Clear Administrative Services Credential (Appendix N) – Month 4
Summative CPSEL Assessment of Candidate

Candidate Name: Dr. Kenneth M. Hill _____

Instructions: Using the Description of Practice Rubric the candidate and Site Coach will rate the candidate 1-4 in each area of the CPSELs below, and compare the responses together.

California Professional Standard for Educational Leaders	Program Entry	Program Completion
CPSEL 1		
Element 1A: Student–Centered Vision	3	4
Element 1B: Developing Shared Vision	3	4
Element 1C: Vision Planning and Implementation	3	4
CPSEL 2		
Element 2A: Professional Learning Culture	3	4
Element 2B: Curriculum and Instruction	4	4
Element 2C: Assessment and Accountability	3	4
CPSEL 3		
Element 3A: Operations and Facilities	2	3
Element 3B: Plans and Procedures	2	3
Element 3C: Climate	3	4
Element 3D: Fiscal and Human Resources	2	3
CPSEL 4		
Element 4A: Parent and Family Engagement	2	3
Element 4B: Community Partnerships	2	3
Element 4C: Community Resources and Services	2	3
CPSEL 5		
Element 5A: Reflective Practice	3	3
Element 5B: Ethical Decision-Making	4	4
Element 5C: Ethical Action	4	4
CPSEL 6		
Element 6A: Understanding and Communicating Policy	2	3
Element 6B: Professional Influence	3	4
Element 6C: Policy Engagement	2	3

Rubric for the Individualized Induction Plan

Descriptions of Practice of the
California Professional Standards for Educational Leaders (CPSELs)

CPSEL 1: Development and Implementation of a shared vision

Sub Standard	Practice that is directed toward the standard (1)	Practice that approaches the standard (2)	Practice that meets the standard (3)	Practice that exemplifies the standard (4)
1.1 Develop a Shared Vision	While the administrator is aware of the potential of vision, activities toward the development and use of a site vision are in preliminary stages.	The administrator establishes and implements a structured process for engaging faculty and community members in a dialogue to create a site vision.	The school leader facilitates and guides a collaborative process of dialogue that generates a vision for which there is broad consensus.	The school leader makes use of a site vision to maintain school wide focus on equitable student achievement to high academic and social standards and sustained progress toward meeting those standards.
1.2 Plan and Implement Activities Around the Vision	The administrator recognizes that achieving the vision requires her or him to provide leadership with respect to planning and implementation	The administrator's communication about planning stresses the relationship between decisions and the accomplishment of the goals of the vision.	The school leader organizes and facilitates data analysis and long-range planning activities with staff that result in the development of a strategic plan for the site that identifies courses of action aimed at achieving the vision.	The school leader actively infuses the site vision and standards into strategic plan and all decision-making processes in the school.
1.3 Allocate Resources To Support The Vision	Administration has begun to link decision about seeking and allocating resources to the goals of the vision and to strategic planning for achieving the vision.	Administration seeks and uses information related to instructional needs as part of the budgeting process.	The school leader capitalizes on opportunities to augment resources by engaging staff in developing proposals in response to funding opportunities.	The school leader ensures sound and equitable decisions about the distribution and use of resources to support student learning and closing of the achievement gap between subsets of students.

CPSEL 2: Instructional Leaders

Sub Standard	Practice that is directed toward the standard (1)	Practice that approaches the standard (2)	Practice that meets the standard (3)	Practice that exemplifies the standard (4)
2.1 Develop School Culture And Ensure Equity	The administrator demonstrates awareness of the professional culture of the school and is able to assess how well it represents high standards of professionalism and the principle of education equity. The administrator may have begun to identify specific areas of belief/values for change and strategies for achieving change.	The administrator provides opportunities for faculty to examine their understandings of standards-based education, professionalism, equity, and excellence and to identify ways in which current beliefs, values, and practices fall short of desired ideals. She or he identifies and uses strategies to support needed changes in moving the school toward greater equity and professionalism.	The school leader engages in a range of ongoing activities that shape and reinforce a professional culture by conveying a consistent set of beliefs, values, and assumptions regarding the educability of all students in a standards-based system and the principle of equity. The leader challenges and encourages members of the school community to examine and refine individual and collective expressions of professionalism.	The school leader's actions support all members of the school community in maintaining a culture of excellence and responsibility. Individually and collectively, they model professionalism in their sense of responsibility for the results they achieve, their students, and each other.
2.2 Guide the Instructional Program	Administration uses data about student learning to identify areas of strength in the instructional program, as well as areas in which the program does not yet succeed in supporting all students to achieve to high standards.	Administration guides staff in using data to identify areas needing improvement, to set goals in these areas, and to identify and implement strategies for achieving those goals.	The school leader's actions ensure a focus on achieving high standards and on closing the achievement gap between subgroups of students. She or he ensures that decisions about instructional schedules, materials, pedagogy, and assessment are responsive to student needs and to state and district learning expectations.	The school leader ensures that all instructional subsystems (e.g., instructional materials, pedagogy, assessment, use of technology) are designed and aligned to facilitate the achievement of high standards and closing the achievement gap.
2.3	While the administrator realizes that the professional growth of staff is important	The administrator works with staff to deepen understanding of standards-based teaching	The school leader establishes understanding among the professional staff in their	The school leader facilitates development and oversight of a broad range of professional

