Program Summary

The Program Summary is designed to provide contextual information to the program reviewers and site visit team members. The summary should be no more than 2-3 pages in length and address each of the three categories below. Embed links to appropriate evidence in the narrative. The Program Summary may also be used by the site visit team members as the initial basis for the Program Report.

Program Summary

The two-year induction program is designed to provide novice administrators with individualized, job embedded support and guidance through a blended model of one-on-one expert coaching, network triad learning walks, and rich professional learning opportunities. This combination of supports provide new leaders a variety of growth opportunities aimed at targeting specific learning goals with an experienced leader, as well as opportunities to engage in non-competitive collective learning with peers who are facing similar work situations. The foundation for the program is set forth through the California Professional Standards for Educational Leaders (CPSELs). The standards have six thematic areas that the California Commission for Teacher Credentialing has identified as the basis for the program content and for the preparation for educational leaders.

1. Program Design

a. Describe the location of the credential program within the larger unit/institution, as well as the structure and reporting relationships of the leadership team for the credential program. (Do not include names).

Leadership Within the Credential Program
The Clear Administrative Services Credential at San Diego State University (SDSU) is offered at the main campus and the school sites of novice administrators. The program resides within the College of Education, under the direction of the Chair of the Educational Leadership Department. The department is working closely with the National Center for Urban School Transformation (NCUST) to oversee the Administrative Services Credential program including coursework for the preliminary credential as well as the induction program that leads to *Clear Administrative Services Certification*.

The Educational Leadership program prepares future leaders who desire to make a powerful difference in the lives of students in education settings. Our goal is to prepare equity-driven leaders who fulfill the promise of engaged and inspired learners. The Educational Leadership Department is committed to developing the skills and dispositions of leaders who want to:

❑ **Learn** how to respond to emerging challenges and opportunities facing schools;

❑ **Lead** and nurture the capacity of others toward a vision of excellence for all demographic groups of students; and

❑ **Transform** schools into dynamic learning communities that focus on results.
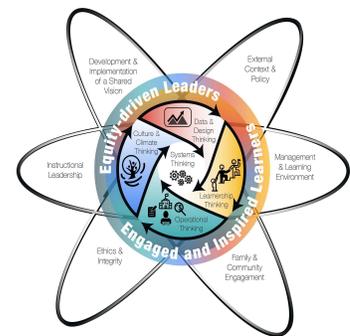
The program builds upon a framework that ensures program components train novice administrators to:
1. Develop and deepen their expert noticing of instructional pedagogy for equity and provide growth producing feedback.
2. Navigate organizational stability by recognizing school structures and systems critical for all students to achieve and thrive at high levels.

3. Expand and refine knowledge and skills to promote more effective teaching and learning through cognitive coaching.
4. Engage in authentic leadership experiences through a systematic structure of support that helps them experience first-hand issues administrators face, refine their practice, and better understand their professional responsibilities.

Structure and Reporting Relationships
The following chart displays the structure and reporting relationships of the leadership team for the credential program.
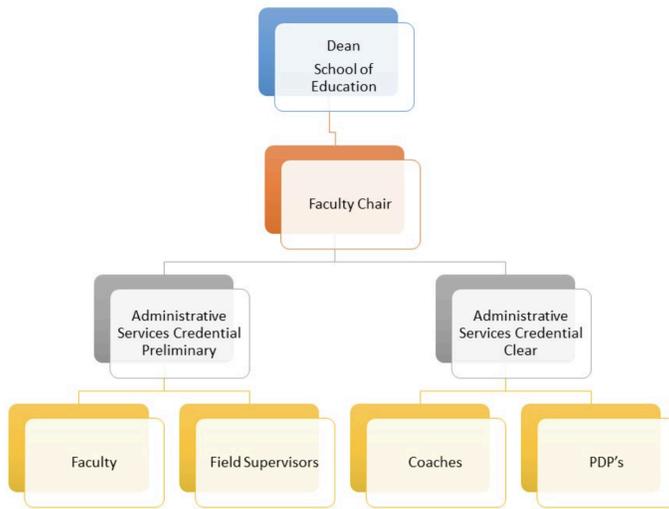
b. Describe each pathway and delivery model the program offers for the intended credential.

