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-equiped 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:

- Developing skills that reinforce change leadership.
- Cultivating and maintaining a positive climate and culture.
- Networking with other leaders to reflect on and expand best practices.
- Reinforcing equity within all curricular areas that directly impact students.
- Supporting staff members in the development and maintenance of a collaborative and professional school culture.
- Fostering staff development by establishing goals for professional growth.
- Strengthening skills as a transformational leader.

Program Design

The Monterey County Office of Education's Administrator Induction Program is a two-year mentor coaching design. It 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 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 evalution 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 substandards.
- Key performance measurement indicators; evidence of action completion.
- Reflection of growth based upon actions and evidence.

IIP documentation will be maintained via an electronic portfolio called *MCOE Learn*. Portfolios are evaluated by the 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 2017-18

COHORT 2017

Orientation
- **August 24, 2017** ✦ 4:30pm - 6:30pm ✦ Presenter: MCOE Coaching Team

Session 1
- **September 9, 2017** ✦ 9:00am - 12:15pm ✦ Presenter: TBD
Developing a Leader Mindset Within Your Staff

Required Professional Learning Opportunity
- **November 1, 2017** ✦ 8:30am - 5:00pm ✦ Presenter: John Stewart
- **November 2, 2017** ✦ 8:30am - 5:00pm ✦ Presenter: MCOE Team
Fierce Conversations (two-day training)

Session 2
- **December 2, 2017** ✦ 9:00am - 12:15pm ✦ Presenter: Esther Rubio
Developing Site Procedures that Promote a Safe and Organized School Site

Session 3
- **February 10, 2018** ✦ 9:00am - 12:15pm ✦ Presenter: Kristine Vasquez
Classroom Visitations that Support High Academic Standards For Students And Staff

Session 4
- **May 19, 2018** ✦ 9:00am - 12:15pm ✦ Presenter: Cathy Cranson
Building Systems that Support ALL Students

COHORT 2016

Session 4
- MCOE Workshop of your choice (makes up for Session 4 not held 2016-17)

Session 5
- **October 28, 2017** ✦ 9:00am - 12:15pm ✦ Presenter: Kristine Vasquez
Evaluation Process that Encourages Continuous Improvement

Session 6
- **January 13, 2018** ✦ 9:00am - 12:15pm ✦ Presenter: Rey Reyes, Ed.D.
Data-Driven Decision-Making

Required Professional Learning Opportunity
- **January 31, 2018** ✦ 1:00pm - 4:00pm ✦ Presenter: Cathy Cranson
FRISK Training

Session 7
- **March 10, 2018** ✦ 9:00am - 12:15pm ✦ Presenter: Colleen Stanley
Budget Management

Colloquium
- **April 26, 2018** ✦ 4:00pm - 7:00 pm ✦ Presenters: Cohort 2016

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.
- 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 of 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

PRESENTER: TBD

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 with regard 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

PRESENTER: Esther Rubio

Session 3
CLASSROOM VISITATIONS THAT SUPPORT HIGH ACADEMIC STANDARDS FOR STUDENTS & 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

PRESENTER: Kristine Vasquez

Session 4
BUILDING SYSTEMS THAT SUPPORT ALL STUDENTS

THEMES COVERED:
- Multi-tiered systems of support.
- Increased or improved services.
- Effective strategies that support student success in the least restrictive environment.
- Leveraged and coordinated resources.
- Alignment to the Local Control Accountability Plan (LCAP).

SESSION OUTCOMES: Participants will understand how systems can support or impede all learners in reaching their greatest potential. Participants will build their understanding of the need to provide alignment of all systems to the district's LCAP, in order to provide coherence to staff.

SUPPORTIVE RESEARCH: SWIFTschools.org/SUMS Initiative

PRESENTER: Cathy Cranson

Session 5
EVALUATION PROCESS THAT ENCOURAGES CONTINUOUS IMPROVEMENT

THEMES COVERED:
Identify measures for evaluating 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 reinforces 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

PRESENTER: Kristine Vasquez

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 that 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

PRESENTER: Rey Reyes, Ed.D.

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 of fund-allocation, and in the monitoring of programs that directly affect student achievement.

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

SUPPORTIVE RESEARCH: Local Control Funding Formula Overview; cde.ca.gov

PRESENTER: Colleen Stanley

COLLOQUIUM

DESCRIPTION:
The Colloquium will serve as a culmination of the two-year administrative induction process. During this session we will share our best practices and reflect on our work during this program.

PRESENTERS: Cohort 2016

ADDITIONAL REQUIRED SESSIONS

FIERCE CONVERSATIONS

DESCRIPTION:
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.

PRESENTERS: John Stewart / MCOE Team

FRISK TRAINING

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.

PRESENTER: Cathy Cranson