
3D

Information

Professional Services Committee

Discussion of the Design and Characteristics of Potential Future Induction Programs for School Administrators

AGENDA INSERT

Executive Summary: This agenda item focuses on the recommendation of the Administrative Services Credential Advisory Panel, adopted by the Commission, to require induction for all new administrators. Several programs currently operating an induction-like or coaching model for new administrators will discuss their programs.

Recommended Action: For information only

Presenter: Gay Roby and Lawrence Birch,
Consultants, Professional Services Division

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

January 2012

Discussion of the Design and Characteristics of Potential Future Induction Programs for School Administrators

This insert provides summary information from the four Tier II administrator preparation programs that are presenting information to the Commission.

University of California Berkeley

Component of the Program	Description of the Component's Implementation in the <u>UC Berkeley Tier II Leadership Support Program Administrator Induction Program</u>
When does the program begin relative to the individual beginning in an administrative role?	LSP accepts students when they obtain an administrative position. Over 65% of our participants enroll during their first year of leadership.
What is the number of units/expected duration for a candidate to complete your program?	Leadership Support Program (LSP) is a three year non course based CTC approved Tier II program. Participants are expected to attend monthly three hour meetings and participate in on site coaching.
What are the criteria for the selection of the coach or mentor?	All of our coaches are former school leaders. In addition to this experience, applicants must demonstrate knowledge of educational theory, basic coaching and mentoring strategies, as well as alignment with our vision for effective leadership. All coaches have received coaching training and participate in monthly professional development.
What Initial Training is provided for the coach or mentor?	All new coaches receive program orientation. If the person does not have prior experience as a coach, then we pay for attendance at a multi-day coaching training.
What on-going training or support for the coach, or mentor?	Coaches meet monthly for three hours for professional development and program updates. Coaches are organized into small support groups. In addition, the Coach supervisor is available for individual support.
What type of initial assessment of the new administrator takes place at the beginning of the program?	The Leadership Support Program is aligned with Leadership Connection's research based Leadership Rubric. The rubric has seven elements. The LSP curriculum focuses on different elements over a three year period. At the beginning of each year, students self-assess their leadership practices based on the elements emphasized for that year.
How does the program build on the experiences in the Preliminary preparation program?	99% of our participants are also graduates of UC Berkeley's Principal Leadership Institute (PLI). LSP borrows instructional strategies and key content from PLI. In addition, it focuses more on professional networking and support. For participants who have recently completed PLI, we try to match them with their field supervisor from PLI for the purposes of continuity.

Component of the Program	Description of the Component's Implementation in the <u>UC Berkeley Tier II Leadership Support Program Administrator Induction Program</u>
What are the common activities expected of each candidate (e.g. workshops, forums, classes) if any?	LSP participants engage in monthly facilitated sessions in the format of Equity Centered Professional Learning Communities (ECPLC) which include professional reading, specific activities such as a change project and time analysis, and reflective storytelling conversations consisting of structured conversations that allow for critical feedback and systematic analysis.
What is included in your Individual Induction Plan or individual mentoring plan? How is it developed?	<p>LSP participants receive individual coaching for two years. Each participant develops a coaching plan with his/her coach based on self-identified areas of improvement and coach feedback. Coaching plans include goals, theory of action, indicators of progress, and goal status.</p> <p>Coaches co-develop coaching plans with their participants and a learning plan for their own professional growth.</p>
What are the expectations for the frequency and duration of work between the beginning administrator and the coach?	In the first year, participants receive six hours of coaching support per month. This can include site visits, coach observation and feedback, phone and email support. The second year, participants receive three hours of coaching support per month.
What Professional Development is offered to the candidate? Is any required Professional Development offered by your program?	The LSP program has three outcomes for each year. These outcomes are supported by the monthly professional development offerings and coaching. See Appendix A for a description of all of the outcomes as well as the summative and formative assessments for each year.
What are the Criteria for Completion?	Candidates must successfully complete Summative Assessments for every year of the program. For example, participants in the third year complete a leadership portfolio as well as an Organization and Systems project paper.

