

Kenneth M. Hill
Individualized Induction Plan
NATIONAL UNIVERSITY
School of Education: Educational Administration and Educational Leadership

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 Descriptions of Practice (DOPs) for Standard 1

1.1 Develop a shared vision

1.2 Plan and implement activities around the vision

1.3 Allocate resource to support the vision

Review the CPSEL rubric as you develop your goals.

Assessment Data	Action Steps	Evidence/Artifacts	Result of Action Step <i>Impact</i>
1.1 Develop a school vision for the Project-Based Learning (PBL) Model thru Linked Learning	<p>Identify and promote unified, cohesive, and coherent PBL rubrics that indicate a continuity from 9th to 12th grade with tangible college and career readiness directed toward Business and Tourism</p> <p>RSP and SDC Special education collaboration will adjust rubrics specific to IEP and 504 modifications with language specific to Business and Tourism related standards</p> <p>Weekly PD (Tuesdays), PBL (Wednesdays), and monthly ILT (Instructional Leadership Team) will be provided reciprocal collaboration to orientated, design, integrate, and</p>	PBL will provide cumulative Business and Tourism grade-level projects to be presented before a panel of community judges per semester	Utilize survey and feedback from all stakeholders related to the relevance, value, and impact of the PBL projects indicated by the altered shared vision driving PBL objectives

	refine shared PBL Linked Learning mission and vision objectives.		
1.3 Allocate resources to support the vision	<p>Weekly PD and PBL</p> <p>Monthly ILT</p> <p>Special Education bi-monthly tactical with integrated IEP modifications related to PBL project support</p> <p>Linked Learning Conferences</p> <p>Qualtrics survey platform for stakeholder input</p> <p>Research-based instructional strategies and programs (e.g., PBL Virtual Reality programs) supporting and complementing Business and Tourism integration</p>	<p>Qualtrics Surveys</p> <p>PBL ppt.</p> <p>PD ppt.</p> <p>ITL ppt</p> <p>Sped Tactical ppt.</p> <p>PBL rubrics and presentations (pre and post)</p>	Stakeholder feedback and budget allocation to reinforce resources and instructional support/s

Additional Professional Learning: Linked Learning Resources; Creating Creators integration; Business and Tourism curricula

Note: Your goal should align with the assessments you completed as well as organizational needs. Work with your site coach and course instructor to develop your goals. Make two goals in each CPSEL.

Signatures (CPSEL Standard 1):

Candidate

Site Coach

Course Instructor

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CPSEL Standard 2

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

CPSEL Descriptions of Practice (DOPs) for 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

Review the CPSEL rubric as you develop your goals.

Assessment Data	Action Steps	Evidence/Artifacts	Result of Action Step <i>Impact</i>
2.1 School survey data analysis from all stakeholders concerning school culture and safety for all learners (e.g., RSP; SDC)	<p>Qualtrics and/or District provided school culture and safety survey to all staff/faculty, students, and parents/guardians twice per annum</p> <p>Data reported and analyzed to School Governing Board (SGB), School Site Council (SSC), ILT, and grade-level PBL teams</p> <p>Evaluate findings and integrate into the SPSA with coordination the TSP coordinator, WASC Coordinator, Parent Center, PSW, PSW, SCA and CoS Coordinator and Representative</p> <p>Generate adopted action steps with coordination between all departments with specific objectives, actions,</p>	<p>Qualtrics platforms</p> <p>District School culture surveys</p> <p>Targeted curricula (Start Smart) that integrate SEL components for ecological factors promoting access and equity</p> <p>SPSA integration of Action Plan</p>	<p>Data Review to drive accountability and instructional techniques and resources.</p> <p>Adoption and/or assimilation of instructional supports with integrated SEL components</p> <p>Implicit Bias Trainings thru MyPLN</p> <p>Continue to promote and increase survey participation rates with emphasis on all stakeholder input and actionable steps to be promoted on social media platforms, Chat with the Principal, 25,75, 125 days of School Celebrations. Highlight changes and revisions via instructional resources</p>

