



Monterey County Office of Education Administrator Induction Program



The Monterey County Office of Education administrator induction program is designed to support and develop new administrators to be well-equipped to handle the complexities, duties and responsibilities of educational administration.

Educational administrators are the link to developing an educational culture that cultivates change initiatives, while balancing the structural organization of a school site or district. This program will support new administrators in:

- The development of skills that reinforce change leadership.
- Cultivate and maintain a positive climate and culture.
- Networking with other leaders to reflect on and expand best practices.
- Reinforce equity within all curricular areas that directly impact students.
- Support staff members in the development and maintenance of a collaborative and professional school culture.
- Foster staff development by establishing goals for professional growth.
- Strengthen skills as a transformational leader.

Program Design

The Administrator Induction Program is a two-year mentor coaching design. The Monterey County Office of Education induction program is a CTC approved alternative for clearing the Professional Administrative Services Credential. Attendance at the eight seminar sessions is required. The program's focus is based on the continued development and growth within the six California Professional Standards for Educational Leaders, referred to as the CPSEL's. Participant's growth is measured through self assessment and work-conducted action plans. Each participant will have a one-on-one coach who will mentor, support, and guide the participant through the program. Participants work with their coach approximately 40 or more hours per year. The coach will support the participant through the development of their Individual Induction Plan (IIP).

Professional growth seminars are held on Saturdays. Each session will address relevant topics aligned to key educational initiatives that align to the six CPSEL's. The eight seminars are a required portion of the induction program. Participants will also attend training on Fierce Conversations as a means to increase communication skills and FRISK training to increase knowledge of the evaluation process and the ability to address below standard employees.

Participant Evaluation

Each participant will be evaluated through the following process:

- Individual Induction Plan (IIP) which is a job-embedded tool that addresses the responsibilities and duties of an administrator. The IIP is used as a key indicator of CPSEL competency. The IIP includes:
 - SMART goal aligned to the six CPSEL standards or substandard.
 - Key performance measurement indicators; evidence of action completion.
 - Reflection of growth based upon actions and evidence.
- IIP documentation will be maintained via electronic portfolio called *MCOE Learn*.
- Portfolios are evaluated by coach and program director. Rating is guided by a proficiency-rate rubric.
- Grades are reported and progress monitored through an electronic progress bar within the participants portfolio within *MCOE Learn*.

Participants will need to complete all precondition documents at the beginning of their program;

- Evidence of administrator position. (CL-777)
- Professional Resume
- Candidate Information
- Supervisor Information
- Copy of preliminary administrative services credential or proof of eligibility.



SESSION DATES FOR 2018-19

COHORT 2018

Orientation

- **August 28, 2018** ♦ 4:30pm - 6:30pm ♦ Presenter: MCOE Coaching Team

Session 1

- **September 15, 2018** ♦ 9:00am - 12:15pm ♦ Presenter: Cathy Cranson
Developing a Leader Mindset Within Your Staff

Required Professional Learning Opportunity

- **November 6, 2018** ♦ 8:30am - 3:00pm ♦ Presenter: Mickey Porter
- **November 7, 2018** ♦ 8:30am - 3:00pm
Leading Through Conversation (two-day training)

Session 2

- **December 1, 2018** ♦ 9:00am - 12:15pm ♦ Presenter: Esther Rubio
Developing Site Procedures that Promote a Safe and Organized School Site

Session 3

- **March 2, 2019** ♦ 9:00am - 12:15pm ♦ Presenter: Dora Salazar
Classroom Visitations that Support High Academic Standards For Students And Staff

Session 4

- **May 18, 2019** ♦ 9:00am - 12:15pm ♦ Presenter: Cathy Cranson
Building Systems that Support ALL Students

COHORT 2017

Session 5

- **October 20, 2018** ♦ 9:00am - 12:15pm ♦ Presenter: Joe Rudnicki
Evaluation Process that Encourages Continuous Improvement

Session 6

- **January 12, 2019** ♦ 9:00am - 12:15pm ♦ Presenter: Rey Reyes, Ed.D.
Data-Driven Decision-Making

Required Professional Learning Opportunity

- **February 6, 2019** ♦ 1:00pm - 4:00pm ♦ Presenter: Joe Rudnicki
FRISK Training

