

Administrative Coaching Practices: Content, Personalization, and Support

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Abstract

This study surveys educators who have completed, or are in their second year of, an administrative coaching program that results in a California Clear Administrative Credential, also known as Tier II. The purpose of the study is to determine the perceptions of these educators regarding whether current practices in administrative coaching programs are providing sufficient content, personalization, and support to new administrators. A survey was sent to attendees and graduates from school districts in central and southern California. This paper includes the results of that survey and an analysis of the responses to determine best practices for institutions of higher education that may be considering offering a Tier II program to interested educators within their local community.

Most school districts provide some professional development, and many assign a district administrator to act as a mentor, to the newly hired school principal or administrator. In most cases, to even get to the interview table, new principals must be in possession of a preliminary administrative credential that represents hours of time spent in a principal preparation program or perhaps successful passage of a state exam. With all of this knowledge and support, why are so many school districts now seeking administrative coaching services from local colleges and universities?

The California Commission on Teacher Credentialing has implemented a Clear Administrative Services Credential program that includes a second tier to the credentialing process. This Tier II program requires candidates to participate in two years of coaching rather than previous models of a clear credential that have used one or two semesters of coursework. While a number of county offices of education and some institutions of higher education are now offering

Tier II coaching programs to interested candidates (CCTC, 2015), many universities have not implemented a new Tier II program on their campuses due to the complexity in providing the coaching requirements within the restrictions of the semester framework. As more school districts seek venues for their newly minted administrators to complete the Tier II requirement, more universities are looking into the possibility of becoming Tier II providers.

Why add a coaching component to administrator preparation? Coaching and the importance of induction for new administrators has been discussed broadly for a number of years (Fullan, 2001; Marzano, Waters, & McNulty, 2005; Reeves, 2009). While some of the literature looks at the differences between mentoring and coaching, providing arguments for either or both (Rich & Jackson, 2005; Smith, 2007; Weingartner, 2009), there have been a few studies that probe the practice and efficacy of coaching in a more in-depth manner and that have become part of the focus of the California Commission on Teacher Credentialing (CCTC) as they seek to provide a meaningful process for educators moving into administrative positions within the state (Bickman, et.al, 2012; Darling-Hammond, et.al, 2010; Davis, Darling-Hammond, et.al, 2012).

In the process of adopting the new program standards for the Administrative Services Credential Clear Induction program, the CCTC stated that the “design of the program is based on a sound rationale informed by theory and research, is primarily coaching-based, and includes personalized learning” (CCTC, 2014). (See Appendix A). In sum, the CCTC has identified leadership coaching as the vehicle to bring personalized instruction to candidates while addressing the new administrative standards.

The program design provides multiple opportunities for candidates to demonstrate growth and competence in the California Professional Standards for Educational Leaders (CPSEL). The CPSELs and the California Administrator Performance Expectations (CAPE)s are based on the standards adopted in 2003 for the Preliminary Administrative Credential that were, in turn, based on the national Interstate School Leaders Licensure Consortium (ISLLC) standards (CCTC, 2003; Council of Chief State School Officers, 2008). In 2015, with the revisions to both the preliminary and clear administrative credentials, the CPSELs are now an integral part of the California Clear Administrative Credential, Tier II (CCTC, 2014).

Additionally, the program has been designed to be primarily coaching-based, with the requirement of two mandatory years of coaching for each Tier II candidate (CCTC, 2014).

Review of the Literature

What, exactly, does the CCTC mean by “coaching”? And does coaching include the idea of “personalized learning” (CCTC, 2014)? Quoted in the New Teacher Center’s *Coaching Leaders to Attain Student Success*, Robert Hargrove says that coaching requires the coach to “see what others may not see through the high quality of his or her attention or listening; [be] in the position to step back from the situation so that they have enough distance from it to get some perspective; help people see the difference between their intentions and their thinking or actions; and help people cut through patterns of self-deception caused by defensive thinking and behavior” (New Teacher Center, 2009, p.1-9). Hargrove describes coaching as a way to “help people achieve something seemingly impossible and make a difference in their world” by pushing them toward extraordinary results, and strongly argues that coaching is “the fastest, most powerful way to develop leaders” (Hargrove, 2008, p. x-xi).

According to Bloom, Castagna, Moir, and Warren (2005), “effective leadership coaching incorporates a number of key elements that include: A relationship based upon trust and permission, a coach who serves as a different observer of the coachee and the context, a recognition of programs and needs as valued learning opportunities, a coach who is able to apply a variety of coaching skills and strategies as appropriate to the context and needs of the coachee, .a coach who can provide emotional support to the coachee, a fundamental commitment to organizational goals as agreed to by the coach and the coachee, and a coach who appropriately pushes the coachee to attain them” (p. 7-9).

In addition, the same study explains what coaching *is not*: “Coaching is not training ..Coaching is not mentoring, although effective mentors use coaching skills and strategies...Coaching is not supervision, but effective supervisors coach a lot ... Coaching is not therapy...” (Bloom, Castagna, Moir, & Warren, 2005, p.9-10).

Perhaps a more succinct definition describes leadership coaching as “an individualized, situational, goal-oriented, professional

relationship focused upon the development of leadership which takes into account the circumstances and the most essential challenges of today and develops the ability of the coachee to successfully master the challenges of tomorrow” (Bossi, 2008, p. 31).

But why do we need administrative coaching? According to some studies, the need arises from the limitations inherent in traditional principal preparation programs (Bloom, et al., 2003). Principal preparation programs, similar to teacher preparation programs, can provide lots of information, theories, and case studies (Breux & Wong, 2003), but leadership coaching provides a vehicle for personalized discussion and decision-making that immediately have an effect on the day to day operation of the school, effectiveness of the principal, and achievement of the students (Bossi, 2007; Killion, 2002).

What happens during coaching? One method involves a combination of facilitative coaching – the coach provokes the coachee to reexamine a situation and leads the coachee to clarify his/her own thinking – and instructional coaching, in which a coach uses his/her experience and knowledge to give direct feedback and makes suggestions when the coachee does not have the skills and then specifically asks the coach for instruction (New Teacher Center, 2009). Another explanation involves first establishing trust and confidentiality between coach and coachee through a process of getting to know each other, followed by goal setting, a discussion of the coachee’s situations and issues, the coach pushing the coachee with probing questions, and then a sharing of knowledge and experience by the coach, infused with best practices and inspiration (Wise, 2010).

As mentioned earlier, the rationale for leadership coaching from the state of California is that the design of the new program is “informed by theory and research, is primarily coaching-based, and includes personalized learning” (California Commission on Teacher Credentialing, 2013). What do they mean by personalized learning? In examining the theory of adult learning, which embraces personalized learning, one finds: that an adult must be emotionally comfortable with the learning situation; adult learning is voluntary; adults want to learn to solve or address a particular problem; adults are more satisfied with their learning if it applies to their everyday experiences; and adults bring a wealth of background differences and

experiences to learning (Draves, 2014). Conversely, while adults must be emotionally comfortable with the learning situation, they must also be taken out of their comfort zone to get new information and perspectives they're not used to; in formats, such as coaching, that they're not used to; engaging with it in new ways; and at a more deliberate pace (Spalding, 2014). To be truly personalized, the instructor must also interact on an individual basis with the adult learner, taking into consideration the type of school, school district, student population, and specifics of the situation in which the adult learner exists.

Recent studies have also looked more closely at coaching competencies and strategies, in other words, those abilities, behaviors, and skills, such as building strong relationships and effective communication skills, that lead to the most successful results in the coach/coachee relationship (Wise & Hammack, 2011; Wise 2010). Best practices gleaned from these studies include the importance of tying the behaviors and practices of the coachee with increased student achievement (Wise & Hammock, 2011).

Our current study is specific to the new California Commission on Teacher Credentialing standards for administrators and the two year coaching component of the new Tier II requirements for a clear administrative credential.

Our research seeks to answer these questions:

- 1) What are the perceptions of adult candidates who have completed an administrative coaching program, regarding the content of the program?
- 2) What are the perceptions of adult candidates who have completed an administrative coaching program, regarding personalization of the content to their current employment environment?
- 3) What are the perceptions of adult candidates who have completed an administrative coaching program, regarding the quality of the relationship between the candidate and the support provider?

