

**PURPOSE:**

Induction candidates must receive a minimum of forty hours of job-embedded coaching. Twenty of the forty hours must be face-to-face coaching. The remaining coaching hours may be completed using a system of support coordinated by the coach, and may be enhanced with technology supports such as, text, email, and/or phone conversations. Coaching should provide opportunities for the candidate to develop leadership skills grounded in the *California Professional Standards for Education Leaders.*

**DIRECTIONS TO COACH:**

Use this log to document and describe your coaching activities including any coordinated systems of support. Coordinated systems of support should be planned between coach and candidate with a well-defined purpose and outcome. All coaching activities must be followed up with a reflective conversation. You and your candidate will sign the log. It is the candidate’s responsibility to upload the log into Canvas by the due date. No handwritten logs will be accepted.

|  |  |  |  |
| --- | --- | --- | --- |
| **Coach:** |  | **Candidate:** |  |
| **Position:** |  | **Position:** |  |
| **District/Site:** |  | **District/Site:** |  |

|  |
| --- |
| **California Professional Standards for Education Leaders** |
| **Standard 1**: Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.**Standard 2**: Education leaders shape a collaborative culture of teaching and learning, informed by professional standards and focused on student and professional growth.**Standard 3**: Education leaders manage to cultivate a safe productive learning and working environment. | **Standard 4**: Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.**Standard 5**: Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.**Standard 6**: Education leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices. |

|  |
| --- |
| **Coaches Activity Codes** |
|  Program Requirements |  Job-Embedded Support |
| 1. Administrator Induction Plan (Cycle of Inquiry)
2. CPSEL Reflection and Artifacts
3. Self-Assessment on the CPSEL Description of Practice
4. Goal Setting
 | 1. Instructional Coaching
2. Observations
3. Professional Learning
4. Collaboration with Colleagues
5. Text, Email, and/or Phone Conversation
6. Other
 |

|  |
| --- |
| **VERIFICATION** |
|  |
| We verify that the information in this Coach Log is true and accurate.Total Hours: \_\_\_\_\_\_\_\_\_\_\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_**Coach Signature Date Candidate Signature Date |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date/Week of** | **Coach Activity** | **Brief Description of Activity**Coordinated systems of support should be planned between coach and candidate with a well-defined purpose and outcome. All coaching activities must be followed up with a reflective conversation. | **CPSEL** | **Time Spent***Hrs., mins.* |
|  | Face-to-Face | System of Support |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |