Sonoma County Office of Education
North Coast School of Education

Administrator Induction

Program Handbook

Accredited Credential Programs

District Intern/Preliminary Programs

- Education Specialist Intern (SPED)
Mild/Moderate (Mild-Mod) and Education Specialist (Mod-Severe)

- Multiple Subject Intern (MS)

- Single Subject Intern (SS)

Clear Credential Programs

- Administrative Services Credential *[Preliminary and Clear]*
- Designated Subjects Adult Education (AE) *[Preliminary and Clear]*
- Designated Subjects Career Technical Education (CTE) *[Preliminary and Clear]*
- Education Specialist (SPED) *[all subject areas]*
- General Education (GE) - Multiple Subjects (MS) and Single Subjects (SS)

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Welcome

From the Superintendent of Schools
Steven Herrington, Ph.D.

On behalf of the Sonoma County Office of Education, I would like to welcome you to the Administrator Induction Program. Participation in this program will provide you opportunities to stretch and grow your leadership skills while clearing your administrative credential.

To begin, you will develop an individualized induction program that will allow you to demonstrate the California Professional Standards for Educational Leaders. Beside you will be your experienced and trained Mentor, to provide guidance and support as you successfully complete the program.

Strong leadership has been shown to be vital in providing a high-quality education for all students. Sonoma County continues to excel and lead the state of California as one of the most highly innovative and effective educational systems in the state.

Congratulations to you for choosing to make public education your passion and I look forward to seeing you in the field as a leader with distinction. Best wishes to you in your future endeavors.

The real role of leadership is climate control,
creating a climate of possibility.
- Ken Robinson

If your actions inspire others to dream more,
learn more, do more and become more,
you are a leader.
- John Quincey Adams

From the Executive Director
Jason Lea

On behalf of the North Coast School of Education, I would like to welcome you to the Administrator Induction Program.

Being a school administrator is a job that involves understanding all aspects of the school and/or district. Administrators wear many hats on a daily basis, none more critical than that of an instructional leader. Schools with strong academic programs that focus on the success of all students are led by strong administrators. The tricky part of the job is keeping all aspects of the role in balance. As partners on this journey, we will approach school administration from a perspective of improvement, focusing on the best part of being an administrator - building relationships that foster success for all students. Our goal is to provide relevant learning as we prepare you to become an effective leader within your educational community so that you can provide the best opportunities for all students to become college and career ready.

Administrators of Sonoma County and the surrounding regions of Northern California bring a wealth of rich and diverse experiences from which you will learn, grow, and gain insight. As a NCSOE Admin Induction participant, you will be supported by the highly experienced faculty, presenters, and Mentors who have been recommended by their professional colleagues based on their expertise and successful service of thousands of students at all grade levels. Their diverse experience will provide participants with a variety of perspectives to help you develop your leadership path. With NCSOE's Admin Induction program guidance, you will build your unique style and vision for leadership as you continue your make a difference in the lives of the students you serve in California's educational system. You will also develop a network of colleagues who will be an invaluable resource as you continue your journey as a school administrator.

I look forward to getting to know you and being elbow partners as you work through the program. I wish you the best in the coming year.

The Sonoma County Office of Education's Mission

The mission of the Sonoma County Office of Education (SCOE) is to foster student success through service to students, schools, and the community.

North Coast School of Education's Vision Statement

The vision of the North Coast School of Education (NCSOE) is to build and support relationships, equity and student success. Through a mission of fostering empathy and equity among strong, creative and connected educators, NCSOE provides personalized, professional learning and training that supports an ongoing cycle of reflection and inquiry.

NCSOE strives to make a difference for all students by modeling and practicing respect for the ongoing learning required to build equitable school communities and a just and civil society for all. NCSOE is committed to developing a workforce of teachers and leaders who engage in research-based educational practices, understand the importance of preparing students for college and career readiness, and who possess 21st-century skills to develop and implement innovative methods and ideas in California classrooms, schools and districts.

Administrator Induction Program Overview

NCSOE's two-year Administrator Induction Program (AIP) is designed to provide new administrators with the opportunity to clear their Preliminary Administrative Services Credential through a job-embedded Induction experience.

AIP provides Preliminary Administrators (PAs) with an individualized Induction experience based on the context of their leadership role that includes:

- One-on-one support and guidance from a highly qualified and trained Mentor
- 20 hours of professional development per year based on individual goals
- 3 seminars per year based on the CA Professional Standards for Educational Leaders (CPSEL)
- Formative Assessment-based growth through Individualized Induction Plans (IIPs)
- Professional networking opportunities in Collaborative Learning Communities (CLC)

In collaboration with districts in Sonoma, Marin and Mendocino Counties, PAs are advised of the enrollment process by the district Human Resources Administrator at the point of hire into a position that requires use of their Preliminary Administrative Services Credential. Advisement of enrollment opportunities occurs within 120 days of starting the initial administrative position, and mentoring will begin within 30 days of enrollment.

Induction is an individualized experience that best meets the needs of the PA. This individualization begins with the PA being assigned an experienced and trained Mentor who has a background in the same area for which the PA is employed. The Mentor will support and guide the PA during the 2-year program and will collaborate 4 hours a month (most frequently at the PA's place of employment) ensuring a minimum of 40 hours of support per year. Together, the PA and Mentor will use an Initial Self-Assessment on the CPSEL to identify the PA's areas of strength and growth. Once identified, this information will serve as a springboard to develop the PA's Individualized Induction Plan (IIP) for each CPSEL. The plan will center around job-embedded mentoring based on the PA's self-identified areas of need.

While the center of the AIP is the PA, the Mentor is the most critical component, committed to ensuring a highly personalized learning experience for the PA. These learning experiences include participation in self-selected Collaborative Learning Communities during seminars, guiding as to which CPSEL elements to focus on based on the PA's self-assessment and need, and support for individual goal setting and leadership task selection. These activities are done collaboratively and facilitate building trust between the PA and Mentor, leading to deep reflection and conversations around best practices in educational leadership.

"Becoming an effective education leader is a process, not an event. This program embeds Mentoring at the center of all activities."

Multiple opportunities are provided for PAs to interact with their Mentor. The pair will meet formally for observations at educational venues (county office, district office, school sites) and events. They will also be encouraged to meet outside of the traditional school setting in order to develop informal relationships. Together, the pair will also attend seminars and the end-of-year Sharecase.

PAs communicate with and receive support from their Mentors via:
1. Site-based mentoring meetings twice per month
2. Attendance at seminars
3. Formal and Informal Observations
4. Three-way meetings with the Mentor, PA, and PA's supervisor
5. Collaboration around completion of program activities in the ePortfolio
6. Discussions on the California Professional Standards for Educational Leaders (CPSEL) and marking of the Descriptions of Practice (DOP)
7. Mentoring conversations around Leadership Task and ePortfolio activity completion

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PROGRAM COMMITMENTS

Each PA is required to make the following commitments:

- Meet with their Mentor two (2) times per month, 4 hours total
- Attend 20 hours of professional development per year based on individual goals
- Attend one (1) Orientation
- Regularly attend facilitated job-alike cohort seminars
- Collect an ePortfolio of evidence for each CPSEL
- Complete all ePortfolio activities
- Participate in the end-of-year Sharecase
- Participate in accreditation activities
- Develop the habit of reflection as evidenced in the ILP, CPSEL activities, Mentor observations and Sharecase activities.

All activities are recorded in the PA's ePortfolio. The ePortfolio provides a platform in which the PA documents their action research that allows them to demonstrate and apply the California Standards for Educational Leaders (CPSEL), and reflections on observations, professional development, and completion of their IIPs.

Upon successful program completion, SCOE, in partnership with NCSOE, will submit a recommendation for the PA's Clear Administrative Services Credential to the Commission on Teacher Credentialing (CTC). PAs who were recommended for the Clear Adminsitrative Services Credential but did not pay for the credential within 90 days of issuance will need to be re-recommended. To request a re-recommendation, the PA will need to submit to Registrar/Advisor Yesenia Rivas-Suarez a request in writing and a $50 check payable to the Sonoma County Office of Education. Once received, a new recommnedation will be issued. The PA will then have 90 days to login to CTC and pay for their clear document.

Enrollment Requirements

- Hold a Preliminary Administrative Services Credential or Certificate of Eligibility
- Be assigned to a position that requires a Preliminary Administrative Services Credential
- Submitted an AIP Enrollment Form
- Submitted Verification of Employment - Form CL777

Program Content

Job-alike Seminars

During the program year, participants will regulary attend job-alike seminars facilitated by experienced administrative Mentors. The seminars will be structured as professional conversations where groups discuss:
- Equity issues
- Leadership approaches
- CPSEL evidence
- Other pofessional topics determined by the group

Mentoring

All PAs receive 40 hours of mentoring per year (4 hrs/month/10 months). Mentoring time occurs primarily at the PA's site of employment, but may also take place at an off-site location. This time can be for mentoring, collaboration, consultation, or consoling! Pairs are encouraged to dedicate time to working on the ePortfolio during these sessions.

Individual Induction Plan (IIP)

For each CPSEL, PAs will complete an Individual Induction Plan. This plan is developed in collaboration with the Mentor and shared with the PA's supervisor. The plan should be based on the PA's area of need, district initiatives, and align with the PA's current job duties. The plan is documented in the ePortfolio where reflection and evidence of completion is recorded.

ePortfolio

All activities are documented in the PA's ePortfolio. The ePortfolio is used to capture evidence of demonstration and application of the CPSEL. PAs will complete the following activities in the ePortfolio:
- CPSEL pre, benchmark, and post self-assessment
- School and Community analysis
- Context Conversation and Reflection on student discipline, time management, diversity and equity problems of practice, and district safety compliance and measures
- CPSEL Focus Plan (based on district initiatives, the PA's area of growth, and job duties)
- CPSEL Focus Plan Completion Reflection and Evidence
- Observation Reflections
- Professional Development Log: overview, reflection, next steps
- Feedback to their Mentor

Upon completion of each activity, the PA shares it with their Mentor via the ePortfolio. The Mentor then provides feedback, as necessary. The expectation is that rich conversation is occurring between the Mentor and PA around the content of all submissions. Once the PA and Mentor are in agreement that the submission effectively reflects the PA's efforts, the activity is submitted to the Program Reader who will provide further feedback, if necessary, and/or deem the activity as "met".

