EDA 613: Assignment 5–Reflection of IIP as a Whole

Kenneth M. Hill

EDA 613: Assessment Seminar

November 17, 2024

Professor Adam Bernstein

Clear Administrative Services Credential Program

National University

EDA 613: Assignment 5–Reflection of IIP as a Whole

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: CPSEL Standard 1: 1.1 Develop a shared vision; 1.2 Plan and implement activities around the vision; 1.3 Allocate resources to support the vision.

CPSEL goal overview and why you chose it:

After two years of learning and completing the Professional Clear Administrative Services

Credential, the chosen CPSEL Standards help shape the needed areas of focus. In CPSEL Standard 1

focusing overarching goals of vision and relevant resources, it is appropriate to choose a CPSEL that

sets the tone and climate and relationships to drive subcategories that drive the educational context.

The overall school vision is fundamental and I have had the experience to see multiple educational

contexts in the past two years that have made me a personal and discrete critic of a school's culture

and climate.

How you measured and assessed the goal outcome:

The successful WASC accreditation of 6 years, no visits was a great, comprehensive measure and

achievement. The accreditation process helped to identify specific WASC Action Steps, a total of 4.

Through the collaboration of categorical domains leadership and interdepartmental analysis, the

specific domain groups afforded data collection, interdepartmental analysis and summary, and

program changes that mirrored the findings, specifically via the PBL mission and vision and ongoing

relevance with community networking.

The impact that your goals had on Culture, Teaching, and Learning:

As stated, I believe my leadership leading the school through academic victories (e.g., SBA, WASC) and social predicaments allowed me to impact the culture, teaching and learning despite the direct leadership dysfunction. It was by patience and stable resilience that my leadership was well received as a lasting legacy through very difficult, hostile moments. This was often communicated to me on a personal and professional level.

Describe your success in meeting each goal:

Miraculously, I met and exceeded with exemplary results every academic and social challenge related to CPSEL 1 despite, I believe concerted effort to sabotage many efforts from my supervisor. It was with a select and trusted group of collaborators that helped the school focus on the challenges that were in our jurisdiction to control and to persevere with dignity and resilience in frustrating circumstances that were beyond our control. I am extremely grateful and proud of the work I accomplished with an amazing group of colleagues dedicated to the school and to the students that have been entrusted to us.

If there were parts of a goal that were not met, describe why:

As Assistant Principal, the need for consistency and authenticity was never something that materialized for a long lasting change affecting relationships and the the cultural health of the school. The situation only worsened over the two years to the point of many faculty/staff asking for transfers and the total student enrollment dropping by 30%. However, at the end of the two years, my determination and effort to build programs, quality PD's, and personal relationships/friendships was painfully obvious. I left with my dignity and an exemplary reputation.

What were some of the biggest "take-aways", lessons, or impressions that you gained while in the program? Any surprises? Any confirmations?

Going through the WASC accreditation scrutiny that forces a hard critique of every facet of the

educational context forces the entire constituency to become and, hopefully, remain cognizant to

continue to refine, remain diligent, and practice fidelity to identify and promote the chosen action

steps and to align these action steps with the required "fidelity of resources." For example, in

CATEGORY A: organizational structures, the faithfulness and continual critique from the School

Site Council (i.e., SSC) and The School Governing Board (i.e., SGB)will help to fight for and

maintain the access and the health of required personnel and resources from an organizational lens.

CPSEL Standard 2: Overarching Goal: Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. CPSEL Standard 2: 2.1 Develop school culture and ensure equity; 2.2 Guide the instructional program; 2.3 Guide professional growth of staff; 2.4 Create and utilize accountability systems.

CPSEL goal overview and why you chose it:

I chose this CPSEL 2 because our school was going through the The WASC CDE Self-study report

that included, specifically of Category E, the chosen Action Steps addressed school culture and

climate development and how it will objectively impact growth in student learning and faculty/staff

growth. The WASC process was a very comprehensive look at CPSEL 2 and helped to myopically

align the chosen curriculum with specific energy and focus on culture and community engagement.

As stated, the shared vision of CPSEL 1 corresponds to CPSEL 2's focus on the necessity of a

nurtured culture among all stakeholders as "steward[s] of a [schoolwide] vision of learning." I chose

CPSEL 2 because it was a nice sequence of CPSEL 1 laying the relational foundation that impacts

all of the other CPSEL standards in the NU credential program.

How you measured and assessed the goal outcome:

I measured and assessed CPSEL 2 with the WASC report and, specifically, with the PBL rubric

revision and realignment in the context of a WASC Action Plan Step. Category E in the WASC

self-study was a comprehensive analysis of present and future supports and resources to help

develop and protect an educational environment that promotes learning from an ecological

perspective valuing Maslow's Hierarchy of Needs in real application.

