

Administrator Induction Program

1. Program Description

1.1 Narrative

The Administrative Induction Program (AIP) offers new administrators who hold a preliminary credential, the opportunity to participate in an induction program that is highly individualized, and founded on the California Professional Standards for Educational Leaders (CPSEL). New administrators in California are required to participate in a 2-year induction program in order to clear their administrative credential; upon obtaining their Certificate of Eligibility and first administrative position, candidates are eligible to register for the AIP. Once they are registered, they are paired with a highly-trained coach who has experience in the same position type in which the candidate is employed.

Coaches must participate in 21 hours of program sponsored coach training or have proof of having completed a recognized Coach Training course within the last 5 years, of similar breadth and content. Coaches are also supported throughout the year through Coach Forums (self-selected based on content of the Forum), pre- and post-self-assessment on the Coach Rubric, coaching observations by the director, and through formative feedback from the candidate.

In collaboration with their coach, and site supervisor, candidates will develop Individual Induction Plans (6 - 1/CPSEL) that will provide them with the opportunity to individualize their induction experience. The Plans give candidates an individualized induction experience based on the context of their leadership role that includes:

- 40 hours per year of one-on-one support and guidance from a trained and experienced Coach, including 3 formal observations and reflections
- 20 hours of professional development per year based on individual goals
- 3 seminars per year based on the California Professional Standards for Educational Leaders. Seminars include time to dig into the CPSEL (review, reflect, self-assess to demonstrate growth over time), work with their coach in the ePortfolio, and Professional Learning Communities (PLC) time for networking and learning from others (Professional networking opportunities include PLC time in the seminars and an end-of-year Sharecase where they share and learn from each other).
- Formative Assessment-based growth activities founded on the CPSEL, completion of which is captured in the ePortfolio where Candidates complete the following activities:
 1. Job Description (reflective analysis of administrative work)
 2. School/Community Context (how does it influence their leadership?)
 3. Professional Development Log
 4. Observation Reflection
 5. Self-Assessment on the CPSEL (3 times in the course of the 2-year program)
 6. Context Conversation Activities (Discipline, Data, Safety, Time Management)
 7. CPSEL Leadership Tasks which include a Focus Plan and Completion Reflection.

1.1.1 Table depicting location, delivery models, and pathways

LOCATION	DELIVERY MODELS	PATHWAYS
Sonoma County Office of Education 5340 Skylane Blvd Santa Rosa, CA 95403	Hybrid	Traditional, 2 years

2. Organizational Structure

2.1 Organizational Chart/Graphic

The Lead Educational Agency (LEA) for all credential programs in the North Coast School of Education (NCSOE) is the Sonoma County Office of Education (SCOE):

[SCOE Organizational Chart Graphic.](#)

All Credential Programs offered through the SCOE, are housed in the NCSOE:

[NCSOE Organizational Chart Graphic.](#)

Roles and Responsibilities of those involved in assigning and placing mentors/coaches:

[The Regional Director is responsible for assigning and placing Coaches for the AIP.](#)

3. Qualifications of Mentors and Professional Development Personnel (Instructional Personnel)

3.1 Instructional Personnel Table

Position	Roles and Responsibilities
Seminar Facilitator	Seminar Facilitators are responsible for planning and facilitating the AIP seminars and Sharecase. Seminars occur 3 times a year, lasting 3.5 hours each. Content includes exploring the CPSEL using the Description of Practice (DOP), time for the Preliminary Administrator (PA) and Coach to connect, networking, opportunities, and job-alike PLC.
Coach Forum Facilitator	As part of the on-going system of support and training, all coaches are required to attend 3, 2-hour, Coach Forums throughout the year. Topics are self-selected, and Forums include networking, problem solving, exploration of coaching strategies, and current program-aligned, topics of interest. Coach Forum Facilitators are responsible for creating content and facilitating the Forums.
Coaches	Coach Letter of Commitment (contains roles and responsibilities) Coach Job Description

3.2 Annotated Personnel List with links to Mentor/Coach and Professional Development Providers' Resumes

COACHES for Year 1 Candidates

COACHES for Year 2 Candidates

Coach Resumes

Professional Development Providers and Resumes	
Name	Role and Training Content
Anne Richards	Coach, Seminar and Forum Facilitator/Coach Trainer
Judith Martin	Seminar Facilitator
Sally Bimrose	Seminar Facilitator
Ron Everett	Seminar Facilitator
Susan Rodkin	Coach, Forum Facilitator
Kim Stiffler	Coach, Forum Facilitator
Linda Sheppard	Coach, Forum Facilitator
Julie Harris	Coach, Forum Facilitator
Anna Moore	Coach, Forum Facilitator

3.3 Published Experience and Qualifications Requirements

[Coach Job Description](#)

[Edjoin Job Description for Regional Director II](#)

3.4

N/A

4. Program Sequence

4.1 Link to Published sequence of induction activities required for program completion (handbook, website)

AIP Flowchart

AIP Calendar with Due Dates

AIP Website

5. Job-embedded Fieldwork and Clinical Practice

5.1 Timeline or Table denoting timing of mentor assignment for candidates

Timeline

5.2 Signed Employer Agreement or MOU for each Employer

N/A

5.3 Coach/Mentor Training Material

Upon hire all coaches are required to attend a Coach Orientation

Coaches must all have at least 21 hours of Coach Training.