Delivery Model		Pathway, Location	Frequency	Hours	Total Hours
1	**Professional Learning & Coaching** *In Person*	Traditional, various sites	2 Per Year Over 2-Years	4 Hours Per Professional Development x 4	16
2	**One-On-One** *Coaching*	Traditional, Various Sites	Monthly: September - May For Each Year of the 2-Year Program = 8 sessions per year (September - May)	1-Hours Per Session x 16 total Sessions	16
3	**Network Coaching Triads** *In Person*	Traditional, Various Sites	Each candidate preps and hosts one Network Walk-Through and attends two with their Triad for a total of 3 Per Year For Each Year of the 2 Year Program	3-Hours Per Network Meeting x 6 Total	18
4	**Research and Journal Reflection**	Traditional, Various Sites	Candidates are required to read educational research and write a reflection of the reading and discuss with the executive coach monthly.	1-Hour Per Session Reflection Session x 16 total Sessions	16
5	**Individualized Induction Plan**	Individualized	Designed at the beginning of the program and implemented over 2-years	On-going	At least 20
6	**Summative Portfolio & Exhibition**	Traditional, Various Sites	Prior to the end of the two years program, candidates will provide a Summative Portfolio and Exhibition presentation with coaching feedback	4 hours for the end of the year summative portfolio & exhibition	4

	Minimum Total Program Hours	90

c. Describe how program leadership regularly communicates and collaborates with program staff/faculty, and with the larger education unit/institution.

Frequent discussion and interaction between the coaches and program faculty provide opportunities for professional growth for all participants. In addition, scheduled orientation sessions are scheduled for program overview requirements, check-ins for calibration of assessments, and to provide clarification and feedback, and respond to questions from both inductees and coaches.

d. Describe how the program seeks input and feedback from internal constituents and external community partners.

Means for Stakeholder Input

Each pathway encourages stakeholder input. With the support of the Wallace Foundation, SDSU was offered several grants to redesign both the Preliminary and Clear Administrative Services Credentialing Program. This has resulted in developing partnerships with local and national school districts to collaborate, co-plan, and co-design the program elements. As a result, there were continual improvements to the program. This was accomplished through a variety of means.

These include:
1. Monthly advisory meetings
2. Full day *Think Tanks* with Wallace partner districts
3. Joint professional development sessions
4. End-of-Course focus groups to learn what is working and what needs to be modified.
5. Two-way collaboration/communication between SDSU faculty and district partners
6. End of course debriefing sessions with graduating candidates to understand their experience and needs for future support and growth as they remain in the pipeline.
7. Consultation with the Commission on Teacher Credentialing
8. Program survey administration and analysis

2. Coursework and Field Experience

Description of the Sequence of Coursework

Connection of Field Experience with Coursework: The design of the program allows for enrollment in the fall or spring semester. It is designed to be a two-year experience. There is an opportunity for inductees to begin and complete the program within their first five years of becoming an administrator. In this case, inductees must begin no later than 3-years of starting his/her initial administrative position. The field placement is designed to be conducted at the inductee's place of employment.

Structure of Coursework and Field Experiences in the Credential Program.
There are six components to earning the clear administrative services credential at SDSU with a minimum of 80 hours are required for the inductee over the course of two-years. The bulk of the program is devoted to one-on-one coaching and network coaching triads. Each inductee will be required to attend a mandatory orientation to commence the program. Inductees are expected to log a minimum of 80 hours to earn their Clear Administrative Services Credential.

The program can best be divided into the following six components:

> **Component 1:** Professional Learning. The professional learning experience is grounded in both the real work of schools and districts in which the inductees' practice, and in the individual learning needs of each inductee. Professional learning requirements are intended to deepen/focus learning related to the inductee's goals identified in the Individualized Induction plan. Do not include job required meetings, required professional learning the district offers, or any training that is part of the specific role. These are intended to reach beyond and support Induction goals.

Component 2: One-On-One Coaching. Inductees are assigned a current district leader to serve as a mentor and coach for the duration of the novice administrator's induction program. The specific district liaison assigned to oversee the Clear Credential Program will assign each inductee an expert coach within 30 days of his/her enrollment in the program. The inductee coach shall not be the inductee's supervisor or direct report. During the first one-on-one coaching session, the coach works with the novice administrator (inductee) to develop his/her Individual Induction Plan (IIP) based on an initial induction assessment, individual job responsibilities, school/district priorities, and alignment to the CPSELs. The inductee's coach uses all program assessments to support and guide the inductee's growth in the CPSEL leadership competencies. The coach checks in on how the inductee is progressing, how the IIPs are developing, and any roadblocks that need to be addressed.

Component 3: Networking Learning Walks. Inductees will both facilitate and participate in learning walks in a cohort with other inductees. Learning walks are designed to support leadership growth and development as novice administrators learn from, support, and challenge one another. Specifically, inductees attend learning walks where they identify a real problem of practice in their school, articulate measurable goals to resolve the problem, engage in learning walks, and determine action steps. The network learning walk model serves as the framework for supporting novice administrators' development and growth in the six areas of the educational leadership competencies (CPSELs). Moreover, it provides novice administrators' rich opportunities to learn from, support, and challenge one another.

