

Sonoma County Office of Education



North Coast School of Education Administrator Induction

Program Handbook
2018-19



Sonoma County Office of Education

North Coast School of Education
5340 Skylane Blvd, Santa Rosa, CA 95403
www.ncsoe.org

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Welcome from the Superintendent of Schools



5340 Skylane Boulevard
Santa Rosa, CA 95403-8246
(707) 524-2600 ■ www.scoe.org

March 2018

Welcome to the Administrator Induction Program,

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 Coach, 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.

Sincerely,

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

Welcome from the AIP Regional Director



As we look ahead
into the
next century,
leaders will be
those who
empower others.

- Bill Gates

Dear Preliminary Administrator,

Welcome to the North Coast School of Education's (NCSOE) Administrator Induction Program (AIP)! We are excited to begin this phase of your career with you and look forward to getting to know the future leaders of our educational community.

We recognize each administrator has unique needs and the AIP is designed to provide an individualized Induction experience that ensures each Preliminary Administrator, upon completion of the program, is able to demonstrate and apply the California Professional Standards for Educational Leaders (CPSEL).

Throughout the next two years, your experiences within the AIP will serve as guardrails and a form of support as you face the joys and challenges of being a new administrator. Beside you will be your AIP Coach, who will likely become a life-long friend. Your Coach will serve as a support, confidant, and a critical consultant. You will learn and grow through your time spent together conducting action research around problems of practice unique to your context.

Finally, please know there is a dedicated team to ensure your successful completion of the AIP: seminar leaders, NCSOE classified staff, AIP Registrar, and the Regional Director. We are of service to you and look forward to supporting you along this amazing journey towards excellence in Leadership.

Best wishes,

A handwritten signature in black ink that reads "A Moore". The signature is fluid and cursive.

Anna Moore, EdD
Regional Director II
North Coast School of Education

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 SCOE's North Coast School of Education (NCSOE) is to develop 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 public classrooms, schools and districts.

NCSOE exemplifies the notion that learning is creative, rigorous, relevant, relationship-driven, and incorporates inquiry and reflection in ongoing professional growth.

Administrator Induction Program Overview

NCSOE's two-year Administrative 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 (PA) 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 Coach
- 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 an Individualized Induction Plan (IIP)
- 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 coaching 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 Coach who has a background in the same area for which the PA is employed. The Coach 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 Coach 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). The plan will center around job-embedded coaching based on the PA's self-identified areas of need.

While the center of AIP is the PA, the Coach 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 Coach, leading to deep reflection and conversations around best practices in educational leadership.

Multiple opportunities are provided for PAs to interact with their Coach. 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.

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

Together, the pair will also attend seminars and the end-of-year Sharecase.

PAs communicate with and receive support from their Coaches via:

1. Site-based coaching meetings twice per month
2. Attendance at seminars
3. Formal and Informal Observations
4. Three-way meetings with the Coach, 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. Coaching conversations around Leadership Task and ePortfolio activity completion

PROGRAM COMMITMENTS

Each PA is required to make the following commitments:

- Meet with their Coach two (2) times per month, 4 hours total
- Attend 20 hours of professional development per year based on individual goals
- Attend one (1) Orientation
- Attend three (3) CPSEL seminars per year
- Collect an ePortfolio of evidence for each CPSEL
- Complete all ePortfolio activities
- Participate in the end-of-year Sharecase

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 the NCSOE, will submit a recommendation for the PA's Clear Administrative Services Credential to the Commission on Teacher Credentialing (CTC).

Admission Requirements

- Completed a Preliminary Administrative Services Credential Program
- 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 Application
- Submitted Verification of Employment - Form CL777

Program Content

Seminars

During the program year, participants will attend three (3) seminars with their Coach. Seminars take place at the Sonoma County Office of Education.