Professional Development

PAs are required to document and reflect on 20 hours of professional development per year. Professional development

should align with the PA's goals outlined in the IIP Focus Plans.

Sharecase

At the conclusion of each year, PAs and their Mentors attend the Sharecase. The Sharecase serves as an opportunity to share with and learn from others. PAs are provided with a choice as to what and how they will share their learning from their Focus Plan implementation. To encourage conversation on presentation content and support authenticity, the use of electronics for presenting is discouraged. However, PAs are required to have a pre-Sharecase discussion with their Mentor and come prepared to share evidence of their efforts. Sharing of business cards is encouraged.

AIP Sharecase Protocol: During the Sharecase, PAs will prepare to discuss their reflections on their professional growth during the program year using a chosen protocol from the list below:

1. **Improved Planning and Problem Solving**
   - Set the stage/context - provide the background of your story (when, where, who, why)
   - Share the challenge (in a nutshell - what has worked, what has not, what is the challenge)
   - Ask the question (what part of the challenge do you need assistance with?)
   - Listen to answers; tablemates will respond using sentence stems such as: Have you considered…? How might…? What if…?

2. **Appreciative Inquiry**
   - *Best experiences:* What has been a high-point Induction experience in your work when you felt most alive, successful, and effective? What made the experience so rewarding? Refer to your leadership tasks.
   - *Core Values:* Without being humble, what do you value most about yourself, your work, and your organization? Who are you when you are at your best?
   - *Core Ingredients:* What are the core factors - both external and internal - that enable you and your organization to function at its best?
   - *Wishes for the Future:* Imagine a few years into the future, and your organization is just as you would want it to be. What's happening that makes it vibrant and successful, and how did you contribute to this future?

Presentations should last no longer than ten (10) minutes. Five (5) minutes is dedicated for Q & A and completion of the Kudos Feedback Form (provided on the day of the Sharecase) which is passed back to the PA.

Attendance and Activity Policy

In order to be recommended for the Clear Administrative Services Credential, PAs must satisfactorily complete all AIP activities and attend all AIP events. If a seminar is missed, the PA will be offered one make-up activity. If a PA misses more than one seminar per year, the PA may be required to attend the missed seminar in the subsequent year, delaying the credential recommendation. Additionally, all activities in the ePortfolio must be completed with fidelity prior to the credential recommendation. If Program Administrators find a PA is not meeting requirements and/or deadlines within 3 weeks after the due date (without the permission of the Program's Administrator), a 3-way meeting will occur between the Program Director, Mentor, and PA in order to collaboratively develop a plan of support for program completion.

Program Fee

AIP Program Fee: $8,000 ($4,000 per year)

Payment Option	Due Date
Pay in full (check or online credit card)	October 1
Pay in two installments (checks only)	• *1st payment:* October 1 • *2nd payment:* May 1
Obtain a loan through Community First Credit Union	October 1

Questions: Contact Executive Director, Jason Lea: jlea@scoe.org or (707) 524-2814

Appendix A: California Professional Standards for Education Leaders (CPSEL) Standards, Elements, and Example Indicators

STANDARD 1: DEVELOPMENT & IMPLEMENTATION OF A SHARED VISION	
Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.	
Element	**Example Indicators**
1A: Student–Centered Vision Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.	**1A-1** Advance support for the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learner. **1A-2** Cultivate multiple learning opportunities and support systems that build on student assets and address student needs. **1A-3** Address achievement and opportunity disparities between student groups, with attention to those with special needs; cultural, racial, and linguistic differences; and disadvantaged socio-economic backgrounds. **1A-4** Emphasize the expectation that all students will meet content and performance standards.
1B: Developing Shared Vision Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.	**1B-1** Embrace diverse perspectives and craft consensus about the vision and goals. **1B-2** Communicate the vision so the staff and school community understands it and uses it for decision-making. **1B-3** Build shared accountability to achieve the vision by distributing leadership roles and responsibilities among staff and community. **1B-4** Align the vision and goals with local, state, and federal education laws and regulations.
1C: Vision Planning and Implementation Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.	**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. **1C-3** Marshal, equitably allocate, and efficiently use human, fiscal, and technological resources aligned with the vision of learning for all students.