California State University Fullerton

Component of the Program	Description of the Component's Implementation in the <u>CSU Fullerton Tier II Administrator Induction Program</u>
When does the program begin relative to the individual beginning in an administrative role?	The Tier II candidate may enroll in the CSUF program immediately upon being hired into an administrative position. CL-41 Form-Verification of Experience-must be completed by the employing agency and signed either by the superintendent, assistant superintendent, director of personnel, or the director of human resources and copied to the principal of the school employing the candidate. The candidate must also submit proof of holding Tier I Certification during the application process.
What is the number of units/expected duration for a candidate to complete your program?	The 6 unit exclusively online program consists of two, asynchronous 3 unit courses, <i>EDAD501A: Assessment of Competence and Induction Planning for School Leaders</i> and <i>EDAD501B: Demonstration of Professional Mastery for School Leaders</i> which must be completed concurrently during either the fall or spring semester.
What are the criteria for the selection of the coach or mentor?	Certificated, experienced administrator selected by the student and approved by a district administrator Preferably not a direct supervisor Must submit and sign Form A: Qualifications of Mentor Form and attach a current curriculum vitae
What Initial Training is provided for the coach or mentor?	The Tier II candidate arranges a time to meet with the mentor at the beginning of the semester to discuss the course PowerPoint provided, "Orientation to Tier II: The Shared Roles and Responsibilities of the Tier II Credential Candidate and the Mentor" and to review Forms A-E which the mentor must sign at multiple points during the semester.
What on-going training or support for the coach, or mentor?	Support for the mentor includes access to the online course readings, instructional materials, and the candidate's e-portfolio, access to the course instructor should questions arise, and full disclosure by the employing agency that the mentor is sanctioned to provide support to the Tier II candidate. Additional training or support for the mentor may be made available by district professional development opportunities, if any.
What type of initial assessment of the new administrator takes place at the beginning of the program?	Form B, "Professional Skills Analysis" must be completed by the new administrator at the beginning of the CSUF program. Each candidate produces a written assessment of his or her leadership performance culled from informal and formal sources including the broad categories of supervisory skills, promoting students' academic growth using multiple measures, facilitating collaborative practices, implementing school management practices, and fostering positive and productive interpersonal relationships. The student completes the assessment and shares it with the mentor for feedback and with the course instructor for additional input with the intention of creating a 360 degree assessment of the candidate's leadership performance informed by multiple sources and documents.
How does the program build on the experiences in the Preliminary preparation program?	CSUF offers a K-12 Educational Leadership Master's degree and a K-12 Educational Leadership Certificate program for Tier I credential candidates. Students in both programs complete a series of 3, 1-unit courses, EDAD567A-B-C with extensive fieldwork requirements spanning the duration of the program. The Tier II ONLINE program is aligned to build

Component of the Program	Description of the Component's Implementation in the <u>CSU Fullerton Tier II Administrator Induction Program</u>
	upon the experiences in the Preliminary preparation program with the key difference being that students are employed in an administrative position (most Tier I students are classroom teachers). The other key difference is the non-traditional delivery system. The online program enables Tier II candidates to post evidence of their fieldwork mastery in non-print form to include multi-media formats such as digital pictures, video, and web-based exemplars.
What are the common activities expected of each candidate (e.g. workshops, forums, classes) if any?	The common activities include discussion board participation in both courses. In both 501A and 501B students participate in online discussion boards organized around the California Professional Standards for School Leaders. Students analyze their leadership competencies and provide evidence of their fieldwork mastery in alignment with Standards 1-6. This appears to be a strength of online delivery. By comparing assessments and evidence, students seem to be developing a deeper and broader understanding of the meaning of the standards and co-construct knowledge for practice with their peers.
What is included in your Individual Induction Plan or individual mentoring plan? How is it developed?	In the context of EDAD501A, Tier II candidates, in addition to identifying their leadership strengths, also analyze where professional growth and development is needed. The Induction Plan is tantamount to an action plan, a blueprint co-created by the new administrator and the mentor, specifying their vision for standards-based professional development activities that the candidate can accomplish in the short term (1-2 years) and long term (3-5 years).
What are the expectations for the frequency and duration of work between the beginning administrator and the coach?	Very frequent—contact every two weeks is customary. Students cannot pass either course unless evidence is provided in Forms A-E that mentors are involved in coaching.
What Professional Development is offered to the candidate? Is any required Professional Development offered by your program?	By virtue of the online delivery system, the Tier II ONLINE program constitutes a candidate-directed professional development opportunity in and of itself.
What are the Criteria for Completion?	Successful completion of all course assignments for EDAD501A and EDAD501B with a grade of Pass (70/100 points); Submission of Forms A-E (E is an “End of Program Assessment” where the on-site mentor either recommends or does not recommend the Tier II candidate for certification).