Each seminar is facilitated by two experienced administrators and focuses on the following:

- Analyzing the elements of the current CPSEL
- Providing work and collaboration time for the PA and Coach
- Participation in a "like position" Collaborative Learning Community

Coaching

All PAs receive 40 hours of coaching per year (4 hrs/month/10 months). Coaching 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 coaching, collaboration, consultation, or consoling! Pairs are encouraged to allocate some 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 Coach 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 also included.

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 Coach

Upon completion of each activity, the PA shares with their Coach via the ePortfolio. The Coach then provides feedback, as necessary. The expectation is that rich conversation is occurring between the Coach and PA around the content of all submissions. Once the PA and Coach 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 in the IIP Focus Plan.

Sharecase

At the conclusion of each year, PAs and their Coaches 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 come prepared and to share evidence of their efforts.

AIP Sharecase Protocols

During the Sharecase, PAs will share their prepared presentation based on their 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 filling out 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 Regional Director, Coach, and PA in order to collaboratively develop a plan of support for program completion.

AIP Support Team

Anna Moore, EdD., Regional Director
 amoore@scoe.org • (707) 522-3209

Yesenia Rivas-Suarez, Registrar/Advisor
 yrivassuarez@scoe.org • (707) 524-2614

Seminar and Sharecase Facilitators			
Faculty	Email		Seminar
Sally Bimrose	sallybimrose@gmail.com		Year 1 Seminar
Ron Everett	rbeverett54@gmail.com		Year 1 Seminar
Anne Richards	anne@insitecoaching.net		Year 2 Seminar
Judith Martin	judithmartin@stratlearn.com		Year 2 Seminar
Coach Forum Facilitators/Trainers			
Julie Harris	Anna Moore	Linda Sheppard	Sarah Lundy
Anne Richards	Kim Stiffler	Karen McGahey	Susan Rodkin

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.

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

STANDARD 3: MANAGEMENT & LEARNING ENVIRONMENT	
Education leaders manage the organization to cultivate a safe and productive learning and working environment.	
Element	Example Indicators
<p>3A: Operations and Facilities</p> <p>Leaders provide and oversee a functional, safe, and clean learning environment.</p>	<p>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.</p> <p>3A-2 Collaborate with the district to monitor and maintain student services (e.g., food, transportation) that contribute to student learning, health and welfare.</p> <p>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.</p> <p>3A-4 Work with stakeholders and experts to plan and implement emergency and risk management procedures for individuals and the site.</p>
<p>3B: Plans and Procedures</p> <p>Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.</p>	<p>3B-1 Develop schedules and assign placements that are student-centered and maximize instructional time and staff collaboration.</p> <p>3B-2 Manage legal and contractual agreements and storage of confidential records (both paper and electronic) to insure student security and confidentiality.</p> <p>3B-3 Set clear working agreements that support sharing problems, practices and results within a safe and supportive environment.</p> <p>3B-4 Engage stakeholders in using problem solving and decision-making processes and distributed leadership to develop, monitor, evaluate and revise plans and programs.</p>
<p>3C: Climate</p> <p>Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.</p>	<p>3C-1 Strengthen school climate through participation, engagement, connection, and a sense of belonging among all students and staff.</p> <p>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.</p> <p>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.</p>

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
<p>4A: Parent and Family Engagement</p> <p>Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.</p>	<p>4A-1 Establish a welcoming environment for family participation and education by recognizing and respecting diverse family goals and aspirations for students.</p> <p>4A-2 Follow guidelines for communication and participation established in federal and state mandates, district policies, and legal agreements.</p> <p>4A-3 Solicit input from and communicate regularly with all parents and families in ways that are accessible and understandable.</p> <p>4A-4 Engage families with staff to establish academic programs and supports that address individual and collective student assets and needs.</p> <p>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.</p>
<p>4B: Community Partnerships</p> <p>Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.</p>	<p>4B-1 Incorporate information about family and community expectations and needs into decision-making and activities.</p> <p>4B-2 Share leadership responsibility by establishing community, business, institutional and civic partnerships that invest in and support the vision and goals.</p> <p>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.</p> <p>4B-4 Participate in local activities that engage community members and staff in communicating school successes to the broader community.</p>
<p>4C: Community Resources and Services</p> <p>Leaders leverage and integrate community resources and services to meet the varied needs of all students.</p>	<p>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.</p> <p>4C-2 Build mutually beneficial relationships with external organizations to coordinate the use of school and community facilities.</p> <p>4C-3 Work with community emergency and welfare agencies to develop positive relationships.</p> <p>4C-4 Secure community support to sustain existing resources and add new resources that address emerging student needs.</p>

