side of the program, student support, scheduling, enrollment, communications, tracking requirements, and logistics. This role ensures Candidates have a smooth experience by keeping everything organized, providing timely information, and troubleshooting administrative issues so Candidates can focus on learning. This administrator works with addressing student progress and completion requirements, including 1:1 conferences with the candidates when needed. This position also supervises the Coach/s and the Session Instructor/s.
2. **Induction Coach (**commonly referred to as the Coach**)**
   Provides individualized, ongoing support. Coaches guide Candidates through goal-setting, reflection, and progress monitoring. They offer feedback on practice, help Candidates connect theory to their own context, and support them in meeting program milestones. This role is key for personalized growth and accountability.
3. **Session Instructor**
   Leads the instructional sessions and delivers course content. Instructors facilitate learning, model best practices, provide feedback on assignments, and create opportunities for discussion and application. They ensure candidates build the required knowledge and skills aligned to program and CPSEL standards.
4. **Associate Dean**
   Oversees program quality and alignment with institutional goals. The Associate Dean ensures academic rigor, consistency, and continuous improvement. They support Candidates indirectly by maintaining high standards, addressing escalated concerns, and ensuring the program remains relevant and effective.

Overall support for Candidates
Together, these roles create a comprehensive support system: administrative clarity (Program Administrator), personalized guidance (Coach), strong instruction (Session Instructor), and program quality oversight (Associate Dean).

Program Rationale and Research

The program is based on adult learning theory, recognizing that administrators are self-directed learners who learn best through meaningful, relevant experiences. Candidates actively apply learning within their professional roles, engage in reflective practice, and collaborate with experienced coaches who serve as partners throughout the induction process.

The USC CASC Program is designed around four core components: professional learning, individualized leadership coaching, reflective practice, and assessment of growth and competence in alignment with the California Professional Standards for Educational Leaders (CPSEL). Over the two-year induction experience, candidates receive a minimum of 80 hours of personalized, job-embedded leadership coaching from highly trained educational leaders with extensive experience in school and district administration. Candidates also participate in Rossier-developed CPSEL-aligned professional learning sessions and job-embedded workshops, along with district-developed job-embedded professional development and PLCs, for a total of 60 hours per year (120 hours over two years). Coaches and Session Instructors are carefully selected by USC administrators and are committed

to supporting candidates' professional growth and development as effective Rossierol leaders.

Research consistently validates the importance of high-quality leadership preparation and coaching. The Wallace Foundation's comprehensive synthesis of two decades of research shows that principals exert significant influence on student achievement and school conditions through their ability to develop teacher capacity, strengthen organizational systems, and cultivate positive school climates (Grissom et al., 2021). These findings affirm the CASC Program's emphasis on sustained, individualized coaching and leadership development as essential levers for improving student outcomes and schoolwide effectiveness.

The program's professional learning model is grounded in research emphasizing ongoing and scaffolded practices related to job-embedded and personalized development (Darling-Hammond et al., 2017; Killion, 2013). Reflecting Wallace Foundation findings on effective leadership pipelines, the program emphasizes coherent learning experiences that integrate theory, practice, and continuous feedback—conditions shown to strengthen leaders' instructional and organizational competencies (Grissom et al., 2021). Candidates use formative and summative assessments to guide reflection, plan next steps, and measure progress, working collaboratively with their Coach and program staff to ensure learning translates directly to practice. All assessments are uploaded in the Digital Leadership Portfolio, allowing time for reflection and revisiting of learning throughout the process. Interactive professional learning sessions foster a sense of community and belonging within each cohort, supporting collaboration and shared problem-solving among peers.

Professional learning in the program is a continuous cycle of planning, engagement, practice, and reflection. Candidates' learning is documented in the IIP and aligned with both cohort and individual goals. Professional learning is not limited to isolated events but emphasizes ongoing growth, collaboration, and application to practice (Killion, 2013). This mirrors what Wallace Foundation research identifies as essential for principal effectiveness: structured opportunities for leaders to learn in context, coupled with meaningful feedback and applied practice. Candidates are supported to pursue learning activities that strengthen skills, deepen CPSEL-aligned competencies, and enhance effectiveness in their specific leadership roles. Learning experiences are intentionally designed to integrate coaching, professional learning sessions, and assessment to create a cohesive growth trajectory.

Coaching in the USC CASC Program is tailored to the unique contexts of each candidate. Coaches provide ongoing, job-embedded support through activities such as observations, reflective dialogue, and goal-setting, all documented in a coaching log. Meetings can occur in multiple formats, including in-person, virtual, or blended sessions. Coaches work with candidates to develop and implement annual Individual Induction Plans (IIP), aligning professional goals with Standard 5, employer priorities, and individual responsibilities. This approach reflects findings from the Wallace Foundation report, which highlights that sustained, high-quality coaching is one of the most effective strategies for building leadership capacity and improving school conditions (Grissom et al., 2021).

Candidates use a variety of assessments, diagnostic, formative, benchmark, and summative—to monitor and demonstrate competence across all six CPSELs, with feedback integrated continuously into the IIP (Ladson-Billings, 2006). Competency levels are assessed both formatively and through an annual review, with proficiency defined as an overall average of three or above across the four performance

levels (CTC, 2018). Meetings with site supervisors are integral in the coaching practice and feedback loop to support individualized plan implementation and candidate readiness.

Within the program, candidates' progress is guided by the CPSELs and documented through the IIP, developed collaboratively with their leadership Coach. Proficiency on the CPSELs serves as the foundation for setting goals, planning professional learning, and monitoring growth. Candidates' progress, including achievements, challenges, and areas for improvement, is formally evaluated at the end of Years 1 and 2, and summaries from the Coach and Session Lecturer are provided to the Program Administrator to inform ongoing program evaluation. Common growth areas identified through these assessments are incorporated into coaching conversations and subsequent goal-setting.

Reflective practice is central to the program, helping candidates "learn through and from experience to gain new insights about self and practice" (Finlay, 2008). Candidates layer experiences to challenge assumptions, refine strategies, and link one learning opportunity to the next. Structured opportunities are provided for collaboration and shared reflection with peers and Coaches, both online and in-person. This reflects the communities of practice model, where shared learning develops collective expertise and strengthens professional identity (Wenger-Trayner, 2015).

Khalifa's (2018) Culturally Responsive School Leadership (CRSL) framework provides a comprehensive model for how school leaders can create equitable, inclusive environments for diverse students. The framework emphasizes four core behaviors: engaging in critical self-reflection, developing meaningful relationships with families and communities, addressing and dismantling systemic inequities, and promoting inclusive school practices that affirm students' cultural identities. Khalifa argues that culturally responsive leadership is not optional but essential for ensuring that marginalized students experience success, belonging, and representation within schools. Gooden and Dantley (2012) argue that effective leadership preparation must explicitly address race, racism, and systemic inequity. Their work emphasizes that culturally responsive leaders cannot remain neutral; instead, they must develop a critical racial consciousness that enables them to recognize how institutional structures disadvantage marginalized students. The authors propose a framework that centers race in leadership development, encouraging leaders to challenge dominant narratives, confront oppressive practices, and advocate for transformative change. By doing so, leaders become better equipped to create equitable school environments that support all students.