	timelines, and accountability measures		
2.3 Guide professional growth for PBL team and faculty/staff stakeholders	<p>Outlined in CPSEL Standard 1</p> <p>Weekly PD and PBL</p> <p>Monthly ILT</p> <p>Special Education bi-monthly tactical with integrated IEP modifications related to PBL project support</p> <p>Linked Learning Conferences</p> <p>Qualtrics survey platform for stakeholder input</p> <p>Research-based instructional strategies and programs (e.g., PBL Virtual Reality programs) supporting and complementing Business and Tourism integration</p>	<p>Outlined in CPSEL Standard 1</p> <p>Qualtrics Surveys</p> <p>PBL ppt.</p> <p>PD ppt.</p> <p>ITL ppt</p> <p>Sped Tactical ppt.</p> <p>PBL rubrics and presentations (pre and post)</p>	<p>PD weekly feedback to measure effectiveness and value of PD, PBL, and ILT resources.</p> <p>SPSA communication to indicate how professional learning opportunities will be implemented in the SPSA and accounted for in the WASC report for 23-24.</p>

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Course Instructor

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CPSEL Standard 3

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

CPSEL Descriptions of Practice (DOPs) for 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

Review the CPSEL rubric as you develop your goals.

Assessment Data	Action Steps	Evidence/Artifacts	Result of Action Step <i>Impact</i>
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)	<p>Bi-monthly meetings with allocated Case Managers from PSW, PSA, SCA, CoS Coord., SSPT, and (PBIS) members to identify and evaluate available supports and services for all stakeholders with special emphasis on RSP, SDC, and Newcomer populations</p> <p>Sped Tactical meetings with special analysis related to IEP accommodations for RSP and SDC students</p> <p>Start Smart SEL support and instructional support</p> <p>School Survey analysis feedback and action steps</p>	<p>SSPT referral system in MISIS</p> <p>PSW support services</p> <p>Educare Support Services</p> <p>School Climate Advocate (SCA) Services</p> <p>PBIS strategies</p> <p>Community of Schools Coordinator support and accountability</p>	<p>Continual revision of SSPT referral system</p> <p>PBIS PD and MyPLN trainings for Faculty/Staff with certifications</p>

3.3 As stated in 3.1., a collaborative and varied team of experts to be organized with coordination and accountability: the PSW, PSA, SCA, CoS Coord., SSPT, and Positive Behavioral Intervention Support (PBIS)	SSPT referrals logged in MISIS PBIS trainings SEL trainings and MyPLN transcripts with certification Survey data with identified needs related to Williams Compliance Criteria Multi-Tiered Support System (MTSS) Behavioral Intervention Plans (BIP, BII, BID)	SSPT agendas SSPT referrals PBIS certification Williams Compliance Checklists MTSS supports and matrix BIP training and coordination with outside agencies for SDC population SEL instructional strategies like Habit of Mind, Metacognition, Implicit Bias, Restorative Practices	Coordination with varied support services for accountability issues and IEP compliance concerns SEL instructional adoption and integration (e.g., Start Smart) Restorative Justice and Circle Conferencing to support SEL and District's Foundation Behavior Policy Black Student Union, Gear Up, Dream Center; Educare, Creating Creators
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CPSEL Standard 4

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

CPSEL Descriptions of Practice (DOPs) for 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

Review the CPSEL rubric as you develop your goals.