The impact that your goals had on Culture, Teaching, and Learning:

As stated, CPSEL 1 and 2 are foundational to educational success. CPSEL 2, specifically addresses

the more abstract variables impacting teaching and learning that shape and maintain health affecting

a school vision, the standard to develop school culture is paramount to counteract negative

influences. Valuing personnel in PD, programming, communication, disciplinary support, and timely

data-driven instruction are categories to focus on building an authentic culture that leverages the

cultural currency of competent personnel.

Describe your success in meeting each goal:

With the completion of The SPSA Principal's survey and School Experience Survey (SES) indicated

the suspected culture and climate priorities, highlighting the quite evident cultural concerns

impacting the general culture and school vision. Through the successful collection and completion of

these two surveys, the data indicated the specific areas needed to be addressed and for allocation of

resources to correct and support CPSEL 2 development of cultural variables. This was successful in

that it involved all the relevant school and community members shaping instruction and

accountability. Having a platform that allows all the stakeholders to have a voice was very impactful to collect and suggest change for the upcoming school year.

If there were parts of a goal that were not met, describe why:

The reallocation of personnel and the late collection of the SES and the principal survey made it hard to shape the SPSA to write the narrative to highlight the justification to shape the upcoming budget resources. Many of LAUSD's pillars focus on the "Joy and Wellness" of the school and student learning affecting the safety and culture of the school. The late arrival of both survey's rushed the analysis of the very low marks indicating safety and cultural concerns.

What were some of the biggest "take-aways", lessons, or impressions that you gained while in the program? Any surprises? Any confirmations?

The completion and reallocation of the budget constraints for resources, programs, and personnel were devastating to possible growth. It's very frustrating that budget limitations and seniority are paramount to slowly developed and nurtured relationships affecting CPSEL 2's culture and climate focus. As stated, it is my desire to be very diligent in scrutinizing and vetting programs and resources to strengthen the presently used components. In the future, I desire to use objective data to allocate dedicated resources to maintain and strengthen the vision to avoid the upheaval of programs and the undoing of relationships.

CPSEL Standard 3: Overarching Goal: Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. CPSEL Standard 3: 3.1 Ensure a safe school environment; 3.2 Create an infrastructure to support an effective learning environment; 3.3 Manage the school learning-support system; 3.4 Monitor and evaluate the program and staff

CPSEL goal overview and why you chose it:

I chose CPSEL 3 mostly because there is a necessity of a safe school environment that allows for everything else to be possible. It is sequential to CPSEL 1 and 2, but I believe it to be the foundation of achieved vision or cultural influence. This is why Maslow uses the bottom of the pyramid addressing physiological needs and then safety leading toward "belonginess," self esteem, and actualization. As stated, safety needs to be the first-level approach when building or rebuilding a school's culture.

How you measured and assessed the goal outcome:

As stated, the SES and the Principal survey helped address safety issues. However, the CPSEL of 3.2 addresses an infrastructure to support an effective learning environment. Over the last year, I completed 25 informal observations that had the spirit of coaching and support rather than evaluative feel. I often involved peer-observations to remove the administrative-feel to the visits. This was impactful with informal observations that helped to develop growth while providing support, feedback, and continued professional learning.

The impact that your goals had on Culture, Teaching, and Learning:

The Administrative process helped to link expectations like observational practice with organizational efficiency and effective learning with an expectation of safety. For example, providing a safe observational practice created camaraderie which really helped the cultural needs of the school. Though the evaluative process is expected, shaping it into "something much less intimidating" supported the promotion of effective teaching and learning while impacting the culture of the school and promoting a safe-school environment even through pedagogical observation practices.

Describe your success in meeting each goal:

Once again, the WASC Category E was a comprehensive assessment related to addressing CPSEL 3

concerns. In this section, all ISSP trainings, Crisis Team meetings, SSPT collaboratives, and

TFI/PBIS assessments provided feedback and accountability in addressing safety and culture

concerns indicated on the SES and Principal Evaluation surveys. Category E provided collection of

SGB and SSC minutes that cataloged concerns with possible solutions and necessary resources to

address the Category E findings related to school safety and equitable practices.

 If there were parts of a goal that were not met, describe why?:

Well, the district has created an accountability measure that supports SEL instruction and provided

supports based on a 3 level Multi Tiered Student Supports (MTSS) that indicates the severity of

specific needs based on various measures. When my team completed the inventory list that acts as a

gauge to address specific SEL instructional standards via the Tiered Fidelity Inventory (TFI)

evaluative criteria, our school scored very low in most categories on the self-assessment. This gave a

barometer of areas needed to grow in specific factors impacting CPSEL 3 standards in safety and

effective learning systems.