Candidates also engage in adult Social and Emotional Learning (SEL) and explore topics designed to expand knowledge of diverse student needs, pedagogical approaches, content, technology, and leadership competencies. SEL and equity-focused practices are embedded throughout the program, reflecting state priorities outlined in the Local Control Funding Formula (LCFF) and supporting district goals aligned with Multi-Tiered System of Supports (MTSS). By integrating SEL into professional growth, candidates are prepared to create school environments that support the whole child and foster positive outcomes for all students.

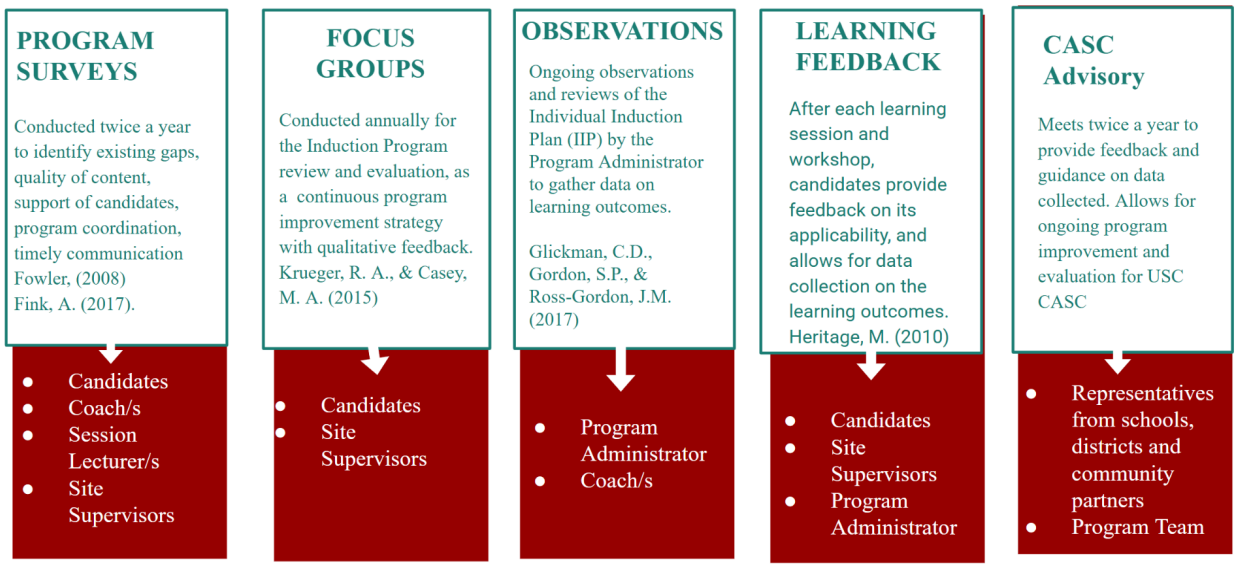
As candidates develop their IIPs and professional learning plans, they are supported in identifying targeted learning opportunities that align with their CPSEL focus areas and strengthen the skills and competencies required for effective school leadership. This approach ensures that professional growth is purposeful, job-embedded, and directly connected to improving practice. In alignment with Wallace Foundation findings, the USC CASC Program reinforces the research-backed premise that strategic

development of school leaders yields measurable improvements in teaching quality, school functioning, and student achievement.

CASC Program Evaluation:

The Rossier CASC Program provides a comprehensive, two-year induction experience designed to guide candidates toward earning the Clear Administrative Services Credential. This individualized program integrates professional learning sessions, flexible and innovative learning opportunities, and both formative and summative assessments that foster leadership growth. Each candidate also receives personalized coaching from highly trained and experienced CASC Coaches who support their development throughout the induction process. Throughout the process, the program is evaluated by candidates,staff and members of the advisory committee, including community leaders and school district staff, leading to evaluation and assessment through qualitative and quantitative data.

ROSSIER CASC PROGRAM EVALUATION - DESIGN AND IMPLEMENTATION



Candidate Assessment and Evaluation

There are four documents that will validate successful completion of the program and thereby ready for recommendation ot CTC:

1. Successful completion of all activities on the IIP checklist document
2. Completion of the Candidate Progress to Proficiency Protocol by Candidate, Coach and Supervisor, where the score for each CPSEL is 3 or higher as measured on the DOP rubric.
3. Digital Portfolio presentation with a score of 3 or higher. The presentation is made to a panel of administrators, using this protocol.The panel scores the candidate presentation using the Digital Portfolio Presentation Rubric document Pg 19. CASC handbook
4. Completion of the IIP Goals document by candidate, supervisor and coach, confirming all goals have been met.

Once the Coach and the Program administrator completes the verification on the four items above, the Program Administrator will make a recommendation to the Credentials office using the ONLINE credentials portal. The final submission will be made by the Credentials Office.

In the Program, candidates' progress is guided by the California Professional Standards for Educational Leaders (CPSELs) and documented through the Individual Induction Plan (IIP), developed collaboratively with their leadership Coach. Proficiency on the CPSELs serves as the foundation for setting goals, planning professional learning, and monitoring growth.

Candidates' progress, including achievements, challenges, and areas for improvement, is formally evaluated at the end of Years 1 and 2, and summaries from the Coach and the Session Lecturer is provided to the Program Administrator to inform ongoing program evaluation. Common growth areas identified through these assessments are incorporated into portions of the candidate's coaching conversations.

As candidates develop their IIPs and professional learning plans, they are supported in identifying targeted learning opportunities that align with their CPSEL focus areas and strengthen the skills and competencies required for effective school leadership. This approach ensures that professional growth is purposeful, job-embedded, and directly connected to improving practice.

Learning Outcomes

These are priority skills and knowledge candidates will demonstrate, which are:

- Facilitate a community-driven vision of student-centered learning
- Build and sustain a positive school culture through effective relationships and instructional practices
- Ensure safe, equitable, and inclusive learning environments
- Lead culturally proficient and responsive schools
- Develop professional and transformative leadership capacity
- Connect school success to broader educational and community contexts

At the end of the Year 2, each candidate will present their learning and highlights from their Leadership Digital Portfolio to a panel of current and retired administrators. This showcase allows candidates to celebrate their growth and learning vehicle, also crystallizing their commitment to ensure equity-driven leadership in their diverse districts.

Coaching Support

Coaching is the cornerstone of the USC CASC Program, providing every candidate with sustained, individualized guidance throughout the two-year induction experience. Shortly after enrollment, candidates are matched with a Coach based on their professional background, leadership context, and areas of focus to ensure a strong and supportive partnership. All Coaches are seasoned educational leaders who bring extensive administrative experience and a deep understanding of school systems.