Point Loma Nazarene University

Component of the Program	Description of the Component's Implementation in the <u>Point Loma Nazarene University Tier II Administrator Induction Program</u>
When does the program begin relative to the individual beginning in an administrative role?	Program begins once the candidate has secured a full-time administrative position in a K-12 system and before the candidate has been in that position for three years.
What is the number of units/expected duration for a candidate to complete your program?	Six units 3—Induction, Mentoring and Advanced Fieldwork 3—Professional Development and Assessment
What are the criteria for the selection of the coach or mentor?	Recent successful administrative experience in a K-12 setting; experience in mentoring others; knowledge of the CPSELs and school district policies and procedures; ability to foster reflection in the candidate.
What Initial Training is provided for the coach or mentor?	Overview of the program by the Associate Dean; Must complete CLASS training.
What on-going training or support for the coach, or mentor?	Support is provided by the Associate Dean and the CLASS Network.
What type of initial assessment of the new administrator takes place at the beginning of the program?	An initial interview with the Program Director, or Associate Dean; a review of credential and transcripts and a disposition assessment; verification of employment.
How does the program build on the experiences in the Preliminary preparation program?	The CPSELs are reviewed and assessed in light of the needs of the school and the position of the new administrator. The candidate is expected to address the needs of the school and his/her professional growth.
What are the common activities expected of each candidate (e.g. workshops, forums, classes) if any?	District required professional development; activities that meet the needs of the school and improve the skills and implementation of the Individualized Induction Plan by the candidate.
What is included in your Individual Induction Plan or individual mentoring plan? How is it developed?	Identification of growth needs and interests; goals, strategies and a timeline for completion; means to assess goal attainment; responsibilities of the coach; mutually developed Individualized Induction Plan (IIP).
What are the expectations for the frequency and duration of work between the beginning administrator and the coach?	The coach meets for a minimum of ten hours for each course. The Coach is also accessible at anytime via phone, email or in person as needed.
What Professional Development is offered to the candidate? Is any required Professional Development offered by your program?	Professional Development is defined in the IIP. The PLNU program does not require specific professional development but guides the candidate based on his/her needs and that of the school.
What are the Criteria for Completion?	Self assessment; successful completion of the IIP; 360 survey completed by representative members of the candidate's current staff.

Association of California School Administrators (ACSA)

Component of the Program	Description of the Component's Implementation in the <u>ACSA</u> <i>Alternative Clear Credential Administrator Induction Program</i>
When does the program begin relative to the individual beginning in an administrative role?	We prefer that the individual candidate enrolls in our program as soon as possible after securing an administrative position, but we currently accept Tier II candidates until the end of their third year (enabling them to complete our two-year program within the five year limits of Tier I)
What is the number of units/expected duration for a candidate to complete your program?	The Alternative Clear Credential Program (ACCP) is not associated with a college or university but is sponsored by the Association of California School Administrators and the New Teacher Center. Units are not granted. ACCP is a two year program.
What are the criteria for the selection of the coach or mentor?	<ul style="list-style-type: none"> • Possession of a CA Administrative Services Credential • Minimum of 5 yrs. successful administrative leadership experience • Completion of Coaching Leaders to Attain Student Success (CLASS) 3-day training in Blended Coaching strategies, resources, skills • Completion of Year One Coach certification • 4 additional days of Coach training • 30 hrs. of practice coaching • Submission & successful review of a Coach Portfolio verifying ability to implement Blended Coaching strategies, resources, and skills. Portfolios are reviewed by NTC and ACSA staff: <ul style="list-style-type: none"> – Self-reflection and growth in coaching skills – Demonstrated coachee growth in CSPEL/DOPs – Demonstrated knowledge of CSPEL/DOPs outcomes – Demonstrated ability to write concise, measurable coaching outcome goals and action plans – Demonstrated ability to recognize and record coachee learning and coaching impact in leadership practice, influence on instructional practice and student achievement – Demonstrated ability to meet timelines and to find resources needed on ACSA and NTC websites and in working with local program coordinator and ACSA/NTC support staff • Two letters of recommendation regarding experience as a coach • Observation of successful participation in coaching during coach trainings • Evidence of ability to provide timely support to candidates consistent with program expectations
What Initial Training is provided for the coach or mentor?	<p>Initial coach training is 3-day Coaching Leaders to Attain Student Success (CLASS) training in Blended Coaching and other research-based coaching strategies, tools, and skills</p> <ul style="list-style-type: none"> • Needs of beginning administrators • CPSELs • Entering the coaching relationship

