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Publication Date

2015-04-01



University of California at Berkeley

PRINCIPAL LEADERSHIP INSTITUTE

A Model of Leadership Induction for California: A candidate's perspective of the Leadership Support Program at University of California, Berkeley

Rebecca Cheung

Introduction and Purpose

The Principal Leadership Institute (PLI) at the University of California, Berkeley, has three areas of work: preparation, induction, and leadership outreach. All programs are designed based on the principles of equity and social justice and focus on improving education for the most vulnerable and historically underserved public school students. In 15 cohorts, PLI has prepared over 500 educational leaders who are 50% students of color, 95% working in public education, and 88% working in the Bay Area.

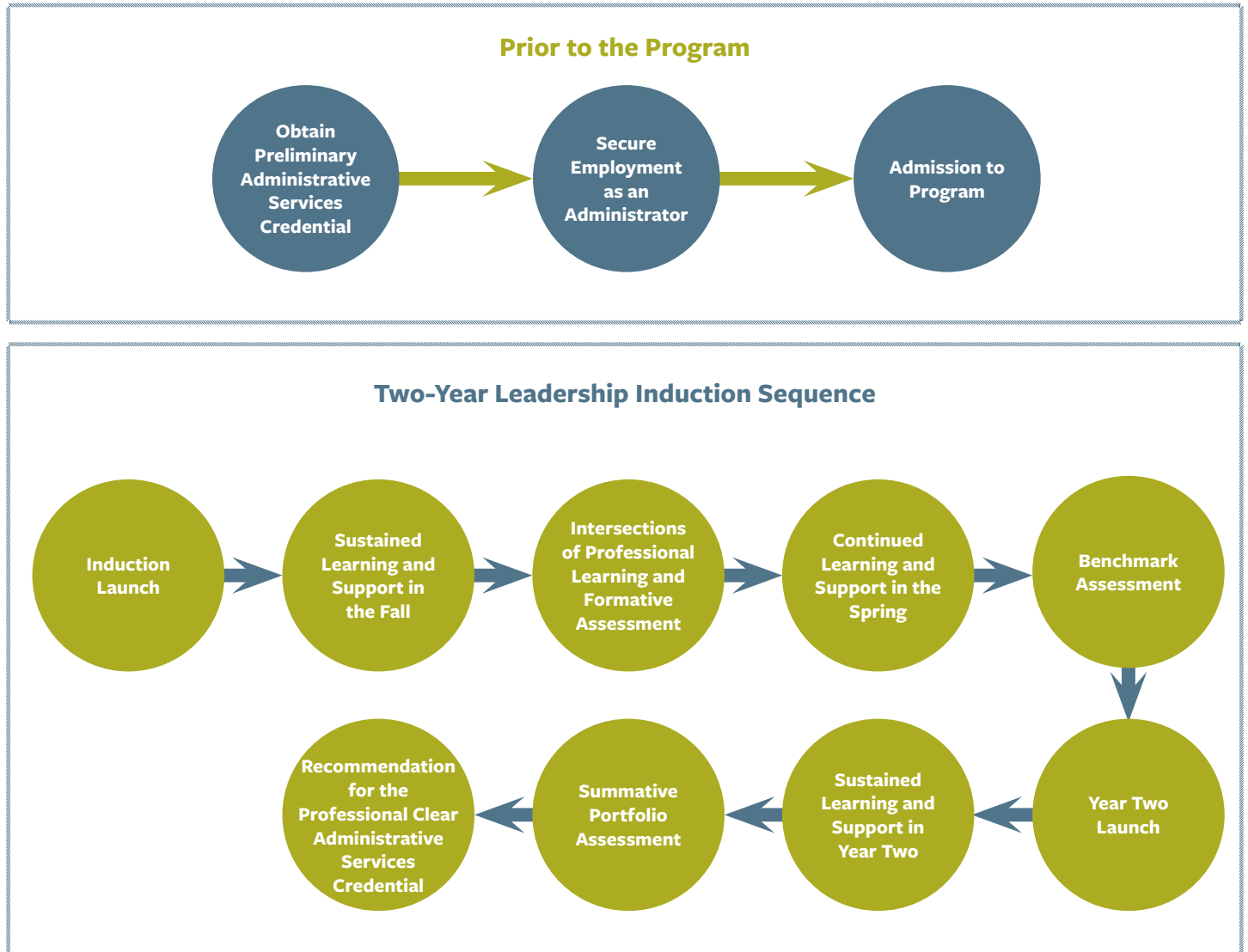
Leadership Support Program, PLI's induction program, has inducted over 100 leaders in 11 years. Originally designed as a continuation of the preparation program, Leadership Support Program now inducts PLI alumni who work in the San Francisco Bay Area, selected new leaders who graduate from other preparation programs and work in the San Francisco Bay Area, as well as alumni of our sister program, the Principal Leadership Institute at University of California, Los Angeles. There are currently over 75 participants enrolled in Leadership Support Program.