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
<p>5A: Reflective Practice</p> <p>Leaders act upon a personal code of ethics that requires continuous reflection and learning.</p>	<p>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.</p> <p>5A-2 Reflect on areas for improvement and take responsibility for change and growth.</p> <p>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.</p> <p>5A-4 Continuously improve cultural proficiency skills and competency in curriculum, instruction, and assessment for all learners.</p> <p>5A-5 Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.</p>

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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
<p>5B: Ethical Decision-Making</p> <p>Leaders’ guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.</p>	<p>5B-1 Consider and evaluate the potential moral and legal consequences of decisions.</p> <p>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.</p> <p>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.</p> <p>5B-4 Commit to making difficult decisions in service of equitable outcomes for students, staff and the school community.</p>
<p>5C: Ethical Action</p> <p>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.</p>	<p>5C-1 Communicate expectations and support for professional behavior that reflects ethics, integrity, justice, and equity.</p> <p>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.</p> <p>5C-3 Encourage and inspire others to higher levels of performance, commitment, and motivation by modeling transparent and accountable behavior.</p> <p>5C-4 Protect the rights and appropriate confidentiality of students, staff, and families.</p> <p>5C-5 Promote understanding and follow the legal, social, and ethical use of technology among all members of the school community.</p>

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
<p>6A: Understanding and Communicating Policy</p> <p>Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.</p>	<p>6A-1 Operate consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.</p> <p>6A-2 Understand and can explain the roles of school leaders, boards of education, legislators and other key stakeholders in making education policy.</p> <p>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.</p> <p>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.</p> <p>6A-5 Work with local leaders to assess, analyze and anticipate emerging trends and initiatives and their impact on education.</p>
<p>6B: Professional Influence</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>6B-3 Promote public policies that ensure the equitable distribution of resources and support services for all students.</p>

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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
<p>6C: Policy Engagement</p> <p>Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.</p>	<p>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.</p> <p>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.</p> <p>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.</p>



Leadership and learning are indispensable to each other.
 – John Kennedy, former USA President

Appendix B: Forms



Administrator Induction Program (AIP) Candidate Application 2018-19

FIRST NAME: _____ **LAST NAME:** _____

ELIGIBILITY REQUIREMENTS

- Completion of Preliminary Administrative Services Credential Program
- Assignment to a position that requires a Preliminary or Clear Administrative Services Credential

SUBMISSION CHECKLIST

- Completed Candidate Application
- Copy of California Teaching Credential and/or Service Credential
- Copy of Preliminary Administrative Services Credential/Certificate of Eligibility
- Resume
- CL777 Verification of Employment

SUBMISSION PROCESS

Applications may be submitted electronically or by mail.

To submit electronically:

Email to Registrar/Advisor, Yesenia Rivas-Suarez at yrvassuarez@scoe.org.

To submit by mail:

Attn: Yesenia Rivas-Suarez
Sonoma County Office of Education
North Coast School of Education
5340 Skylane Blvd
Santa Rosa, CA 95403

QUESTIONS

Please direct your questions to Regional Director, Anna Moore, EdD at amoore@scoe.org or (707) 522-3209.



Administrator Induction Program (AIP) Candidate Application

1. PERSONAL INFORMATION

First Name: _____ Last Name: _____

Previous Last Name (if applicable): _____

Home Address: _____

City: _____ State: _____ Zip: _____

Work Phone: () _____ Home Phone: () _____ Cell Phone: () _____

Preferred Email for Ongoing Communication: _____

2. EDUCATIONAL BACKGROUND

List the degrees you have earned:

Degree	Date	Institution
1.		
2.		
3.		
4.		
5.		