Each Coach undergoes a rigorous selection process and participates in ongoing professional learning, including training in the nationally recognized Cognitive Coaching model. Their coaching practices are aligned with the California Standards for the Professional Education of Leaders and grounded in current research on effective leadership development.

Through regular one-on-one sessions, reflective dialogue, and job-embedded support, Coaches help candidates bridge leadership theory with real-world application. They guide candidates in strengthening instructional leadership, advancing equitable outcomes for students, and developing cultural proficiency and transformational leadership skills. This personalized coaching relationship ensures candidates receive meaningful feedback, track progress through their Individual Induction Plan (IIP), and grow their confidence and effectiveness as educational leaders.

Responsibilities of Candidates:

Candidates are expected to actively engage in all aspects of the CASC induction experience. Key responsibilities include:

- Collaborate with your coach to develop goals for your Individualized Induction Plan (IIP) that reflect your professional context and identified needs.
- Partner with your coach and site administrator supervisor to secure approval for your goals and any revisions that may be required.
- Demonstrate commitment to strengthening your administrative leadership skills and meeting all program performance expectations.
- Participate openly, honestly, and fully in the coaching process.
- Seek guidance from your coach when faced with workplace challenges or complex situations.
- Provide opportunities for your coach to observe authentic leadership activities (e.g., classroom observations, staff meetings, professional development sessions).
- Work with your coach to identify and access resources or research that support your growth.
- Complete all required program evaluations.
- Maintain and complete your digital Portfolio components with accuracy and thoroughness.
- Fulfill 40 hours of professional development per year, demonstrating consistent engagement in collaborative activities and reflective practice.
- Complete the self-assessment based on Moving Leadership Standards (Kearney, 2015) two times per year as Pre and post assessment to measure your growth and progress to the CPSEL standards.

Responsibilities of the Coach

Coaches are expected to engage fully in professional learning, communication, and documentation to support candidates effectively. Responsibilities include:

- Conduct monthly coaching meetings with assigned candidates.
- Attend the annual coach orientation at the start of each academic year.
- Complete approved new coach training (if applicable) to obtain certification as a CASC coach.
- Participate in all required training listed on the CASC Coach and Program Faculty Professional Development Calendar.
  Engage in ongoing formative assessments, including self-assessments, goal setting, peer reflection, and collaborative problem-solving activities.
- Maintain accurate and thorough records of all candidate assessments, coaching interactions, and professional activities.
- Record coaching notes and interaction logs in Big Time and respond promptly to all University emails and communications.

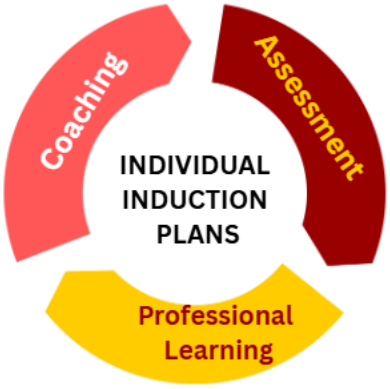
  Review the MOU linked here for more details.

Induction Plan

The California Clear Administrative Services Credential (CASC) induction program is a two-year, job-embedded professional development experience designed for administrators holding a preliminary credential. Central to this program is the Individual Induction Plan (IIP), a personalized roadmap that

guides each candidate's leadership growth over the two-year period. Developed collaboratively with an experienced CASC Coach, the IIP outlines specific learning goals, professional development activities, and leadership practices tailored to the candidate's needs. The program emphasizes building leadership competencies aligned with the California Professional Standards for Educational Leaders (CPSEL), integrating real-world administrative experiences, reflective practice, and evidence of skill development. Candidates demonstrate competency through program assessments, completion of required artifacts, reflective writings, and the induction tracker. Upon completion, candidates must provide verification of at least two years of full-time administrative experience and evidence that all program requirements have been met.

Throughout the induction program, the IIP serves both as a guide and a record of progress, documenting growth, coaching interactions, and achievements that reflect the candidate's readiness to lead effectively in diverse school communities. Upon completion of the CASC program and meeting all requirements, candidates are eligible for the Clear Administrative Services Credential.



Individualized Induction Plan (IIP)

Within the first 60 days of enrollment, candidates begin developing their Individualized Induction Plan (IIP), which serves as the guiding framework for their two-year CASC induction experience. The IIP functions as a comprehensive record of each candidate's leadership growth, capturing evidence aligned to the California Professional Standards for Educational Leaders (CPSEL), reflections on job-embedded leadership experiences, artifacts demonstrating developing competencies, and logs that document ongoing progress. Together, these elements illustrate the candidate's evolving practice and effectiveness as an educational leader.

The IIP is created in collaboration with the candidate's induction Coach, with additional input from the candidate's supervisor to ensure alignment with site and district priorities. The plan is reviewed and updated regularly to reflect new learning, emerging needs, and shifts in leadership responsibilities.

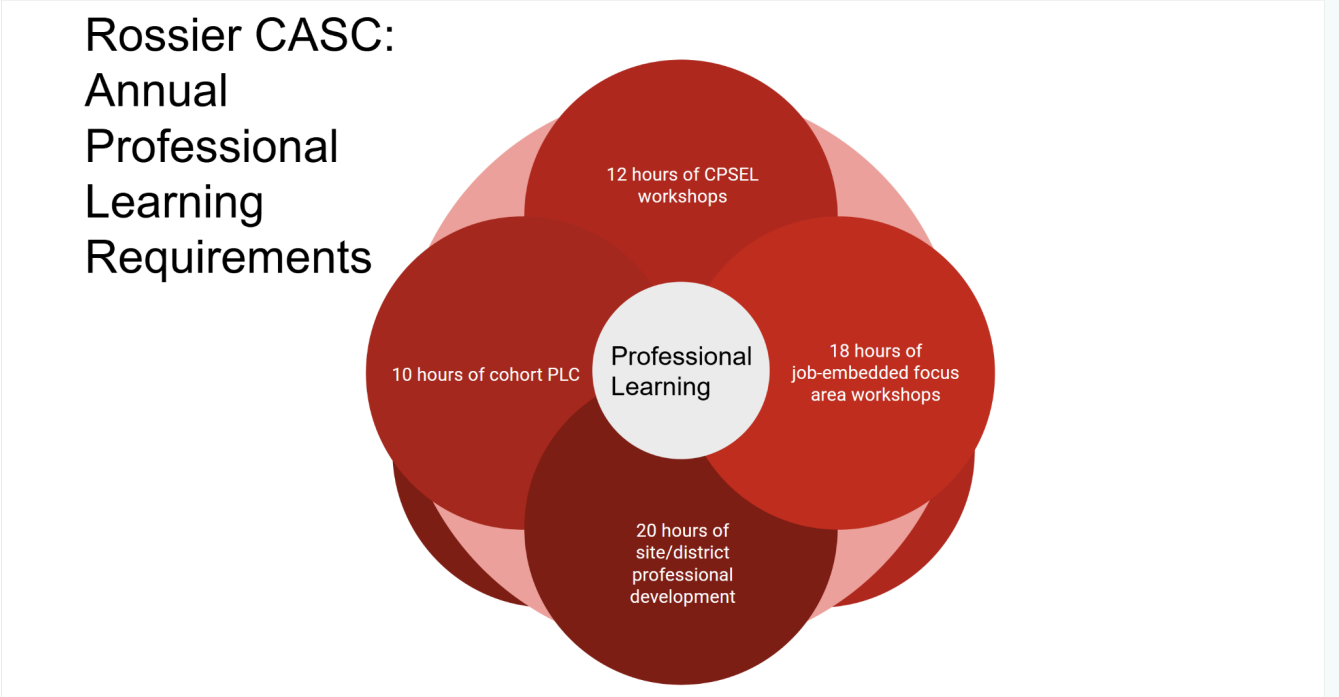
Each IIP includes:

- Individualized professional growth goals aligned with the CPSEL
- Strategies and learning activities designed to support those goals
- Documentation of progress through a year-long inquiry and reflection cycle
- Differentiated professional learning opportunities tailored to the candidate's context
- Ongoing reflective practice that supports continuous improvement

Professional Learning:

Online synchronous professional learning will be provided by the Session Instructor. Each session will include collaboration and hands-on problem solving along with actions to be completed after the session which will be uploaded to the Leadership Digital Portfolio. The Session Instructor will serve as the main resource for all questions and clarifications related to professional learning activities, while the Coach provides real-time guidance.

All learning activities are integrated into the candidate's Individual Induction Plan (IIP), ensuring alignment with their professional growth goals and the California Professional Standards for Educational Leaders (CPSEL). Each year, candidates are required to complete a minimum of 60 hours of Professional learning.. These experiences encompass formal professional development, collaboration and networking with colleagues, and structured opportunities for reflection on leadership practice.



Alignment to the CPSELS:

Program Content Alignment to CPSEL standards

All professional learning sessions are aligned to the CPSEL standards and measure student progress towards proficiency in those standards through assignments, discussions and on-the-job visits and observations by the Coach. 2d.c.

Professional learning in the CASC Program is both comprehensive and individualized and total 60 hours per year .These are all provided virtually.

1. 12 hours of CPSEL-aligned workshops
2. 18 hours of job aligned workshops.

3. 10 hours of PLC with cohort
4. 20 hours of district approved workshops and training.

While some topics focus on common leadership needs shared across the cohort, others are tailored to each candidate's specific role, context, and areas for growth. All learning activities are:

- Clearly documented in the IIP
- Align directly with the candidate's IIP goals
- Reflect the CPSEL standards
- Support ongoing leadership development
- Offer flexibility in format and delivery
- Provide opportunities for collaboration and networking
- Address both universal and individualized leadership needs

1. CPSEL-aligned workshops: Candidates participate in CPSEL-aligned learning sessions each year (see session descriptions for more details), provided by a Session Lecturer, who is an experienced educational leader with diverse backgrounds and extensive expertise in school administration
2. Cohort PLC: Time is designated for online collaboration with cohort peers to share insights, challenges, and successes.
3. job-aligned workshops designed to deepen their leadership expertise. The job-specific workshops will be provided by current or retired administrators who are experienced educational leaders with diverse backgrounds and extensive expertise in school administration.

Session Details:

- All assignments linked to the workshops are uploaded to the Digital Leadership Portfolio on BrightSpace LMS.

CASC CPSEL ALIGNED SESSIONS	
YEAR 1	**SESSION TITLES- each session is two-hours in length offered as a synchronous online session. Assignments are due after each session. Offered on the second Monday of the month from 5:30-7:30 pm. 0n zoom.**
September	1. CASC 00 A Coaching and Induction
October	2. CASC 01A- Developing a shared vision (2 hours)
November	3. CASC 02A- Instructional Leadership In Action (2 hours)
January	4. CASC O3A- Creating a Teaching & Learning Environment
February	5. CASC 04 A - Engaging Communities
March	6. CASC O5 A- Understanding Ethical Leadership
April	7. CASC O6 A- The Political Leader

YEAR 2	SESSION TITLES- each session is two-hours in length offered as a synchronous online session. Assignments are due after each session.
September	8. CASC 00 A Coaching and Induction
October	9. CASC 01A- Developing a shared vision (2 hours)
November	10. CASC 02A- Instructional Leadership In Action (2 hours)
January	11. CASC O3A- Creating a Teaching & Learning Environment
February	12. CASC 04 A - Engaging Communities
March	13. CASC O5 A- Understanding Ethical Leadership
April	14. CASC O6 A- The Political Leader

Click on this for digital access Learning Session List and Sequence CASC Content Knowledge and Ped…

Session Details:

Job-aligned Workshops: (Total 18 hours each year)

All candidates will participate in six job-aligned workshops, aligned to the CPSEL standards and reflecting the requirements of a school/district administrator. These workshops are planned as four-part (90- minute workshops) for a total of 6 hours of in-depth and scaffolded learning. Each workshop is provided as a two -part session per year (total 4 sessions for each topic). Topics included are:

Topics	Year 1 (90 minutes each)	Year 2 (90 minutes each)
1. Understanding Personnel: Retention and Growth	Part A & Part B December (3 hours)	Part C & Part D September (3 hours)
2. Developing & Implementing a Shared Vision; Development and Alignment of Budgets to Achieve Strategic Goals	Part A & Part B January (3 hours)	Part C & Part D October (3 hours)
3. Community Engagement- Building a safe and productive school environment	Part A & Part B February (3 hours)	Part C & Part D November (3 hours)
4. Classroom Instruction & Curriculum- evaluations and observations	Part A & Part B March (3 hours)	Part C & Part D January (3 hours)
5. Data and addressing learning and program gaps	Part A & Part B April (3 hours)	Part C & Part D February (3 hours)
6. Building political capital with staff and community	Part A & Part B May (3 hours)	Part C & Part D March (3 hours)

Click on this link to see more details CASC- Job-Aligned Workshops

Leadership Digital Portfolio

To complete the CASC Program successfully, candidates must engage in a minimum of forty hours of individualized coaching each year, participate in at least sixty hours of professional learning annually aligned with their CPSEL-based goals and IIP, and demonstrate proficient or advanced performance across all six CPSELs. Candidates must also complete and submit a comprehensive Leadership Digital

Portfolio that reflects their progress, leadership inquiry, and overall development throughout the induction experience. Progress toward these expectations is monitored continuously through the Individualized Induction Plan and coaching support.

