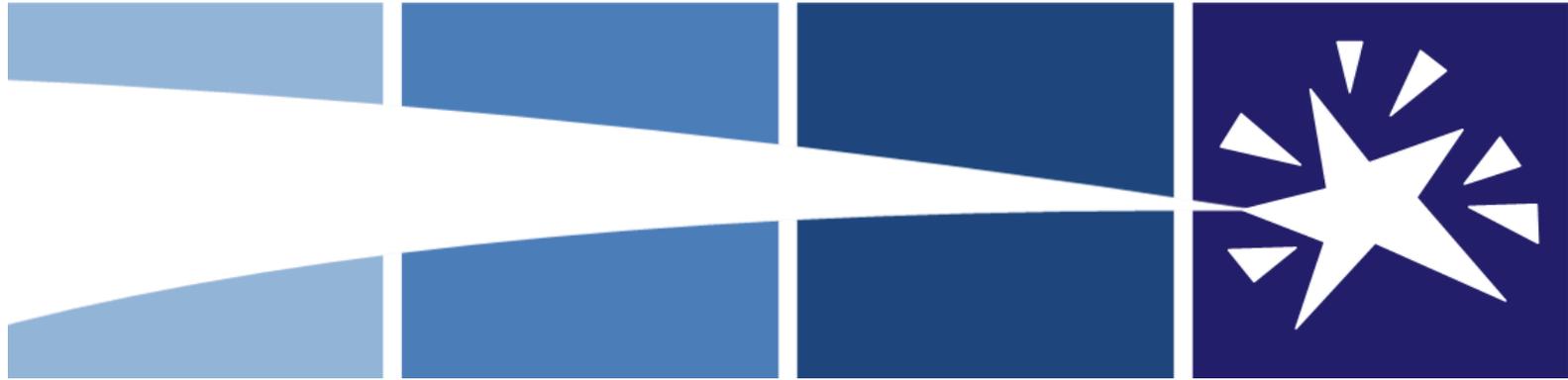


# ADMINISTRATOR INDUCTION PROGRAM HANDBOOK



**Stanislaus County Office of Education**  
1100 H Street, Modesto, CA 95354



# Stanislaus County Office of Education

## SCOE Mission Statement

The Stanislaus County Office of Education, through effective leadership, coordinated services, staff development, and partnerships among family, school and community, will support public education in preparing diverse students to become productive citizens and lifelong learners.

## Instructional Support Services Division Mission Statement

Stanislaus County Office of Education Instructional Support Services Department will foster communication with our clients, support districts in how they meet the needs of their students, and promote effective practices to improve student achievement.

## Vision Statement: Stanislaus County Office of Education Induction Programs

To cultivate exceptional educators and leaders who inspire equitable, high-quality learning for all students. Through comprehensive, standards-based induction programs for teachers and administrators, we foster a culture of mentorship, reflection, and continuous growth. Grounded in collaboration between schools, their newest educators, and experienced mentors & coaches, the SCOE Induction Programs empower educators to lead with integrity, instructional expertise, and a shared commitment to student success. As an accredited program within the Stanislaus County Office of Education, we strive to prepare and support professionals who strengthen their schools, uplift their communities, and ensure every student thrives as a lifelong learner and productive citizen.

## Administrator Induction Program

The Program is designed to support new administrators in their complex roles and to develop their skills in management and instructional leadership in order to ensure that teachers are supported in their work and that students receive a high quality education. Specifically, the Program focus will include:

- Development and Implementation of a Shared Vision
- Instructional Leadership
- Management and Learning Environment
- Family and Community Engagement
- Ethics and Integrity
- External Context and Policy

## Statement of Non-Discrimination

No program participant shall be discriminated against or harassed by any SCOE induction program, on the basis of actual or perceived race, color, ancestry, national origin, age, religious creed, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, sex, sexual orientation, gender, gender identity, gender expression, or association with a person or group with one or more of these actual or perceived characteristics.

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## Welcome and Purpose of the Program

Stanislaus County Office of Education (SCOE) welcomes candidates to our program which will enable them to qualify for their Clear Administrative Services Credential. This handbook will provide them with the information to apply, attend, and successfully complete the program.

## Program Staff ([Program Organization Chart](#))

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## Program Overview

Candidates enrolled in the SCOE Program will be enrolled for two consecutive years. Candidates will build their leadership and management skills related to the California Professional Standards for Educational Leadership (CPSEL). Candidates will reflect on their practice at the start of the program in an initial self assessment. An Individualized Induction Plan (IIP), encompassing all six CPSEL Focus Plans (IIP CPSEL Focus Plans) will be created based on the findings from the self assessment. It will include developmental objectives that are built around the candidate's need and work context, as well as include artifacts and reflections showing growth in leadership. Support in those areas identified will be provided by coaches, program activities, and identified professional development opportunities.

Before candidates are recommended for their Clear Administrative Services Credential, the program verifies that all requirements have been met. These include meeting the renewal code requirements for the candidate's preliminary credential, successfully completing a portfolio each year that addresses all six CPSELS in total, completing periodic self-assessments, participating in an exit interview, and maintaining successful employment in an administrative role for two years. In addition, all financial obligations to the program must be fulfilled.

## Program Eligibility and Admissions

The Stanislaus County Office of Education partners with school districts that are committed to expanding and diversifying the educator workforce. Districts intentionally seek out and admit teacher and administrator candidates who bring a wide range of backgrounds, experiences, and perspectives to California's schools. Districts in our network intentionally widen their recruitment pipelines and engage in equitable hiring practices. Together, we work to ensure these educators receive the guidance, resources, and tailored support needed to enter the profession with confidence and remain in it successfully.