This white paper was written with the intent of supporting new leaders, districts, program sponsors, and policy makers during a time of significant policy change in California. Starting in July 2015, all new administrators in California will be required to participate in a two-year induction program as the single pathway to obtain the Professional Clear Administrative Services Credential (ASC). Consistent with major policy shifts, the field is grappling with both conceptualizing leader induction and understanding the appropriate programmatic structures and design. Through this paper, we describe the components of a typical journey through the Leadership Support Program from the candidate's perspective. It is therefore not a comprehensive accounting of all aspects or candidates in the program. We do, however, make consistent references to the language in the new program standards.

We hope this paper helps new leaders better understand what kinds of support they should receive during induction. We hope that this description helps our colleagues as they embark on the important and critical work of supporting leaders through their early career stages. We hope that this paper helps policy makers by providing an on the ground level voice to illustrate how the new program standards can be implemented in California.

April, 2015

Overview of the Two-Year Leadership Induction Sequence



Within the first four months of her hiring as an assistant principal, the ASC Induction Credential candidate, Ms. Lee, has been admitted to Leadership Support Program, the University's two-year induction program. In the early fall, she is required to attend a daylong retreat with all of the other first year candidates. Led by Mr. Jones, the Program Coordinator, the retreat provides an overview of the year, opportunities for relationship building, an introduction to the monthly meeting protocols, and the launch of the initial assessment. Guided by the Leadership Rubric, the program's equity-focused leadership standards aligned with the California Professional Standards for Education Leaders (CPSEL), Ms. Lee's initial assessment focuses on Elements 1-3, as they are the foundational leadership aspects, and includes a self-assessment, as well as other inputs such as her preliminary program portfolio (completed with a different preparation program) and employer goals. Ms. Lee leaves the retreat with homework including the completion of the initial assessment and identification of 5-6 learning goals for the first year. From the retreat, Ms. Lee knows that half of her learning goals will be supported by her leadership coach, while the remaining goals will be supported through the program's professional learning options or Ms. Lee's employer.

Less than a month after the retreat, Ms. Lee is introduced to her leadership coach by the Program Coordinator, Mr. Jones. (Her peer, who recently graduated from the University's preliminary program, is assigned to the coach who served as her field supervisor during the preparation program). Mr. Jones matched Ms. Lee based on various criteria, such as, district, school level, specialization, school type, gender, and race. Ms. Lee and her induction program coach, Mr. Diaz, make an appointment for an initial meeting to take place at her school site.

Mr. Diaz arrives for their initial coaching meeting the next week. Ms. Lee invites him into her office

and they review the agenda Mr. Diaz has drafted and begin by spending some time getting to know each other. Ms. Lee takes Mr. Diaz on a tour of the campus, describing some of her early observations and challenges. Later, Ms. Lee shares her self-assessment results that she started working on at the retreat. They identify the 2-3 goals set in her IIP that will be supported by her coach. Mr. Diaz asks probing questions about her goals and what support she needs. They agree that Ms. Lee will take responsibility to schedule a three-way meeting where Mr. Diaz can introduce the induction credential program and its expectations to Ms. Lee's supervisor and the supervisor will have the opportunity to provide input to the IIP. Within a few days, Ms. Lee receives a follow up email from Mr. Diaz summarizing their meeting, agreed upon next steps, as well as his availability for the three-way meeting.