The Leadership Digital Portfolio presentation to a panel of administrators serves as the culminating experience of the CASC Program, highlighting each candidate's professional growth, leadership practice, and reflections aligned with the CPSELs and documented through their Individual Induction Plan (IIP). This final portfolio provides candidates the opportunity to showcase the leadership skills they have developed over the two-year induction journey through a curated digital collection of artifacts, reflections, evidence of impact, and outcomes from their year-long inquiry. The Leadership Digital Portfolio also provides a moment to recognize the essential role of Coaches and to celebrate the accomplishments of our graduating candidates.

Participation in the Leadership Digital Portfolio process is a required component of the CASC Program. Exceptions may only be granted for medical reasons that prevent participation, and documentation may be required. Because this is a mandatory element of program completion, candidates are strongly encouraged to plan ahead, mark the predetermined submission and presentation dates on their calendars, and ensure they meet all deadlines.

Digital Portfolio Expectations

Candidates are required to maintain a Leadership Digital Portfolio documenting their two years of leadership development and completion of the required Induction goals and activities. This portfolio is guided by the CPSEL (California Professional Standards for Educational Leaders), the Individualized Induction Plan (IIP), and the Individual Coaching Plan (ICP). The Portfolio serves as a comprehensive record of the candidate's progress, accomplishments, and reflections throughout the program. Components include:

- CPSEL Assessments: Six sessions per year and has associated assignments
- Individualized Induction Plan (IIP): Full completion of the IIP, including all required signatures.
- Workplace Artifacts: Collection of 1–2 representative products for each CPSEL standard, showcasing the candidate's best work over the two-year program.
- Professional Development Documentation: Record of completed professional development hours (e.g., Professional Development Activities Plan in the IIP).
- Coaching Plan: Documentation of coaching activities as part of the ICP

PROGRESS TOWARDS PROFICIENCY:

- Coach will document the data collected from the 1st, 2nd and 3rd assessments complete by Supervisor, Coach and Candidate on: Candidate CPSEL Proficiency Progress Protocol
- There are three assessment surveys conducted during the two-years of the program:
- Pre-assessment (within the first 90 days of your administrative position),
- An assessment at the end of Year 1
- An assessment at the start of Year 2
- An assessment at the end of Year 2

PROCESS:

Using the West Ed published, A Description of Practice (DOP), the team will assess the candidate's progress on a continuum, each illustrating the increasing skill levels, application, and results. The continuum differentiates four levels of leadership development:

- Level 1: practice that is directed toward the standard
- Level 2: practice that approaches the standard
- Level 3: practice that meets the standard
- Level 4: practice that exemplifies the standard.

Complete the Candidate SELF ASSESSMENT REFLECTION Protocol after each assessment and upload to the Leadership Digital Portfolio.

Candidates are encouraged and guided to align their goals with program, site, or district priorities, linking professional development to staff performance and student achievement. Coaches support candidates in developing skills such as forming professional learning communities that use formative assessment data to guide instructional decisions and improve student outcomes.
At the conclusion of Year 2, candidates present their Portfolio to a panel of Educational Leadership to showcase their learning and receive feedback.

EVALUATING CASC PROGRESS AT A GLANCE

Candidate Assessment and Evaluation of Digital Portfolio:

The candidate's performance is assessed through multiple components uploaded to the Leadership Digital Portfolio. Below is a summary of each component, the data collected, and the responsible reviewers. A

Component	Data Collected	Reviewer(s)
CPSEL Proficiency	Assessments- candidates, coach and supervisor- using DOP, West Ed publication	Coach reviews Progress towards Proficiency data and provides recommendations (see Appendix for protocols)
Individualized Induction Plan	Action Plan - goal progress (Year 1: 3 CPSEL standards and year 2: the other three standards)	Coach reviews progress toward CPSEL goals at formative, mid-program, and summative stages. The Individual Induction Plan GOALS Document lays out the process of evaluation.
Coaching Component	Coaching logs (copies for candidate and coach)	Coach reviews logs and provides feedback. Coaching LOGs
Professional Development	Candidates complete Professional Development Activities form feedback	Coach and site administrator review and provide recommendations. • Professional Development evaluation

Digital Portfolio	Year 1: ☐ End-of-year formal review*: CPSEL Goals and e-Portfolio Assessment Rubric* Year 2: ☐ Panel Presentation	Year 1: ☐ Coach and site administrator Year 2: ☐ Panel of 2–3 reviewers (Educational Leadership faculty and site administrators)

Leadership Digital Portfolio Guidelines: Open this link to learn more

All candidates will prepare a Leadership Digital Portfolio folder in the LMS system. All documents that are required for program completion will be available in the portfolio. However, all assessments, assignments and artifacts will have to be uploaded by the candidate as evidence of program progress and completion.

Leadership Digital Portfolio Rubric:

The Digital Portfolio serves as the primary evidence of the candidate's growth and proficiency. Assessment is conducted through multiple measures, including using the IIP Checklist to ensure all actions are completed:

- **Self-Assessments:** Candidates evaluate their CPSEL proficiency, with input from their coach and site administrator. This is completed using the WestED DOP rubric.
- **IIP Goal Achievement:** Assessment of the candidate's success in meeting goals on the IIP, based on data, artifacts, and reflections. This is completed using the WestED DOP rubric.
- **Coaching Participation:** Verified through coaching logs.
- **Artifacts and Evidence:** Documentation of accomplishments and exemplary work over the two-year program.
- **Professional Development:** Verification of completion of 20–30 hours per year (40–60 hours total) of professional development activities.
- **Portfolio Presentation:** Presentation of the Leadership Digital Portfolio to a review panel, which includes faculty and site administrators. The DOP rubric is used to evaluate the candidate's portfolio.

"Proficiency" is defined as "a level of competency, including skills and knowledge, of someone you would be confident recommending to the CTC for the credential".
Anything below that would be "has not demonstrated proficiency" and anything above would be "has demonstrated mastery". The following rubric is then used to calculate a score for the assignment.
Candidates *must* achieve at least a "Proficient" score (3 points) on every submission to successfully complete the program.

Digital Portfolio Presentation Rubric:

Each panel member will be scoring on this rubric. A scale of 3 or higher is required for passing this final assessment. DIGITAL PORTFOLIO PRESENTATIONDOCUMENT

Level 4	Practice that exemplifies the standard
Level 3	Practice that meets the standard

Level 2	Practice that approaches the standard
Level 1	Practice that is directed toward the standard

Educational Technology and Digital Leadership:

USC CASC Program candidates engage in a blended learning model that includes in-person, hybrid, virtual, synchronous, and asynchronous experiences. Candidates interact with digital tools and resources while integrating 21st-century teaching and deeper-learning practices into their leadership work. This program is guided by *The California Digital Learning Integration and Standards Guidance*, which supports educators in moving seamlessly between in-person and online instruction. The framework helps candidates strengthen their technology skills, refine instructional decision-making, and maximize student engagement across all learning environments (California Department of Education, 2021).

Candidates also explore the use of Artificial Intelligence (AI) in education, following guidance from *Learning With AI, Learning About AI*. AI provides opportunities for personalized and accessible learning, but it must be used responsibly with attention to data privacy and ethical guidelines (California Department of Education, 2023b). Additional resources on digital leadership and AI literacy are available through the California Educators Together statewide AI group and the U.S. Department of Education Office of Educational Technology's 2024 National Educational Technology Plan.

Candidate Support and Monitoring

Observations and Individual Induction Plan (IIP) Reviews

Ongoing observations and reviews of the Individual Induction Plan (IIP) are critical components of the CASC Program. They allow the Program Administrator to gather first-hand data on program implementation, candidate performance, and learning outcomes. This process ensures that candidates' professional growth is systematically monitored, supported, and aligned with the California Professional Standards for Educational Leaders (CPSEL) and program goals.

In addition, Supervisor, Coach and candidate complete the Assessment toward Proficiency survey three times during the two-year program:

Observation Process

- Observations occur regularly during professional learning sessions, coaching interactions, and other program activities.
- Both in-person and virtual sessions may be observed, depending on the format of the learning experience.
- Observations focus on candidate engagement, application of leadership practices, integration of professional learning into practice, and overall progress toward IIP goals.

IIP Reviews

- Candidates' IIPs are reviewed continuously in conjunction with coaching sessions and professional learning activities.
- Reviews evaluate the alignment of candidates' goals, strategies, and progress with the CPSEL standards.
- The IIP serves as a living document that reflects candidates' growth, areas for improvement, and evidence of leadership practice over time.

Integration with Professional Learning

- Observation and IIP review data are used to tailor professional learning opportunities to meet individual candidate needs.
- Patterns observed across candidates inform program adjustments, professional learning design, and targeted support.
- Candidates are encouraged to reflect on feedback and make iterative updates to their IIPs to enhance learning and practice.

Data Use and Program Evaluation

- Insights from observations and IIP reviews contribute to both individual candidate feedback and overall program evaluation.
- The Program Director and Administrator analyze data to identify trends, common challenges, and successful practices.
- This evidence-based approach ensures continuous program improvement and supports candidates in achieving proficiency or advanced performance on all CPSEL standards.

Candidate Responsibilities

- Complete the Individual Induction Plan Document and upload to the Leadership Digital Portfolio
- Actively engage in all professional learning and coaching sessions to maximize observation and feedback opportunities.
- Maintain an up-to-date IIP with documented goals, strategies, evidence, and reflections.
- Incorporate feedback from observations and reviews into daily leadership practice and ongoing professional development.

Intervention and Support Action Plans

If a candidate experiences difficulty completing program requirements within established timelines or performance expectations, the Program Administrator will implement a structured support process to promote candidate success. This process includes:

1. Gathering Additional Information: Program team, including the Administrator, Session Lecturer and Coach, will collaborate with the candidate to better understand barriers and determine whether goals, activities, or timelines need to be adjusted.
2. Providing Opportunities for Revision: The Program Administrator and/or Coach may invite the candidate to revise and resubmit assignments or complete additional tasks needed to meet program standards.
3. Developing an Action Plan: When appropriate, staff will work with the candidate to create a written Action Plan with targeted goals, specific expectations, and a clear timeline for demonstrating improvement and completing outstanding requirements.
4. Sharing the Plan: The finalized Action Plan will be shared with both the candidate and their Coach to ensure consistency of support and accountability.
5. Monitoring Progress: If the candidate does not meet the expectations outlined in the Action Plan, they may be withdrawn from the program.
6. Short-Term Extensions: As with other credential programs, in certain circumstances, candidates may receive a short-term extension or be able to defer up to six months at no additional cost to complete outstanding requirements.

The Program Administrator serves as the primary guide for candidates, supporting them through each stage of the CASC Program and ensuring they understand the processes required for successful completion. The USC CASC team, including the Program Administrator, Session Instructor and the Coach/s, collaboratively monitors each candidate's development throughout the two-year induction experience. Coaches provide ongoing feedback, review progress, and offer individualized support as candidates work toward their leadership goals. A variety of formative and summative data points inform this support, including insights from professional learning sessions, observations by program staff and Coaches, and structured checkpoints such as the Initial Interview, Mid-Year Meeting, and annual Site Visit. The program's cohort model fosters a strong network of peer support, encouraging collaboration, open dialogue, and the sharing of leadership strategies among candidates. Regular meetings and workshops create opportunities to learn from experienced educators, engage in reflective conversations, and receive targeted feedback that strengthens candidates' leadership practice and their readiness to demonstrate required competencies.

Late and Missing Work

Late and missing assignments jeopardize a candidate's ability to move successfully through the program, as each assignment builds on previous assignments. All assignments must be submitted by the deadline per the syllabus. In the case of outstanding circumstances, candidates must communicate with their instructors. It is at the discretion of the instructor of record whether or not to accept late work and what if any penalties are warranted.

Academic Watch and Early Warning System

Early Warning System

CASC Coach and the Session Instructor keep track of candidate work submissions. Candidates are notified if they do not submit two or more assignments or submit subpar work that is lacking in quality. The Program Administrator will also be copied in this communication.

Failure to Show Academic Progress -Academic Watch

In the case of more than one missing assignment or habitually late submissions, the Coach and Session Instructor will notify the USC Rossier Program Administrator who will coordinate a remediation plan for completion of any/all missing or late assignments under Academic Watch. The Academic Watch plan will be negotiated between the Program Administrator, with input from the instructor and candidate and the final agreement will be agreed to in writing/email. At that point, assignment submissions related to Academic Watch will be emailed to the candidate.
If a candidate is unable to meet the revised deadlines, their program status may be at risk.

Statement on Academic Conduct and Support Systems

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in Campus in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, https://policy.usc.edu/research-and-scholarship-misconduct/
***While the program encourages professional collaboration throughout the program, ALL SUBMITTED WORK MUST be that of the individual candidate *exclusively*. ***

Employment Vs Credential Program:

The Individualized Induction Plan (IIP) is created exclusively to support the professional growth and development of the Candidate. It is not to be used for employment evaluation or any employment-related decision-making. Participation in the program must remain separate from an employer's evaluation processes.

The following are examples of inappropriate uses of IIP information, though this list is not exhaustive:

- Sharing details from the IIP during site- or district-level meeting
- Providing the Candidate's evaluator with IIP information for the purpose of completing an employment evaluation

Additionally, completion of the CASC Program and receipt of a recommendation for the Clear Administrative Services Credential do not guarantee or imply continued employment within the Candidate's district.

Requirements for the Clear Credential Administrative Services Credential

There are several ways to obtain your Clear Administrative Services Credential. The Commission on Teacher Credentialing (CTC) leaflet explains eligibility and requirements for preliminary and clear administrative service credentials, Link to CTC leaflet CL574.