List the California Credential(s) you hold (use exact title):

Credential	Expiration Date
1.	
2.	
3.	
4.	
5.	

3. PROFESSIONAL INFORMATION

Job Title: _____ Date of Employment: _____

School District/Organization: _____

District Address: _____

City: _____ State: _____ Zip: _____

School/Site: _____

School/Site Address: _____

City: _____ State: _____ Zip: _____

I am employed full-time in an administrative position that requires use of my Preliminary Administrative Credential.

4. SHORT RESPONSE QUESTIONS

On a separate piece of paper, please answer the following questions:

- a. Describe your administrative position. Include roles, specific responsibilities, and site/program demographics of assignment (i.e. state and local test scores, socioeconomic, and any designations such as: Turnaround School, Program Improvement, Distinguished School, Blue Ribbon, etc.).
- b. Describe what specific areas you feel you need support as an Administrator.

5. DISCLAIMER AND SIGNATURE

I certify that my answers are true and complete to the best of my knowledge.

Candidate Signature: _____

6. SUPERVISOR'S CONTACT INFORMATION

This form will be submitted to your Supervisor for review. Please provide contact information below. If unsure, please contact your HR Department.

Supervisor's Name: _____

Supervisor's Title: _____

Supervisor's Phone: _____

Supervisor's Email: _____

7. PHOTO RELEASE

During the course of the year, NCSOE may be taking photos of participants. By signing the statement below, you give NSCOE and SCOE permission to use your picture for promotional and educational purposes:

I give authorization and consent for the North Coast School of Education (NCSOE) and the Sonoma County Office of Education (SCOE) and organizations and/or associations connected with SCOE to use my photograph(s), video camera recordings, and interview comments for educational and/or promotional purposes. I understand that these items may be distributed to individuals, groups, and the news media and published in, but not limited to, advertisements, news releases, and/or newsletters, slide shows, video presentations, and the World Wide Web. I waive any right to inspect or approve of the finished photograph(s), video camera recordings, and interview comments.

Candidate Signature: _____ Date: _____

Sonoma County Office of Education

North Coast School of Education • 5340 Skylane Blvd. Santa Rosa, CA 95403 • www.ncsoe.org



Administrator Induction Program

Preliminary Administrator Letter of Commitment

2018-19

A core value of the Sonoma County Office of Education's North Coast School of Education (NCSOE) Administrator Induction Program (AIP) is a commitment to high quality individualized professional growth for every administrator in the program. Major objectives include supporting administrators to improve leadership practices and student learning based on using the California Professional Standards for Educational Leaders, and complete state and program requirements for earning a California Professional Clear Administrative Credential.

As with any partnership, each member contributes to the effectiveness of the results of a shared endeavor. Each Preliminary Administrator (PA) plays a key role in the development of a successful partnership with NCSOE AIP.

I, _____, agree to participate in the NCSOE Administrator Induction Program. I have read the Preliminary Administrator Responsibilities as described below. I understand that all program requirements must be fulfilled within two years in order to receive a recommendation for a *California Professional Clear Administrative Credential*. I also understand that I must enter an Administrative Induction Program within one year of activating my Administrative Credential. If, for any reason, I am unable to participate fully in the AIP, I understand that I must contact my Coach and the Program Director directly and as soon as possible.

Responsibilities as an AIP Preliminary Administrator (PA):