About one month after the retreat, Ms. Lee attends her first required monthly meeting. Her facilitator, Ms. Ali, is a veteran school administrator in a neighboring district. Ms. Lee's group is composed of 8-10 other first year administrators who also attended the opening retreat where they initially met Ms. Ali. At the beginning of the first meeting, Ms. Ali describes her excitement about working together for the next two years and explains that these professional learning sessions will be a supportive environment throughout the program. She further describes that each meeting will be divided into several parts: supporting problems of practice, providing content as well as applications, and making other program connections. At the beginning of the problems of practice section of the agenda, Ms. Lee is assigned to a trio with two other participants and they are asked to use the storytelling protocol introduced at the retreat. The trio reviews the protocol: Each person is given 5 minutes to describe a specific leadership dilemma, then the two partners have a chance to ask questions, make observations, and identify implications for leadership.

Sustained Learning and Support in the Fall

Ms. Lee continues to attend monthly meetings and engages in multiple coaching sessions at her site (approximately 3 hours per month). She completes short reading assignments about supervision and evaluation for her monthly meetings, engages in several email conversation chains with her coach between sessions and also phones a fellow participant to learn more about how his school's special education integration model works.

At the November monthly meeting, Ms. Ali reminds everyone that there will be no monthly meeting in December. Instead, participants have the opportunity to select other professional learning options. Ms. Ali describes the options, which were first introduced at the retreat, to the candidates. Candidates may choose to participate in workshops, complete Personalized Learning Modules, or conduct a focused school visit. Ms. Lee decides to consult with

Mr. Diaz about her options. One workshop offering is focused on the legal procedures for an expulsion hearing. Ms. Lee thinks that she could benefit from this workshop because she is in charge of student discipline at her school; however, it is not a focus of her IIP goals. She is also interested in visiting a fellow participant from the program because his school has an integrated special education model and Ms. Lee is responsible for supervising the special education department at her school. Finally, the Personalized Learning Module about Equity Framework also seems important and could be completed on her own schedule. Mr. Diaz encourages Ms. Lee to use the goals that she set in her IIP as a guide, but to also take her context into consideration. She decides to attend both the legal procedures for expulsion workshop and complete the Personalized Learning Module on the Equity Framework.

Intersections of Professional Learning and Formative Assessment

The workshop on legal procedures for expulsion hearings is held in the evening at a local middle school and facilitated by an attorney who specializes in education law. Ms. Lee is happy to see a few people from her monthly group as well as others she met at the retreat. The two-hour workshop centers on a case study. The participants use the case study to surface questions about the legal proceedings. They have time for small group and large group discussions and questions. After the workshop, Ms. Lee submits a reflective paper to her portfolio about what she learned, both in terms of content and leadership development, to Mr. Jones and Ms. Ali.

To begin her work on the Personalized Learning Module about Equity Framework, Ms. Lee goes to the program's website where she views a two-minute video introduction (made by Mr. Jones) as well as resources and suggested activities. Based on the overview, she creates a plan for how she wants to complete the Module. As part of the Module, Ms. Lee shares some of her learning reflections with Mr. Diaz in her coaching session. Next, she writes a paper documenting the process by which she completed the Personalized Learning Module, ideas that surfaced from her conversation with Mr. Diaz, and next steps and implications for her leadership practice. Finally, Ms. Lee uploads the paper to her online portfolio for review by Mr. Jones and Ms. Ali.

Continued Learning and Support in the Spring

After the more individualized professional learning options in December, the monthly meetings continue to focus on problems of practice as well as supervision and evaluation of staff. Ms. Lee decides to leverage this topic by focusing on how to support a struggling teacher she is assigned to evaluate. Ms. Lee has a chance to analyze and compare selected evaluation instruments, practice having hard conversations, and rate staff performance according to the district rubric. In the spring, she writes a paper on how she has grown in her leadership stances related to supervision and evaluation of employees and submits it via her portfolio for review by Mr. Jones and Ms. Ali.

Through her ongoing coaching sessions, Mr. Diaz supports Ms. Lee by discussing leadership dilemmas, helping her plan professional development, co-observing a set of teachers that Ms. Lee is assigned to evaluate, and observing Ms. Lee's presentation at a parent and community meeting for the purposes of providing feedback about her professional presence, one of her IIP goals. Together, they regularly revisit

the three goals Ms. Lee set in her IIP and identify areas of growth. One goal was adjusted after the first semester due to a change in the district's student discipline policy. With their coaching conversations, they have developed a trusting, confidential relationship over time.