Session 7

- **March 23, 2019** ♦ 9:00am - 12:15pm ♦ Presenter: Colleen Stanley
Budget Management

Colloquium

- **May 9, 2019** ♦ 4:00pm - 7:00 pm ♦ Presenters: Cohort 2017

Syllabus

Program Sessions

The Monterey County Office of Education Induction Program is designed to prepare school leaders in the areas of leadership, organizational strategy, ethics, data driven decision making, and professional development. Our sessions enable new administrators to learn from each other, share strategies, and build common approaches to address the challenges faced as an administrator. Participants will engage in subject relevant discussion sessions that are California Professional Standards for Educational Leaders (CPSEL) embedded. Participants will engage in networking activities within each session and discussion board responses as well as working on Individual Induction Plans (IIP) in order to gain support and advice.

Orientation Session

This two-hour session orients the participants to program guidelines and expectations. Participants will be given access to their electronic portfolio through *MCOE Learn* which will house all documents for the program. Participants will meet their mentor coach, begin networking with colleagues who will be members of the two-year cohort, and discuss processes for developing cohort norms that support the candidate's site/organization climate. Technical assistance for accessing the *MCOE Learn* platform will be available.

- Participants will register for the program on OMS link
- Provide email account for moodle platform
- Participants will receive "Moving Leadership Standards into Everyday Work." This resource will guide your work and support you in the daily practice of being an administrator.

Session 1

DEVELOPING A "LEADER MINDSET" WITHIN YOUR STAFF

THEMES COVERED:

- Enable the leader to guide and motivate a staff in the development and commitment to a shared vision which will include short and long term goals, data driven decision making, and the importance of building capacity within a staff.
- Build capacity within a staff that promotes focus on a shared vision, promotes equity for all stakeholders, and is centered around a shared responsibility to accountability, collaboration, and transparency.
- Ensure actions and vision are coherently aligned to high student achievement for all students. Within this context, ensure clear objective alignment to differentiated data driven decision making.

SESSION OUTCOMES: Participants will identify themselves as a leader within their organization and begin to build leadership capacity within their staff. Participants will also understand the design model of a leadership team and the importance of diverse perspectives as a means to gain high levels of student achievement.

SUPPORTIVE RESEARCH: Growth Mindset– Carol S. Dweck

Session 2

DEVELOPING SITE PROCEDURES THAT SUPPORT A SAFE AND ORGANIZED SCHOOL SITE FOR STAFF, STUDENTS AND PARENTS.

THEMES COVERED:

- Understand the components necessary to develop an effective discipline policy that promotes positive behavior.
- Promote a policy that provides students with social and behavior skills that reinforce successful learners and school citizens.
- Identify the importance of staff cohesion in the integration of systems change and how this impacts school culture and supports the school vision.
- Distinguish the correlation between positive behavior and student performance and the impact this has on the well-being of all students and staff.
- Discern the utilization of data as a means to direct and evaluate decisions in regards to student performance, attendance, office referral system, and involvement.

SESSION OUTCOMES: Participants will be able to reflect on the structural organization of the site in which they serve and conceptualize how one element affects the next. The participants will examine the impact an organized and safe environment has on all stakeholders and performance outcomes of staff and students.

SUPPORTIVE RESEARCH:

- POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORT; NATIONAL EDUCATION ASSOCIATION
- RESTORATIVE JUSTICE; [edutopia.org/restorative justice](http://edutopia.org/restorative-justice)

Session 3

CLASSROOM VISITATIONS THAT SUPPORT HIGH ACADEMIC STANDARDS FOR STUDENTS AND STAFF

THEMES COVERED:

- Identify differences between learning walks, classroom visitations, and evaluation.
- Promote a system of positive inquiry and growth that is reflective on quality and effectiveness of instructional practices.
- Reflect on evidence that supports the school vision and initiatives which reinforce student achievement.
- Determine the establishment of classroom cultures that encourage respect and equity resulting in the reinforcement of academic risks that allow for student growth.
- Reflect on the importance of a visitation cycle that supports a collaborative, transparent, and accountable culture.

SESSION OUTCOMES: Participants will understand how a system of initiative focus and inquiry leads to sustainable and effective systems that reinforce collaboration and the continuous cycle of improvement. We will also discover how to build trust and growth that encompasses shared accountability.