Individuals must satisfy all the following requirements: Link to CTC leaflet CL574.

1. Possess a valid Preliminary Administrative Services Credential (see Terms and Definitions).
2. Verify a minimum of two years of successful experience in a full-time administrative position in a California public school, nonpublic school, or private school of equivalent status, while holding the Preliminary Administrative Services Credential.
3. Complete one of the following:

a. Obtain the recommendation of a Commission-approved program verifying completion of an individualized program of advanced preparation designed in cooperation with your employer and the program sponsor

b. Meet Mastery of Fieldwork Performance Standards through a Commission-approved program. Colleges and universities with approved programs leading to a clear Administrative Services Credential may offer a streamlined assessment option to allow candidates to forgo the coursework component of the program and allow them to demonstrate their knowledge and skills and abilities through the assessment component of the program.
   - The assessment must result in formal recommendation for the credential and the application for the credential based on this evaluation must be submitted by the college or university that conducted the evaluation.

c. A Commission-approved alternative program based on commission-adopted guidelines resulting in a formal recommendation from the program sponsor
   - The application must be submitted by the program sponsor via the online application submission process.
   - A Commission-approved performance assessment, when available.

Term of the Clear Credential CTC leaflet CL574.

The term of the clear credential may not exceed five calendar years and may be limited to expire with the prerequisite credential (see Terms and Definitions). The clear credential is renewable online.

Appeal for Extension CTC leaflet CL574.

Individuals in need of additional time to complete program requirements may request a one-year extension by appeal. See Credential Leaflet AL-3

STEPS FOR PROGRAM COMPLETION VERIFICATION:

Program Completion Requirements:

A candidate to the California Commission on Teacher Credentialing (CTC) for the Clear Administrative Services Credential will only be recommended once the candidate has met all of the following requirements:

- Demonstrated the leadership knowledge, operational skills, and professional dispositions necessary to effectively lead, manage, and improve educational systems, as outlined in CTC expectations.
- Completed and verified 40 hours of individualized, job-embedded leadership coaching per year, for a total of 80 hours across the two-year program.
- Shown proficiency on all six California Professional Standards for Education Leaders (CPSELs) through program assessments and rubric-aligned self-assessments using the Proficiency Rubrics.
- Completed and documented a minimum of 60 hours of professional learning each year, totaling 120 hours for the full induction program.
- Provided verification of two years of successful, full-time administrative experience during or prior to the conclusion of induction. (as defined in Title 5 of the California Code of Regulations section 80054(g)(2)(B) with an employing agency as defined in section 80054(g)(1))
- Demonstrated sustained growth through multiple measures, such as the IIP, reflective analysis, and evidence of progress over time, coaching log and other artifacts, showing that leadership practice meets or exceeds proficiency on the CPSELs.

Program completion verification:

The process the program uses to verify, prior to recommendation of a candidate for a Clear Administrative Services Credential, includes monitoring, support and intervention, and successful completion. There are four steps in this process:

Step 1: Verification of all requirements in the Leadership Digital Portfolio: Completed by the Induction Coach

1. IIP Review process- the **IIP checklist** is monitored by the Coach regularly. This is signed off and sent to the Program Administrator.
2. Integration with Professional Learning hours are noted and monitored and feedback from the candidate is part of the process of learning- CPSEL workshops & Job-Aligned workshops
3. Progress towards proficiency in the CPSELS is assessed through the End of Term Assessment Protocol and End of Program Assessment protocol and includes the Candidate, Coach and Site Supervisor.
4. Completion of presentation of the Digital Portfolio and successfully earning a score of 3 or above.

Step 2: Completed by Candidate:

1. Candidate complete and upload to the Digital Portfolio: Coaching Logs, Professional Learning Logs, and Program Evaluation.
2. Creates their own account on the Rossier Credential Portal
3. Uploads the PASC or the Certificate of Eligibility
4. Uploads the HR Letter verifying two years in an administrative position
5. Signs the final section of the **IIP checklist.**
6. **Sends the** Credential Recommendation Request (CRR) **form to the PA via docusign.**

Step 3: Completion of verification by the Program Administrator: This step occurs in the Rossier Credentials Portal..

1. The PA confirms and signs the Final Checklist document and uploads that to the Credential portal.

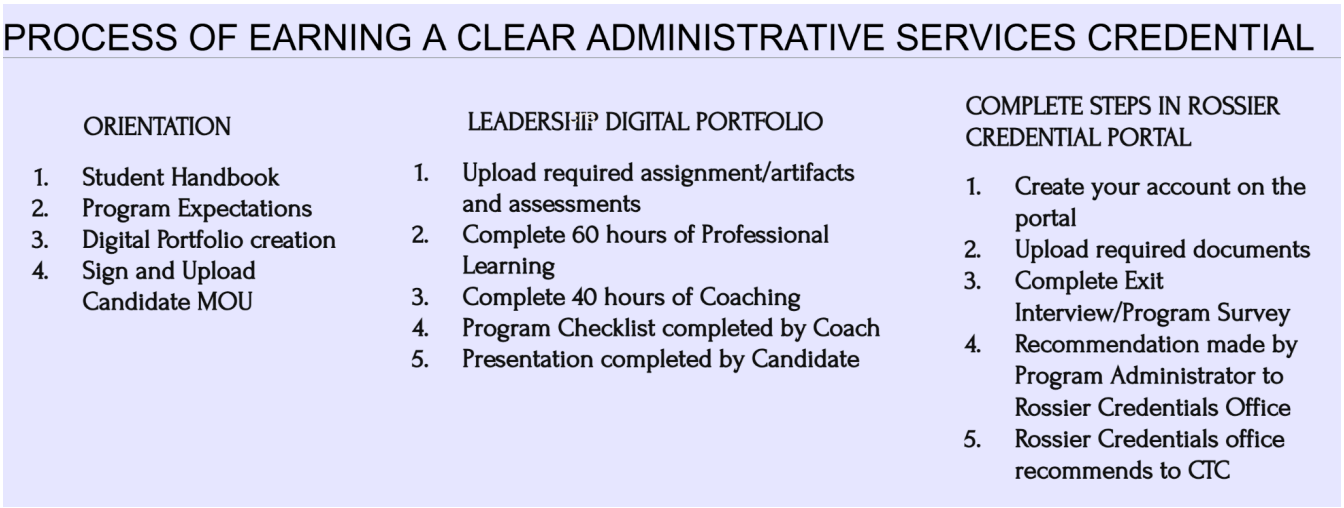
2. Verifies that the HR letter for administrative experience has been signed and uploaded.
3. Verifies that the PASC credential or the Certificate of Eligibility has been uploaded.
4. Completes the Credential Recommendation Request (CRR) form
5. Clicks on the option: READY to RECOMMEND to CTC

Step 4: The final step is completed by the Rossier Credentials office:

