

THINK TANK 2015

CASC: THE IMPLEMENTATION PHASE

Administrator Induction is on the horizon!

CTC is developing a new website to aid institutions in preparing stakeholder groups to participate in administrator induction. The website offers ten modules, organized around the program standards. Each module offers

- basic information through the use of a question-and-answer format
- hands-on applications through program examples, scenarios from programs' past experiences, or views into a possible future situation
- reference lists for information and further exploration

This Think Tank will introduce program directors and lead trainers (maximum of two trainers for each program attending) to the website. Participants will review the modules' contents, complete some hands-on applications, and discuss how to use the website in training coaches, advisory boards, and other stakeholder groups.

Dates and Locations:

- Wednesday, Sept 9 in San Diego
- Thursday, Sept. 10 in Pomona
- Wednesday, Sept. 16 in Northridge
- Thursday, Sept. 17 in San Jose
- Wednesday, Sept. 23 in Sacramento
- Thursday, Sept. 24 in Fresno

All sessions will be held from 9:00 am to 3:00 pm with an hour for participants to purchase lunch at local eateries. There is no cost to attend the think tank, but any travel arrangements (e.g. mileage, lodging, food) will be the responsibility of the sponsoring institution, from the start-up funding available from the CTC in November.

To register for the Think Tank, please send an email with the location of the session for which you are registering, your institution's name, the number of participants--from 1 to 3 (names can be supplied at a later time if you aren't sure who is attending yet)--and a contact email for the group. Details on locations, parking, materials, etc. will be sent to the contact email two weeks prior to the session.*

Should you have any questions, please contact Gay Roby at GRoby@ctc.ca.gov

* As we race to have things posted online by mid-September, we may send you materials electronically for the Think Tank sessions. Printing or computer viewing is then your choice.

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Below are *draft samples* of what you will find on the website as well as explore at this Think Tank:

Module 1: Design, Rationale, and Program Evaluation

Informational text organized through a Q & A format

- How is the clear ASC Program different from the candidate's completed preliminary ASC program?
- What Standards of Quality and Effectiveness apply to ASC Programs?
- How should an Induction Program be evaluated?
- What might a two-year Clear Administrative Services Credential program look like?

Module 4: Professional Learning

Identification of additional resources and ideas for using those resources

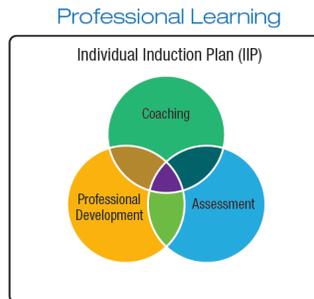
What is the difference between Professional Learning and Professional Development?

Professional learning encompasses specific professional development experiences, coaching and assessment, plus additional opportunities to learn and grow while networking with colleagues. Professional development sessions may address common leadership themes pertinent to beginning administrators, but is also responsive to the needs of each candidate with individualized work targeted in the *California Professional Standards for Educational Leaders (CPSEL)*, grounded in the context of the candidate's position and experience.

Module 5: Individual Induction Plan, Module 6: Coaching, and Module 7: Professional Development

Graphic representations of the conceptual pieces of induction

How do the parts of Standard 4 work together to form the induction experience?



Module 9: CPSEL and Module 10: The Descriptions of Practice

An in-depth look at the updated state standards that identify expectations for leaders and the companion document that describes four levels of developing practice for each element of the CPSEL.

DIRECTED TOWARD STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXEMPLIFIES STANDARD
The leader has a rudimentary understanding of the tools and technology used in the analysis process to align professional growth and student...."	The leader uses tools and technology in the analysis process to align professional growth and student achievement goals with assessment data.	The leader proficiently uses a variety of tools and technology to support staff in the analysis process to align professional growth and student achievement goals with assessment data.	The leader instructs staff in the proficient use of a variety of tools and technology in the analysis process to align professional growth and student achievement goals with assessment data.

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Examples, Scenarios, and Future Views

Each module also contains samples of program design components, dramatizations of part experiences from stakeholder groups, and glimpses into future conversations regarding some of the new aspects of the induction experience.

A Hands-on Application Activity from Module 6: Coaching

Scenario: High School Coaching Skills

Marcia has been recently selected as the new assistant principal for Youngtown High School (YHS), the only high school in a diverse rural community of 17,453 inhabitants. The majority of YHS faculty have expressed a desire to adopt new practices that are part of the latest movement for making high schools more relevant and student-centered. The current principal has been a longtime fixture at the campus, having been a teacher, coach, and leader at the same campus over the past two decades.

Marcia received accolades for her teacher leadership roles over the past five years at Sunnyside Middle School on the opposite end of the county, part of a diverse, rural, farming community. That middle school is considered very innovative in its approach to learning and curriculum and has served as a model for the region. Numerous awards and grants have been earned for the best practices implemented at the school, and Marcia received recognition as leading a successful grant program related to school culture and inclusion.

During the summer between Marcia's departure from Sunnyside Middle School and her arrival at Youngtown High School, the community where YHS is located has experienced a great deal of gang activity and violence. As the new assistant principal for the high school, Marcia is participating in a number of community meetings during the summer that includes city government, local law enforcement, community services, the school district, local churches and interested community members. Community leaders have developed a plan for how the increase in gang activity will be addressed throughout the community, and procedures are created that will be implemented before the start of the new school year to help address the problems experienced.

Additionally, YHS is undergoing a modernization of its facilities and two-thirds of the campus is displaced into portable classrooms for the entire academic year. The administrative offices and most student services are all being housed in the campus library, which is not part of the modernization project.

Reflection Questions:

- What are some anticipated challenges for Marcia as she begins her new position as the Youngstown High School assistant principal?
- How might the CASC induction coach use the CPSEL (and Descriptions of Practice) to help Marcia identify areas of strength and need that are important for her to be successful in her job?
- What type of coaching and/or coaching "best practices" might be most helpful to Marcia?