Method

A survey was sent electronically to new administrators who were currently enrolled in the second year of or who had graduated from a

Tier II administrative coaching program. To identify subjects, researchers contacted sitting administrators they knew had participated in a Tier II program, professors at other universities, and contacts within several California county education offices, seeking email lists of Tier II administrative coaching program graduates and second year participants. A blind survey was sent to the 67 collected email addresses, and 30 persons responded, resulting in a response rate of 45%. The majority of subjects were participants from two county Tier II programs, one in southern California and one in central California, and represented over 25 school districts and other local education agencies.

The subjects were surveyed to determine the coaches' perceptions on whether the program content was comprehensive, the personalization of the program to their own district and school site needs was sufficient, whether they were able to establish a relationship with a coach that provided the support they felt was necessary to improve their decision-making skills and ability to resolve challenging school site issues, and whether their employer provided sufficient resources and financial support. The survey was not intended to target any one Tier II program or provider, or to criticize any existing programs, but to assess the perceptions of the attendees regarding several criteria in order to make informed decisions about what new administrators are looking for in the administrative coaching process as we develop a new program. The data was collected on an online survey provider.

Results

Tables 1 through 3 portray the demographics of the survey participants. The respondents were each asked to provide their age, gender, when they completed or will complete the Tier II coaching program, their years in PK-12 education, and the number of years they have been in an administrative position. Additionally, respondents were asked the level of the school to which they are currently assigned, the type of school (i.e. public, charter, or private), and their current position in that school or office of education.

Of the thirty subjects, over sixty percent were between the ages of thirty-five to fifty-four, with the higher percentage at 36.7 in the 35 to 44 age range. The gender of respondents was very close in number,

with 53% female and 47% male. Most of the respondents have been in PK-12 education for 11-20 years and most have been in their administrative position for less than five years. This was expected as new administrators must complete the Tier II credential requirement within the first five years of being appointed to an administrative position.

While almost all of the subjects work in public education, the level of school where each works is quite diverse, with 16.5% in elementary education, 26.7% in middle school, 20% in high school, and the other 37% in district and county offices, as well as in other positions.

The majority of the respondents finished their Tier II program in the spring 2015. Originally, the researchers were going to limit the study to those persons who had completed the program, but due to the limited amount of time that the Tier II coaching requirement has been in place, we were concerned that we would not get a sufficient number of subjects. Sixty-nine percent of the respondents have completed the program, with 31% set to complete it within the upcoming year. We specifically omitted anyone who was just starting a program or was in the first year of a program.

Table 1
Age, Gender, Tier II Completion

Age	% Respondents
21 to 34	16.7%
35 to 44	36.7%
45 to 54	26.7%
55 or older	20.0%
Gender	% Respondents
Female	53.3%
Male	46.7%
Complete Tier II	% Respondents
2013	10.3%
2014	6.9%
2015 Spring	51.7%
2015 Fall	10.3%
2016	20.6%

Table 2
Years in PK-12: Administration

Year in PK-12	% Respondents
Less than 5 years	0%
5 to 10 years	16.7%
11 to 20 years	63.3%
21-30 years	16.7%
31 or more years	3.3%
Not Applicable	0%
Years in Administration	% Respondents
Less than 5 years	86.7%
5 to 10 years	6.7%
11 or more years	0%
Not Applicable	0%

Table 3
Level & Type of School, Position

Level of Assignment	% Respondents
Preschool	0%
Elementary School	16.5%
Middle School	26.7%
High School	20%
Adult School	3.3%
School District Office	13.3%
County Office of Ed	6.7%
Other	13.3%
Type of School	% Respondents
Public	93.3%
Public Charter	3.3%
Private	3.3%
Current Position	% Respondents
Dean	0%
Asst. Prin./Asst. Dir.	43.3%
Vice Prin./Vice Dir.	13.3%
Principal/Director	16.7%
District Office	13.3%
Other	13.3%

Tables 4 and 5 illustrate the collected data in the three areas of study: Was the Tier II program perceived to have provided the content, personalization, and support necessary for success as a new administrator? The eleven questions regarding perception of the Tier II programs attended by the subjects were presented using a Likert scale model to determine degrees of satisfaction. Choices for participants were strongly agree, agree, somewhat agree, somewhat disagree, disagree, and strongly disagree. Tables 4 and 5 separate those data into sections for easier analysis.

