CANDIDATE: Dr. Kenneth M. Hill COACH: Mr. Ernesto

Castro **DATE:** 08.16.2024

Coaching Session 45: Opening-school agenda items; Coordination of calendar	Candidate's Next Steps:	
events, i-Ready BoY assessment; Corrective Reading inventory.	I. Hill will complete annual calendar items associate with testing calendar and	
	Literacy Specialist trainings and deadlines,	
	II. Hill will contact Division of Instruction to order initial resources and	
	coordinate local Region South Literacy Specialists training/s. testing	
	calendar and moved SWD testing on same days.	
	III. Hill will develop beginning stages of Action Plan	
I. Castro and Hill will discuss upcoming new-school year items.	Coach's Next Steps:	
II. Discuss and strategize Testing Calendar.	I. Castro will follow up with Coaching Session #46 and will update Hill with	
III. Hill and Castro discuss Testing Coordinator expectations	testing calendar and district deadlines related to assessment and Literacy	
IV. Hill and Castro discuss upcoming i-Ready BoY assessment.	Intervention.	
V. Hill and Castro discuss Corrective Reading expectations,	II. Castro will help to coordinate initial opening-year events and activities to	
protocol, and inventory of resources.	begin new academic school year.	
California Professional Standards for Education Leaders	Next Meeting Date & Time: 08.22.2024	
Coaching Session STANDARDS:	Next Meeting Agenda: i-Ready, CAASPP, Corrective Reading	
Element 2C: Assessment and Accountability	Standards Contd. Previous and overlapping	
Leaders develop and use assessment and accountability systems to monitor,	Flowert 1C, Vision Dlaming and Involution	
improve, and extend educator practice, program STANDARDs and student learning	Element 1C: Vision Planning and Implementation	
2C-1: Define clear purposes, goals, and working agreements for collecting and	Leaders guide and monitor decisions, actions, and STANDARDs using the shared vision and goals. WASC Categorical Domains with all Staff.	
sharing information about professional practice and student STANDARDs	1C-1 Include all stakeholders in a process of continuous improvement (reflection,	
2C-2: Guide staff and the community in regular disaggregation and analysis of local and state student assessment results and program data	revision, and modification) based on the systematic review of evidence and progress.	
2C-4: Use professional expectations and standards to guide, monitor, support, and	1C-2 Use evidence (including, but not limited to student achievement, attendance,	
supervise to improve teaching and learning	behavior and school climate data, research, and best practices) to shape and revise plans,	
supervise to improve teaching and tearning	programs, and activities that advance the vision. California Professional Standards for	
	Education Leaders 5 2014	
California Program Standards for Educational Leaders:		
☐ Facilitating a Vision of Learning	☐ Collaborating with Families and Communities	
☐ Shaping the School Culture and Instructional Program	☐ Modeling Ethics and Building Leadership Capacity	
☐ Managing the Organization	☐ Responding to the Political, Social, Economic, Legal and Cultural Context	

CANDIDATE: Dr. Kenneth M. Hill COACH: Mr. Ernesto Castro

DATE: 08.23.2024

	Session 46: Opening-school agenda items; Continued coordination of	Candidate	's Next Steps:
calendar e	vents, i-Ready BoY assessment; Corrective Reading inventory.		
I.	Castro and Hill will finalize upcoming new-school year items.	I.	Hill will continue to develop and refine annual calendar items associate
II.	Hill and Castro will build agenda to engage and organize the		with testing calendar and Literacy Specialist trainings and deadlines,
	movement on testing dates.	II.	Hill will follow up with the Division of Instruction with initial order of
III.	Hill and Castro will review agenda with testing stakeholders		resources and coordinate local Region South Literacy Specialists training/s.
IV.	Hill and Castro will advertise on social media, Schoology, PD, and		testing calendar and moved SWD testing on same days.
	Master Calendar of related testing and administrative deadlines with	III.	Hill will develop beginning stages of Action Plan due on September 19, 24
	specific focus on discussing Testing Calendar.	IV.	Hill will begin organizing all Literacy Specialist resources on shared
V.	Hill and Castro discuss Testing Coordinator expectations	Caraba N	website.
VI.	Hill and Castro discuss upcoming i-Ready BoY assessment.	Coach's No	
VII.	Hill and Castro discuss Corrective Reading expectations,	I.	Castro will follow up with Coaching Session #47 and will update Hill with testing calendar and district deadlines related to assessment and Literacy
	protocol, and inventory of resources.		Intervention.
		II.	Castro will monitor Principal Portal deadlines to meet i-Ready, TFI, ISSP
California	Professional Standards for Education Leaders		ing Date & Time: 08.29.2024
	Session STANDARDS:		ing Agenda: i-Ready, CAASPP, Corrective Reading Review past agenda,
			endar adjustment, prep for EOY benchmarks. Hill and Castro will inventory
Element 2	C: Assessment and Accountability	required documentation and technology for next week's testing in the library. Hill and	
Leaders develop and use assessment and accountability systems to monitor,		Castro will	communicate progress and coordination with other academies.
improve, a	and extend educator practice, program STANDARDs and student learning		
		Standards	Contd. Previous and overlapping
	ine clear purposes, goals, and working agreements for collecting and		
sharing inf	formation about professional practice and student STANDARDs		B: Curriculum and Instruction
			ide and support the implementation of standards-based curriculum,
	de staff and the community in regular disaggregation and analysis of		and assessments that address student expectations and STANDARDs
local and s	state student assessment results and program data		elop a shared understanding of adopted standards-based curriculum that
20.4 11		reflects stud	dent content and performance
	professional expectations and standards to guide, monitor, support, and	2D 2. D	
supervise t	to improve teaching and learning		note and monitor the use of state frameworks and guides that offer evidence- actional and support strategies to increase learning for diverse student assets
		and needs	actional and support strategies to increase learning for diverse student assets
California	Program Standards for Educational Leaders:	and needs	
	ating a Vision of Learning	Collabo	rating with Families and Communities
	g the School Culture and Instructional Program		ng Ethics and Building Leadership Capacity
	ing the Organization		ding to the Political, Social, Economic, Legal and Cultural Context
			g ,,, . g