SUPPORTIVE RESEARCH: Learning Focused Supervision: Lipton/Wellman

Session 4

EVALUATION PROCESS THAT ENCOURAGES CONTINUOUS IMPROVEMENT

THEMES COVERED:

Identify measures to evaluate based on the California Standards for the Teaching Profession.

- Recognize the differences between a formative evaluation and a summative evaluation.
- Understand the importance of a probationary evaluation cycle.
- Develop a system of inquiry that is evidence-based to gauge and modify programs which reinforce the school vision.
- Fortify an affirmative relationship with families that reinforce student support and academic achievement.

SESSION OUTCOMES: Participants will demonstrate the importance of a fair and transparent evaluation cycle. Participants will also establish an understanding of how site initiatives tie to an effective evaluation and how the CSTP's support the continuous improvement cycle.

SUPPORTIVE RESEARCH:

- Commission On Teacher Credentialing @ ctc.ca.gov

Session 5

DEVELOPING A “LEADER MINDSET” THAT GUIDES TRANSFORMATIONAL LEADERSHIP

THEMES COVERED:

Reflect on the role of the instructional leader in designing and aligning the educational organization that reinforces a vision and high academic achievement.

- Develop an understanding of the instructional leader guiding and supporting the motivation of the staff to create and commit to a vision.
- Assess curricular frameworks and analyze instructional materials that support student achievement.
- Support a culture of Collaboration, Accountability, Coherency, and Transparency that reinforces continuous improvement.
- Examine the role of the instructional leader and the importance of creating and nurturing an ethical culture.

SESSION OUTCOMES: Participants will understand how each leadership element builds a sustained and effective system that promotes high student achievement and continuous staff improvement.

SUPPORTIVE RESEARCH:

- Coherence – Michael Fullen and Joanne Quinn

Session 6

DATA DRIVEN DECISION MAKING THAT INCORPORATES ALL STAKEHOLDERS, STUDENT ACHIEVEMENT FOCUSED, AND REINFORCES THE SCHOOL VISION

THEMES COVERED:

- Disaggregate and analyze state and local student assessment results to guide student performance and instructional strategies.
- Use data to guide in the creation of professional development opportunities for staff.
- Allow data to assess instructional programs that best meet the needs of all students.
- Establish structures and processes that support all students from preschool to college.
- Incorporate a system that engages family support to ensure academic programs support student needs.

SESSION OUTCOMES: Participants will understand how to use data as a means to target academic trends and use that data to build systems which will benefit all students to ensure equity within the system. Participants will also understand how to share data which is mutually beneficial to all stakeholders.

SUPPORTIVE RESEARCH:

- National Association of Elementary School Principals – naesp.org
- Data for Decisions – wested.org

Session 7

BUDGET MANAGEMENT

THEMES COVERED

- Develop an understanding of site fund allocations through restricted and non-restricted funds.
- Identify a process of budget monitoring that ensures fiscal responsibility within the parameters of federal and state regulations through the LCAP process.
- Ensure equitable distribution of funds to support academic programs that reinforce student achievement and supports the school vision.
- Include stakeholders in the development and decision making in regards to the allocation of funds and monitoring of programs that directly affect student achievement.

SESSION OUTCOMES: Participants will understand budget allocations in regards to restricted and non-restricted funds. Participants will also understand how the allocation of those funds drives the school initiatives and the importance of stakeholder input.

SUPPORTIVE RESEARCH:

- Local Control Funding Formula Overview; cde.ca.gov

Session 8

ELEMENTS OF TRANSFORMATIONAL LEADERSHIP

DESCRIPTION: This session will serve as a culmination of the two-year administrative induction process. This session will include identifying the key initiatives in educational leadership and how each initiative drives the next. We will also discuss what it means to keep students at the forefront of all that we do as instructional leaders.

During this session we will share our best practices and reflect on our work during this two-year program.

Additional Required Sessions

FIERCE CONVERSATIONS

Fierce Conversations provides a system for helping leaders to strategically and systematically approach the challenging tasks of communicating difficult information to staff, students, parents, and their school community.

FRISK

DESCRIPTION:

This session will focus on the consistent use of the FRISK method for documenting employee misconduct and performance problems. Participants will focus on practicing writing the Facts, Rule, Impact, Suggestions and Knowledge documentation.