Guide Professional Growth of Staff	for student learning and school improvement, strategies to support such growth are limited in their capacity to address the range of needs at the site. The administrator is beginning to deepen her or his understanding of what constitutes learning-rich environments for adults and how to create such environments.	and learning, to assess individual and collective needs, and to plan professional development aligned with those needs. She or he facilitates the identification of short- and long-term learning goals for the staff and allocates resources in accordance.	continuous growth is a key element in improving student learning. The leader ensures that appropriate professional learning opportunities are available for the entire range of teacher experience and identified needs at the site.	growth opportunities for the staff. She or he works with other instructional leaders at the site to ensure that professional growth activities occur within the context of a focused and coherent plan for improving standards-based student learning through the development of individual and collective capacity.
2.4 Create and Utilize Accountability Systems	The administrator ensures compliance with state and district accountability procedures.	The administrator works with staff to clarify learning expectations and to use student data to monitor and assess achievement of goals.	The school leader works collaboratively with all members of the professional staff to identify and implement assessment strategies that support continuous improvement of all students to high standards of learning based on content and performance standards.	The school leader facilitates the development of school wide commitment to multiple measures of student learning, regular assessment of progress, and use of assessment data to guide teaching and learning.

CPSEL 3: Management and Learning Environment

Sub Standard	Practice that is directed toward the standard (1)	Practice that approaches the standard (2)	Practice that meets the standard (3)	Practice that exemplifies the standard (4)
3.1 Ensure A Safe School Environment	The administrator understands and is committed to creating and maintaining the school as a safe environment.	The administrator ensures that appropriate policies, plans, and monitoring activities are in place to maintain the school as a safe environment.	The school leader implements a range of collaborative activities and processes that contribute to the maintenance of the site as a safe, attractive, warm, and nurturing environment for adults and students.	The school leader institutionalizes values, norms, and practices that promote and enhance shared responsibility among all members of the school community for student achievement through positive climate.
3.2 Create An Infrastructure To Support An Effective Learning Environment	The administrator demonstrates understanding that the school is an organizational system and appreciates the interconnectedness of subsystems (e.g., instruction assessment, budget, planning) in and organization. She or he carries out program and staff evaluation in compliance with district and state policy.	The administrator conceptualizes and establishes a set of site-based subsystems to enhance teaching and learning at the site. The administrator works with individuals and groups to explain the use of such systems and to involve them in using system feedback (e.g., data, information, experiences) to refine the design and operation of the subsystems.	The school leader establishes and oversees a coherent and aligned set of operation subsystems at the site. She or he coordinates and facilities operational planning, implementation, and assessment activities, assuring that relevant data and information are available and incorporated into these processes to improve standards-based teaching and learning at the site.	The school leader demonstrates a deep understanding of organizational and systems theory. She or he incorporates and guides a variety of monitoring and assessment activities that support continuous development and improvement on the part of teachers and students.
3.3 Manage The School As A Learning-Support System	The administrator oversees and manages the daily and cyclical operations of school to ensure a continuity of performance.	The administrator identifies and implements management practices that enhance teaching and learning.	The school leader develops, implements, and monitors strategies that engage all stakeholders in actively and effectively sharing responsibility for planning,	The school leader demonstrates expertise in linking management strategies to goals of achieving standards in teaching and learning.

			decision-making, and program solving at the site.	
3.4 Maintain Legal Integrity	The administrator is aware of contractual and legal obligations that inform her or his work.	The administrator exercises responsibility in maintaining accurate knowledge of all contractual and legal obligations affecting the school and in using that knowledge to establish and maintain compliance.	The school leader is actively engaged as a mentor and teacher at the site with respect to legal matters and contractual obligations.	The school leader demonstrates through her or his communication and behavior a deep understanding of legal issues affecting students, teachers, and the school, and a principled commitment to act with integrity.