While the employing district is responsible for the initial identification of its candidates at the hiring stage, the Stanislaus County Office of Education acknowledges its responsibility to ensure that each candidate is eligible to participate in induction to clear their administrative services credential(s). There are several levels of accountability to ensure that the eligibility criteria are met by all candidates. The following steps are taken to ensure eligibility criteria are met:

- By accessing the CA Commission on Teacher Credentialing website for verification of information, the induction director and support staff confirm the eligibility of each candidate.
- Candidates must complete the online enrollment and information forms as directed by their hiring district and/or program staff.
- Candidates will not be allowed to attend SCOE Administrator Induction events until online enrollment has been completed and credentials have been verified.
- The SCOE Administrator Induction Program hosts multiple online, interactive New Candidate Meeting each spring and summer to help incoming candidates understand what to expect in the program. During this session, candidates are introduced to program requirements, eligibility criteria, and key milestones for the upcoming year. The meeting includes opportunities for participants to ask questions about their individual contexts and credential status through live discussion and embedded response tools. Candidates are also guided through how to interpret their administrative credential—reviewing credential type, authorization, expiration dates, and renewal expectations. If a credential is not readily accessible through the CTC online portal, candidates may be asked to provide a copy to program leadership for verification.
- Candidates with pending credentials and/or special circumstances are handled on an individual basis by the in-house credentials analyst and the program director.

## Program Eligibility

Candidates must satisfy all of the following requirements to be granted admission to the Program:

1. Possess a valid Preliminary Administrative Services Credential
2. Be working in an administrative position

3. Complete and submit application and required documents; required documents include:
  - a. Verification of Employment
  - b. Up-to-date resume
  - c. Temporary County Certificate of credential filing, if applicable

## **Program Application Process**

Candidates will complete and submit the online application, a current resume, and Verification of Employment form. These must be submitted and verified prior to attendance at an orientation meeting. Program staff will review each application and respond to candidates via email regarding admittance to the program and/or the need for additional information.

Upon approval of admittance into the program, candidates will complete a Candidate Memorandum of Understanding (Candidate MOU).

Applications are accepted beginning in July and candidates are encouraged to apply as early as possible. Completed application packets are due no later than October 15th.

## **Program Events Timeline**

### **May-August**

#### **Information Meeting (prospective candidates, new candidates, and prospective coaches):**

The program will host one hour information meetings that will provide details about the program. Topics of discussion will be: program eligibility and requirements, application process, tuition costs, role of the coach, resources available for candidates, and dates and deadlines for program activities.

#### **Items to be completed for admission to program (incoming candidates):**

- Electronic application
- Current resume
- Verification of Employment form

### **September-December**

#### **Orientation Meeting (Year 1 candidates):**

As the first required meeting of the program, an orientation meeting will be held for all new candidates and their coaches. The purpose of the orientation meeting is to provide information regarding the content and context for the two year program. Topics of discussion will include: the CPSEL, candidate self-assessment, candidate MOU, district MOU, supervisor input, the candidate's Individual Induction Plan (IIP) CPSEL Focus Plans, process and products, program support and resources, and schedule of events. Detailed information regarding these topics can be found under the program description below, as well. Candidates and coaches are responsible for completing interim tasks on a laptop or tablet device, and bringing a device to every meeting of the program.

#### **Individualized Induction Plan (IIP) Drafting Meeting (Year 1 and 2 candidates):**

The purpose of the IIP drafting meeting is for candidates to use the results of their self-assessment to create an IIP consisting of three (3) CPSEL Focus Plans per year that will reflect the areas of leadership, based on the California Professional Standards for Educational Leaders (CPSEL). Additionally, candidates and coaches will explore the types of support that will be provided by coaches, other resources provided by the program, and other available external/job specific resources. An IIP draft will be completed electronically in the candidate's portfolio for continued use and reflection throughout the year. Candidates will identify potential professional learning activities related to their three CPSEL in which they can participate throughout the year. Candidates and coaches will also have time to devote to collaboration around individual needs.

**Items to be completed by candidate and coach following the Orientation and IIP CPSEL Focus Plan Drafting meeting(s):**

- District Supervisor's Input Form
- Candidate self assessment, based on the *Moving Leadership Standards into Everyday Work: Descriptions of Practice* relative to the CA Professional Standards for Educational Leadership (CPSEL)
- Self assessment summary
- Evidence collection begins
- Ongoing CPSEL-focused work
  - Candidates engage in projected activities designated in their CPSEL Focus Plan, work with their coach, and utilize other resources that will build their leadership competencies
- Candidates and coaches continue to meet in person, by phone, or other electronic means

**Program Actions that occur following the Orientation and IIP Drafting meetings:**

- IIPs are reviewed by the program in late November/early December
- Feedback is provided to candidates and coaches regarding the IIPs
- Requests for clarifications and/or revisions may be made by the program

## **January-June**

**IIP Revision and Check-in Meeting (Year 1 and 2 candidates):**

While candidates may make a change to their IIP CPSEL Focus Plan at any time needed, a mid-year meeting provides a formal opportunity for reviewing and revising the IIP CPSEL Focus Plans. Candidates may make revisions to one or more CPSEL Focus Plan(s), or note that no revisions are needed. Candidates will also have an opportunity to communicate with their job-alike peers for support and sharing of information. Candidates will have the opportunity to evaluate their working relationship with their coach through a process designed by the program. Candidates and coaches will also have time to devote to collaboration around individual needs.