In table 4, a majority of participants somewhat agreed, agreed, or strongly agreed that the Administrative Credential Tier II program provided them with:

1. The knowledge, skills and experiences to deal with the day-to-day work responsibilities associated with my position.
2. Assistance in developing professional knowledge and skills in time management, staff supervision, and budget management.
3. A combination of content based instruction, classroom discussion, case study examples, and guest speakers.
4. Knowledge of curriculum design and implementation, curriculum evaluation, and the leadership skills to monitor program success in order to maintain high expectations for all students.
5. The course curriculum and assigned coach that were best able to guide me in making decisions appropriate to the administrative issues of my school and district.
6. Sufficient and useful feedback from the coaching experience to improve my decision-making skills and ability to deal with challenging situations.
7. The opportunity to apply my own administrative experiences and job-related responsibilities to the course content.

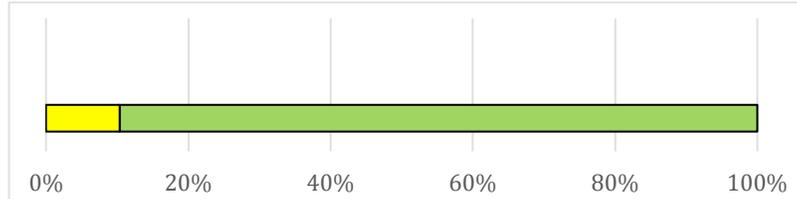
However, the questions regarding support from the school district were less positive. In particular, 67% of respondents disagree that their program provided a financial aid option.

8. Additional support from my school district through program-district dialogue, joint workshops, and coaches-administrators meetings.
9. A financially affordable program.
10. An option of having the school district pay for the program.
11. A financial aid option.

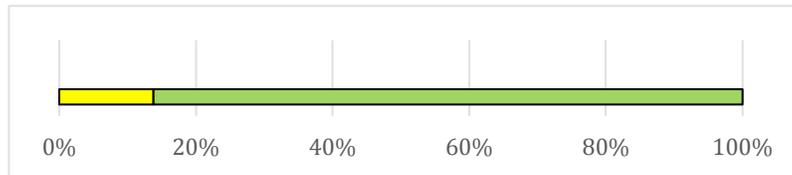
Table 4
*Percentage of disagreement/agreement. The Administrative
 Credential Tier II Program provided me with:*

Disagree Agree

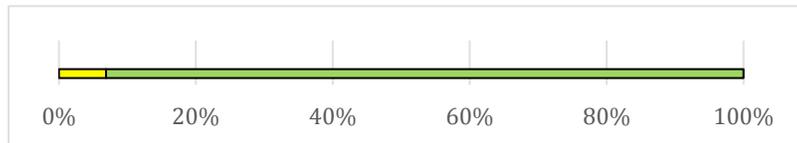
1 **The knowledge, skills, and experiences needed to deal with the day-to-day work responsibilities associated with my position.**



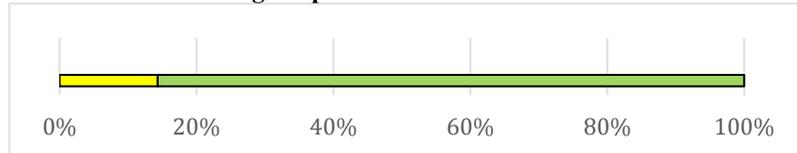
2 **Assistance in developing professional knowledge and skills in time management, staff supervision, and budget management.**



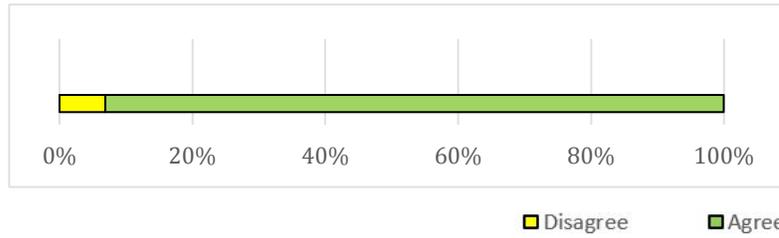
3 **A combination of content based instruction, classroom discussion, case study examples, and guest speakers.**



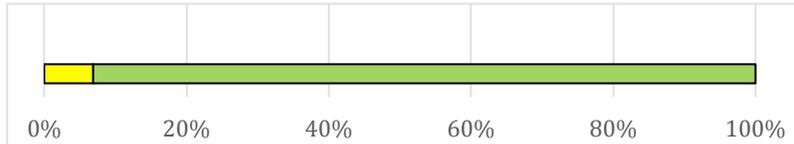
4 **Knowledge of curriculum design and implementation, curriculum evaluation, and the leadership skills to monitor program success in order to maintain high expectations for all students.**



