EDA 612: Assignment 6: An Evolving Individualized Induction Plan and Digital Portfolio: <https://bit.ly/NUIIPKMH>

Password: Bernstein2024

Kenneth M. Hill

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Professor Adam Bernstein

Clear Administrative Services Credential Program

National University

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**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 has now completed and just received a finalized WASC CDE report of 6 years plus one day visit. The WASC accreditation “hospitality” reception was a success and the initial reviews were very positive identifying the chosen Action Steps indicated in the report: Linked Learning rubric curriculum alignment; Math and ELA literacy, and culture and community engagement. These steps or action items are indicative of the needed criteria of a shared vision that includes all stakeholders, as stated, of the “stewardship of a [schoolwide] vision of learning.” As stated, the main area that of challenge will be with 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 PBL rubric alignment was identified as an action plan and validated by the WASC Visiting Committee. With the upcoming budget constraints, I desire to be very diligent in scrutinizing and vetting programs and resources to strengthen the presently used components. I desire to use objective data to allocate dedicated resources to maintain and strengthen the vision.

**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) has not yet been completely developed and I fear that it will not be a priority to highlight serious concerns affecting the overall culture and vision of the school. The community members that drive instruction and accountability have been very relaxed about forcing this measure to promote change. This is a great disappointment and, unfortunately, I am not considered to be a voting member to be a part of the process that could enforce implementation.

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

The district’s PBL Linked Learning consultants were a very big help in organizing a lit fo the good work done to address all action steps affected by this pathway. Also, the weekly PD and PBL meetings will continue to be implemented at the school site as well as the use of consultants will provide critique and guidance.

**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 Multi Tiered Student Supports (MTSS) will continue to be used in relation to the Tiered Fidelity Inventory (TFI) evaluative criteria. We’ve had 6 TFI meetings since earlier February that provide reflection and evaluation of the school’s integration and effectiveness of Restorative Practices.

***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 will continue to drive major categories that dictate the vision of the school. There are monthly certifications of each category which provide vertical accountability but the amount of work to complete all of these certifications are quite pedantic. I will continue to work intermittently to minimize the pedantic work. I will also begin to amalgamate the present work with Chapter 1 and 2 of the Midyear WASC report so that the next WASC process is easy due to continued updates.

***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.***

We continue to work collaboratively to involve all MCLC schools specific to anti-drug campaigns that have plagued our student population. In the last 3 months, we’ve had to administer 12 Narcan doses and have trained all faculty and staff in this administration. This will be complemented by continued promotion of expectation assemblies and seminars along with the 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.***

Recently the TSP and the SPSA plans had to be rewritten and resubmitted in coordination with recent budget constraints. It was a growth to be a part of the writing process that writes the narrative justification to support 2024-25 budget resources and personnel and then to connect these justifications to the chapter 5 of the WASC report. As stated, my ACTION STEP will to promote frequent and in-person meetings that are mostly presented virtually with 95% of the participants with cameras off.

**DRP ACTION STEP:** I continue to organize the EDA 610,611, and 612 content to my NU website platform (i.e., <https://bit.ly/NUIIPKMH>). I have organized it and it will now just take the time to go back and began making sure all of the good National University work is highlighted on the website. I will probably organize the content into how the course organizes each assignment, differentiating from papers, projects, and discussions. As a reminder, I have chosen Bernstein2024, no space, as my passcode.