CANDIDATE: Dr. Kenneth M. Hill COACH: Mr. Ernesto Castro

DATE: 08.30.2024

Coaching Session 47: i-Ready rates; CAASPP Coordinator Training; CAASPP		Candidate's Next Steps:
	or Faculty/staff; Opening-school agenda items; Continued coordination	
of calendar	r events, i-Ready BoY assessment; Corrective Reading Programming.	
I.	Castro and Hill will discuss Testing Calendar adjustments	I. Hill will adjust testing calendar in STB.
II.	Hill and Castro will discuss Testing Coordinator Expectations.	II. Hill will catalog all CAASPP Testing Examiner trainings
III.	Hill will update Castro on Corrective Reading Resources	III. Hill will continue to develop Corrective Reading programming from i-
IV.	Hill will continue to develop Corrective Reading programming	Ready k-3 lexiles for programming.
	via i-Ready k-3 and Diagnostic assessment for program.	Coach's Next Steps:
V.	Hill will complete Testing Coordinator training/s and will train	I. Castro will follow up with Coaching Session #48 and will follow through
	all Faculty/Staff for CAASPP Testing Examiner classifications	with 1-Ready 95% completion rate and Corrective Reading programming.
	for IAB assessment.	II. Castro will check in with STB trainings and CAA Moodle training support
California	Professional Standards for Education Leaders	Next Meeting Date & Time: 09.05.2024
	Session STANDARDS:	Next Meeting Agenda: i-Ready, CAASPP, Corrective Reading
Leaders de improve, an 2C-1: Defi sharing info 2C-2: Guid local and state 2C-4: Use supervise to	C: Assessment and Accountability evelop and use assessment and accountability systems to monitor, and extend educator practice, program STANDARDs and student learning time clear purposes, goals, and working agreements for collecting and formation about professional practice and student STANDARDs de staff and the community in regular disaggregation and analysis of tate student assessment results and program data professional expectations and standards to guide, monitor, support, and to improve teaching and learning	Element 1C: Vision Planning and Implementation Leaders guide and monitor decisions, actions, and STANDARDs using the shared vision and goals. WASC Categorical Domains with all Staff. 1C-1 Include all stakeholders in a process of continuous improvement (reflection, revision, and modification) based on the systematic review of evidence and progress. 1C-2 Use evidence (including, but not limited to student achievement, attendance, behavior and school climate data, research, and best practices) to shape and revise plans, programs, and activities that advance the vision. California Professional Standards for Education Leaders 5 2014
	Program Standards for Educational Leaders:	Callah anating mith Families and Communities
	ating a Vision of Learning	Collaborating with Families and Communities Modeling Ethics and Duilding Leadarship Conscient
	g the School Culture and Instructional Program	☐ Modeling Ethics and Building Leadership Capacity ☐ Responding to the Political Social Economic Legal and Cultural Context
L Managi	ing the Organization	Responding to the Political, Social, Economic, Legal and Cultural Context

CANDIDATE: Dr. Kenneth M. Hill COACH: Mr. Ernesto Castro

DATE: 09.06.2024

Coaching Session 48: i-Ready participation; CAASPP Coordinator Training; CAASPP Training for Faculty/staff; Opening-school agenda items; Continued coordination of calendar events, i-Ready BoY assessment; Corrective Reading Programming.		Candidate	's Next Steps:
		I.	Hill will communicate with STB Coordinator and STB Specialist to address non-test taker for the i-Ready BoY testers.
I.	Hill and Castro will use latest i-Ready COS percentages to finish Corrective Reading programming	II.	Hill will check latest updates for Testing Examiners on CERS for post i-Ready and IAB/ICA.
II. III.	Hill and Castro will reach out to STB for unenrolled CERS. Hill will update Castro with CAASPP training using TFT	III.	Hill will continue to assess for Corrective Reading programming adjustments for Action Plan submission
	instrumentation.	IV.	Hill will continue to refine web-resource page for Corrective Reading,
IV.	Hill will update Castro with i-Ready rates adjusted up to grade 3 for	Coach's N	
	Corrective Reading programming for Levels A and B only. C will be placed on waitlist out of the available 40 slots.	I.	Castro will follow up with Coaching Session #49 and will update Hill with district communication for testing percentages.
V.	Hill will check latest inventory and request Corrective Reading	II.	Castro will share school-site percentages and CAASPP CERS completion
	resources based on latest programming.		and strategies to achieve higher percentages.
		III.	Castro will monitor Principal Portal deadlines to meet TFI, ISSP, and i-Attend.
California Professional Standards for Education Leaders		Next Meeting Date & Time: 09.12.2024	
Coaching Session STANDARDS:		Next Meet	ing Agenda: i-Ready, CAASPP, Corrective Reading
Element 2C: Assessment and Accountability		Standards	Contd. Previous and overlapping
Leaders develop and use assessment and accountability systems to monitor,			
improve, and extend educator practice, program STANDARDs and student learning			B: Curriculum and Instruction
20 1. D. 6	·		ide and support the implementation of standards-based curriculum, and assessments that address student expectations and STANDARDs
	ine clear purposes, goals, and working agreements for collecting and formation about professional practice and student STANDARDs		elop a shared understanding of adopted standards-based curriculum that
Sharing ini	iorniation about professional practice and student STANDARDS		dent content and performance
2C-2: Guide staff and the community in regular disaggregation and analysis of local and state student assessment results and program data		2B-2: Pron	note and monitor the use of state frameworks and guides that offer evidence-
	professional expectations and standards to guide, monitor, support, and to improve teaching and learning	based instructional and support strategies to increase learning for diverse student asset and needs	
	n Program Standards for Educational Leaders:		
	ating a Vision of Learning	□ Collabo	orating with Families and Communities
	g the School Culture and Instructional Program		ng Ethics and Building Leadership Capacity
	ing the Organization		ding to the Political, Social, Economic, Legal and Cultural Context