STANDARD 2: INSTRUCTIONAL LEADERSHIP	
Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth	
Element	**Example Indicators**
2A: Professional Learning Culture Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.	**2A-1** Establish coherent, research-based professional learning aligned with organizational vision and goals for educator and student growth. **2A-2** Promote professional learning plans that focus on real situations and specific needs related to increasing the learning and well-being of all staff and students. **2A-3** Capitalize on the diverse experience and abilities of staff to plan, implement, and assess professional learning. **2A-4** Strengthen staff trust, shared responsibility, and leadership by instituting structures and processes that promote collaborative inquiry and problem solving.
2B: Curriculum and Instruction Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.	**2B-1** Develop a shared understanding of adopted standards-based curriculum that reflects student content and performance expectations. **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. **2B-3** Provide access to a variety of resources that are needed for the effective instruction and differentiated support of all students. **2B-4** Guide and monitor the alignment of curriculum, instruction, assessment, and professional practice.

STANDARD 2: INSTRUCTIONAL LEADERSHIP Continued... Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth	
Element	**Example Indicators**
2C: Assessment and Accountability Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes and student learning.	2C-1 Define clear purposes, goals, and working agreements for collecting and sharing information about professional practice and student outcomes. 2C-2 Guide staff and the community in regular disaggregation and analysis of local and state student assessment results and program data. 2C-3 Use information from a variety of sources to guide program and professional learning planning, implementation and revisions. 2C-4 Use professional expectations and standards to guide, monitor, support, and supervise to improve teaching and learning 2C-5 Apply a variety of tools and technology to gather feedback, organize and analyze multiple data sources, and monitor student progress directed toward improving teaching and learning.

STANDARD 3: MANAGEMENT & LEARNING ENVIRONMENT Education leaders manage the organization to cultivate a safe and productive learning and working environment.	
Element	**Example Indicators**
3A: Operations and Facilities Leaders provide and oversee a functional, safe, and clean learning environment.	3A-1 Systematically review the physical plant and grounds to ensure that they are safe, meet Americans with Disabilities Act (ADA) requirements, and comply with conditions that support accessibility for all students. 3A-2 Collaborate with the district to monitor and maintain student services (e.g., food, transportation) that contribute to student learning, health and welfare. 3A-3 Manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. 3A-4 Work with stakeholders and experts to plan and implement emergency and risk management procedures for individuals and the site.
3B: Plans and Procedures Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.	3B-1 Develop schedules and assign placements that are student-centered and maximize instructional time and staff collaboration. 3B-2 Manage legal and contractual agreements and storage of confidential records (both paper and electronic) to insure student security and confidentiality. 3B-3 Set clear working agreements that support sharing problems, practices and results within a safe and supportive environment. 3B-4 Engage stakeholders in using problem solving and decision-making processes and distributed leadership to develop, monitor, evaluate and revise plans and programs.
3C: Climate Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.	3C-1 Strengthen school climate through participation, engagement, connection, and a sense of belonging among all students and staff. 3C-2 Implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, culturally responsive, and celebrate student and school achievement. 3C-3 Consistently monitor, review and respond to attendance, disciplinary, and other relevant data to improve school climate and student engagement and ensure that management practices are free from bias and equitably applied to all students.

STANDARD 4: FAMILY & COMMUNITY ENGAGEMENT Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources	
Element	**Example Indicators**
4A: Parent and Family Engagement Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.	**4A-1** Establish a welcoming environment for family participation end education by recognizing and respecting diverse family goals and aspirations for students. **4A-2** Follow guidelines for communication and participation established in federal and state mandates, district policies, and legal agreements. **4A-3** Solicit input from and communicate regularly with all parents and families in ways that are accessible and understandable. **4A-4** Engage families with staff to establish academic programs and supports that address individual and collective student assets and needs. **4A-5** Facilitate a reciprocal relationship with families that encourages them to assist the school and to participate in opportunities that extend their capacity to support students.
4B: Community Partnerships Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.	**4B-1** Incorporate information about family and community expectations and needs into decision-making and activities. **4B-2** Share leadership responsibility by establishing community, business, institutional and civic partnerships that invest in and support the vision and goals. **4B-3** Treat all stakeholder groups with fairness and respect and work to bring consensus on key issues that affect student learning and well-being. **4B-4** Participate in local activities that engage community members and staff in communicating school successes to the broader community.
4C: Community Resources and Services Leaders leverage and integrate community resources and services to meet the varied needs of all students.	**4C-1** Seek out and collaborate with community programs and services that assist students who need academic, mental, linguistic, cultural, social-emotional, physical, or other support to succeed in school. **4C-2** Build mutually beneficial relationships with external organizations to coordinate the use of school and community facilities. **4C-3** Work with community emergency and welfare agencies to develop positive relationships. **4C-4** Secure community support to sustain existing resources and add new resources that address emerging student needs.

STANDARD 5: ETHICS & INTEGRITY Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.	
Element	**Example Indicators**
5A: Reflective Practice Leaders act upon a personal code of ethics that requires continuous reflection and learning.	**5A-1** Examine personal assumptions, values, and beliefs to address students' various academic, linguistic, cultural, social-emotional, physical, and economic assets and needs and promote equitable practices and access appropriate resources. **5A-2** Reflect on areas for improvement and take responsibility for change and growth. **5A-3** Engage in professional learning to be up-to-date with education research, literature, best practices and trends to strengthen their ability to lead. **5A-4** Continuously improve cultural proficiency skills and competency in curriculum, instruction, and assessment for all learners. **5A-5** Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.