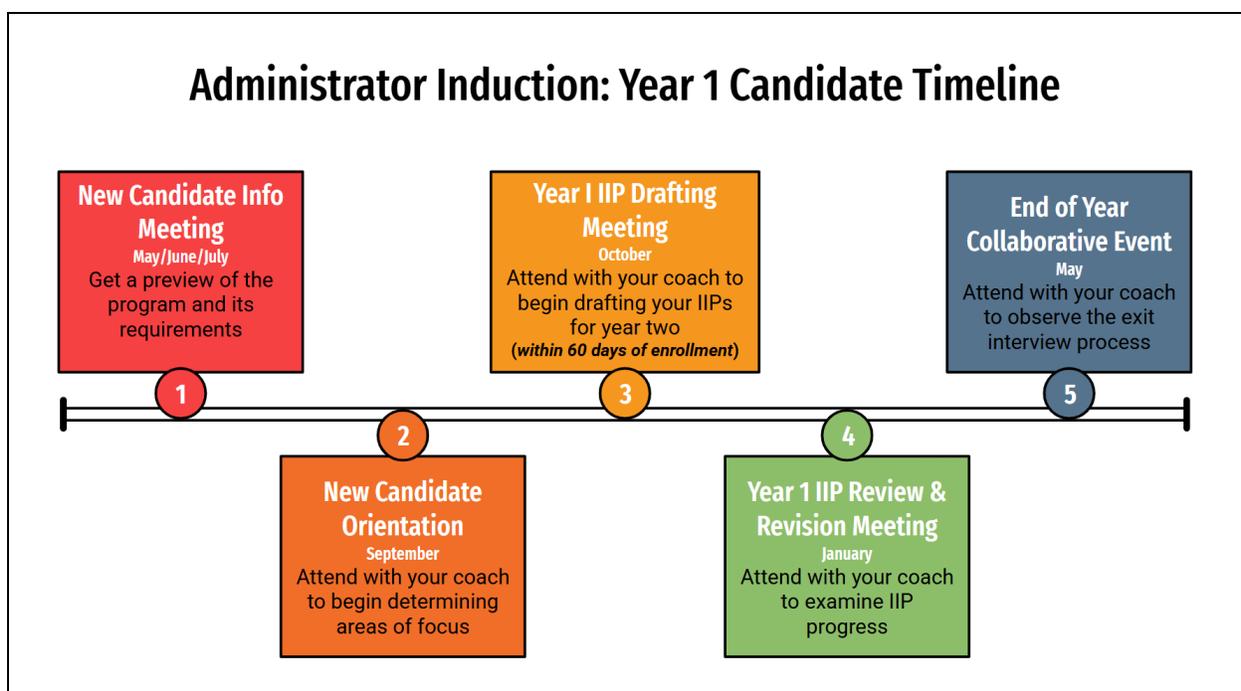
**Candidate and coach actions that occur after IIP Revision and Check-in Meeting:**

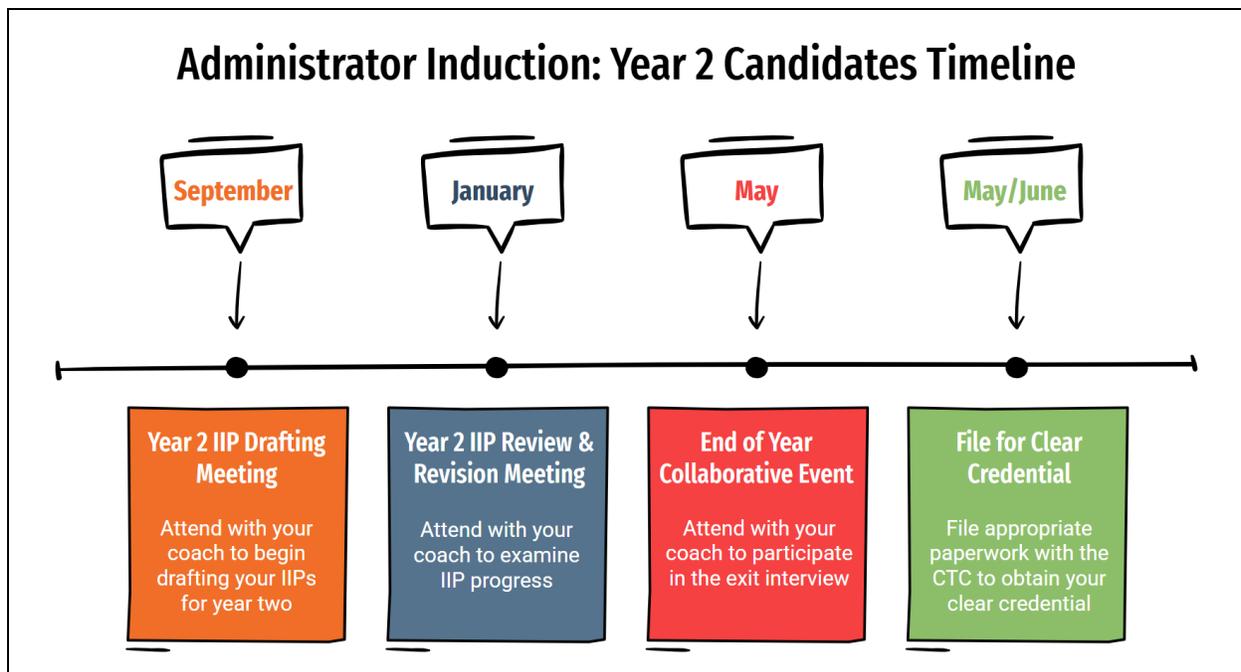
- Candidates continue to work on their CPSEL-focused activities with the support of their coach
- Candidates return to the candidate self-assessment to calibrate and assess their growth in each CPSEL focused on
- Candidates will be required to complete and electronically document their reflections into the electronic portfolio with the support of their coach

**End of Year Collaborative Event (Year 1 and 2 candidates):**

This annual culminating event will provide the candidates with an opportunity to reflect on their professional growth over the course of the program through a group interview process. Coaches will conduct an exit interview in a group setting where year two candidates will reflect on their leadership abilities, and year one candidates will observe the process. Candidates will receive individual feedback after completing the process. Additionally, all candidates will be asked to complete an evaluation of the program (regarding the quality of various aspects of the program, including those areas in which the program provided coaching, support and assistance, and in areas in which candidates perceived program deficiencies). Coaches will be provided the same opportunity to evaluate the program.