CANDIDATE: Dr. Kenneth M. Hill COACH: Mr. Ernesto Castro

DATE: 09.13.2024

Coaching Session 49:. i-Ready completion; CAASPP Coordinator Training completion; CAASPP Training for Faculty/staff; Corrective Reading Programming.		Candidate's	s Next Steps:
Completion	ii, CAASI I Training for Faculty/starr, Corrective Reading Programming.	I.	Hill will continue to communicate with STB Coordinator and STB
I.	Hill and Castro will continue to use latest i-Ready COS percentages		Specialist to address non-test taker for the i-Ready BoY testers for end of
	to finish Corrective Reading programming		BoY completion
II.	Hill and Castro will check with STB for unenrolled CERS.	II.	Hill will continue to check latest updates for Testing Examiners on CERS
III.	Hill will update Castro with CAASPP training using TFT		for post i-Ready and IAB/ICA.
	instrumentation. Resetting of Test Examiner protocol	III.	Hill will continue to assess for Corrective Reading programming
IV.	Hill will continue to update Castro with i-Ready rates adjusted up to		adjustments for Action Plan submission
	grade 3 for Corrective Reading programming for Levels A and B only.	IV.	Hill will continue to refine web-resource page for Corrective Reading,
T 7	C will be placed on waitlist out of the available 40 slots.	Coach's Ne	
V.	Hill will check latest inventory and request Corrective Reading	I.	Castro will follow up with Coaching Session #50 and will update Hill with
VI.	resources based on latest programming. Hill will check in with DOI regarding latest purchases	II.	district communication for testing percentages. Castro will share school-site and district COS percentages and CAASPP
V 1.	Hill will check in with DOI regarding fatest purchases	11.	CERS completion and strategies to achieve higher percentages.
		III.	Castro will monitor Principal Portal deadlines to meet TFI, ISSP, and i-
		111.	Attend. Also, support with Corrective Reading will be a focus.
California	a Professional Standards for Education Leaders	Next Meetin	ng Date & Time: 09.19.2024
	Session STANDARDS:	Next Meeting Agenda: i-Ready, CAASPP, Corrective Reading	
Element 2	C: Assessment and Accountability	Standards (Contd. Previous and overlapping
	evelop and use assessment and accountability systems to monitor,		
improve, and extend educator practice, program STANDARDs and student learning			: Curriculum and Instruction
•			de and support the implementation of standards-based curriculum,
2C-1: Def	ine clear purposes, goals, and working agreements for collecting and		and assessments that address student expectations and STANDARDs
sharing inf	formation about professional practice and student STANDARDs		lop a shared understanding of adopted standards-based curriculum that
		reflects stud	ent content and performance
	de staff and the community in regular disaggregation and analysis of		
local and s	state student assessment results and program data		ote and monitor the use of state frameworks and guides that offer evidence-
			ctional and support strategies to increase learning for diverse student assets
2C-4: Use professional expectations and standards to guide, monitor, support, and		and needs	
	to improve teaching and learning		
	a Program Standards for Educational Leaders:	C-11-1	and in a middle Earnillian and Communities
	ating a Vision of Learning		rating with Families and Communities
	g the School Culture and Instructional Program ing the Organization		g Ethics and Building Leadership Capacity ling to the Political, Social, Economic, Legal and Cultural Context
wranag	ing the Organization		ing to the Functar, Suciar, Economic, Legar and Cultural Context

CANDIDATE: Dr. Kenneth M. Hill COACH: Mr. Ernesto Castro

DATE: 09.20.2024

Coaching Session 50:. Corrective Reading Programming and push-in and pull-out support for cohorts level A and B. Programming submission; Coaching support		Candidate	's Next Steps:
I.	Hill and Castro will finish Corrective Reading programming and analyze adjustments for Misis programming and Action Plan submission	I. II.	Hill will continue to check latest updates for Testing Examiners on CERS for post i-Ready and IAB/ICA. Hill will continue to assess for Corrective Reading programming adjustments for Action Plan submission and Misis programming under the
II.	Hill will update Castro with CAASPP training using TFT instrumentation. Resetting of Test Examiner protocol	III.	Primary Promise category for federal accounting. Hill will continue to refine web-resource page for Corrective Reading,
III.	Hill will check in with DOI regarding latest purchases and upcoming	Coach's N	
	onboarding support	I.	Castro will follow up with Coaching Session #51 and will update Hill with
			district communication for testing percentages.
		II.	Castro will share school-site and district COS percentages and CAASPP
			CERS completion and strategies to achieve higher percentages.
		III.	Castro will monitor Principal Portal deadlines to meet TFI, ISSP, and i-
G 116 1		NI / N.F.	Attend. Also, support with Corrective Reading focus.
	a Professional Standards for Education Leaders		ing Date & Time: 09.26.2024
Coacning	Session STANDARDS:	Next Meet	ing Agenda: i-Ready, CAASPP, Corrective Reading
Element 2	C: Assessment and Accountability	Standards	Contd. Previous and overlapping
	evelop and use assessment and accountability systems to monitor,		
improve, a	and extend educator practice, program STANDARDs and student learning		B: Curriculum and Instruction
			ide and support the implementation of standards-based curriculum,
	ine clear purposes, goals, and working agreements for collecting and	instruction, and assessments that address student expectations and STANDARDs 2B-1: Develop a shared understanding of adopted standards-based curriculum that	
sharing in	formation about professional practice and student STANDARDs		dent content and performance
2C-2: Gui	de staff and the community in regular disaggregation and analysis of	101100tb Stu	dont contont and performance
	state student assessment results and program data	2B-2: Pron	note and monitor the use of state frameworks and guides that offer evidence-
	1 6		uctional and support strategies to increase learning for diverse student assets
2C-4: Use	professional expectations and standards to guide, monitor, support, and	and needs	
	to improve teaching and learning		
	a Program Standards for Educational Leaders:		
	ating a Vision of Learning		orating with Families and Communities
	ng the School Culture and Instructional Program		ng Ethics and Building Leadership Capacity
□ Manag	ging the Organization	∟ Kespon	ding to the Political, Social, Economic, Legal and Cultural Context

CANDIDATE: Dr. Kenneth M. Hill COACH: Mr. Ernesto Castro

DATE: 09.27.2024

Coaching Session 51:. Continued Corrective Reading Programming and push-in and pull-out support for cohorts level A and B. Programming submission; Coaching support; Onboarding support with Local District Coordinator	Candidate's Next Steps:	
I. Hill and Castro will continue to refine and provide diagnostic assessments for Corrective Reading programming and analyze adjustments for Misis programming and Action Plan submission II. Hill will update Castro with CAASPP training using TFT	Hill will continue to assess for Corrective Reading programming adjustments for Action Plan submission and Misis programming under the Primary Promise category for federal accounting. Hill will provide extra diagnostic assessment for Cohorts Level A period 1 and 2.	
instrumentation. Resetting of Test Examiner protocol	III. Hill will continue to refine web-resource page for Corrective Reading	
III. Hill will check in with DOI regarding latest purchases and upcoming	Coach's Next Steps:	
onboarding support	I. Castro will follow up with Coaching Session #52 and will update Hill with district communication for testing percentages.	
	II. Castro will support in Corrective Reading ongoing diagnostic programming and DOI resources to support classroom and schoolwide instruction.	
	III. Castro will monitor Principal Portal deadlines to meet TFI, ISSP, and i-	
	Attend. Also, support with Corrective Reading focus.	
California Professional Standards for Education Leaders Coaching Session STANDARDS:	Next Meeting Date & Time: 10.03.2024	
Coaching Session STANDARDS:	Next Meeting Agenda: i-Ready, CAASPP, Corrective Reading	
Element 2C: Assessment and Accountability	Standards Contd. Previous and overlapping	
Leaders develop and use assessment and accountability systems to monitor,		
improve, and extend educator practice, program STANDARDs and student learning	Element 2B: Curriculum and Instruction Leaders guide and support the implementation of standards-based curriculum,	
2C-1: Define clear purposes, goals, and working agreements for collecting and	instruction, and assessments that address student expectations and STANDARDs	
sharing information about professional practice and student STANDARDs	2B-1: Develop a shared understanding of adopted standards-based curriculum that reflects student content and performance	
2C-2: Guide staff and the community in regular disaggregation and analysis of		
local and state student assessment results and program data	2B-2: Promote and monitor the use of state frameworks and guides that offer evidence-based instructional and support strategies to increase learning for diverse student assets	
2C-4: Use professional expectations and standards to guide, monitor, support, and	and needs	
supervise to improve teaching and learning		
California Program Standards for Educational Leaders:		
Facilitating a Vision of Learning	Collaborating with Families and Communities	
Shaping the School Culture and Instructional Program	☐ Modeling Ethics and Building Leadership Capacity	
☐ Managing the Organization	☐ Responding to the Political, Social, Economic, Legal and Cultural Context	