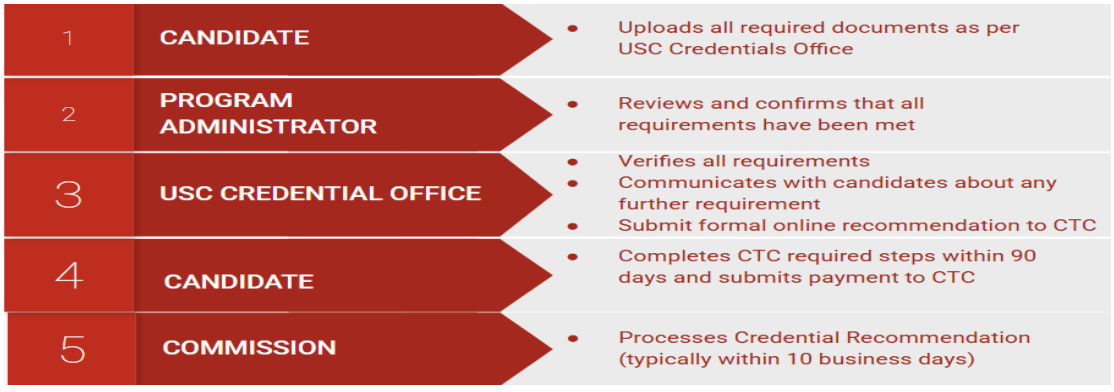
1. Verify the HR letter and approves
2. Verifies the Credential document and approves
3. Completes the RECOMMEND TO CTC and submits.

Recommendations for the Credential process**- Open to view**

Process of Earning a Clear Administrative Services Credential:



Verification of Completion of: Rossier Clear Administrative Services Credential Recommendation Program:



Program Withdrawal

Candidates have one week from the program start date to withdraw from the program and receive a reimbursement, minus their initial non-refundable deposit. Candidates who withdraw from the program after the drop deadline are not entitled to a refund and are responsible for all program fees. Students who are dropped from the Program due to not completing or turning in work on time also do not receive a refund.

Support Systems:

Counseling and Mental Health *- (213) 740-9355 – 24/7 on call* studenthealth.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline *- 1 (800) 273-8255 – 24/7 on call* suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services *(RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call*
studenthealth.usc.edu/sexual-assault
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office for Equity, Equal Opportunity, and Title IX *(EEO-TIX) - (213) 740-5086 (800) 348-7454, (213) 40-2500* eeotix@usc.edu
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment *- (213) 740-5086 or (213) 821-8298* usc-advocate.symplicity.com/care.report
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

T***he Office of Student Accessibility Services*** *(OSAS) - (213) 740- 0776* dsp.usc.edu
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention *- (213) 821-4710*
campussupport.usc.edu
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC *- (213) 740-2101*
diversity.usc.edu
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency *- UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call* dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety *- UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call* dps.usc.edu Non-emergency assistance or information.

Appeals:

USC Rossier makes every effort is made to ensure a fair, just and expedient adjudication process. In compliance with policies outlined in the University Campus Student Guidebook (https://policy.usc.edu/studenthandbook/), the Rossier School of Education has its own procedures for disputed academic evaluations (USC Rossier Academic Appeals Policies and Procedures).

The USC Rossier appeals policy process exists to review the appropriateness of **final course grade** decisions. Candidates are provided several levels of appeals and are informed of: 1) their rights and responsibilities regarding the appeals process; 2) the USC Rossier Appellate Review Request Form used to formally appeal an evaluation; and 3) the USC personnel available to meet with to provide information and clarification on the appeals process.

Candidates who feel that an academic action was motivated by their membership in a protected class may request an investigation by the USC Office of Equity and Diversity. This office investigates complaints by faculty, staff, students and applicants who believe themselves to be harmed by sexual harassment or discrimination and harassment related to uses that have protected class status. If contacted, the Office of Equity and Diversity will conduct a separate, independent investigation. More information can be found online at https://diversity.usc.edu/.

Appeal Types and Processes

All appeals are filed in writing after the participant has received a disputed evaluation. All appeals must be logical, and contain a clearly defined purpose and rationale and must be submitted using the USC Rossier Appellate Review Request Form. All appeals are reviewed by the Program Administrator, Director and the Assistant Dean, Office of Professional Development.

Step 1	Coach and Candidate meet to discuss the concerns
Step 2	Candidate meets with Program Administrator
Step 3	Candidate meets with Director of Office of Professional Learning
Step 4	Candidate meets with Associate Dean

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Appendix:

Assessment Links:

1. Candidate Self-Assessment - Progress to Proficiency Survey
2. Candidate Self-Assessment- Progress to Proficiency REFLECTION Protocol
3. Coach- Candidate Assessment Survey
4. Coach- Candidate Progress to Proficiency Protocol
5. Site Supervisor- Candidate Assessment Survey
6. Site Supervisor- Candidate progress to proficiency Protocol
7. Comprehensive Candidate Progress to Proficiency Protocol

Candidate Links:

8. Individual Induction PLan GOALS DOCUMENT (IIP)
9. Candidate MOU
10. CPSEL Session evaluation
11. Annual Program Evaluation Survey
12. CASC- Job-Aligned Workshops
13. CPSEL-aligned sessions- includes content and objective
14. Year 1 & 2- Professional Learning Log
15. CASC job-aligned workshop survey
16. Candidate Benchmark Assessment Year 1
17. Candidate Summative Assessment/Exit Interview Year 2

Coaching Links

18. **CASC Coach MOU**
19. Coaching Log
20. Coaching workplace Observation Logs
21. Individual Induction Plan checklist- Completed by Coach
22. Coach- Candidate Progress to Proficiency Protocol
23. CASC Coaching Support Evaluation Survey
24. CASC COACH REFLECTION PROTOCOL
25. CASC Session Instructor Reflection Protocol

Leadership Digital Portfolio:

DIGITAL PORTFOLIO PRESENTATIONDOCUMENT

Digital Portfolio Presentation Rubric

Leadership Digital Portfolio Guidelines- CASC

Program Links:

26. CASC END OF Program Evaluation
27. Candidate Evaluation of Coaching support
28. Coach job description
29. CPSEL booklet-CTC
30. West Ed- Description of Practice
31. CASC Syllabus

Admissions Link/Credentials links

32. **CASC Program Timeline**
33. **HR VERIFICATION OF ADMINISTRATIVE EXPERIENCE-CASCRECOMMEND…**
34. Candidate Application Form & Checklist
35. Candidate Workplace Information Form
36. Recommendations for the Credential process

Acknowledgement:

Thank you and acknowledgements:

Dr. Maralina Millazzo, CASC Director at the Monterey COE, for sharing resources on the program design and development.

Mak Kegelmeyer, Director and **Nou Vang**, Program Advisor for CASC at the Santa Clara COE, for sharing their resources around the program's design and development

Dr. Marco Nava, LAUSD, CASC program leader, for guiding the development of the program design.