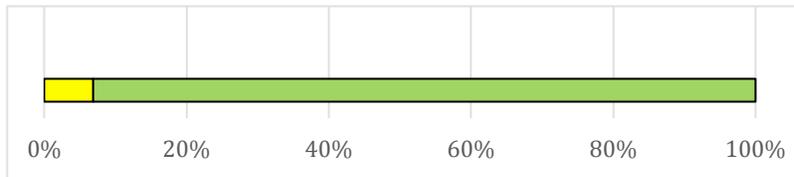
- 5 **The course curriculum and assigned coach that were best able to guide me in making decisions appropriate to the administrative issues of my school and district.**



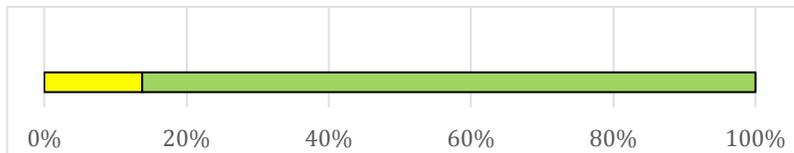
- 6 **Sufficient and useful feedback from the coaching experience to improve my decision-making skills and ability to deal with challenging situations.**



- 7 **The opportunity to apply my own administrative experiences and job-related responsibilities to the course content.**

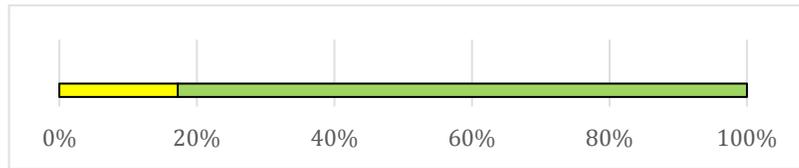


- 8 **Additional support from my school district through program-district dialogue, joint workshops, and coaches-administrators meetings.**



A financially affordable program.

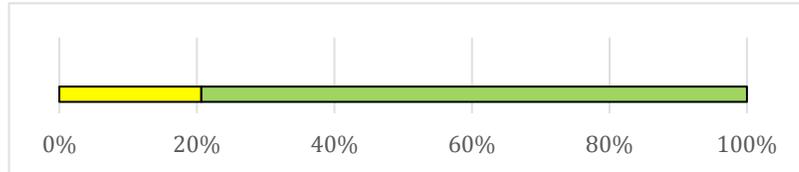
9



10

An option of having the school district pay for the program.

NOTE: ALL the disagrees here are STRONGLY DISAGREE



11

A financial aid option.

Disagree Agree

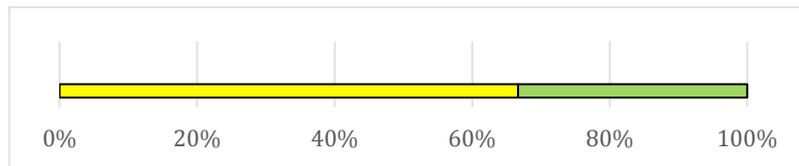


Table 5 breaks down the data in the Likert results for each of the 11 areas covered in the survey. Of note are the areas in which participants chose “somewhat agree.” While the majority of respondents replied in the agree spectrum on most questions, the breakdown shows a more varied degree of satisfaction with the programs.

Table 5
Likert Percentage Results for each of the 11 Questions

	1	2	3	4	5	6	7	8	9	10	11
Strongly Disagree	0	0	0	0	0	0	0	0	0	20.69	37.04
Disagree	6.9	6.9	3.45	3.57	3.45	0	0	10.34	6.9	0	25.93
Somewhat Disagree	3.45	6.9	3.45	10.71	3.45	0	6.9	3.45	10.34	0	3.70
Somewhat Agree	34.48	37.93	17.24	42.86	17.24	27.59	17.24	24.14	34.48	0	22.22
Agree	48.28	41.38	58.62	32.14	51.72	51.72	51.72	55.17	31.03	44.83	11.11
Strongly Agree	6.9	6.9	17.24	10.71	24.14	20.69	24.14	6.90	17.24	34.48	0