**What were some of the biggest "take-aways", lessons, or impressions that you gained while in
the program? Any surprises? Any confirmations?**

No real surprises since the incremental measurements via the TFI and MTSS frameworks allowed

for a self-assessment to address CPSEL 3 standards. Even without certain measurements, the results

of safety, effective learning, and a welcoming environment were known by most participants because

we live and work in the climate that is/was struggling to overcome unwarranted dysfunction, despite

it being more of an abstract "feel" to how the school is doing before it is measured in concrete

academic measurements. The Administrative Credential Program did help to frame what I was

experiencing through the lens of leadership accountability measured in CPSEL specific standards

and collaborative coaching, etc.

CPSEL Standard 4: Overarching Goal: Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. CPSEL Standard 4: 4.1 Collaborate to incorporate the perspective of families and community members; 4.2 Establish and manage linkage between the site and the larger community context 4.3 Engage and coordinate support from agencies outside the school

CPSEL goal overview and why you chose it:

I chose CPSEL 4 because the campus of The School of Business and Tourism has a complex and

diverse stakeholder constituency within the MacArthur Park Community of Schools. This is valuable

CPSEL standard because it takes the previous CPSEL standards and provides specific action to

address the holistic school environment. For example, in the past year we have purchased and are

doing our best to find valuable ways to use the new Community of Schools Coordinator and

Representative bought by our new collaboration with the Community of Schools Initiative. As

stated, this is in alignment with the findings and Action Steps of the WASC Category E that

communicates BT's mission and vision. We have made great strides "activating" the Community

Coordinator with collaboration with the Parent Center resources.

How you measured and assessed the goal outcome:

I measured and assessed CPSEL 4 with the aforementioned SES, Principal Survey, WASC Category

A and E, and minutes from the SGB and SSC. For example, the SGB and SSC minutes indicated the

communication and approved budgets from the office of the TSP and COS coordinators to use the

collective data to guide future resources impacting stakeholder involvement affecting learning and cultural variables.

The impact that your goals had on Culture, Teaching, and Learning:

The impact on Culture, Teaching, and Learning impacted the SBAC scores, i-ready assessments, TFI inventory, and SES results despite the SES and TFU results suggesting major growth. As stated, all of the above measurements are part of the Superintendent's Executive Pillar Plan that drive and dictate the vision of the school indicated in WASC A-E categories. These were accounted for through monthly certifications via the regions directly to the Community of Schools Director for accountability. These certifications can be considered other indicators measuring achieved goals in Culture, Teaching, and Learning.

 Describe your success in meeting each goal:

As stated, the TFI provided a formative barometer for self-assessment for relevant CPSEL standards specific to stakeholder collaboration. This measurement was low and did not progress from the pre and post assessments related to, in my humble opinion, the lack of principal leadership impacting the daily school culture and implementing systems and resources needed to address these identified deficiencies.

If there were parts of a goal that were not met, describe why?:

CPSEL 4 addresses community collaboratives best indicative of the SGB and SSC meetings and the community stakeholders organized and funded via the TSP and COS programs. I think the TFI indicates that many of the goals necessary to fully integrate all relevant stakeholders suggests massive improvement. I would focus my energy on laying the foundation and dedicating the resources to positively impact this CPSEL 4 focus.

What were some of the biggest "take-aways", lessons, or impressions that you gained while in the program? Any surprises? Any confirmations?

From CPSEL 3 to 4 consists of a wider trajectory to leverage cultural currency in a more general application. Like CPSEL 3, there were not many surprises or takeaways because they were already felt and identified prior to the WASC report, SES survey, or collaborative SGB and SSC. Tools like the TFI did help to articulate in a stratified way specific components to address, but the overall lack of cultural safety and wider CPSEL 4 stakeholder involvement was felt in very personal and practical ways on a daily basis.

CPSEL Standard 5: Overarching Goal: Modeling a personal code of ethics and developing professional leadership capacity. CPSEL Standard 5: 5.1 Maintain ethical standards of professionalism; 5.2 Guide sound courses of action using pertinent, state-of-the-art methods; 5.3 Model reflective practice and continuous growth.

CPSEL goal overview and why you chose it:

CPSEL 5 creates the boundaries that lead to maximizing leadership capacity and exemplifying professional ethical standards affecting the entire educational context. Because of the WASC accountability and the close proximity of collaborative work with the SGB, SSC, and budgetary compliance with the SAA forced transparency and compliance in budget, time-reporting, curriculum alignment, operational regulations, and data reporting that, as said, creates the necessary confinement for promoting an efficient and ethical culture.

How you measured and assessed the goal outcome:

CPSEL 5 was measured and assessed through the WASC self-study assessment, district regulations and mandates, and alignment of the small pilot schools agreement that dictated the different business and marketing pathways and resources. Also, I was directly involved with the larger campuses safety

collaboratives as well as the COS monthly ethical and safety meetings that shared updated

operational directives to be ensure policy and referendum compliance locally and across the district

promoting BT's campus-wide code of ethics. As stated, all four schools work together through

student expectation assemblies and PBIS TFI integration related to the LAUSD's executive plan.