Component 4: Educational Research and Journal Reflection. Candidates are required to read educational research books and write a reflection of the reading and discuss with their executive coach monthly.

Component 5: Individualized Induction Plan (IIP). The IIP is the primary vehicle through which professional learning will be personalized and growth will be measured for the inductee. The IIP is a targeted and intentional growth plan designed to address specific learning needs of the inductee with respect to the competency indicators required for the clear credential, and reflect the areas of growth the inductee identified on his/her CPSEL Self-Assessment, as well as SDSU's Equity Index. Inductees will work with their one-on-one coaches/mentors to develop and implement their IIP. Each inductee develops an Individual Induction Plan (IIP) with his/her coach/mentor specific to the areas of greatest need for the novice administrator. The IIP includes overarching themes related to instruction, coaching, school structures and systems. Inductees then participate in yearly professional learning designed to reflect both the themes inherent in their IIP and the current work the novice administrator may encounter throughout the two-year program. By the end of the program, inductees will be expected to demonstrate proficiency in all six of the CPSELs and identified growth areas for Equity-Driven Leadership. The emphasis of the IIP is to articulate an intentional plan that will ensure proficiency in which inductees need the most leadership development.

Component 6: Summative Portfolio and Exhibition. The candidate will demonstrate proficiency on one element within of the six standards. During the culminating exit exhibition, the candidate will present accomplishments of the element within the two standards of focus chosen and developed within the candidate's IIP to their Coach and network colleagues. The exhibition includes the presentation of the portfolio. Candidates will also demonstrate competence through the one-on-one coaching sessions, the reflective journal, the network meetings, and other professional development opportunities. The summative assessment is intended to verify that the candidate has met competency expectations for performance.

A Mid-Year and End of Program Evaluation will be completed between the inductee and the coach to both evaluate and confirm that the program components are successfully being met.

a. Describe the process for placing candidates in each of their field experiences.

Number and Type of Field Placements: The field experiences are done at school sites. As there are not formal courses, the professional learning is around specific growth areas that the inductee identifies by means of conducting the two required self-assessments. These self-assessments will lead to the development of the inductee's Individualized Induction Plan (IIP). The IIP will have specific goals, objectives, and actions designed to essentially move novice administrators into sustainable and effective practitioners. In addition to the IIP, inductees will both facilitate and

participate in learning walks in a triad with other inductees. Learning walks are designed to support leadership growth and development as novice administrators learn from, support, and challenge one another. Specifically, inductees attend learning walks where they identify a real problem of practice in their school, articulate measurable goals to resolve the problem, engage in learning walks, and determine action steps. The network model serves as the framework for supporting novice administrators' development and growth in the six areas of the educational leadership competencies (CPSELs). Moreover, it provides novice administrators' rich opportunities to learn from, support, and challenge one another.

b. Describe the connection between coursework and field experiences in preparing candidates for the intended credential.

Coordination Of Coursework with Field Work: SDSU inductees and their coach receive guidance on the requirements for successful completion of earning the Clear Administrative Credential. The coach helps craft a rigorous, relevant IIP aligned to the demands of the novice administrator's desired goals. Frequent discussion and interaction between the coaches and program faculty provide opportunities for professional growth for all participants. Each induction coach with support of the Clear Credential Program Coordinator, is responsible to:

1. Schedule and participate in a one-hour face-to-face coaching session at least one time per month.
2. Work with each inductee to develop and implement his/her Individual Induction Plan.
3. Review and sign each entry from the inductees' log and note progress, reflections, and accomplishments.
4. Help coordinate, participate, and evaluate inductee Learning Walks
5. Guide and support Professional learning with his/her inductee.
6. Provide a mid-year and summative review for each inductee in advance of the required exit interview.

c. Describe how candidates are supervised (by program and district employed supervisors), advised, and evaluated during fieldwork.

How and When Candidates are Assessed for Program Competencies

Novice administrators complete a pre, mid, and post-program self-assessment aligned with the CPSELs focused on an effective instructional system. The assessments not only enable the novice to assess his/her personal leadership growth with respect to the CPSELs, but also enable him/her to monitor his/progress in moving his/her school toward high-performance and in particular, high achievement for all students.