In the spring, Ms. Lee also has a second opportunity to choose a workshop, Personalized Learning Module, or another professional learning offering. Again, several options look appealing. She reviews her IIP and decides to complete the school visit to her fellow candidate's school to learn more about his integrated special education program, an activity she was unable to schedule during the fall. As the administrator in charge of the Special Education department, she is leading a team that is in the process of creating a vision for an integrated program at her school. Ms. Lee decides to support her work responsibilities by identifying this topic as the focus for her instructional change project, a central activity in the second year of the induction program.

Benchmark Assessment

The end of the first year, the halfway mark of the induction program, includes a series of summary activities culminating in the Benchmark Assessment. From the retreat, Ms. Lee understands that the Benchmark Assessment is an important checkpoint in her induction program. Ms. Lee exchanges impressions about her progress on her IIP goals with her coach. By compiling and analyzing all of their meeting notes and monthly summaries, Mr. Diaz presents Ms. Lee with a report that includes a description of their coaching work as well as the evidence he has collected from his field notes about her progress on three of the goals from her IIP. Ms. Lee submits this document to her portfolio for the Benchmark Assessment.

At the last monthly meeting of the school year, Ms. Lee prepares a reflection document about her leadership development which she shares with her trio. This document is also submitted to her online portfolio for the Benchmark Assessment.

During the summer, Mr. Jones reviews the various components of Ms. Lee's Benchmark Assessment: coach report, reflection document, as well as professional learning assignments. He determines that she has made sufficient progress to continue into the second year of the induction program without stipulations or additional recommended activities.

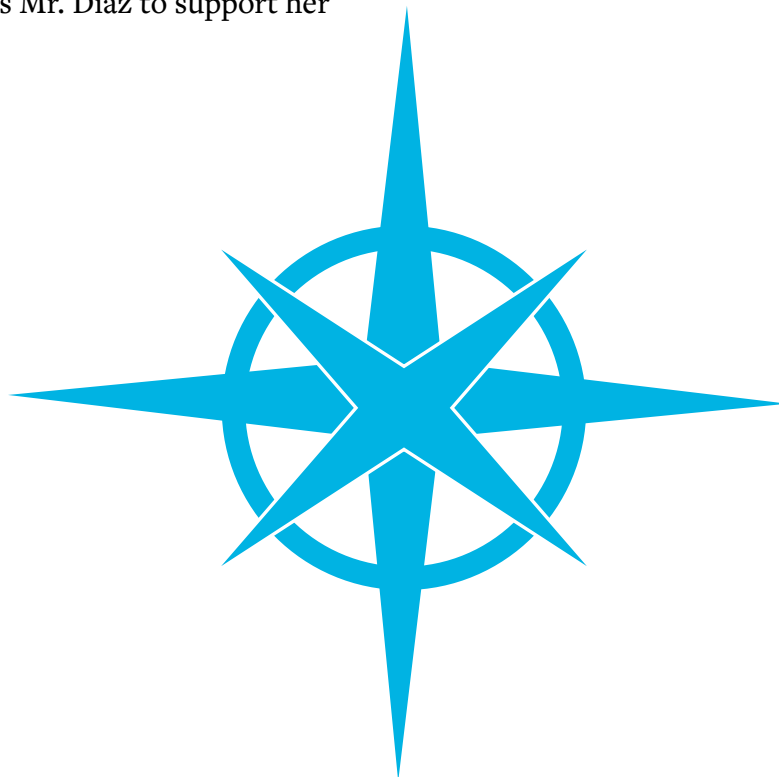
Year Two Launch

In August, Ms. Lee attends the Year Two daylong retreat. She is excited to re-connect with the participants in her monthly group as well as others in the larger group. Led by Mr. Jones, the Coordinator, the retreat provides an overview of the second year, opportunities for relationship building, an introduction to a new monthly meeting protocol, and the continuance of the IIP. Again, guided by the Leadership Rubric, Ms. Lee's IIP now focuses on Elements 4-7, including a self-assessment, as well as other inputs such as feedback on her Benchmark Assessment, her performance evaluation from her supervisor at work, and employer goals. Ms. Lee leaves the retreat with homework that includes completing the self-assessment and identifying 5-6 learning goals for the second year. From the retreat, Ms. Lee knows that half of her learning goals are to be supported by her leadership coach, while the remaining goals will be supported through the program's professional learning options or Ms. Lee's employer.