CANDIDATE: Dr. Kenneth M. Hill

COACH: Mr. Ernesto Castro	
DATE: 10.04.2024	
Coaching Session 52: Continue to adjust Corrective Reading Programming for	Candidate's Next Steps:
change in schedule and attrition. Focus on push-in and pull-out support for cohorts	I. Hill will continue to adjust the Action Plan for Corrective Reading
level A and B. Monthly Coaching support with support with Local District	programming; Misis programming; Inform 2 programming; and Primary
Coordinator.	Promise attendance for federal accounting. II. Hill will began to integrate Master Test Fluency and capture intervention
	suggestions based on ongoing diagnostics that will account for the
	summative programming with Porgress Monitoring Tools provided from
	DOI for Cohorts Level A period 1 and 2.
Hill will continue the ongoing refinement and adjust based on	III. Hill will continue to refine web-resource page for Corrective Reading Coach's Next Steps:
Fluency and Master Progress Monitoring Tools for Corrective	I. Castro will follow up with Coaching Session #53 and will update Hill with
Reading programming. Misis and Inform 2 data tracking adjusted in	district communication for testing percentages.
each platform and reflected on the Action Plan.	II. Castro will support in Corrective Reading ongoing diagnostic programming
II. Hill will update DOI regarding curriculum and upcoming IFLY	and DOI resources to support classroom and schoolwide instruction.
Program Tools for Action Plan.	III. Castro will monitor Principal Portal deadlines to meet TFI, ISSP, and i- Attend. Also, support with Corrective Reading focus.
California Professional Standards for Education Leaders	Next Meeting Date & Time: 10.10.2024
Coaching Session STANDARDS:	Next Meeting Agenda: Corrective Reading; IFLY; DOI Action Plan Data
Flower 4.2C. Assumed and Assumed by Price	Standards Contd. Previous and overlapping
Element 2C: Assessment and Accountability Leaders develop and use assessment and accountability systems to monitor,	Standards Contd. Frevious and overlapping
improve, and extend educator practice, program STANDARDs and student learning	Element 1C: Vision Planning and Implementation
2C-1: Define clear purposes, goals, and working agreements for collecting and	Leaders guide and monitor decisions, actions, and STANDARDs using the
sharing information about professional practice and student STANDARDs	shared vision and goals. WASC Categorical Domains with all Staff. 1C-1 Include all stakeholders in a process of continuous improvement (reflection,
2C-2: Guide staff and the community in regular disaggregation and analysis of local and state student assessment results and program data	revision, and modification) based on the systematic review of evidence and progress.
2C-4: Use professional expectations and standards to guide, monitor, support, and	1C-2 Use evidence (including, but not limited to student achievement, attendance,
supervise to improve teaching and learning	behavior and school climate data, research, and best practices) to shape and revise plans,
	programs, and activities that advance the vision. California Professional Standards for Education Leaders 5 2014
California Program Standards for Educational Leaders:	Education Leaders 3 2014
☐ Facilitating a Vision of Learning	☐ Collaborating with Families and Communities
☐ Shaping the School Culture and Instructional Program	☐ Modeling Ethics and Building Leadership Capacity
☐ Managing the Organization	Responding to the Political, Social, Economic, Legal and Cultural Context

CANDIDATE: Dr. Kenneth M. Hill COACH: Mr. Ernesto Castro DATE: 10.11.2024

		Candidate's Next Steps:	
I.	Hill and Castro will continue to integrate DOI resources for ongoing Action Plan adjustments, webpage resource s, and Inform and Misis Primary Promise data.	I.	Hill will continue will organize ongoing Outlook calendar events and coordinate CAASPP interim assessment evaluations via CERS coordinated with the testing calendar and Literacy Specialist trainings and deadlines,
II.	Hill and Castro will continue to vet stakeholders to adjust Corrective Reading cohors	II.	Hill will communicate with DOI requested teacher materials to support on Wednesdays with N. Brown support for secondary cohorts.
III.	Hill and Castro will continue to discuss Corrective Reading expectations, protocol, and inventory of resources.	III.	Hill will coordinate with local Region South Literacy Specialists training/s. testing calendar and ELD and SWD supports supplementary to the Corrective Reading curriculum. Hill will continue ongoing development of Action Plan with updated .pdf
		1 V .	links capture in Inform 2 and complementary Program Monitoring Tools
		Coach's N	
		I.	Castro will follow up with Coaching Session #54 and will update Hill with testing calendar and district deadlines related to assessment and Literacy Intervention.
		II.	Castro will monitor Principal Portal deadlines to meet i-Ready, TFI, ISSP
California	Professional Standards for Education Leaders	Next Meet	ing Date & Time: 10.17.2024
Coaching S	Session STANDARDS:		ing Agenda: CAASPP, Corrective Reading, discussion of calendar
			, prep for MOY benchmarks. Hill and Castro will inventory required
Element 2C: Assessment and Accountability		documenta	tion and technology for next week's testing in the library.
Leaders develop and use assessment and accountability systems to monitor,			
improve, an	d extend educator practice, program STANDARDs and student learning	Standards	Contd. Previous and overlapping
2C-1: Defin	ne clear purposes, goals, and working agreements for collecting and	Element 2	B: Curriculum and Instruction
sharing info	ormation about professional practice and student STANDARDs	Leaders gu	ide and support the implementation of standards-based curriculum,
			and assessments that address student expectations and STANDARDs
	e staff and the community in regular disaggregation and analysis of		elop a shared understanding of adopted standards-based curriculum that
local and sta	ate student assessment results and program data	reflects stu	dent content and performance
2C-4: Use r	professional expectations and standards to guide, monitor, support, and	2B-2: Pron	note and monitor the use of state frameworks and guides that offer evidence-
	improve teaching and learning		uctional and support strategies to increase learning for diverse student assets
	Program Standards for Educational Leaders:		
	ting a Vision of Learning		orating with Families and Communities
	the School Culture and Instructional Program		ng Ethics and Building Leadership Capacity
Managin	ng the Organization	☐ Respon	ding to the Political, Social, Economic, Legal and Cultural Context