In addition to these formal assessments, inductees have multiple other opportunities to demonstrate growth in all six CPSELs including:

(1) One-on-one coaching sessions
(2) Network Learning Walks/ coaching triads
(3) Professional Reading
(4) Interactive journal
(5) IIP and Portfolio (reflecting progress toward achieving problem-solving goal(s).
(6) Mid-Program and End of Program Learning Evaluation

d. Describe how supervisors are selected, oriented, evaluated and provided feedback on their performance. Include the process for reassigning supervisor if the relationship is not effective.

Field Supervision, Advisement, Evaluation: Frequency, Type, From BOTH the Program Personnel and the District Employed Individual (Master Teacher) When Required in a Program

Coaches are assigned to work with inductees based upon the best fit between the coach's experience and the needs of the novice administrator. This model allows the coach to facilitate the network learning walks with his/her inductees. All coaches are supported through professional development and it is expected that the coach supervises the field work associated with the IIP no fewer than once per month. The frequency may increase in response to the IIP or issues that may arise while implementing the IIP. The coaches use all program assessments to support and guide the inductee's growth in the CPSEL leadership competencies.

The program coordinators host monthly meetings with the coaches to check in on inductees' progress, how the IIPs are developing, any roadblocks that need to be addressed, and with the goal of improving coaching skills and deepening their understanding of the process of coaching novice administrators. While the inductees do not have a formal site or

district individual employed to oversee the IIP, there is a supervisor that the inductee reports to as part of his/her employment. Collaborating and coordinating within the constraints of this relationship is an area for advice.

> **e. Describe how the program seeks feedback from candidates and other constituents about the fieldwork experience. Briefly describe how the program analyzes and uses the feedback data for continuous improvement.**

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These include:
1. Monthly advisory meetings (Constituents)
2. Full day *Think Tanks* with participating districts (Constituents)
3. End-of-Course focus groups to learn what is working and what needs to be modified. (Inductees)
4. Two-way collaboration/communication between SDSU faculty and participating districts. (Constituents)
5. End of course debriefing sessions when inductees' complete the program to understand their experience and needs for future support and growth as they remain in the pipeline.
6. Consultation with the Commission on Teacher Credentialing (Constituents)

Program Modifications Over the past few Years

Components 1 and 2 were modified in the following ways:

❑ Component 1 now allows for district leaders in four participating San Diego County Districts to provide coaching and support from within their own organizations through partnerships. Participation occurs under an agreed upon Memorandum of Understanding (MOU) which outlines the expectations of the responsibilities of the University, the responsibilities of the respective district, articulation of resources, inductee responsibilities, and shared responsibilities of SDSU and districts. Once these program elements are met, each district may tailor a portion of the program to specific needs and focus areas of the district.

❑ Component 2 provides clinical experiences relevant to administrators' newly acquired role in a timely manner, such as learning about instructional pedagogy as a support for supervising and evaluating teachers' performance while on the job.

3. Assessment of Candidates

> **a. Describe the evidence the program uses to monitor and support candidates regarding performance in order to ensure they are progressing toward meeting program requirements. Describe how the program supports candidates who are not making successful progress.**

How and When Candidates are Assessed for Program Competencies

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(1) One-on-one coaching sessions
(2) Network Learning Walks/ coaching triads
(3) Professional Reading
(4) Interactive journal
(5) IIP and Portfolio (reflecting progress toward achieving problem-solving goal(s).
(6) Mid-Program and End of Program Learning Evaluation

b. Describe the information candidates receive about how they will be assessed and evaluated in relation to program competencies.

Advice Candidates Receive About How They Will Be Assessed in the Program and Informed of the Results of Those Assessments

Inductees are advised about the assessment criteria upon entering the program. This is done during a mandatory orientation to the program that occurs two-weeks before the start of the program. The IIP is the primary vehicle through which professional learning is personalized and growth is measured for the inductee. Professional learning opportunities are based upon the inductee's assessment of his/her current strengths and areas for growth. The inductee is advised that informal and on-going assessments occur through feedback based on the program coordinator's observations of the network coaching triads, and coaches' reports of progress in one-on-one coaching sessions. Inductees are also advised that mandatory participation in all aspects of all program components is assessed.

c. For credential programs that include a Commission approved performance assessment: Describe how the program informs candidates about the performance assessment tasks and passing score standard.

N/A as this is CASC and not PASC

d. Describe the opportunities candidates have within the program to prepare for the performance assessment tasks/activities.

N/A as this is CASC and not PASC

e. Describe remediation support and guidance -the program provides for candidates who Need additional support in preparing to complete a performance assessment. ii. Fail a performance assessment and need to resubmit task components.

N/A as this is CASC and not PASC