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	<ul style="list-style-type: none"> • Introduction to facilitative coaching • Listening • Assertions and assessments • Emotional intelligence • Cultural proficiency • Use of 360 surveys • Introduction to instructional coaching • Basic moves of consultative and -collaborative coaching • Mood: individual and organizational • Dispositions • Transformational coaching • Self-awareness and bias • Analyzing systems • Systems coaching • Numerous opportunities to engage in practice coaching with feedback
<p>What on-going training or support for the coach, or mentor?</p>	<p>CLASS participants who wish to advance their introductory understanding of coaching enroll in the California Network of School Leadership Coach training series, offered regionally from San Diego to Eureka.</p> <p>New coaches emerging from the 3-day CLASS training move into a one-day “new coach orientation training”</p> <ul style="list-style-type: none"> • Participation in professional community of coaches: local, regional, statewide • Review of CLASS learning • In-depth work in trust and rapport • First meeting and first coaching session • Coaching practice • Use of collaborative logs • Use of IDP/Action Plans • Setting SMART leadership goals • Use of Descriptions of Practice • Use of Online Reflections • Certification Portfolio requirements <p>Ongoing coach certification requires continued active participation in 3 days of trainings annually offered by California Network of School Leadership Coaches and 4 training sessions offered each year by Local Program Affiliates:</p> <ul style="list-style-type: none"> ▪ Blended Coaching review ▪ Supervised practice and feedback in application of Blended Coaching strategies, tools, resources ▪ Self-reflection and professional goal setting regarding development of coaching practice ▪ Active participation in regional as well as local professional community of school leadership coaches ▪ New research on best coaching practices and new requirements and challenges facing CA school leaders
<p>What type of initial</p>	<p>Tier II candidates and coaches engage in an initial reflection regarding the</p>

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assessment of the new administrator takes place at the beginning of the program?	<p>candidate's standing with respect to our program's Seven Required CPSEL/DOPs Elements.</p> <p>Coaches and candidates revisit ratings in these Online Reflections mid-way through the program (end of year 1) and at the end of the program (end of year 2) to determine growth and attainment of outcomes .</p>
How does the program build on the experiences in the Preliminary preparation program?	<p>In almost all cases, candidates participating in the Alternative Clear Credential Program have developed an "awareness" of effective CPSEL/DOPs leadership practices from their preliminary preparation programs. In induction our work is to support new leaders to contextualize, adapt, and effectively apply this leadership awareness to the real life, day-to-day challenges embedded in the cultures, history, personalities, resources, and circumstances of their school and district.</p> <p>Our program seeks to provide the bridge between <i>knowing</i> the research, skills and policies behind effective school administration and <i>performing and positively thriving</i> in the leadership of a school community focused on continuous growth in student achievement. Granting of the credential must validate that this bridge has been successfully crossed by the candidate</p>
What are the common activities expected of each candidate (e.g. workshops, forums, classes) if any?	<p>The coach and candidate's work is fully embedded in the on-the-job responsibilities of the leader:</p> <ul style="list-style-type: none"> • Determining the school's unique purpose and envisioned future to set clear priorities and direction • Classroom observation • Ability to identify, generate, and productively use data regarding instructional practice and student learning to improve teaching and learning, and the ability to lead all school educators to do the same • facilitation faculty meetings, department/grade level meetings • development, maintenance, growth of an instructional culture • facilitation of parent/community meetings • examination and operation of effective administrative systems which support student learning • building of productive, meaningful communication and partnerships with parents and community • demonstration of consistent fair and ethical leadership practices • making the time for continuous, ongoing professional growth and development • skilled representation, advocacy, and networking of the school in larger contexts of district, county, region, and beyond. <p>In addition to on-site, face-to-face coaching of the candidate engaged in the real work of job performance, coaches and candidates frequently maintain phone and email contact between coaching sessions. Candidates (and often coaches) also engage in professional development and training offered by the district, county office, and/or by ACSA and NTC. Many of our local program affiliates offer a ten-session professional development series, Leadership Institute, developed by the New Teacher Center.</p>
What is included in your Individual Induction Plan or	<p>The ACCP Individual Development Plan consists of the following:</p> <ul style="list-style-type: none"> • brief statement of current conditions • a SMART leadership goal