Candidates requiring further growth will be provided an opportunity to work on substandard CPSEs alongside program staff and their coach over the summer and into the following school year, if appropriate.





### Required Candidate/Coach Collaboration Hours

Each week, candidates and coaches are required to collaborate an average of one hour over the course of the program. The means of this collaboration, including time, place, and method, will be agreed upon by both candidate and coach. The chart below indicates the number of expected hours of support and collaboration by month. Log checks will be conducted monthly, and candidate/coach pairings falling two or more hours short will be notified via email. Districts will be notified of candidate and coach pairs habitually falling behind in support hours.

AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
5 HRS MIN	10 HRS MIN	13 HRS MIN	15 HRS MIN	19 HRS MIN	23 HRS MIN	27 HRS MIN	31 HRS MIN	36 HRS MIN	40 HRS MIN

### Description of Program Components

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

#### CA Professional Standards for Educational Leaders (CPSEL) Overview

- **Standard 1:** Education Leaders facilitate the development and implementation of a shared vision of learning and growth of all students.
- **Standard 2:** Education leaders shape a collaborative culture of teaching and learning, informed by professional standards and focused on student and professional growth.

- **Standard 3:** Education leaders manage the organization to cultivate a safe and productive learning and working environment.
- **Standard 4:** Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.
- **Standard 5:** Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.
- **Standard 6:** Education leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices.

## Candidate Self Assessment

The candidate self assessment is built around the six *CA Professional Standards for Educational Leaders (CPSEL)*. During the Orientation meeting, Candidates will be taking a self assessment which will initially assess them on the administrator performance expectations. Candidates will be asked to rate themselves on the *Descriptions of Practice* rubric (from *WestEd's 2nd Edition: Moving Leadership Standards into Everyday Work*) based on each of the CPSEL. This assessment provides an opportunity for candidates to self assess based on current job responsibilities and challenges, and perceived personal strengths and weaknesses. The results of this self assessment will inform decisions about which CPSEL will become the priority focus of year one on the *Individualized Induction Plan (IIP) CPSEL Focus Plans*, and which CPSEL will be addressed in year two of the program. Coaching support and other assistance will initially focus on the areas in which the self assessment indicates support is needed for the candidate to be successful in their current assignment.

- Candidates will rate themselves on the *Descriptions of Practice* rubric based on the six (6) CPSEL and assign a rubric rating that indicates where their current practices and expertise lie.
- Candidates will utilize the program-provided tool, *IIP Blueprint*. This tool helps to identify current job duties and define a candidate's job context. Candidates will provide a rationale for selecting the specific CPSEL they plan to focus on each year.
- Candidates will revisit the Self-Assessment *Descriptions of Practice* rubric throughout their time in the program to determine if the developmental objectives for each year's CPSEL are being met, and growth and competence are documented.

## Assignment of Coach

Districts with participating candidates will be responsible for assigning a coach to each candidate. The coach will have a clear administrative credential and meet the expectations listed in this section of the handbook during their two-year commitment to supporting their candidate(s).

Candidates will be supported throughout the two year program by a district-assigned coach. Coaches and candidates are matched within 30 days of acceptance into the program, as required by the program and stated in the district/program MOU. All coaches must meet program qualifications, successfully complete training, and be willing to perform the required support activities to be assigned a candidate. Coaches will *not* be assigned to candidates who they supervise and/or evaluate.

It is the goal of the program that the candidate/coach working relationship be a strong one. Coaches will provide input on the creation of the IIP CPSEL Focus Plans and assist with activities, support, and the documentation that is required within them. If a coach cannot provide certain aspects of support which

candidates need, coaches will seek additional resources or appropriate professionals that can come alongside the candidate for short durations of time for specified support.

Candidates will be provided formal opportunities to evaluate their relationships with their coach. These opportunities include confidential surveys, with the option to meet with the program director if the relationship is unsatisfactory in any capacity.

Additionally, candidates are encouraged to reach out to program staff if concerns and/or needs arise at other times throughout the pairing. The program director will meet with the candidate to discuss the issues to determine what the next steps will be. The program director will intervene quickly to ascertain the issues, meet with the candidate and coach to mediate the issues. In these cases, the program director will facilitate a change in coach that causes the least amount of disruption to the candidate as they continue in the program.

Many districts in Stanislaus County contract with Stanislaus County Office of Education for induction services, both through a master agreement and memorandums of understanding. Additionally, appropriate), provide additional training for the coach when necessary, or replace the coach if issues warrant removal.

Coaches also have a responsibility to notify the program director via email or phone call. Districts in neighboring counties may also contract with SCOE induction programs through a memorandum of understanding. Program staff is available to assist with the assignment of coaches as needed by the contracted districts.

The SCOE Administrator Induction Program retains a list of individuals holding clear administrative credentials, who may be employed by local districts or retired, willing to coach candidates if districts require a coach employed outside the district. In these cases, the program makes every effort to assist districts in pairing candidates with coaches that do not have professional or personal ties to the employing district of the candidate.

For full details on the agreement between SCOE induction programs and employing districts, please see the following [sample MOU/Master Agreement language](#). For additional information on specific coach duties, please refer to the [coach MOU](#).

## **Coach Expectations/Duties**

### **Coach Eligibility Requirements**

- Minimum of 5 years of successful administrative experience
- Hold a current Clear Administrative Services Credential
- Experience as an administrator during the Standards and Accountability era (post 1997–98)
- Prior experience serving in a coaching role (formal or informal)

### **Assignment and Candidate Considerations**

- Candidate's administrative position will closely match your current or previous experience

- Cannot have formal evaluation authority or influence over the hiring/firing of assigned candidates
- Commitment to serve as a coach is for two years, contingent on:
  - Satisfactory working relationships with assigned candidate(s)
  - Timely submission of program-required documents
  - Candidate and district needs
- Coaching performance will be evaluated by both the program and candidate

## **Attendance and Participation**

- Remain attentive to candidate needs to support professional growth
- Fully attend all required coach training sessions, including:
  - Events with candidates
  - Coach-only events

### **Program Meetings with Candidates:**

#### **Year 1:**

- New Candidate Orientation
- IIP Drafting
- IIP Review and Revision
- End-of-Year Collaboration

#### **Year 2:**

- IIP Drafting
- IIP Review and Revision
- End-of-Year Collaboration

### **Coach-Only Meetings:**

- Coach Training
- CPSEL Focus Plan Checkpoint
- Coach Support Meeting
- CPSEL Focus Plan Read
-

## **Candidate Support and Portfolio Responsibilities**

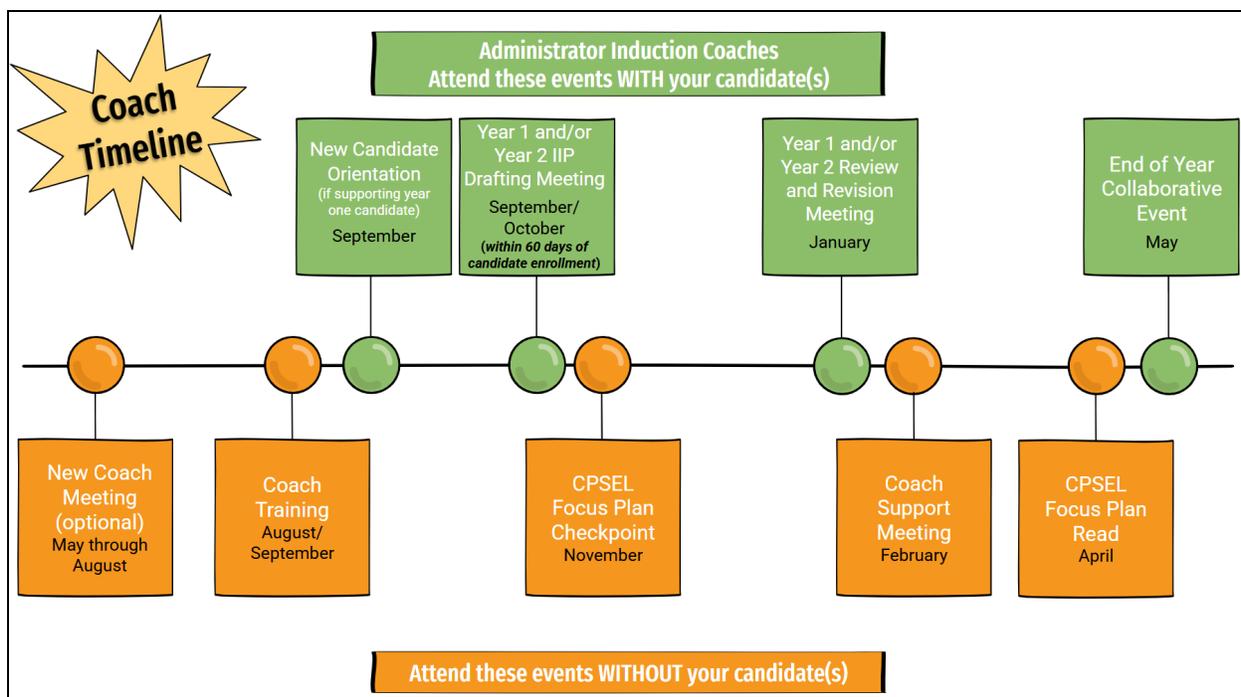
- Evaluate the same number of portfolios as assigned candidates
- Assist candidates in creating, revising, and completing the Individual Induction Plan (IIP), including six CPSEL Focus Plans
- Capture and track candidate reflections on CPSEL developmental objectives
- Sign off on each CPSEL Focus Plan upon successful completion
- Support completion of electronic portfolios (Google Docs)
- Provide approximately 1 hour of coaching per week, with at least 1 in-person hour per month
  - Additional coaching via phone, video, email, or other agreed means
  - Support may extend to candidate crises, possibly outside business hours
- Maintain monthly log of contacts in InductionSupport.com
- Provide ongoing support and access to additional resources

## **Professional Conduct and Ethics**

- Model professional standards per California Professional Standards for Educational Leaders (CPSEL)
- Build trust and maintain confidentiality with candidates
- Develop professional relationships characterized by openness, reflection, and administrative growth
- Share candidate performance information only with program director/coordinator
- Use program directories for professional purposes only
- Verify CPSEL completion with a minimum standard of “met” or “exemplifies” based on personal observations
- Avoid driving during virtual induction events

## **Communication Agreements**

- Address concerns with program director/coordinator if services do not meet program or candidate needs
- Communicate in a timely manner regarding questions or concerns about the program or candidate relationships
- Participate in program evaluation and reporting procedures
- Notify program director immediately if going on leave; complete SCOE Leave of Absence Form and coordinate candidate support



## Individualized Induction Plan Process and Portfolio

A two-year *Individualized Induction Plan (IIP)* will consist of six *CPSEL Focus Plans*, three plans per year. Each *CPSEL Focus Plan* will include:

- Section I: Initial Plan
- Section II: Review of CPSEL Focus Plan and Possible Revisions
- Section III: Completion of the CPSEL Focus Plan: Reflections on the Learning
- Section IV: Verifications by Coach

**Year 1:** During the first year of the program, candidates and their coach will select three CPSEL based on their individual needs and their specific assignment context, with attention to the results of the initial candidate self assessment and input from their district supervisor. A CPSEL Focus Plan for each of the three CPSEL will be developed, which will address the support and assistance that will be of greatest value to the candidate at the onset of the program. The plans will be created during the IIP Drafting Meeting, within 60 days of admittance to the program. The candidate will maintain a record of the initial assessment results in their portfolio for comparison with subsequent assessments to determine candidate progress over the course of the program.

