EDA 611: An Evolving Individualized Induction Plan and Digital Portfolio

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EDA 611: An evolving individualized Induction Plan and Digital Portfolio

**Assignment: Write a one-page reflection of the progress of your Individualized Induction Plan and Digital Portfolio. Indicate any notable successes or challenges.**

**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***

Part of the WASC accreditation process will highlight the Linked Learning model as one identified WASC Action Steps. We’ve had dedicated time to work in categorical domains in heterogeneous grouping and more homogeneous discipline-focused groups to collect data to drive the mission and vision highlighted in the PBL process. This has been an integral part of the accreditation process and fits well with the National University Induction Plan.

***1.3 Allocate resources to support the vision***

Part of the WASC accreditation process that examines identified action steps will also evaluate the fidelity of resources. These organizational structures will be critiqued in Category A. This will be part of the process to address actionable items to increase the integrity of the program that is integral to the School of Business and Tourism pathway.

**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)***

The SPSA will highlight two major surveys that address factors affecting the safety and the school culture of the school. The Principal’s survey is measured in late March and in the past has not been used with fidelity with very low marks indicating safety and cultural concerns. This year will involve the local Director to make sure this measurement can be used to drive instruction. Also, the School Experience Survey will complement the initial survey by involving all willing stakeholders to address strengths and weaknesses.

***2.3 Guide professional growth for PBL team and faculty/staff stakeholders***

This has been a central and recurring part of my responsibilities. I am usually the lead in developing and implementing Professional Development regarding WASC, PBL, safety, and testing integration. It’s an overwhelming task; however, I believe that proper leadership in the educational context must be about instructional integration.

**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)***

WASC Category E really addresses standard 3 and is part of my daily professional duties. In charge of all ISSP training and the supervisor of discipline and safety requires constant utilization of the Crisis Team, SSPT, and TFI/PBIS team with certified documentation of intervention supports used. The district has created a metric that measures the level of growth regarding PBIS standards related to school safety and equitable 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***

Category 4 of the Induction Plan will be a focus to report back on with greater detail. Right now, the integration of community integration and stakeholder feedback has been reduced mainly in that my TSP and COS coordinators focus on recruiting and implementing all stakeholder resources. I am involved with other collaboratives like the Safe Passage and GRYD Programs, but these opportunities are infrequent. I also present twice a month in the Chat with the Principal mostly focusing on ISSP training related to the Superintendent’s Executive Pillar Plan.

***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***

Part of the value of small pilot schools on one campus is that you are forced to work with different paradigms with different pathways and resources. Working with Mr. Castro who is in charge of the larger campuses safety collaboratives has been a blessing to be involved in the global interaction with the other schools with a collective purpose that promotes a campus-wide code of ethics. 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***

I work daily with our TSP and CoS Coordinators to address compliance policies that are highlighted in the SPSA. As indicated, this SPSA process is under a spotlight due to the WASC process that capitulates in chapter 5 of the accreditation process. Additionally, I really desire to use the School Experience Survey and even the Principal’s Survey because there are bona fide issues that these two measurements have indicated in the past. These concerns will be addressed in the WASC accreditation process with as much honesty as possible.

The digital platform is something that I haven’t really began to organize. I will probably use a Wix platform to highlight all the National University work and to chart progress or lack of progress in the induction plan. The NU program has loosely referred to the required digital presentation. I will gain more clarity in the remaining to classes.