In particular, while the most common response for eight of the queries was “agree”, in three instances, “somewhat agree” was the higher response. One example is: (4) the Administrative Credential Tier II program provided me with knowledge of curriculum design and implementation, curriculum evaluation, and the leadership skills to monitor program success in order to maintain high expectations for all students. While the combined “somewhat agree,” “agree,” and “strongly agree” responses on their own show a very strong overall positive, the high “somewhat agree” combined with a higher than average “somewhat disagree” percentage when compared with most other questions, would make this an area of closer investigation. Similarly, in question (9): the Administrative Credential Tier II program provided me with a financially affordable program, the responses in agreement with the statement are a much higher percentage than those in disagreement, but the “somewhat agree” and “somewhat disagree” responses together account for approximately 45% of the responses, making this another area of interest.

Discussion

In addition to the areas of interest identified in the illustrated tables above, there were a number of comments made by respondents that may further help clarify their perceptions of the programs. While the overall results of this survey show a very strong positive perception of the Tier II programs attended by the respondents, these comments show areas where a program still in the design stage might take note.

The first four questions asked for perceptions of the participants in new Tier II programs regarding the course content of the program they attended. Sample comments were: “I feel that I learned far more on the job than through the program. One thing that the program did that I appreciated, was having us work through the Administrative Standards,” and “there were areas in my field that weren't addressed fully.” These comments seem to indicate that the respondents recognize the value of working within a program to become familiar with the new standards, but that they want a content that better encompasses the needs of each attendee. Further comments included: “less emphasis was given in budget management” and “I believe the curriculum design could have been stronger,” indicating a possible desire for more content in these areas.

The second set of four questions were designed to get feedback on the perceptions of the Tier II program participants regarding the personalization of the program to their unique needs, including their relationship with their coach. Comments in these areas included “it was not geared toward Special Education, which is where I knew I would be headed. General education was 98% of all topics,” and “[a lack of] professional development in RTI, Special Education, ELD, and cultural proficiency,” indicate a need for more personalized attention to the needs of the attendees. Other comments, such as “I already had the skills I need to perform the job - the opportunity to work with my coach in terms of being a “sounding board” was very valuable,” and “I would just continue the coaching aspect, as that was the most valuable to me” show a strong appreciation of the individualized aspect of the coaching relationship. One comment that gives pause was, “My coach was my principal. Great coach, but I was lucky. Not everyone would want their supervisor to be their coach.” Indeed, best practice would indicate that the trust and confidentiality component of the coaching relationship would preclude an immediate supervisor from taking on the role of coach.

The final third of the queries addressed by respondents covered the area of district support for the new administrator, not only in encouraging enrollment in the Tier II program, but use of district resources, sharing of district practices, interaction between the district and the Tier II program and coaches, and financial support. Comments in this area included several similar to “my district does not pay for these programs” and others similar to “my employer

covered it.” Some indicated partial support, such as “a payment plan was offered.” One insightful comment stated “if possible, I would make it a district based program. The LEA doesn’t know anything about what the district does or needs and the district thinks we are being trained, so they don’t bother to provide any support,” indicating that a strong relationship between the Tier II program providers and the individual school districts is a must for participants in providing a personalized program to meet their needs.

In the final question of the survey, where subjects were asked “If you were designing a Tier II coaching program, which elements of the program in which you participated would you modify or change? Are there any elements you would add?,” there were several comments of note, including these: “I believe the course needs to be centered more on the reflections of the day to day practices that administrators deal with. Perhaps candidates can be asked to journal these events, and allow these to be the meaningful discussions that are had with his/her coach, as well as, share out at the cohort meetings” and “ Though much of the work to be completed is “job embedded”, the most meaningful aspects and take-aways were the conversations I had with my coach. Many of the portfolio assignments seemed like busy-work.” Other meaningful comments included, “Focus on the day-to day issues one can confront. Support administrators in dealing with potential conflict with teachers and staff” and “the structure of the portfolio would be a piece that needs some flexibility. In year two, there were specific areas that had to be addressed and I did not necessarily work in those areas, making it very difficult to address the demands of the portfolio. Make it more flexible so that the candidate can showcase their strengths, and demonstrate growth in an area in which they are not strong, in a more organic and personal way, rather than in prescribed exercises that can be difficult to carry out.”