Mr. Diaz continues as Ms. Lee's leadership coach. Building upon the trusting relationship established in Year One, they jump in to identifying the goals in the IIP that will be supported by coaching for Year Two. Ms. Lee wants Mr. Diaz to support her

instructional change project- collaboratively creating a vision for an integrated special education model. Mr. Diaz will support Ms. Lee by helping her to identify the organization and systems that may be affected by the new model as well as predicting how other curriculum and instruction decisions may be impacted. Through this process, she is better able to analyze both the challenges and possible solutions for making the change. They agree that Ms. Lee will coordinate the three-way meeting between herself, Mr. Diaz, and her supervisor so that Mr. Diaz has the opportunity to review the program requirements and her supervisor can give input into the second year goals of her IIP.

About one month after the retreat, Ms. Lee attends her first required monthly meeting of the second year. Ms. Ali is excited about building upon the work of the first year, specifically shifting from trios to whole group work. Ms. Lee volunteers to be the first person to offer a problem of practice for the new consultancy protocol. She got a lot out of preparing to present her problem with Ms. Ali and especially learned from hearing the questions and suggestions of the other participants in her group.



Sustained Learning and Support in Year Two

Similar to Year One, Ms. Lee continues to attend monthly meetings and engages in coaching sessions at her site (approximately 3 hours per month). She has two more opportunities to engage in workshops, Professional Learning Modules, or other professional learning like the site visit she chose last year. Ms. Ali, Mr. Diaz, and Mr. Jones all continue supporting Ms. Lee throughout the year. She continues to use her online portfolio to collect her reflection papers, analysis, and other artifacts that provide supporting evidence of her leadership development.

In Year Two, Ms. Lee is invited to participate in a district wide leadership institute for aspiring principals. Through that program, she attends workshops

from various experts as well as district office leaders. She is able to leverage her participation in this institute by documenting her professional learning in her induction program portfolio.

Ms. Lee begins to realize that some of the peers in her monthly meeting group will be professional colleagues beyond the induction program. She networks more strategically. For example, Ms. Lee consults with her peers for recommended Personalized Learning Modules. A small group of peers begin to meet together for dinner before their meeting. She more frequently contacts individual peers for resources or other contacts for both the program and in her work.

Summative Portfolio Assessment

The end of the second year includes a series of summary activities culminating in the Summative Assessment. From the retreat, Ms. Lee understands that the recommendation for the ASC Clear Credential is based on the Summative Assessment. In preparation, Ms. Lee exchanges impressions about the progress she has made on her IIP goals with her coach. By compiling and analyzing all of their meeting notes and monthly summaries, Mr. Diaz presents Ms. Lee with a report that includes a description of their coaching work as well as the evidence he has collected from his field notes about her progress on three of the goals from her IIP. Ms. Lee prepares and presents her final portfolio to Mr. Jones, Mr.

Diaz, and a group of her peers. Her 15-minute presentation highlights her most significant leadership growth for each element of the Leadership Rubric during the last two years. The audience provides feedback about Ms. Lee's growth and readiness to lead in the future.

During the summer, Mr. Jones reviews the various components of Ms. Lee's Summative Assessment: coach report, portfolio, as well as professional learning assignments. This evidence informs his recommendation for the Professional Clear Administrative Services Credential.

Acknowledgements

This white paper was written with significant support from Karen Kearney, Project Director for Leadership Initiatives at WestEd. Thank you for your patience and guidance during the writing process.

In addition, Viet Nguyen, Coordinator of the Leadership Support Program, and Heather Mattson, Senior Research Associate with the Comprehensive School Assistance Project at WestEd, provided substantial input.

Credits

The learning that contributed to the results detailed in this report, and the development of the report itself, were funded in part by the Kenneth E. Behring Foundation, the Stuart Foundation, the Walter & Elise Haas Foundation, the Rogers Family Foundation, the James Irvine Foundation, the David Gardner Chair of Higher Education, and University of California Office of the President.

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