Each year, at the IIP Drafting Meeting candidates and their coach collaboratively develop performance goals and developmental objectives in the IIP CPSEL Focus Plan document. These plans will focus on aspects specific to the CPSEL and include anticipated activities, coaching, and professional development opportunities laid out for growth in that CPSEL. Successful completion of the planned activities, monitored and supported by the program director and coach, should result in attainment of the articulated developmental goals.

**Year 2:** The second year process builds on the activities of the first program year, but does not require attendance at an Orientation.

During the IIP Drafting Meeting, three IIP CPSEL Focus Plans are created around performance goals that candidates will be expected to meet during year 2 of the program. Candidates return to the results of the initial candidate self assessment and work collaboratively with their coaches to create three CPSEL Focus Plans not formally addressed in year 1. Candidates who wish to revisit or did not make adequate growth on their developmental objectives from any of their year 1 IIP CPSEL Focus Plans may have additional CPSEL Focus Plans their second year in the program, as they work to show adequate growth in needed areas. Prior to the IIP Collaborative at the end of the academic year, candidates retake the candidate self assessment to determine overall growth in the CPSEL over the course of the program. If candidates have not completed the work within all six CPSEL Focus Plans and demonstrated competence according to reviews by program staff, candidates must return for a third year of support through the program. Costs associated with the third year of the program will be the responsibility of the candidate.

**The IIP CPSEL Focus Plan includes:**

### **Section I. Initial CPSEL Focus Plan**

1. Candidates use their self assessment, input from their supervisor, and knowledge of their professional context to develop a performance goal for selected CPSEL. Candidates identify which elements of the CPSEL will be addressed by their performance goal.
2. Candidates, with the support of their coach, are asked to identify anticipated activities that will support their targeted learning, to determine what type of assistance they will need from their coach, and how the support will be provided. Candidates may also determine additional support and assistance from the program, their own districts, and outside resources if appropriate.
3. Candidates provide an estimated timeline of completion and number of hours spent on the components of the CPSEL Focus Plan, including six required hours of professional development related to the IIP and CPSEL.
4. Candidates and coaches sign the initial plan once the draft is complete.
5. The CPSEL Focus Plans are housed in an electronic portfolio for continued use throughout the program.
6. Initial plans are reviewed by program staff and program coaches in the late fall, with feedback provided to candidates in time for consideration of any recommended adjustments.

### **Section II. Review of CPSEL Focus Plans and Possible Revisions**

1. While the portfolio may be revised at any time needed, candidates are given a formal opportunity to review and amend their CPSEL Focus Plans as necessary to meet their needs, address changes in the candidate's administrative assignment, or other aspects of the candidate's work context.
2. Candidates will give a brief update on their progress and any revisions made to their original plan at a program event mid-year.

### **Section III. Completion of CPSEL Focus Plan: Reflections on the Learning**

1. Candidates reflect on their growth through the completion of their IIP CPSEL Focus Plan.
2. Links to evidence and artifacts to demonstrate growth are included for evaluation.
3. Candidates report on actual time spent on the IIP CPSEL Focus Plans. These must complete a minimum of 15 hours per CPSEL on their IIP CPSEL Focus Plans, these may include, but not limited to:
  - 6 hours minimum of professional development: reading, webinars, workshops, etc.
  - 5 hours minimum of application/implementation of new learning directly related to each CPSEL

- Reflections on the IIP CPSEL Focus Plans Section III that document completion of the activities and growth toward competence related to each CPSEL
4. Feedback is provided to the candidates when the IIP CPSEL Focus Plans are complete. This evaluation is to ensure that specific performance outcomes have been met and the correlating to data/evidence/artifacts collected demonstrate candidate proficiency in the specified CPSEL.

#### **Section IV. Verifications**

1. The coach will be required to verify to what extent the candidate has completed the activities and successfully met the developmental objectives of each IIP CPSEL Focus Plan.
2. The coach will be required to describe the growth made by the candidate through reflective discussions, observations, and activities focused on each CPSEL Focus Plan.

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

The coach's role is to support the candidate in their administrative position, while assisting in the completion of the IIP CPSEL Focus Plans. Throughout the two years of the program, coaches work with candidates through observations, reflections, on-site support, and assessment of growth in the focus area. Throughout this process, candidates are demonstrating progress toward a level of administrative competence, as documented in their electronic portfolio.

The completion of all six IIP CPSEL Focus Plans, assessment of those plans, exit interview, and full payment of tuition are the markers of completion of the two year administrator induction experience, along with two years of successful employment as an administrator. At this time, the program director will make a recommendation for a Professional Clear Administrative Services Credential and the in-program credentials analyst will complete the required Commission processes to recommend.

Candidates will be monitored electronically until a Professional Clear Administrative Services credential is posted to the CCTC website.

Note: Until a candidate has successfully cleared a credential, they may be held accountable for any additional requirements the CCTC adds.

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

The program is designed to be completed within two years. However, sometimes, due to circumstances outside of the candidate's control, completion within two years is not possible. Family situations arise, health issues intrude, circumstances change in the job assignment, etc. In those instances, when a candidate cannot complete the program within the two consecutive calendar years assumed by the date of entry into the program, the candidate must make contact with the program director as soon as the circumstance becomes apparent. In the case of a catastrophic obstacle in the life of a candidate, the program director will consult with the candidate and the coach to create a new timeframe for program completion, if possible. Circumstances permitting, and assuming the partnership between candidate and coach is a positive, well-functioning working relationship, the coach will be reassigned to resume work with the candidate when circumstances warrant a restart of the program. Tuition will be prorated, if the year's participation has been paid in full. Cases are thoughtfully and compassionately handled on a case-by-case basis.