Additionally, respondents showed a desire to be grouped appropriately to benefit from others in their areas of expertise: “The networking was a primary benefit. Talking with job-alikes was very helpful. In-basket type activities were more helpful than the presentations. The book studies were okay to help frame the conversation of leadership and best practices” and “I would individualize more toward learning groups, e.g., junior high, high school, district administration, special education, for some activities. The general overview of the program was very informative, readings

were appropriate, but an option for individualized learning would have been more beneficial to me.”

Finally, there were several comments that remind us that the overall majority of the respondents to this survey had a very positive experience and appreciated their Tier II program and providers: “I would not change the elements of the program. I gleaned benefit from every aspect, as the organizers attempted to address administrators in unique settings” and “I really loved the program I participated in.”

Recommendations

In designing a new Tier II program, institutions of higher education, as well as districts and county offices, need to balance the CCTC requirements with the needs of the local population of new administrators. While the overall outcome of this survey showed a positive response to the programs currently in place, the study also shows that there are possible areas of deficiency that should be addressed and taken into consideration as a program structure is planned and implemented.

The content of the program needs to be built around the CCTC standards, but also have enough flexibility for the university to work closely in partnership with the various local school districts to provide for the specific needs of participants in the program as well as meet district expectations. Within that relationship between the institutions of higher education and the local districts must be recognition of the needs of those who work with special populations and the content of the program must be comprehensive rather than aimed at a generic administrative position. Incorporating the expertise the university can provide with the expertise and local applicability the school district can contribute should result in a practical and meaningful job-embedded program for the new administrator. Incorporation of job-a-like scenarios with peers and coaches would provide candidates with opportunities to problem solve with assistance. Use of portfolios and other assignments should be directly related to the day-to-day responsibilities of each new administrator.

The leadership coaching component of the new Tier II requirements is backed by sound rationale and the literature tells us that it is a viable strategy for supporting new administrators. Any new Tier II program must heavily incorporate the individualized attention

provided with school-based leadership coaching. The coaches must be highly trained, knowledgeable, and available to the candidates. They must be able to establish the close relationship necessary between the coach and the coachee to be successful in encouraging growth and leadership. The flow of open communication between coach and coachee is a key component of the coaching relationship, thus precluding an immediate supervisor of the candidate in that role.

New administrators also need other support as they become established in their roles. Professional development is one form of support that states and districts can and often do provide to administrators. The new Tier II program is a mix of professional development and coaching, but, while some school districts recognize the value of coaching programs and are providing financial resources for their new administrators, others make it the responsibility of the candidate to provide the financing for the program. This can be problematic if some individuals receive assistance and some do not. The district may have access to Title II funds that could support some or all of the financial responsibility of the candidate, or the new administrator could apply for financial aid through an institution of higher education, making the university another possible option for financial support.

Conclusion

This study from a survey of participants from current Tier II programs has provided the researchers with valuable information regarding the components to include and those to avoid in putting together a university program that meets the requirements of the CCTC and meets the needs and demands of the local community. The content of the program must be comprehensive and practical, incorporating meaningful activities and assignments that are not overly theoretical or perceived as “busywork.” It must include a relationship with the local school district so that the program participants see immediate application to their individual job circumstances. The relationship between the coach and the candidate is the key to a successful program for both the provider and the candidate, so appropriate training and preparation of the coaches is an important program component. The program must be individualized, personal, and practical. New administrators need to feel that they are supported in

their efforts to be effective school leaders. University resources, school district resources, and financial resources are all necessary to support the candidate.

Those of us who work in principal preparation programs realize the importance of induction and support for new administrators. The new CCTC coaching component provides a new and exciting opportunity to be a stronger partner in the success of our candidates.

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Appendix
California Professional Standards for Educational Leaders

Induction programs support candidate development and growth in the following areas of educational leadership, requiring documentation in at least one area of each CPSEL, for a minimum of six areas of competence.

CPSEL 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 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. Commission on Teacher Credentialing

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 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 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. Commission on Teacher Credentialing Handbook Revised Administrative Services Credential Standards 25 October, 2015

CPSEL 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.

Candidates should use the CPSEL Handbook during the Induction program: <http://www.ctc.ca.gov/educator-prep/standards/CPSEL-booklet-2014.pdf>