CANDIDATE: Dr. Kenneth M. Hill COACH: Mr. Ernesto Castro

DATE: 10.18.2024

Coaching Session 54: CAASPP Interim Assessment User Profiles; Continued coordination of calendar events, Corrective Reading Instructional adjustments and		Candidate	's Next Steps:
continued r	refinement of Programming. Castro and Hill will discuss Interim Assessment Users to be adjusted	I.	Hill will monitor CERS IA Examiner list and follow up completion of
11	on CERS in all disciplines beginning with MATH 8.	11	trainings and signed Affidavit requirements.
II. III.	Hill will update Castro on Corrective Reading Resources Hill will continue to develop Corrective Reading programming via i-	II.	Hill will continue to develop Corrective Reading programming from i- Ready k-3 lexiles for programming.
	Ready k-3 and Diagnostic assessment for program.	III.	Hill will continue to capture Misis, Action Plan, and Inform 2 Data to be reflected on the Action Plan to be shared with DOI.
		Coach's N	
		I.	Castro will follow up with Coaching Session #55 and will check in with the Corrective Reading programming and correlated DOI data reflected on the Action Plan.
		II.	Castro will check in with STB affidavit requirements, trainings, and CAA Moodle training support
California	Professional Standards for Education Leaders		ing Date & Time: 10.24.2024
Coaching S	Session STANDARDS:	Next Meet	ing Agenda: i-Ready, CAASPP, Corrective Reading
Element 20	C: Assessment and Accountability	Standards	Contd. Previous and overlapping
Leaders develop and use assessment and accountability systems to monitor,			
improve, ar	nd extend educator practice, program STANDARDs and student learning		C: Vision Planning and Implementation ide and monitor decisions, actions, and STANDARDs using the
2C-1: Defi	ne clear purposes, goals, and working agreements for collecting and		on and goals. WASC Categorical Domains with all Staff.
	formation about professional practice and student STANDARDs		de all stakeholders in a process of continuous improvement (reflection,
			nd modification) based on the systematic review of evidence and progress.
	le staff and the community in regular disaggregation and analysis of		evidence (including, but not limited to student achievement, attendance,
local and st	tate student assessment results and program data		nd school climate data, research, and best practices) to shape and revise plans, and activities that advance the vision. California Professional Standards for
	professional expectations and standards to guide, monitor, support, and	1 0	Leaders 5 2014
	o improve teaching and learning Program Standards for Educational Leaders:		
	ting a Vision of Learning	☐ Collabo	orating with Families and Communities
	g the School Culture and Instructional Program	☐ Modelii	ng Ethics and Building Leadership Capacity
■ Managi	ing the Organization	□ Respon	ding to the Political, Social, Economic, Legal and Cultural Context

CANDIDATE: Dr. Kenneth M. Hill COACH: Mr. Ernesto Castro

DATE: 10.25.2024

Coaching Session 55:.K-3 i-Ready re-analysis to add more students to Level A;	Candidate's Next Steps:	
CAASPP IA examiner affidavits; Continued coordination of calendar events, Corrective Reading Programming and Action Plan data entry.		
I. Hill and Castro will use latest i-Ready data to find additional students	I. Hill will check latest updates for Testing Examiners on CERS for post i-	
for Level A cohort students for Corrective Reading programming	Ready and IAB/ICA.	
II. Hill will update Castro with CAASPP IA CERS users and affidavit	II. Hill will continue to assess for Corrective Reading programming	
requirements	adjustments for Action Plan submission and include Inform 2 data	
III. Hill will update Castro with i-Ready rates adjusted up to grade 3 for	III. Hill will continue to refine web-resource page for Corrective Reading.	
Corrective Reading programming for Levels A and B only. C will be	IV. Hill will update Castro with DOI monthly trainings and supports	
placed on waitlist out of the available 40 slots.	Coach's Next Steps:	
IV. Hill will check latest inventory and request Corrective Reading	I. Castro will follow up with Coaching Session #56 and will update Hill with	
resources based on latest programming.	II. CAASPP CERS completion and strategies to support with Interim	
	assessments for ELA, MATH, and Science.	
	III. Castro will monitor Principal Portal deadlines to meet TFI, ISSP, and i-	
	Attend.	
California Professional Standards for Education Leaders	Next Meeting Date & Time: 10.31.2024	
Coaching Session STANDARDS:	Next Meeting Agenda: CAASPP, Corrective Reading; IFLY integration; DOI Data	
Element 2C: Assessment and Accountability	Standards Contd. Previous and overlapping	
Leaders develop and use assessment and accountability systems to monitor,	Element 2B: Curriculum and Instruction	
improve, and extend educator practice, program STANDARDs and student learning	Leaders guide and support the implementation of standards-based curriculum,	
2C-1: Define clear purposes, goals, and working agreements for collecting and	instruction, and assessments that address student expectations and STANDARDs	
sharing information about professional practice and student STANDARDs	2B-1: Develop a shared understanding of adopted standards-based curriculum that	
sharing information about professional practice and student STANDARDS	reflects student content and performance	
2C-2: Guide staff and the community in regular disaggregation and analysis of		
local and state student assessment results and program data	2B-2: Promote and monitor the use of state frameworks and guides that offer evidence-	
	based instructional and support strategies to increase learning for diverse student assets	
2C-4: Use professional expectations and standards to guide, monitor, support, and	and needs	
supervise to improve teaching and learning		
California Program Standards for Educational Leaders:		
☐ Facilitating a Vision of Learning	☐ Collaborating with Families and Communities	
☐ Shaping the School Culture and Instructional Program	☐ Modeling Ethics and Building Leadership Capacity	
☐ Managing the Organization	☐ Responding to the Political, Social, Economic, Legal and Cultural Context	