Assessment Data	Action Steps	Evidence/Artifacts	Result of Action Step <i>Impact</i>
4.1 – Collaboration and ownership of families and community stakeholders or educational partnerships to build community structures related to Business and Tourism opportunities	Chat with the principal bi-monthly Back to School Open House School Police Presentations PBL Professional Judging Volunteers Creating Creators Film Creation CSLA dual enrollment Cultural Celebrations via Parent Center and CoS Coordination Social Media Communication via Website, instagram, Schoology, etc.	Chat with the principal ppt. Flyers specific to celebrations (e.g., Cesar Chavez, Acceleration Days, SBAC, PBL presentations Educare and Gear UP coordination with outside community volunteers	Choice Board curricula Cesar Chavez celebrations Acceleration Day Interventions with 3 tier system of intervention to enrichment The Dream Center focused on career orientation Creating Creators Collaborations with community film makers to support PBL presentations specifically for ELD 1-2 populations
4.2- Extend opportunity, resources, and data-driven strategies to integrate all stakeholders to activate and expand	Action steps are outlined above	Parent/Community support through the CoS Coordinator	Intermittent SSPT support

the ecological framework of the learner	<p>Chat with the principal bi-monthly</p> <p>Back to School</p> <p>Open House</p> <p>School Police Presentations</p> <p>PBL Professional Judging Volunteers</p> <p>Creating Creators Film Creation</p> <p>CSLA dual enrollment</p> <p>Cultural Celebrations via Parent Center and CoS Coordination</p> <p>Social Media Communication via Website, instagram, Schoology, etc.</p>	<p>PSW, PSA, SSPT, BIP, SCA, Educare, Dual Enrollment, Newcomer programs</p> <p>Chat with the principal ppt.</p> <p>Flyers specific to celebrations (e.g., Cesar Chavez, Acceleration Days, SBAC, PBL presentations</p> <p>Educare and Gear UP coordination with outside community volunteers</p>	<p>Targeted and progressive Community of School resources aiding Newcomer families</p> <p>ITD support services for at-home computers and wifi offered thru LAUSD</p>
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Signatures (CPSEL Standard 4):

Candidate

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Course Instructor

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CPSEL Standard 5

Overarching Goal: Modeling a personal code of ethics and developing professional leadership capacity.

CPSEL Descriptions of Practice (DOPs) for 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

Review the CPSEL rubric as you develop your goals.

Assessment Data	Action Steps	Evidence/Artifacts	Result of Action Step <i>Impact</i>
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)	Communicate and promote professional ethics, integrity, justice, equity, and fairness among all stakeholders Practice Restorative Justice techniques to be modeled and transferred for automaticity	Qualtrics and District Surveys Principal Evaluation Survey School Governing Board voting APEIS instructional support	Impact on Accessibility Foster positive school climate/culture Transfer from expert to novice information Develop unilateral collaborative models with PBL and schoolwide learning models
5.3 Model reflective practice for continuous growth	Use feedback, survey, and reflective practices to promote access and equity to all stakeholder	National University reflective practices with defined mentor/coach Collaborative efforts through database supports and campus-wide intervention opportunities (e.g., Acceleration Days)	Community of Schools personnel among other campuses APEIS and CoS coordination within the Belmont School of Choice area

Signatures (CPSEL Standard 5):

Candidate

Site Coach

Course Instructor

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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 Descriptions of Practice (DOPs) for 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

Review the CPSEL rubric as you develop your goals.

Assessment Data	Action Steps	Evidence/Artifacts	Result of Action Step <i>Impact</i>
6.1 SSC and SGB community collaboration to guide and direct the adopted SPSA for policy adoption	SSC adoptions; SGB budget allocations; SPSA development; WASC coordination within actionable categorical domains guiding policy.	SSC ppt.; SGB budget expenditures; SPSA publications; WASC development and self-study report system 23-24	Budget expenditures. Instructional adoption; SPSA resources; WASC self-study development
6.3 Incorporate/gather input from the public and community	Open House; Back to School Night Parent Center and CoS services Sporting events supervision Academic award ceremonies PBL pep Assemblies SBAC academic rallies, etc. Board meetings	Supervision at school-wide events. Cos services and resources with adoption and accountability measures for grant membership. SCA and Academic celebrations to celebrate defined benchmark. PBL presentations	Refined PBL rubrics and presentations from 9 th -12 th grade. Higher percentage of stakeholder involvement in Open House, Back to School, Chat with the Principal, Parent Center Outreach, and athletic celebrations

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Signatures (CPSEL Standard 6):

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Course Instructor