STANDARD 5: ETHICS & INTEGRITY Continued... Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.	
Element	**Example Indicators**
5B: Ethical Decision-Making Leaders' guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.	**5B-1** Consider and evaluate the potential moral and legal consequences of decisions. **5B-2** Review multiple measures of data and research on effective teaching and learning, leadership, management practices, equity and other pertinent areas to inform decision-making. **5B-3** Identify personal and institutional biases and remove barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, or other sources of educational disadvantage or discrimination. **5B-4** Commit to making difficult decisions in service of equitable outcomes for students, staff and the school community.
5C: Ethical Action Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.	**5C-1** Communicate expectations and support for professional behavior that reflects ethics, integrity, justice, and equity. **5C-2** Use a variety of strategies to lead others in safely examining personal assumptions and respectfully challenge beliefs that negatively affect improving teaching and learning for all students. **5C-3** Encourage and inspire others to higher levels of performance, commitment, and motivation by modeling transparent and accountable behavior. **5C-4** Protect the rights and appropriate confidentiality of students, staff, and families. **5C-5** Promote understanding and follow the legal, social, and ethical use of technology among all members of the school community.

STANDARD 6: EXTERNAL CONTEXT & POLICY Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.	
Element	**Example Indicators**
6A: Understanding and Communicating Policy Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.	**6A-1** Operate consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements. **6A-2** Understand and can explain the roles of school leaders, boards of education, legislators and other key stakeholders in making education policy. **6A-3** Welcome and facilitate conversations with the local community about how to improve learning and achievement for all students, including English Learners, and students needing additional support. **6A-4** Facilitate discussions with the public about federal, state and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes. **6A-5** Work with local leaders to assess, analyze and anticipate emerging trends and initiatives and their impact on education.
6B: Professional Influence Leaders use their understanding of social, cultural, economic, legal and political contexts to shape policies that lead to all students to graduate ready for college and career.	**6B-1** Advocate for equity and adequacy in providing for students' and families' educational, linguistic, cultural, social-emotional, legal, physical, and economic needs, so every student can meet education expectations and goals. **6B-2** Support public policies and administrative procedures that provide for present and future needs of all children and families and improve equity and excellence in education. **6B-3** Promote public policies that ensure the equitable distribution of resources and support services for all students.

STANDARD 6: EXTERNAL CONTEXT & POLICY Continued... Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.	
Element	**Example Indicators**
6C: Policy Engagement Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.	**6C-1** Work with the governing board, district and local leaders to influence policies that benefit students and support the improvement of teaching and learning. **6C-2** Actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. **6C-3** Collaborate with community leaders and stakeholders with specialized expertise to inform district and school planning, policies and programs that respond to cultural, economic, social and other emerging issues.

Excerpt from https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/cpsel-booklet-2014.pdf

Leadership and learning are indispensable to each other.

– John Kennedy, former USA President

Appendix B: Leadership Task Activities

Leadership Task Activities: Choose one or more activities to support your efforts in meeting your self-identified goal for each CPSEL, as written in your ePortfolio. Tasks may be thought of as the "how" of reaching your goal. You may choose activities outside of this list and outline them in your Focus Plan.

CPSEL #1: Development and Implementation of a Shared Vision Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.
1.1 Create and develop a formal process for meeting with each teacher (or select a few teachers to pilot the process) to conduct a review of student learning and map out an academic and /or behavioral success plan for each at-risk student on the class list; monitor progress each quarter or trimester by meeting individually with each teacher to review the data on student progress; ensure agreement and input from all stakeholders; include a communication loop for parents.
1.2 Lead the updating of the Single Plan for Student Achievement with a team of teachers and align it to the district's LCAP.
1.3 Lead the WASC accreditation team in the development of the school's vision with agreement and input from all constituent groups (teachers, paras, volunteers, parents, community).
1.4 Develop a multi-year plan for professional development to improve student achievement aligned with the district/school's mission/vision/values and goals with agreement and input from constituent groups.
1.5 Serve as the lead for the School Leadership Team and/or School Site Council and develop/ create/update shared mission/vision/values/goals; ensure agreement and input from all stakeholders; align with district's vision and goals.
1.6 Coordinate a campus needs assessment to identify and address barriers to accomplishing the school mission/vision; create a plan for addressing the needs.
1.7 Head effort with a community coalition raising funds for a special school or district program such as music or the arts program that has been reduced due to budget cuts; develop a multi-year plan.
1.8 Participate in budget development at the site and/or district level; join a budget committee or leadership team and actively engage in budget planning.
1.9 Plan/facilitate/conduct faculty meetings, grade level or department meetings over a period of time; align agreed-upon actions with the school's mission/vision/goals for students, and addressing equity (gaps).
1.10 Facilitate the development/update/revision of the school's RtI (Response to Instruction and Intervention) with agreement and input from all of the stakeholders.
1.11 In order to track the progress of students being served by the school's RtI model, initiate a visual data display of at-risk students in the school, identifying their learning needs to promote a shared vision for closing the achievement gap for each student; identify an action plan for each student which includes the person(s) responsible for meeting the needs of the student; place in appropriate interventions; and plan for the use of technology as available.
1.12 Take a lead role in the update of the district Master Plan for English Learners, addressing any equity gaps.
1.13 Lead the school through the CA Distinguished School process if the site meets the criteria.
1.14 Facilitate the School Leadership team process including serving as a chair/co-chair of the activities and actions of the group.
1.15 Provide regular updates to your school's website including actions related to your site's mission/vision/values/goals. Identify needs through stakeholder engagement.
1.16 Facilitate the revision of the Single Plan for Student Achievement (SPSA) and/or the district LCAP to include the transition to the Common Core, College and Career Readiness, and/or NGSS.
1.17 Attend multiple, professional development activities aligned to CPSEL #1 and make application of your learning to your leadership role; provide a written reflection that details your leadership growth—ex. ACSA academies, university courses, etc.