CANDIDATE: Dr. Kenneth M. Hill COACH: Mr. Ernesto Castro

DATE: 11.01.2024

Coaching Session 56: i-Ready adjustments for cohort Level A candidates;		Candidate's Next Steps:	
CAASPP IA	A interim support; Corrective Reading Programming and Data entry		
		I. Hill will continue to check latest updates for Testing Examiners on CERS	
I.	Hill and Castro will continue to use latest i-Ready k-3 adjustments	for post i-Ready and IAB/ICA.	
II.	Hill and Castro will check with STB for unenrolled CERS and signed	II. Hill will continue to assess for Corrective Reading programming	
	affidavit completion.	adjustments for Action Plan submission	
III.	Hill will update Castro with resetting of Test Examiner protocol that	III. Hill will continue to refine web-resource page for Corrective Reading	
	have been removed from CERS	IV. Hill will continue to update Castro with Programming Tools for Master	
IV.	Hill will continue to update Castro with i-Ready rates adjusted up to	summative assessments to be reflected Action Plan	
	grade 3 for Corrective Reading programming for Levels A and B only.	Coach's Next Steps:	
	C will be placed on waitlist out of the available 40 slots.	I. Castro will follow up with Coaching Session #57 and will update Hill and	
V.	Hill will check latest inventory and request Corrective Reading	share school-site and district COS percentages and CAASPP CERS	
	resources based on latest programming.	completion and strategies to achieve higher percentages.	
VI.	Hill will check in with DOI regarding latest purchases	II. Castro will monitor Principal Portal deadlines to meet TFI, ISSP, and i-	
VII.	Hill will continue to update ongoing data collection to be reflected on	Attend. Also, support with Corrective Reading will be a focus.	
	the Action Plan from Inform 2 data entry.		
California	Professional Standards for Education Leaders	Next Meeting Date & Time: 11.07.2024	
Coaching S	Session STANDARDS:	Next Meeting Agenda: CAASPP, Corrective Reading, IFLY	
Element 2C: Assessment and Accountability		Standards Contd. Previous and overlapping	
	velop and use assessment and accountability systems to monitor,	11 8	
	nd extend educator practice, program STANDARDs and student learning	Element 2B: Curriculum and Instruction	
improve, and extend educator practice, program 5 TANDARDS and student learning		Leaders guide and support the implementation of standards-based curriculum,	
2C-1. Defin	ne clear purposes, goals, and working agreements for collecting and	instruction, and assessments that address student expectations and STANDARDs	
	ormation about professional practice and student STANDARDs	2B-1: Develop a shared understanding of adopted standards-based curriculum that	
Sharing inic	ormation about professional practice and stadent of the DARDs	reflects student content and performance	
2C-2: Guid	le staff and the community in regular disaggregation and analysis of		
	ate student assessment results and program data	2B-2: Promote and monitor the use of state frameworks and guides that offer evidence-	
100ai ana su	are bracent abbedoment repairs and program data	based instructional and support strategies to increase learning for diverse student assets	
2C-4: Use professional expectations and standards to guide, monitor, support, and		and needs	
	o improve teaching and learning		
	Program Standards for Educational Leaders:		
	ting a Vision of Learning	☐ Collaborating with Families and Communities	
	g the School Culture and Instructional Program	☐ Modeling Ethics and Building Leadership Capacity	
	ng the Organization	Responding to the Political, Social, Economic, Legal and Cultural Context	

CANDIDATE: Dr. Kenneth M. Hill COACH: Mr. Ernesto

Castro DATE: 11.08.2024

Coaching Session 57: Ongoing adjustment to the Corrective Reading

Coaching Session 57: Ongoing adjustment to the Corrective Reading	Candidate's Next Steps: CONTINUED		
Programming for change in schedule and attrition. Focus on push-in and pull-out	I. Hill will continue to adjust the Action Plan for Corrective Reading		
support for cohorts level A and B. Monthly Coaching support with support with	programming; Misis programming; Inform 2 programming; and Primary		
Local District Coordinator. Begin Communication with CPSEL web resources	Promise attendance for federal accounting.		
	II. Hill will continue to integrate Master Test Fluency and capture intervention		
	suggestions based on ongoing diagnostics that will account for the		
	summative programming with Progress Monitoring Tools provided from		
	DOI for Cohorts Level A period 1 and 2.		
	III. Hill will continue to refine web-resource page for Corrective Reading		
	IV. Hill will begin to organize the NU Webpage for Digital Portfolio		
I. Continued: Hill will continue the ongoing refinement and adjust	Coach's Next Steps:		
based on Fluency and Master Progress Monitoring Tools for	I. Castro will follow up with Coaching Session #58 and will update Hill with		
Corrective Reading programming. Misis and Inform 2 data tracking	district communication for testing percentages.		
adjusted in each platform and reflected on the Action Plan.	II. Castro will support in Corrective Reading ongoing diagnostic programming		
II. Hill will update DOI regarding curriculum and upcoming IFLY	and DOI resources to support classroom and schoolwide instruction.		
Program Tools for Action Plan and additional Progress Monitoring	III. Castro will monitor Principal Portal deadlines to meet TFI, ISSP, and i-		
Tools	Attend. Also, support with Corrective Reading focus.		
	IV. Castro will give initial feedback on webpage Digital Resources		
California Professional Standards for Education Leaders	Next Meeting Date & Time: 11.14.2024		
Coaching Session STANDARDS:	Next Meeting Agenda: Corrective Reading; IFLY; DOI Action Plan Data		
Element 2C: Assessment and Accountability	Standards Contd. Previous and overlapping		
Leaders develop and use assessment and accountability systems to monitor,	Standards Contd. Hevious and overlapping		
improve, and extend educator practice, program STANDARDs and student learning	Element 1C: Vision Planning and Implementation		
2C-1: Define clear purposes, goals, and working agreements for collecting and	Leaders guide and monitor decisions, actions, and STANDARDs using the		
sharing information about professional practice and student STANDARDs	shared vision and goals. WASC Categorical Domains with all Staff.		
2C-2: Guide staff and the community in regular disaggregation and analysis of	1C-1 Include all stakeholders in a process of continuous improvement (reflection,		
local and state student assessment results and program data	revision, and modification) based on the systematic review of evidence and progress.		
2C-4: Use professional expectations and standards to guide, monitor, support, and	1C-2 Use evidence (including, but not limited to student achievement, attendance, behavior and school climate data, research, and best practices) to shape and revise plans,		
supervise to improve teaching and learning			
	programs, and activities that advance the vision. California Professional Standards for		
	Education Leaders 5 2014		
California Program Standards for Educational Leaders:			
☐ Facilitating a Vision of Learning	☐ Collaborating with Families and Communities		
☐ Shaping the School Culture and Instructional Program	☐ Modeling Ethics and Building Leadership Capacity		
☐ Managing the Organization	☐ Responding to the Political, Social, Economic, Legal and Cultural Context		