## Provision for Extended Program for Incompletion of CPSEL Focus Plans

In an instance where the candidate has been in a working relationship with their coach for the duration of the program and the candidate has not had any catastrophic obstacle preventing completion, the candidate did not complete the IIP CPSEL Focus Plans, or the candidate has not yet been able to demonstrate competence and requires further support, that candidate will continue in the program a third year or more, if needed, at the candidate's expense. Program staff will assume the role of the coach in these cases.

## Program Support and Resources

The program supports candidates through a variety of means as they develop their IIP CPSEL Focus Plans. In addition to in-person and virtual events, some support structures are:

- [Possible CPSEL Activities List](#): For each CPSEL, an activities list has been created that may serve candidates as CPSEL Focus Plans are built. Activities are briefly described that *may* relate to the work context of candidates or fulfill a need for building competence within a CPSEL. Candidates may select activities or merely use them to stimulate ideas for their own activities.
- [SCOE Website](#): The SCOE website [www.stancoe.org](http://www.stancoe.org) contains workshop/professional development information related to a variety of educational topics including, but not limited to: effective instruction, California State Standards, technology, ERWC, etc. It also contains a link to the program, which provides candidates and coaches access to all forms of information about the program.
- [Program Director](#): Candidates may contact the program director at any time during the two-year program via email, phone, virtual platform, or in-person to discuss concerns of any nature related to the program, seek additional information, access further support, etc.
- [Program Provided Professional Development](#): These professional development opportunities are updated each year and take place from 4:00-5:00 p.m. on Zoom, an average of twice a month. These opportunities are optional, and at no extra cost to participating program candidates and coaches.

## Online Data Management Systems and Record Keeping

The program maintains electronic data in several ways, with varying degrees of accessibility depending on security and participant needs.

**Electronic Candidate Portfolios:** These cumulative portfolios will be linked to the candidate's email and coach's email, providing the opportunity for access to be restricted to only necessary personnel. This format provides a collaborative space in which candidates and coaches can upload plans, evidence, reflections, and access the candidate self assessment (Descriptions of Practice) for ongoing reflection throughout program participation. The program director and staff will also have access to all electronic portfolios.

**Documents housed within electronic portfolios will include, but are not limited to:**

1. Completed Candidate Memorandum of Understanding (MOU)
2. Candidate self assessment, including the Descriptions of Practice

3. Completed Supervisor Input form
4. IIP CPSEL Focus Plans
5. Feedback from the program throughout each year

**Documents and resources housed in InductionSupport.com may include, but are not limited to:**

1. Program policies and procedures
2. Candidate/Coach Handbook
3. Submitted Coach logs
4. Calendars of events
5. Records of communication with candidates and coaches

**Documents maintained securely by the program:**

1. Candidate files that include:
  - a. Completed candidate application
  - b. Records of participating candidates including demographics, contact information, etc.
  - c. Progress of candidates through the program
  - d. Candidate requests for extension
  - e. Candidate recommendation for their Clear Administrative Services Credential
2. Coach files that include:
  - a. Completed coach application
  - b. Coach training completion records
  - c. Assignments of candidates to coaches
3. Program data, including:
  - a. Attendance records for candidates and coaches
  - b. Total number of coaches in the pool
  - c. Aggregated results from all program evaluations
    - i. Event evaluations
    - ii. Coach evaluation
    - iii. Program evaluation
  - d. Completed District and District Coordinator MOUs

**Record Keeping:** All candidate records will be maintained at the SCOE main office (1100 H Street, Modesto, CA 95354). The program maintains both digital and hard copies of candidate records. Records will be kept securely in locked cabinets and/or on a secure server located in a room not accessible by the public.

## **Requesting Transcripts/Verification of Program Status/Completion**

While all candidates maintain electronic access to the work they completed in the program (even after program completion), occasionally official transcripts/verifications are needed. Should a candidate need such verification for any reason, please contact both the program director and program credentials analyst via email. The program will supply official documents in response to each specific request. Program documentation will include up-to-date information regarding completion, tuition, recommendations, program status, and any other relevant information.

- Program Director, Alison Beech: [abeech@stancoe.org](mailto:abeech@stancoe.org)
- Program Credentials Analyst, Tricia Stewart: [tstewart@stancoe.org](mailto:tstewart@stancoe.org)

## **Grievance Process, Appeal Process, and Request for Change of Coach**

Please use the *Grievance Form* ([click here](#)) for issues needing to be addressed by program staff. Examples of grievances include, but are not limited to, unfair treatment by program staff, discrimination/harassment/intimidation in the program, and untimely program responses to requests. Grievances will be routed to the appropriate SCOE staff, including the direct supervisor of all SCOE staff involved in the incident. The Assistant Superintendent of Instruction Support Services will make final determinations in grievance cases.

Please use the *Appeal Form* ([click here](#)) to start a review process of program decisions that affect your induction experience. Examples of appeals include, but are not limited to, rubric rankings, portfolio reviews, and leave of absence determinations.

Please use the Coach Change Request Form ([click here](#)) if you wish to request a change of coach during your induction experience. All requests will be kept confidential, and completing the form will initiate a follow-up conversation to determine next steps. No changes will be made without your consent.

For further assistance with grievances, appeals or requests for change of coach, please contact the program director, Alison Beech via email at [abeech@stancoe.org](mailto:abeech@stancoe.org).

