EDA 612: Structure of Digital Reflective Portfolio (DRP) and Action Plan: <https://bit.ly/NUIIPKMH>

Password: Bernstein2024

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EDA 612: Pro Development Seminar II

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Clear Administrative Services Credential Program

National University

EDA 611: Structure of Digital Reflective Portfolio (DRP) and Action Plan

**Assignment: Write a 1-2 page Action Plan with firm next steps that will help you to continue to making progress on your IIP goals (include any areas where you anticipate getting stuck, or needing extra help and describe how you will accomplish these steps). Additionally, describe how you will continue to develop your Digital Reflective Portfolio as you make progress in your IIP. Include a password protected link for your DRP in your Action Plan (and be sure to make your DRP accessible by sharing it with my email).**

**CPSEL Standard 1: Overarching Goal: Facilitating the development, articulating, implementation, and stewardship of a vision of learning that is shared and supported by the school community.**

***1.1 Develop a school vision for the Project-Based Learning (PBL) Model thru Linked Learning: ACTION STEP–Maintain the WASC Categorical Momentum as integral to the continued overall Vision and Mission.***

The WASC CDE Self-study report was completed and uploaded on February 5, 2024. The next part of the WASC accreditation process is the “hospitality” reception of the on-campus WASC visiting committee members. The welcoming process will be a good step in the NU Action Plan to identify areas of strengths and Areas of Growth. As stated, PBL, Linked Learning rubric curriculum alignment is one of the identified WASC Action Steps. The NU Action Plan to analyze and make definitive, firm steps toward a shared vision among all stakeholders will be guided by the energy and effort, the catalyst of the WASC accreditation process. What we learn here is to be used as an educational inertia to drive the holistic “stewardship of a [schoolwide] vision of learning.” I desire to use the WASC Action Steps and strategies to address gaps as an ongoing process of collaboration in both categorical domains and discipline-focused groups. This concerted effort can be easily lost and only resurrected during the accreditation process. My vision is to incrementally and collectively focus on improving and updating all categorical domains as an integrated part of the professional learning done incrementally throughout the academic year. Why not use the accreditation outline in categorical domain accountability as the main structure of data-driven instructional analysis that highlights organizational, curriculum, assessment, and cultural components as definitive parts to be assessed and adjusted multiple times a year and each year in between the WASC process. The main area that I anticipate being challenged with is building the intrinsic motivation for faculty and staff to be truly invested to provide intrinsic value to the accountability process.

***1.3 Allocate resources to support the vision: ACTION STEP–Vet and critique all expenditures and needed resource to outlast budgetary restraints.***

The fidelity of resources must be tied firstly to the PBL platform and curricula since it is the backbone, the central nervous system of the School of Business and Tourism (BT) pathway. On February 9, 2024, the district released a 30 million dollar shortfall which will impact all programs and personnel. As a pilot school, expecting these moments of feast and famine should be built into the integrity of available resources that impact the most integral components of the program to outlast and survive areas of financial struggle. Vetting programs and associated curricula resources and professional learning opportunities to strengthen the already installed components and maintaining a low personnel attrition rate will be paramount. Tying every decision to a clearly defined vision with dedicated resources that are critiqued in advance will not only maintain and strengthen the vision but will build a palpable resilience during difficult times.

**CPSEL Standard 2: Overarching Goal: Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

***2.1 School survey data analysis from all stakeholders concerning school culture and safety for all learners (e.g., RSP; SDC): ACTION STEP–1.1 and 2.1 continual analysis and maintenance of categorical domains to be articulated in the SPSA validated by a culture of data collection and analysis.***

The SPSA Principal’s survey and School Experience Survey (SES) need to tap into the widest and most involved community members to drive the instructional direction and provide accountability throughout the whole process. There is data collected based on instructional benchmarks, but to address the WASC categories A and E successfully, that also impact curriculum and assessment, providing organizational input (A) and cultural factors (E) will provide viable qualitative data nuanced in the cultural health of the school that affects metacognitive factors often impeding academic performance. There is a lot of social emotional contingencies that are impacting the safety and belongingness necessary for college, career, and life. Surveys that are qualitative in nature need to be provided and administered with fidelity to truly address or anticipate the impact on student achievement affecting all stakeholders participating in student learning.

***2.3 Guide professional growth for PBL team and faculty/staff stakeholders: ACTION STEP–Linked Learning bi-monthly collaboration***

Part of the WASC Action Steps is to provide alignment and accountability to the PBL backbone of BT. Strengthening accountability measures during PBL PD’s is a necessity presently impacting the vertical alignment necessary to connect 9th-12th grade pathways for a well rounded business pathway. This ACTION STEP will involve using the district’s Linked Learning experts bi-monthly to sit in PD development to provide critique and direct available resources to build a heightened awareness of PBL rubric alignment tied to the overall Vision previously indicated.

**CPSEL Standard 3: Overarching Goal: Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**

***3.1 Ensure a safe, positive, equitable school environment with coordination from the PSW, PSA, SCA, CoS Coord., SSPT, and Positive Behavioral Intervention Support (PBIS): ACTION STEP–Use district TFI resources to strengthen PBIS/RP strategies affecting the overall Vision and Mission.***

The district has provided an onslaught of Multi Tiered Student Supports to identify the level of intervention needs of individual learners or systemic concerns. This ACTION STEP will lean on the district Tiered Fidelity Inventory District Personnel to provide on-campus trainings to support the district’s Discipline Foundation Policy committed to more Restorative Practices than punitive approaches. I plan to have one formal training each month to address the specific standards associated with the TFI/PBIS categories to strengthen the WASC category E continued analysis that can drive the above SES and Principal qualitative measurements.