Coach Training Flyer 2017-18

Sustained training for Coaches throughout the year can be seen on Coach Forum Schedule. Coaches must attend 3 Forums/year based on their self-identified areas of need.

Coaches self-assess using a rubric and identify areas of growth and set goals based on these areas, in the ePortfolio. The goals are submitted to the Regional Director for review. Goals are then revisited and reflected upon at the end of the year, in the ePortfolio, which is again, reviewed by the Regional Director (see 6.1 for ePortfolio access).

5.4 Documentation (spreadsheet or table) of Candidate Placements

Year 2 Preliminary Administrators

Year 1 Preliminary Administrators

5.5 Induction Program Handbook/Manual/Advising Material

Program Orientation

[Program Brochure](#)

[Program Website](#)

5.6 ILP Template and Related Documents

Each candidate completes an Individual Induction Plan - (IIP) in the ePortfolio, for each CPSEL. The IIP is reviewed and approved in a three-way meeting with the Coach, PA, and PA's supervisor. Upon completion of the Leadership Task outlined in the IIP, the PA completes a reflection which is read and approved by both the Coach and Program. Evidence of IIP completion and leadership efforts that support the goal/IIP, is submitted in the ePortfolio.

5.6.1 Assessment Instruments

Assessment Instruments are housed in the ePortfolio. Upon completion of an assessment activity within the ePortfolio, the PA submits the activity to their Coach. The Coach reviews it, makes comments and returns it to the PA for revision or submission for approval. If the document needs revision, the PA will continue to revise and submit to the Coach until the activity is ready for approval (usually, not more than 1 time). Upon submission for approval, the activity is read by the Regional Director or calibrated Reader who reviews it for depth of content and thoroughness in addressing the activity prompts. The activity may either be marked as MET and returned to the PA, or UNMET. If the activity is UNMET, comments or clarifying questions are provided for the PA, as to how to improve the submission so that it may be marked MET.

Coaches also input information into the ePortfolio. They submit their Coaching Logs in which they document the meetings with their PA. They also document their Observations. The Observations are shared with the PA, who completes an Observation Reflection.

Link to sample PA ePortfolio. Please use the username "aipa1" and password "admin".

Link to sample Coach ePortfolio. Please use the username "aicoach" and password "admin".

6. Credential Recommendation

6.1 Description of process ensuring appropriate recommendation

In the SCOE AIP database, which is maintained, and verified by the AIP support staff and Regional Director, a variety of requirements need to be checked as completed for credential recommendation: Seminar and Sharecase attendance, ePortfolio completion, verification of experience, and payment. Upon all of these requirements being checked as complete, a "ready to recommend" notice is sent to the Human Resources Credential Analyst at the Sonoma County Office of Education who reviews the candidate's credential and requirements for recommendation. If all documentation is verified, the analyst submits the proper recommendation to the California Commission on Teacher Credentialing.

6.1.1 Candidate Progress Monitoring Document

Progress is monitored via the SCOE AIP database, and ePortfolio tracking system. The ePortfolio system contains a spreadsheet that indicates who is on target or behind. If a candidate has activities that are past due, an automatic email reminder is sent to them. If the

candidate is unable to complete the activity in a timely manner as identified by the Regional Director, she will contact the candidate and the candidate's coach to make a plan for completion.

PAs with Work Outstanding

Coach Self Assessment

View Self Assessment

Self Assessment Rubric

Initial Due - Sept. 29th 2017

Final Due - June 15th 2018

Coach: Rick Brewer

Cohort 16-18 - Year 1

Cohort 16-18 - Year 2

Task Work

Observations

Coach Logs

Submissions

Course Status

Resources

Course Status

Getting Started	Professional Development Logs	Waiting to Submit
	School/Community Profile - YR 2 Complete only if you have changed positions. Due Oct. 9th.	Waiting to Submit
Assessment of Performance	Benchmark Self Assessment, DUE Sept. 29th	Met
Context for Leadership	Context Conversation Activity, DUE Oct. 9th	Pending Review

Here is a (sample) list of Candidates that have work outstanding, and the specific document that is past due.

NCSOE CS AIP Task Manager

Anna Moore, Ed.D.

My Profile

List All PAs

PAs with Work Outstanding

Coach Self Assessment

Initial Self Assessment

Self Assessment Rubric

Initial Due - Sept. 29th 2017

Final Due - June 15th 2018

PAs with Work Outstanding

Lauren Anderson (261)	Focus Plan, DUE Jan. 12th (2017-01-12)
Noelle Baumann (262)	Focus Plan, DUE Jan. 12th (2017-01-12)
Karrie Coulter (260)	Focus Plan, DUE Jan. 12th (2017-01-12)
Allie Greene (257)	Focus Plan, DUE Jan. 12th (2017-01-12)