CANDIDATE: Dr. Kenneth M. Hill COACH: Mr. Ernesto Castro

DATE: 11.15.2024

Coaching Session 58: Continued Action Plan analysis to report improvement in		Candidate's Next Steps: CONTINUED		
Levels A and B with consideration of Level C for second semester. Continued irready MoY data for k-3 candidates.				
I.	Hill and Castro will continue to integrate DOI resources for ongoing Action Plan adjustments, webpage resources, and Inform and Misis Primary Promise data.	I.	Hill will continue will organize ongoing Outlook calendar events and coordinate CAASPP interim assessment evaluations via CERS coordinated with the testing calendar and Literacy Specialist trainings and deadlines,	
II.	Hill and Castro will continue to vet stakeholders to adjust Corrective Reading cohorts to support second semester candidates and MoY data for lexile improvement reported on Action Plan	II.	Hill will communicate with DOI requested teacher materials to support on Wednesdays with N. Brown support for secondary cohorts and preparation for second semester resources with possible Level C programming.	
III.	Hill and Castro will continue to discuss Corrective Reading expectations, protocol, and inventory of resources.	III.	Hill will coordinate with local Region South Literacy Specialists training/s. testing calendar and ELD and SWD supports	
IV.	Hill and Castro will continue to support NU digital portfolio completion	IV.	Hill will continue ongoing development of Action Plan with updated .pdf links capture in Inform 2 and complementary Program Monitoring Tools	
	Compression	Coach's N	lext Steps:	
		I.	Castro will follow up with Coaching Session #59 and will update Hill with testing calendar, district deadlines, and NU completion requirements.	
		II.	Castro will monitor Principal Portal deadlines to meet i-Ready, TFI, ISSP	
	a Professional Standards for Education Leaders	Next Meeting Date & Time: 11.21.2024		
Coaching Session STANDARDS:		Next Meeting Agenda: Corrective Reading; IFLY; DOI Action Plan Data and prep for MOY benchmarks. Hill and Castro will discuss completion of NU EDA 613		
Element 2	C: Assessment and Accountability	requirements.		
	evelop and use assessment and accountability systems to monitor,	1		
improve, and extend educator practice, program STANDARDs and student learning		Standards	s Contd. Previous and overlapping	
2C-1: Define clear purposes, goals, and working agreements for collecting and		Element 2B: Curriculum and Instruction		
sharing information about professional practice and student STANDARDs		Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and STANDARDs		
2C-2: Guide staff and the community in regular disaggregation and analysis of		2B-1: Develop a shared understanding of adopted standards-based curriculum that		
local and state student assessment results and program data		reflects student content and performance		
2C-4: Use professional expectations and standards to guide, monitor, support, and supervise to improve teaching and learning		2B-2: Promote and monitor the use of state frameworks and guides that offer evidence-based instructional and support strategies to increase learning for diverse student assets and needs		
	a Program Standards for Educational Leaders:			
Facilitating a Vision of Learning			orating with Families and Communities	
☐ Shaping the School Culture and Instructional Program		☐ Modeling Ethics and Building Leadership Capacity		
☐ Managing the Organization			nding to the Political, Social, Economic, Legal and Cultural Context	

CANDIDA	TE: Dr. Kenneth M. Hill		
	Mr. Ernesto Castro		
DATE: 11.2		C PLAN CA CONTINUED 6 50	
	Session 59: Continued Action Plan analysis to report improvement in ad B with consideration of Level C for second semester. Continued i-	Candidate's Next Steps: CONTINUED from 58	
	data for k-3 candidates.	I II'll'll'-''' O-41111	
I.	Continued from 58: Hill and Castro will continue to integrate DOI resources for ongoing Action Plan adjustments, webpage resources, and Inform and Misis Primary Promise data.	I. Hill will continue will organize ongoing Outlook calendar events and coordinate CAASPP interim assessment evaluations via CERS coordinated with the testing calendar and Literacy Specialist trainings and deadlines,	
II.	Hill and Castro will continue to vet stakeholders to adjust Corrective Reading cohorts to support second semester candidates and MoY data	II. Hill will communicate with DOI requested teacher materials to support on Wednesdays with N. Brown support for secondary cohorts and preparation	
	for lexile improvement reported on Action Plan	for second semester resources with possible Level C programming.	
III.	Hill and Castro will continue to discuss Corrective Reading expectations, protocol, and inventory of resources.	III. Hill will coordinate with local Region South Literacy Specialists training/s. testing calendar and ELD and SWD supports	
IV.	Hill and Castro will continue to support NU digital portfolio completion	IV. Hill will continue to capture Misis, Action Plan, and Inform 2 Data to be reflected on the Action Plan to be shared with DOI.	
	Completion	Coach's Next Steps:	
		I. Castro will follow up with Coaching Session #55 and will check in with the Corrective Reading programming and correlated DOI data reflected on the Action Plan.	
		II. Castro will check in with STB affidavit requirements, trainings, and CAA Moodle training support	
California	Professional Standards for Education Leaders	Next Meeting Date & Time: 12.05.2024	
Coaching Session STANDARDS:		Next Meeting Agenda: i-Ready, CAASPP, Corrective Reading	
Element 2C: Assessment and Accountability		Standards Contd. Previous and overlapping	
	velop and use assessment and accountability systems to monitor,		
improve, and extend educator practice, program STANDARDs and student learning		Element 1C: Vision Planning and Implementation Leaders guide and monitor decisions, actions, and STANDARDs using the	
	ne clear purposes, goals, and working agreements for collecting and	shared vision and goals. WASC Categorical Domains with all Staff.	
	ne clear purposes, goals, and working agreements for collecting and ormation about professional practice and student STANDARDs	shared vision and goals. WASC Categorical Domains with all Staff. 1C-1 Include all stakeholders in a process of continuous improvement (reflection, revision, and modification) based on the systematic review of evidence and progress.	
sharing info		1C-1 Include all stakeholders in a process of continuous improvement (reflection,	
sharing info 2C-2: Guid local and sta 2C-4: Use p	ormation about professional practice and student STANDARDs le staff and the community in regular disaggregation and analysis of	 1C-1 Include all stakeholders in a process of continuous improvement (reflection, revision, and modification) based on the systematic review of evidence and progress. 1C-2 Use evidence (including, but not limited to student achievement, attendance, behavior and school climate data, research, and best practices) to shape and revise plans, 	
sharing info 2C-2: Guid local and sta 2C-4: Use p supervise to	bright ormation about professional practice and student STANDARDs le staff and the community in regular disaggregation and analysis of attention at a student assessment results and program data professional expectations and standards to guide, monitor, support, and	1C-1 Include all stakeholders in a process of continuous improvement (reflection, revision, and modification) based on the systematic review of evidence and progress. 1C-2 Use evidence (including, but not limited to student achievement, attendance, behavior and school climate data, research, and best practices) to shape and revise plans, programs, and activities that advance the vision. California Professional Standards for	
2C-2: Guid local and state 2C-4: Use pupervise to California	professional practice and student STANDARDs le staff and the community in regular disaggregation and analysis of ate student assessment results and program data professional expectations and standards to guide, monitor, support, and o improve teaching and learning	1C-1 Include all stakeholders in a process of continuous improvement (reflection, revision, and modification) based on the systematic review of evidence and progress. 1C-2 Use evidence (including, but not limited to student achievement, attendance, behavior and school climate data, research, and best practices) to shape and revise plans, programs, and activities that advance the vision. California Professional Standards for	
sharing info 2C-2: Guid local and sta 2C-4: Use particle to California Facilitat	bright ormation about professional practice and student STANDARDs le staff and the community in regular disaggregation and analysis of attention assessment results and program data professional expectations and standards to guide, monitor, support, and a improve teaching and learning Program Standards for Educational Leaders:	1C-1 Include all stakeholders in a process of continuous improvement (reflection, revision, and modification) based on the systematic review of evidence and progress. 1C-2 Use evidence (including, but not limited to student achievement, attendance, behavior and school climate data, research, and best practices) to shape and revise plans, programs, and activities that advance the vision. California Professional Standards for Education Leaders 5 2014	