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individual mentoring plan? How is it developed?	<ul style="list-style-type: none"> • Action Plan <ul style="list-style-type: none"> – Steps or benchmarks to goal achievement – Who will be involved at each point – Resources needed at each point – Time period for each step or benchmark – CPSEL/DOPs required element addressed/demonstrated – Coach/candidate check-off for discussion & development of knowledge and skills needed for successful completion of each step or benchmark – Attainment date of each step or benchmark <p>ACCP coaches attempt to work with candidates to truly identify meaningful and impactful goals. Before goal setting, coaches engage in the following:</p> <ul style="list-style-type: none"> • Elicit the candidate's "story": experience, values, needs, aspirations • Unearth dispositions, biases, assessments • Determine depth and breadth of school's shared vision and purpose • Observe instructional practices consistently in place • Differentiated and tiered instructional supports in place • Data systems in place and examination of student learning data • District goals and supervisor aspirations and priorities for candidate • Parent/community engagement and support • Relationships and trust between leader and school community and between members of school community
What are the expectations for the frequency and duration of work between the beginning administrator and the coach?	<p>ACCP is a two year program.</p> <ul style="list-style-type: none"> • Coaches work face-to-face, on-site with candidates a minimum of 3-6 hours per month, usually 11 months per year • Coaches are available to candidates by phone and by email between on-site sessions
What Professional Development is offered to the candidate? Is any required Professional Development offered by your program?	<p>Candidates are required to actively engage in professional development. Those professional development activities may be locally relevant and high priority training provided by the district or county office and/or candidates are encouraged to enroll in Leadership Institute, a ten-module training series developed by the New Teacher Center and licensed to local program affiliates. Topics include:</p> <ul style="list-style-type: none"> • Climate and culture • Professional Learning Community • Meeting Facilitation • Time Management and Delegation • Data-Based Instruction • Decision Making • Supervision • Evaluation • Vision and Leadership Styles • Recruiting, Developing, and Retaining New Teachers

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What are the Criteria for Completion?	<ul style="list-style-type: none"> • Coaches must verify that candidates have demonstrated “practice that meets the standard” in each of the Seven Required CPSEL/DOPs Required Elements of ACCP during the candidate’s two years in the program. • Coaches and candidates, collaboratively, complete three Online Reflections <ul style="list-style-type: none"> – Initial Reflection upon program entry – Intermediate Reflection at end of Year 1 – Final Reflection at end of Year 2 • Completion of Candidate Portfolio: <ul style="list-style-type: none"> – Print copy of each Online Reflection – Copy of Year 1 and Year 2 IDP/Action Plan – School Demographics page – Complete set of collaborative logs related to IDP/Action Plan completion – One 360 Survey – Listing of all professional development completed – Exit Reflection • End of Year Candidate Program Survey (Year 1 and Year 2) • Signed review of portfolio and coach recommendation by Local Program Coordinator • Signed review of each candidate recommendation by ACCP Program Director