CPSEL #2: Instructional Leadership Education leaders shape a collaborative culture of teaching and learning, informed by professional standards and focused on student and professional growth
2.1 Create and administer a professional development needs assessment; aggregate, analyze and communicate the results to staff, and determine/take action on identified "next steps".
2.2 Develop, implement and monitor a multi-year professional development plan for staff based on identified needs.
2.3 Facilitate monthly grade-level/department Collaborative Learning Community (CLCs) to include, but not be limited to, data analysis, development/revision of CLC meeting protocols, creation of norms and their use, and provide appropriate follow-up (feedback on minutes, etc.).
2.4 Schedule regular walk-through visits to include collection and aggregation of observation data, feedback to teachers and/or staff, potential revision (or creation) of observation tool.
2.5 Facilitate/participate in the identification of equity/program gaps of your district's/site's current textbook adoptions and their alignment to CA Common Core State Standards (CCCS) and determine if supplemental purchases are needed to bridge to the CCCS.
2.6 Lead the revision of the Single Plan for Student Achievement and alignment to district's LCAP.
2.7 Create and facilitate a School Leadership Team to include, but not be limited to, creation of calendar of meetings, norms setting, development of meeting protocols, and communication loops to constituent groups.
2.8 Be able to demonstrate for staff how to access and use Data Quest and your district's data management system to monitor student progress; provide ongoing support to staff so they are able to access the information they need for a variety of reasons.
2.9 Prepare and present data reports on recent student achievement using Data Quest and the district data management system for stakeholder groups (i.e. board, SSC, ELAC, parent groups, etc.).
2.10 Create and document a plan of support for teachers as they apply new learning from professional development to improve the school's culture and instructional program.
2.11 Establish a Leadership Team to assist with monitoring student achievement and implementation of school- or program-wide strategies; work with the team to develop norms and protocols as needed to support CLCs or other site-based initiatives.
2.12 Select and administer an electronic survey on climate/culture to school; analyze data; articulate next steps to address any issues.
2.13 Conduct research to ascertain the predictability of your local benchmarks to student performance on state assessments; develop and share a plan for addressing existing or potential roadblocks to obtainment of the benchmarks.
2.14 Facilitate conversations on site regarding the identification of factors tied to staff morale, equity, fairness and respect for all; create a plan for increased attention to these factors and next steps for improvement.
2.15 Garner input for and create school-wide protocols for teacher use during parent/teacher meetings, back to school, and open house, etc., to provide cohesion of presentation.
2.16 Lead IEP, 504 and/or SST meetings including defining or refining processes or protocols as needed.
2.17 Develop a series of data tables to uncover or analyze any achievement/equity gaps between student subgroups and share them with stakeholders in order to identify next steps for building equity in educational opportunity.
2.18 Facilitate a book study either in person or through the use of Google docs focused on culture, the change process or creating an effective instructional program.
2.19 Create a video in the home languages of your site or district subgroups that will welcome newcomers to your school; create a home language link to the video on your website.
2.20 Attend professional development to establish or improve school culture and create a summary of new learning to share with your staff; document implementation of actions necessary to improve the school's climate or culture.
2.21 Attend professional development to establish or improve school culture and create a summary of new learning to share with your staff; implement any actions necessary to improve the school's climate or culture
2.22 Work with staff to provide interventions (MTSS) to meet the needs of students at risk of failing or falling behind; document the process, outcomes, and next steps based on the identified problem of practice.

CPSEL #3: Management and Learning Environment Education leaders manage the organization to cultivate a safe and productive learning and working environment

3.1 Lead the revision or development and implementation of a site safety plan and/or disaster-preparedness plan. Include input from stakeholders and a year-long drill schedule.

3.2 Lead the development and implementation of a school-wide discipline system to include privileges and consequences. Include input from stakeholders.

3.3 Develop a comprehensive handbook for substitute teachers containing lesson plan models, classroom or school-wide procedures, safety and emergency information, etc.; make it available on the school's website.

3.4 Provide training to staff, students, family and community regarding respect, anti-bullying, cyber-bullying, tolerance, etc.

3.5 Lead the refining or creation and implementation of a multi-tiered system of interventions to ensure learning and equity in opportunity for all students.