1. Review the requirements for AIP with employer's credential analyst.
2. Develop a professional relationship with the Coach characterized by openness, collaboration and reflection.
3. Meet with the Coach a minimum of two times per month (minimum of 4 hours total). Provide the Coach with appropriate notice (suggested 72 hours) of changes to meeting times and days.
4. Attend the program Orientation Seminar, two Sharecases and six mandatory CPSEL Seminars over the course of the two-year program.
5. Complete the Initial CPSEL Self-Assessment within the first 90 days of enrollment in AIP.
6. With the ongoing support of the Coach, compile evidence of practice and professional growth throughout the induction period resulting in a professional ePortfolio.
7. Participate in a three-way meeting with Coach and Supervisor a minimum of one time per year to develop and revisit Individual Induction Plans.
8. Complete an Individual Induction Plan for each of the six CPSELS.
9. Complete 20 hours of approved Professional Development per year.
10. Communicate questions or concerns about the responsibilities of the Coach, Supervisor, district, or AIP Program Director, as appropriate.
11. Participate in the program evaluation process (seminar evaluations, mid-year and year end surveys, and Coach Feedback Form) and comply with district and project reporting procedures.
12. Support State accreditation process, including site visit interviews.

Statement of Financial Obligation

I agree to fulfill the financial obligations of the program make payments according to the payment schedule:

- **Early-bird Registration:** \$4000/year (Due Sept. 30th)
- **Register on or after Oct. 1st:** \$5000/year

Payments are due as follows:

- 50% of payment due- (Due Sept. 30th)
- Final payment due- (Due May 1st)

In addition, I understand I will be personally invoiced for the cost of the program and it is my responsibility to ensure payment is made either personally or through my employer. By signing this letter of commitment, I am agreeing to enter into SCOE’s NCSOE AIP. If I drop out of the program at **any time**, I understand I will be financially responsible for a portion or all of the enrollment fee.

Preliminary Administrator *(please print)*

Preliminary Administrator Signature

Site: _____ **District:** _____ **Date:** _____

After signing this Letter of Commitment, please make a copy for your records.

Send original to:

Attn: Yesenia Rivas-Suarez, Registrar
Sonoma County Office of Education
North Coast School of Education
5340 Skylane Blvd. Santa Rosa, CA 95403
yrivassuarez@scoe.org



Administrator Induction Program Coach Letter of Commitment 2018-2019

I, _____, have read and understand the Roles and Responsibilities as described below and agree to be responsible for fulfilling all Coach requirements as outlined in Sonoma County Office of Education’s North Coast School of Education (NCSOE) Administrator Induction Program (AIP):

1. Participate in the Coach Orientation & Calibration, 3-day NCSOE Coaches training, or 21 hours of Coaches training approved and verified by the NCSOE AIP, and 3 Coaches Forums offered to improve the skills and knowledge of the Coach to stay current on the latest educational research, best practices, district initiatives, and new administrator development. I understand my stipend will be prorated if I miss more than two Coaches’ meetings: forums, seminars, or sharecase.
2. Attend all seminars and the Sharecase.
3. Guide and assist Preliminary Administrators (PA) in completing their Initial Self-Assessment within 60 days of hire.
4. Assist the new PA in formulating Individual Induction Plan(s) (IIP) founded on the PA’s self-assessment on the CPSELs, and professional context.
5. Conduct a formal observation and provide confidential feedback to PA at least three (3) per year.
6. Facilitate three-way meetings with PA and their supervisor, one (1) per year.
7. Honor PA confidentiality.
8. Meet 2 times per month with PA (minimum of one face-to-face) for a total of **four (4) hours per month**.
9. Participate in ongoing dialogue with PA via phone, email, and the ePortfolio system.
10. Be available on an “on-call” basis for crisis and urgent needs that may arise in between coaching sessions.
11. Utilize proven coaching approaches.
12. Serve as support by securing information, contacts, and other resources as requested and appropriate.
13. Respond in a timely manner in between coaching sessions.
14. Honor the demanding schedule of a school administrator by offering services on site whenever possible.
15. Assist the PA to complete an ePortfolio containing evidence of professional growth and improvement in administrative practices throughout the year.
16. Participate in the program evaluation process (Induction surveys) and comply with district and project reporting procedures.
17. Support State accreditation process, including site visit interviews.

Coach Name *(please print)*

Coach Signature

Site: _____ **District:** _____ **Date:** _____

After signing this Letter of Commitment, please make a copy for your records. Send original to:

Attn: Yesenia Rivas-Suarez, Registrar
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