The impact that your goals had on Culture, Teaching, and Learning:

The impact of the safety collaboratives and budgetary compliance concerns impact the Culture,

Teaching, and Learning by running the "business" side of things so that there is longstanding support

and equitable access to safe, efficient, and effective learning and teaching (e.g., .faculty and staff

X-time, extra-curricular academies and interventions).

Describe your success in meeting each goal:

I think more than the other CPSEL standards, the goal of CPSEL 5 is more nuanced and ongoing due

to variables beyond one's control. However, I think taking a concerted interest in the accounting side

of things and being a partner in the COS safety collaboratives created a support network to rely on to

meet deadlines, anticipate restraints, and to involve a larger constituency to take ownership of the

expected accountability.

If there were parts of a goal that were not met, describe why?:

As stated, CPSEL 5 is a constant flux of an ongoing response to all things impacting education

directly or indirectly from a business perspective. I have a lot of learning to do with maximizing the

budget and anticipate the fidelity of expected resources for present and future obligations. However,

I was hampered in learning and possessing the intrinsic effort because of the lack of ownership in

response to the contentious work environment that, I guess, can be applied in all my chosen CPSEL

standards. I definitely combatted lack of ethical integrity that spilt over into every facet of the

educational context.

What were some of the biggest "take-aways", lessons, or impressions that you gained while in the program? Any surprises? Any confirmations?

As stated, I desire to continue to work collaboratively in safe passage and budgetary compliance issues. I also will continue to bolster the gang intervention (i.e., GRYD) and relvant anti-drug campaigns along with staff training in all ISSP trainings that tackle various topic like harassment to fentanyl use. I have trained formally and informally my entire faculty/staff through PD's and This school expectation assemblies targeting areas in the PBIS TFI 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. CPSEL Standard 6: 6.1 Engage with policy environment to support school success; 6.2 Interact with stakeholders. View oneself as a leader of a team and also as a member of a larger team; 6.3 Incorporate input from the public

CPSEL goal overview and why you chose it:

I chose CPSEL 6 because I believe that collaboration is necessary for a leader to develop his or her larger team and to take advantage of the various talents and ownership that can drive Teaching, Learning, and Instructional practices.

How you measured and assessed the goal outcome:

I guess CPSEL 6 is also measured nicely in the WASC reporting and surveys like the SES. However, informally it can be measured through consistent leadership that emulates effective and personal communication, practicing consistent protocols that resonate discipline and high-expectations for all stakeholders, and providing the authenticity of being approachable and the willingness to listen and use the skills of the team.

The impact that your goals had on Culture, Teaching, and Learning:

CPSEL 6 can impact the Culture, Teaching, and Learning in precise and subtle ways. As stated, if the leader is approachable and cognizant to the needs of his or her constituency, this can impact the cultural tone and set an expectation of above-standard requirements that are practiced by even administration. I mentioned this earlier that this can be in the smallest of ways (e.g., administration time reporting). This little example can impact Culture which therefore impacts Teaching and Learning by communicating that all participants are part of the overall goal of excellence by providing clear expectations and communication.

Describe your success in meeting each goal:

I was intentionally diligent to set and leave an impeccable work ethic that translates into motivation and academic achievement through consistent, honest, and quality work. For example, as stated, I worked closely with the TSP and CoS Coordinators that help keep me honest to meet deadlines, understand budget compliance, and to keep a pulse on the community stakeholders involvement and overall health of the school culture. They helped me meet the CPSEL 6 standards whose voices are represented in TSP and SPSA documentation reports required of federal and state mandates. The WASC accreditation was also another goal met which helped to triangulate data from different categorical domains.

If there were parts of a goal that were not met, describe why?:

One specific goal that focuses on the wider scope and sequence of CPSEL 6 was the modification and very slow acceptance after many revision of the TSP and the SPSA plans. This was due to an accounting error by the principal that over compensated spending to buy personnel for the 2024-25 school year where no money was actually available. This was an embarrassment but actually

indicative of the daily dysfunction felt by many articulated in budget and compliance reports.

What were some of the biggest "take-aways", lessons, or impressions that you gained while in the program? Any surprises? Any confirmations?

CPSEL 6's "take-away" was that the coalition of arbiters representing large budget categories need to be in early coordination with strong communication and articulation of policy and regulation modifications and protocols. Going through the budget embarrassment because the SPSA and TSP reports being misdirected due to accounting errors was not a surprising outcome with the expected frustration often experienced. However, despite of complicated "social" issues, the students and the community deserve to have their voices heard and respected in SPSA and TSP budgets expressed in frequent SGB and SSC council meetings.