3.6 Develop and convey to staff, an action plan to address identified safety issues such as parking; pupil busing, walking, and drop-off; open/closed campus procedures; check in for visitors, etc.

3.7 Facilitate the full cycle review of the Single Plan for Student Achievement to include: setting and monitoring student achievement goals; communication with and input from stakeholder and advisory groups such as English Learner Advisory Council (ELAC), School Site Council (SSC), PTA or parent groups, and community partners; analyzing formative assessment data and adjusting instruction through the vehicle of CLCs.

3.8 Monitor attendance and provide trend data reports to staff to develop plans for improved student attendance; communicate the plan to stakeholders.

3.9 Create a new teacher site orientation training and oversee their needs as new teachers; facilitate their inclusion into school culture.

3.10 Create and roll-out a video series on school safety and efficiency for cafeteria, playground, bus (student scenarios).

3.11 Attend a FRISK workshop and implement appropriate processes as needed. Create policy and protocol to share with staff and determine next steps for maintaining alignment with FRISK.

3.12 Use the web or district data management system to show a variety of trend data through graphic representation and present to appropriate stakeholder groups.

3.13 Study classified employee bargaining agreement and evaluation process and develop a schedule or timeline for evaluations; conduct evaluations.

3.14 Review legal compliance and expectations regarding issues of confidentiality within the school community, privacy of information, child safety and abuse reporting, release of students to adult, etc. Present key items to faculty as a means for determining compliance and creating a plan for ensuring confidentiality is maintained on a regular basis.

3.15 Work with leadership team to review instructional schedules to ensure best use of instructional time: minimize interruptions and transition time, maximizing use of instructional time to ensure student success.

3.16 Align categorical budgets to support student achievement goals within the Single Plan for Student Achievement. Share the budget with staff.

3.17 Take a lead role in developing a site committee to study school attendance issues prior to SARB; Participate in revising SARB process and document the outcomes.

3.18 Prepare for teacher evaluations; familiarize self with evaluation protocols; seek guidance from veteran site or district administrators to build an understanding of the process.

3.19 Review research on effective teacher evaluation and implement your new understandings as allowed for in your district's evaluation process.

3.20 Create opportunity and develop a plan with your team, to improve transitioning students from one level or program to another (i.e. 5th grade to middle school, ELs to course placement and exit, 8th to 9th, SDC to mainstream or more restrictive to less restrictive.)

CPSEL #4: Family and Community Engagement Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources
4.1 Develop and implement community-centered resources (Neighborhood Watch program, Center for Human Resources free counseling services, free tax preparation services, tutoring from CSUS, etc.). Share the resources with stakeholders.
4.2 Work together with stakeholders to create and conduct a needs assessment survey for parents and report results of the survey back to the school staff, ELAC, School Site Council, Parents Club, PTA, Leadership Team, etc., in order to incorporate changes based on the assessed needs.
4.3 Develop an ongoing (monthly or more) process for parents to bridge with the administrator and engage in dialog about the school successes and areas of concern (i.e. coffee with the Principal or Vice Principal); ensure that you model the issues of respect, fairness, and comfort levels for parents at the school; provide child care for parents with younger children if possible.
4.4 Conduct home visits for students in need of assistance; connect with parents who are reluctant to come to school; initiate conversations with parents to learn about their goals for their children and how you might provide a bridge to school activities, resources, and/or opportunities.
4.5 Initiate and coordinate a series of evening or after school trainings for parents in how to log on and make use of the internet-based Parent Connect (or similar service) so they can view their children's grades and progress online.
4.6 Sponsor parent dialogs and processes to listen to parent concerns as well as elicit parent feedback or satisfaction that complaints are resolved within the school setting by the appropriate school personnel.
4.7 Plan, coordinate, and implement school-sponsored activities for student success (Family Literacy night, Family Math night, Family Science Fair project night, College Fairs, Holiday programs, etc.).
4.8 Develop and distribute an inventory of free and low cost community resources/agencies for parents to access and/or distribute the information through the SST and 504/IEP process, and post on website. These could include mental health services, help with resume writing, counseling services, tutoring services, and anything else that might have been determined through the parent needs assessment.
4.9 Plan, coordinate, and implement English classes for parents on your site; or parenting classes through an agency like PIQE (Parent Institute for Quality Education); or provide computer classes for parents.
4.10 Plan a presentation and speak on a school-related topic or issue related to CPSEL 4, to a citizen group (Rotary, Lions, City Council, etc.); outline the expected and obtained goals of this community outreach.
4.11 Begin to learn a new language and culture (Spanish, Punjabi, etc.) representative of your school's student demographics and coordinate/provide training for staff; document your efforts, predicted AND obtained outcomes of your learning of the new language.
4.12 Coordinate parent volunteers to serve in classrooms or to provide tutoring (retired teachers to tutor, visiting scientists for help with science classes, parent helpers in primary grade classrooms, etc.).
4.13 Plan, coordinate, and distribute a monthly or bimonthly communication letter that showcases education at your site (if you do not already have a parent newsletter).
4.14 Read a book or research articles on parent involvement; write a reflective summary to share with colleagues and implement some of the effective parent involvement activities.
4.15 Initiate, implement, and maintain a business partnership; this partnership could supply volunteers, money, and/or services to the students and parents.
4.16 Train parents how to use the internet based Parent Connect software tool at the back-to-school night, or at parent conferences, or at Open House and holding info sessions about computer based resources to improve children's academic success.
4.17 Facilitate/host/or attend college/career event, health fairs, etc. Share your learning with the staff and determine a means for sharing what you have learned at the fairs, on a district/school-wide basis.
4.18 Work with teachers to develop own website and monitor updates. Create a "confidential reporting" button on website and a process for students to report bullying, suicide hearsay, etc.
4.19 Create and distribute a "Welcome-to-School" video in home languages of your site.