## **Teach Out Plan**

Should the Stanislaus County Office of Education no longer be able to support a candidate, due to the program closing, program staff will support the candidate in the following ways:

1. Year one and year two candidates will be allowed to continue until completion with the Stanislaus County Office of Education, as the program sunsets. Should a candidate wish to join another program upon being informed of the program closing, staff will work with the candidate to secure enrollment in another local, comparable program.
2. No further candidates will be admitted to the program.
3. All inquiries regarding admission to the program will be directed to local, comparable programs with which Stanislaus County Office of Education has a working relationship.

## **Program Tuition**

### **In-Consortium Participants:**

Through the Master Agreement secured by SCOE with each participating in-consortium district, tuition will be paid by the district to the SCOE Administrator Induction Program. Each district has the discretion whether or not to recoup costs from participating candidates, either partially or entirely. Candidates are responsible for collaborating with their employer to understand their financial and/or contractual obligations, if any.

### **Private Pay/Out of Consortium Participants:**

Tuition for the Program is \$9,000 total for the two-year program with payment options available. The payment schedule is as follows:

- \$4,500/year payable in two installments on September 1 and February 1
- Payable through checks, money orders, and credit cards (Visa/Master Card w/3.8% fee)
- Checks are to be made payable to: Stanislaus County Office of Education

Late payments will incur a \$50 late fee.

Recommendation for the Clear Administrative Services Credential *will not be made* if there is a balance due on account.

If a candidate fails to complete the program in the two years allotted and wishes to continue into the third year (or beyond), additional tuition will be charged on a prorated basis.

Program tuition will be prorated if a candidate must leave the program due to extenuating or emergency circumstances as follows:

- No charge prior to attending a program event
- 50% tuition charge before January 1
- 100% tuition charge January 1 and after

Candidates are encouraged to check with their districts for potential reimbursement options that may offset the program tuition (for example, Title 2 funds).

## Appendix A: California Professional Standards for Educational Leaders (CPSEL)

### **CPSEL STANDARD 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION:**

Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

- Element 1A: Student–Centered Vision (Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students)
- Element 1B: Developing Shared Vision (Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders)
- Element 1C: Vision Planning and Implementation (Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals)

### **CPSEL STANDARD 2: INSTRUCTIONAL LEADERSHIP:**

Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

- Element 2A: Professional Learning Culture (Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance)
- Element 2B: Curriculum and Instruction (Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes)
- Element 2C: Assessment and Accountability (Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes and student learning)

### **CPSEL STANDARD 3: MANAGEMENT AND LEARNING ENVIRONMENT:**

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

- Element 3A: Operations and Facilities (Leaders provide and oversee a functional, safe, and clean learning environment)
- Element 3B: Plans and Procedures (Leaders establish structures and employ policies and processes that support students to graduate ready for college and career)
- Element 3C: Climate (Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner)
- Element 3D: Fiscal and Human Resources (Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment)

### **CPSEL STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT:**

Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

- Element 4A: Parent and Family Engagement (Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs)
- Element 4B: Community Partnerships (Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career)
- Element 4C: Community Resources and Services (Leaders leverage and integrate community resources and services to meet the varied needs of all students)

**CPSEL STANDARD 5: ETHICS AND INTEGRITY:**

Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

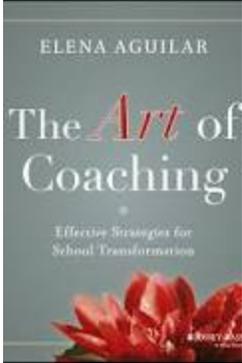
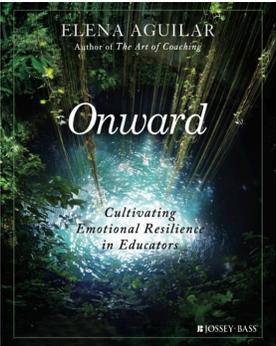
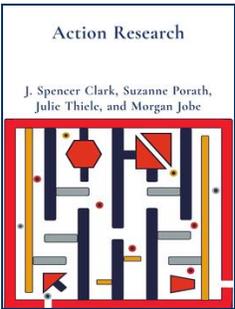
- Element 5A: Reflective Practice (Leaders act upon a personal code of ethics that requires continuous reflection and learning)
- Element 5B: Ethical Decision-Making (Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions)
- Element 5C: Ethical Action (Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students)

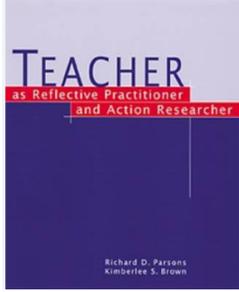
**CPSEL STANDARD 6: EXTERNAL CONTEXT AND POLICY:**

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

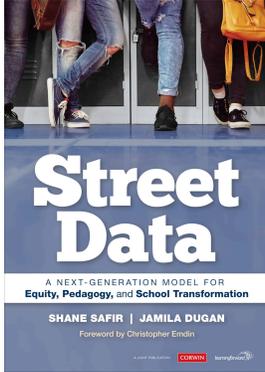
- Element 6A: Understanding and Communicating Policy (Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment)
- Element 6B: Professional Influence (Leaders use their understanding of social, cultural, economic, legal and political contexts to shape policies that lead to all students to graduate ready for college and career)
- Element 6C: Policy Engagement (Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students)

## Appendix B: Research and Literature Used by SCOE Administrator Induction Program

	<p>Aguilar, E. (2016). <i>The art of coaching: effective strategies for school transformation</i>. Corwin.</p>
	<p>Aguilar, E. (2021). <i>Onward: Cultivating emotional resilience in educators</i>. Corwin.</p>
	<p>Clark, J. S., Porath, S., Thiele, J., &amp; Jobe, M. (2020). <i>Action Research</i>. New Prairie Press.</p>



Parsons, R. D., & Brown, K. S. (2002). *Teacher as reflective practitioner and action researcher*. Wadsworth/Thomson Learning.



Safir, S., & Dugan, J. (2021). *Street data: A next-generation model for equity, pedagogy, and school transformation*. Corwin.