***CPSEL Standard 4: Overarching Goal: Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.***

***4.1 – Collaboration and ownership of families and community stakeholders or educational partnerships to build community structures related to Business and Tourism opportunities***

***4.2 – Extend opportunity, resources, and data-driven strategies to integrate all stakeholders to activate and expand the ecological framework of the learner: ACTION STEP–Strengthen school site councils with a wider and more diverse stakeholder participation via the Community of School Partnerships.***

The Superintendent’s Executive Pillar Plan heavily targets leadership opportunities to involve parents and community members to participate in various school initiatives. Part of the overall Vision stewardship will be to promote, provide accessibility, and integrate various voices to guide the direction of the school. Right now there are the expected opportunities that are mandated by the district, but to provide a strong collaboration with our new Community of School partnerships will provide much more frequent and intimate opportunities to strengthen community engagement.

***CPSEL Standard 5: Overarching Goal: Modeling a personal code of ethics and developing professional leadership capacity.***

***5.1 Maintain ethical standards of professionalism with School of Business and Tourism (BT), Global Studies (GS), Academic Leadership Community (ALC), and School of Social Justice (SJ)***

***5.3 Model reflective practice for continuous growth: ACTION STEP–to provide the colocated***

***campus supervisors to collaborate with topics affecting safety and school culture.***

As an example, the overall school campus has had 12 Narcan opioid overdoses within the last month. This is demoralizing to the larger campus and disconcerting to the extended community. The Action Step that is desired is to start with a school-wide, campus-wide initiatives that are holistic in nature. The first collaborative that will involve key stakeholders will be to develop and implement a continual anti-drug campaign that will coordinate security and health and safety protocol and that will extend into partnerships way beyond the campus. Networking with professional agencies and providing expert speakers to promote resources will be a specific action step, actually already underway. As stated, all four schools work together through student expectation assemblies and PBIS TFI integration related to the LAUSD’s executive plan.

***CPSEL Standard 6: Overarching Goal: Understanding, responding, and influencing the larger political, social, economic, legal & cultural contexts (context & policy). A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.***

***6.1 SSC and SGB community collaboration to guide and direct the adopted SPSA for policy adoption***

***6.3 Incorporate/gather input from the public and community: ACTION STEP–SSC, SGB, PBL, and ELAC support.***

TSP and CoS Coordinator partnerships will help to address compliance policies that are highlighted in the SPSA. The SPSA is technically chapter 5 of the WASC accreditation, so to build a continual platform that we are collecting data and reporting on program continually between accreditation years will also be targeting the SPSA chapter 5 areas of growth. The integral members of school-site council members are tied to these accountability conversations, so the ACTION STEP previously mentioned about the diversity and frequency of stakeholder meetings is tied to the CPSEL Standard 6. Right now, the effort and diversity of these meetings are infrequent, like active participation, and are myopic in stakeholder diversity with the same limited membership encapsulating all of the leadership opportunities. My ACTION STEP will to promote frequent and in-person celebrations of leadership on the campus and in the local community. Right now all the meetings are virtual and 95% of the participants have their cameras off. There is much room for improvement and community building opportunities to promote intrinsic ownership.

**DRP ACTION STEP:** I have begun moving all of my content to a Wix website platform (i.e., <https://bit.ly/NUIIPKMH>) to highlight all the National University work and to chart progress or lack of progress in the Induction Plan. I am still unclear about NU’s expectation, but I am pretty comfortable about the digital platform structure. I need to maybe see an example with the different areas to be organized into. It asks for a password/code. I’m not sure what this means, but if I were to limit access to my NU DRP on the website, I will choose Bernstein2024, no space, as my passcode. I will gain more clarity in the remaining classes.

I have already added a cv, letter, and an educational philosophy:

Dear Parents or Guardian/s,

My educational philosophy and ambitions are rooted in the belief that educators are incredibly influential. They influence by imparting knowledge within and across disciplines, and by daily sharing their lives as fellow-learners, friends, mentors, and, occasionally, benevolent disciplinarians. Therefore, an educator is to be a role-model that fosters the love of learning and the enthusiasm for life through strong, consistent, and practical teaching methods in and outside the classroom. However, collaboration from all participants (i.e., teacher, student, parent/s, and administration) is necessary to ensure a culture of learning. Every participant adds value, support, and accountability to encourage and monitor social and academic progress. Specifically, the teacher's facilitation of classroom learning is complemented by students' participation, behavioral management, and academic endeavor. When these variables are combined with the students’ unique cultural/personal backgrounds and individual talents and intelligences, then academic excellence and social competence are daily achievements. The final objective of any Alma Mater is to foster life-long learners and conscientiously optimistic citizens. Therefore, the purpose of education is to teach us more about each other and, ultimately, the world within which one lives. As a result, teaching is a profession with much responsibility and much edification.

I am sincerely excited to serve as your child’s Assistant Principal. I consider it an honor to be placed as an advocate and mentor for your child.

Sincerely,



Kenneth M. Hill, EdD