CPSEL #5: Ethics and Integrity Education leaders make decisions, model and behave in ways that demonstrate professionalism, ethics, integrity, justice and equity and hold staff to the same standard.

5.1 Lead and follow up on the decision-making process of a group (school wide, grade level, department, etc.).

5.2 Participate in meetings of a professional group and share learning with other professional staff (ACSA, CLMS, ASCD, etc.).

5.3 Take a lead in grade level and/or cross-level faculty meetings to assess and/or improve the instructional program.

5.4 Create and present a media presentation to the school community.

5.5 Write a memo or prepare a presentation to the school board, district superintendent, or school site council (with the approval of your immediate supervisor) to gain support for the educational program.

5.6 Lead your school leadership team in a school leadership team training around ethics, integrity, justice and equity.

5.7 Participate in a local network of school administrators to share best practices and learn from other local administrators (i.e. Elementary or Secondary Principal Networks or CA League of Middle School). Share your learning with staff.

5.8 Apply and/or share learning from articles and books on developing professional leadership and apply learning to your work. Document your efforts and the outcomes.

5.9 Mentor a beginning teacher and support the development of his/her induction plan that includes a balanced plan of personal and professional responsibilities.

5.10 Examine and apply and/or share the content of the Family Educational Rights and Privacy Act.

5.11 Lead a Student Study Team and/or the school counselor to develop a plan to meet the individual needs of a student.

5.12 Review school/district policies on handling data files that contain personal information of students and staff. Develop a protocol and share with staff.

5.13 Lead or co-lead a discussion at a faculty meeting about the connections between integrity, justice, and equity and the necessity of a nurturing, supportive environment for students, faculty, and staff.

5.14 Train a counselor and/or front office staff regarding confidentiality issues; provide annual training as needed.

5.15 Lead the planning, implementing, and/or expanding of a character education program.

5.16 Participate in a community based organization, parent group or athletic association to develop a perspective of the whole child; Conduct performance-assessment surveys from school personnel and parents (Parent Survey, Culture of Trust, etc.), analyze the results, and make action plans to make improvements.

5.17 Assist in the development or update of the webpage of the school to meet the evolving needs of the school community.

5.18 Develop or improve the behavioral management system to protect the rights and confidentiality of students (discipline referrals, detention, etc.). Share the system with staff.

5.19 Participate in a district or county meeting, seminar, or training for administrators that addresses issues of ethics and leadership development and apply learning to your role. Document/share application of your learning.

5.20 Facilitate or support transition to electronic systems of access (i.e. Dropbox, Google Docs, etc.) and facilitate conversations and/or create and share protocols for social media use.

CPSEL #6: External Context and Policy Education leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices.
6.1 Lead a discussion for a program advisory council such as School Site Council (SSC) and English Learner Advisory Council (ELAC), etc. Document the outcomes.
6.2 Establish regular communication loops with families of students in Special Education, Title 1, etc.
6.3 Study certificated employee bargaining agreement and evaluation process and develop a schedule of formal and informal observations including planning and feedback sessions.
6.4 Study classified employee bargaining agreement and evaluation process and develop a schedule or timeline for evaluations.
6.5 Review legal compliance and expectation regarding issues of confidentiality within the school community, privacy of information, child safety and abuse reporting, release of students to adult, etc.
6.6 Initiate, implement, and maintain a business partnership; this partnership could supply volunteers, money, or services to the students and parents.
6.7 Participate in budget development at the site and/or district level; join a budget committee, SSC or leadership team and actively engage in budget planning.
6.8 Participate in budget trainings through School Services of CA and be involved in the January/May budget revisions.
6.9 Be involved in the Federal Program Monitoring process related to the legal use of categorical funding; upload data into the CAIS.
6.10 Participate in your district's union negotiations process.
6.11 Plan or co-plan a community event the brings together a variety of school/district constituent groups.
6.12 Attend a Sexual Harassment workshop and deal appropriately with any related issues if they arise.
6.13 Document and refelct on the processa and outcomes.
6.14 Participate in an educational foundation as the representative of your district/site.
6.15 Attend a legislative action day related to educational issues. Share the outcomes with staff.

Leadership Task Activies adapted with permission from Placer County Office of Education's Administrator Induction Program.