Coa	ching Session Notes

CANDIDATE: Dr. Kenneth M. Hill COACH: Mr. Ernesto Castro

DATE: 12.06.2024

Coaching Session 60:.K-3 i-Ready re-analysis to add more students to Level A, B		Candidate's Next Steps: CONTINUED from 59		
and possibly Level C for second semester; Corrective Reading Programming and		•		
Action Plan	n data entry.			
I.	Hill and Castro will use MoY i-Ready data to find additional students	I. Hill will communicate with DOI requested teacher materials to support on		
	for Level A, B, and C cohort students for Corrective Reading	Wednesdays with N. Brown support for secondary cohorts and preparation		
	programming	for second semester resources with possible Level C programming.		
II.	Hill will update Castro with i-Ready rates adjusted up to grade 3 for	II. Hill will coordinate with local Region South Literacy Specialists training/s		
	Corrective Reading programming for Levels A and B only. C will be	testing calendar and ELD and SWD supports		
	placed on waitlist out of the available 40 slots.	III. Hill will continue to capture Misis, Action Plan, and Inform 2 Data to be		
III.	Hill will check latest inventory and request Corrective Reading	reflected on the Action Plan to be shared with DOI.		
	resources based on latest programming.	IV. Hill will continue to refine NU requirements for EDA 613		
IV.	Hill and Castro will continue to review the NU Digital Portfolio	Coach's Next Steps:		
	documentation.	I. Castro will follow up with Coaching Session #61 and will update Hill with		
		II. CAASPP CERS completion and strategies to support with Interim		
		assessments for ELA, MATH, and Science.		
		III. Castro will monitor NU EDA 613 criteria		
California Professional Standards for Education Leaders		Next Meeting Date & Time: 12.12.2024		
	Session STANDARDS:	Next Meeting Agenda: CAASPP, Corrective Reading; IFLY and PM integration; DOI		
		Data		
Element 20	C: Assessment and Accountability			
Leaders de	velop and use assessment and accountability systems to monitor,	Standards Contd. Previous and overlapping		
improve, ai	nd extend educator practice, program STANDARDs and student learning			
mapro (4) una sinona camano piantos, programa e in in 12 i inte e una ciamon romana g		Element 2B: Curriculum and Instruction		
2C-1: Define clear purposes, goals, and working agreements for collecting and		Leaders guide and support the implementation of standards-based curriculum,		
sharing information about professional practice and student STANDARDs		instruction, and assessments that address student expectations and STANDARDs		
0	1	2B-1: Develop a shared understanding of adopted standards-based curriculum that		
2C-2: Guide staff and the community in regular disaggregation and analysis of		reflects student content and performance		
local and state student assessment results and program data				
	LQ	2B-2: Promote and monitor the use of state frameworks and guides that offer evidence-		
2C-4: Use professional expectations and standards to guide, monitor, support, and		based instructional and support strategies to increase learning for diverse student assets		
supervise to improve teaching and learning		and needs		
	Program Standards for Educational Leaders:			
☐ Facilitating a Vision of Learning		☐ Collaborating with Families and Communities		
	g the School Culture and Instructional Program	☐ Modeling Ethics and Building Leadership Capacity		
☐ Managing the Organization		Responding to the Political, Social, Economic, Legal and Cultural Context		

CANDIDATE: Dr. Kenneth M. Hill COACH: Mr. Ernesto Castro

DATE: 12.13.2024

Coaching Session 61: Final EDA 613 entry: i-Ready MoY and Action Plan data		Candidate's Next Steps: CONTINUED from 61			
to adjust second semester cohorts Level A-C candidates; NU EDA 613 completion					
		I.	Hill will continue to assess for Corrective Reading programming		
I.	Hill and Castro will continue to use latest i-Ready MoY k-3		adjustments for Action Plan submission and NU EDA 613 digital portfolio		
	adjustments		reflection		
II.	Hill will check latest inventory and request Corrective Reading	II.	Hill will continue to refine web-resource page for Corrective Reading with		
	resources based on latest programming and second semester		updated Programming Tools based on last Intervention Support Meeting		
III.	Hill will check in with DOI regarding latest purchases for second	III.	Hill will continue to update Castro with Programming Tools for Master		
	semester cohort populations		summative assessments to be reflected Action Plan		
IV.	Hill will continue to update ongoing data collection to be reflected on	IV.	Hill will finish the final edits to the NU EDA 613 digital portfolio		
	the Action Plan from Inform 2 data entry.	Coach's Next Steps:			
V.	Hill will continue to refine NU Digital Portfolio Hill will check latest	I.	Castro will follow up with professor Bernstein with presentation of Digital		
	inventory and request Corrective Reading resources based on latest		Portfolio EDA 610-613 content.		
	programming.				
VI.	Hill will check in with DOI regarding latest purchases				
California Professional Standards for Education Leaders		Next Meeting Date & Time: N/A			
Coaching	Session STANDARDS:	Next Meeting Agenda: N/A: NU EDA Digital Presentation with NU Coach and			
			Professor Bernstein		
	2C: Assessment and Accountability	G. 1 1			
Leaders develop and use assessment and accountability systems to monitor,		Standards Contd. Previous and overlapping			
improve, a	and extend educator practice, program STANDARDs and student learning				
2C 1 D			Element 2B: Curriculum and Instruction		
	fine clear purposes, goals, and working agreements for collecting and	Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and STANDARDs			
snaring in	formation about professional practice and student STANDARDs	2B-1: Develop a shared understanding of adopted standards-based curriculum that			
20.2.0	ide staff and the community in manulan disconnection and analysis of	reflects student content and performance			
2C-2: Guide staff and the community in regular disaggregation and analysis of local and state student assessment results and program data		Terreets stud	ioni content and performance		
local allu s	state statent assessment results and program data	2B-2: Prom	ote and monitor the use of state frameworks and guides that offer evidence-		
2C-4: Use professional expectations and standards to guide, monitor, support, and		based instructional and support strategies to increase learning for diverse student assets			
supervise to improve teaching and learning		and needs			
	California Program Standards for Educational Leaders:				
☐ Facilitating a Vision of Learning		□ Collabo	rating with Families and Communities		
☐ Shaping the School Culture and Instructional Program		☐ Modeling Ethics and Building Leadership Capacity			
Managing the Organization		☐ Responding to the Political, Social, Economic, Legal and Cultural Context			