CPSEL 4: Family and Community Engagement

Sub Standard	Practice that is directed toward the standard (1)	Practice that approaches the standard (2)	Practice that meets the standard (3)	Practice that exemplifies the standard (4)
4.1 Collaborate To Incorporate The Perspective Of Families And Community Members	The administrator demonstrates understanding of the importance of incorporating the perspective of families and community members into the life of the school. She or he identifies existing gaps in ways that the school is handling this and communicates with stakeholders the need to address these gaps.	The administrator works with staff to prioritize and address needs concerning the incorporation of perspectives of families and community members. She or he guides staff in identifying specific site activities and groups (e.g., planning, implementation, oversight groups) that would benefit from such involvement.	The school leader establishes and implements a range of strategies whereby family and community perspectives are sought and considered as an integral part of planning and reviewing site goals, results, and operations. The leader ensures that avenues for providing input are available to families and community members.	The school leader demonstrates a highly refined and effective set of skills for eliciting and incorporating the perspectives of families and community members. She or he actively engages these stakeholders in the ongoing cycles of planning, implementation, assessment, and refinement that occur at the site.
4.2 Establish And Manage Linkages Between The Site And The Larger Community Context	The administrator is aware of the importance of establishing corrections between the school and the community. She or he establishes at least one regular strategy for disseminating information to parents and community members.	The administer works with staff and with district leaders to identify needed connections between the site and the larger context in which it operates. She or he develops, implements, and monitors strategies to create such linkages.	The school leader maintains and assesses an established set of strategies for communicating about the school and about student results with stakeholders in the community. She or he participates in networking and exploratory dialogue with potential partners, and identifies promising opportunities.	The school leader creates an innovative and effective set of strategies to communicate regularly about the school with all families and other community members. She or he demonstrates a deep understanding of how partnerships and networking relationships benefit the school.
4.3 Engage And Coordinate Support From Agencies Outside The School	The administrator demonstrates awareness of the needs of families and students.	The administrator works with staff to assess the needs of families and students.	The school leader creates and maintains linkages between the school and a range of community service agencies.	The school leader serves as an advocate for students and their families by actively engaging the participation and support of community

				service agencies in the school.

CPSEL 5: Ethics and Integrity

Sub Standard	Practice that is directed toward the standard (1)	Practice that approaches the standard (2)	Practice that meets the standard (3)	Practice that exemplifies the standard (4)
5.1 Maintain Ethical Standards Of Professionalism	The administrator demonstrates knowledge of and compliance with ethical standards and professional expectations that apply to her or his work.	The administrator consistently applies and models principles of ethical and professional behavior in carrying out her or his role.	The school leader articulates and communicates a set of professional values that is aligned with ethical concepts of fairness, justice, and service.	The school leader practices leadership from a base of personal and professional ethics that place the good of students, families, and staff ahead of personal interests.
5.2 Guide Sound Courses Of Action Using Pertinent, State-Of-The-Art Methods	The administrator demonstrates a fundamental understanding of decision-making processes and of the need to base decisions on pertinent information.	The administrator engages teachers in regularly examining student data and using the information as the basis for decisions about classroom practice.	The school leader ensures that the professional culture of the school reflects a commitment to the use of student data on an ongoing basis.	The school leader is highly skilled in modeling and guiding the use of relevant information, including disaggregated student data throughout the cycles of planning, implementing, evaluating, and refining programs that occur in the school.
5.3 Model Reflective Practice And Continuous Growth	The administrator demonstrates commitment to professional growth by regular participation in activities such as conferences, professional development opportunities, and professional reading.	The administrator demonstrates the ability and willingness to examine her or his practice, identify needed areas of development, and engage in appropriate learning opportunities in	The school leader models principles of reflective practice and continuous growth by acting as the principal learner in the school community.	The school leader models reflection and continuous growth by publicly disclosing and sharing her or his learning process and its relationship to organizational improvement.

		support of identified goals for growth.		
5.4 Sustain Professional Commitment And Effort	The administrator demonstrates commitment to her or his school and its community.	The administrator recognizes the need to nurture the commitment of individuals at the site in support of the common agenda.	The school leader demonstrates the effective use of multiple strategies to increase commitment and effort among all staff.	The school leader acts as a model of commitment and effort by demonstrating an active balance in her or his work and personal life that allows her or him to sustain focused purpose and a high level of professional performance.

CPSEL 6: Understanding and Communicating Policy

Sub Standard	Practice that is directed toward the standard (1)	Practice that approaches the standard (2)	Practice that meets the standard (3)	Practice that exemplifies the standard (4)
6.1 Engage With The Policy Environment To Support School Success	The administrator realizes that district, state, and federal policy impacts her or his site and students.	The administrator actively seeks policy information relevant to her or his site from a variety of sources.	The school leader considers influencing policy as an integral part of her or his work as an educator.	The school leader maintains an up-to-date familiarity with education policy and takes a proactive stance as an advocate for all students.
6.2 Interact With Stakeholders	The administrator demonstrates understanding of the importance of communicating with stakeholders in the community.	The administrator establishes and implements regular means of communicating some information about the site with stakeholders.	The school leader effectively anticipates the needs of constituents to be informed about site issues and information.	The school leader demonstrates commitment and skills in engaging and communicating with stakeholders to build and sustain support for the school.

6.3 Incorporate Input From The Public	Administration engages the public in the events of the school so as to maintain a positive image. She or he may identify areas in which public engagement requires strengthening.	Administration recognizes the challenges of positive public engagement across a range of interests and strategizes with others to improve relationships between the school and the public.	School leaders demonstrate the ability to acknowledge, manage, and respond professionally to public input in the interest of the school's children and achieving school goals.	The school leaders use public input to shape strategic engagement and dialogue that strengthen public support for the mission and vision of the school.