

Year I Program Components	Fall Quarter	Winter Quarter	Spring Quarter
The Individual Induction Plan	Upon entry in the program a	The IIP portfolio is further	At the end of the first year
(IIP) serves as a foundation for	meeting with the coach,	developed in the first year and	there is another 3-way meeting
the candidate's personalized	mentor and candidate will be	submitted mid-year to the	with coach, mentor, and
learning experience	convened to develop the	Program Coordinator in order	candidate to review
throughout the Program.	Individual Induction Plan (IIP).	to monitor candidates'	accomplishments and
	The Initial Candidate	progress towards completion.	determine long-term
The Program Coordinator uses	Assessment for Development		professional learning goals.
the IIPs to refine the	of IIP is utilized in the meeting		Candidates' portfolios will be
development of monthly	to determine coaching and		reviewed using the Individual
seminar course and identify	professional learning goals		Induction Assessment Rubric,
coaching support needs of the	based on the CPSELs for the IIP.		aligned with the Descriptions
candidates.	The seminar course instructor		of Practice (DOPs). Each
	and Program Coordinator		candidates' portfolio will
At the end of each quarter	analyze the candidates' IIPs to		receive a blind review by two
candidates complete an	refine the seminar course		university coaches who have
Individual Self Reflection	content and coaching support		not worked with the candidate.
based on their progress in	plans.		The scoring results will be
meeting the goals of their IIP.			reviewed by the Program
Each candidate shares the Self	At the first seminar course		Coordinator who will meet
Reflection with his/her coach,	meeting an orientation to the		with candidates to provide
district mentor, and seminar	IIP portfolio development will		feedback.
instructor. The Program	be provided by Program		
Coordinator reviews all	Coordinator/seminar instructor		
candidates' Individual Self	to the candidates and their		
Reflection documents.	coaches.		



Coaching	EDLD 6817 Assessment,	EDLE 6818 Assessment,	EDLD 6819 Assessment,
	Mentoring, and Support	Mentoring, and Support	Mentoring, and Support
Program Coordinator meets	Practicum (3 units)	Practicum (3 units)	Practicum (3 units)
with coaches monthly (after	Individual candidate	Individual candidate	Individual candidate
seminar course) to discuss	assessment and planning for	assessment and planning for	assessment and planning for
candidate's progress and to	professional development.	professional development.	professional development.
identify areas in need of	Design of individual	Design of individual	Design of individual
support.	professional growth and	professional growth and	professional growth and
	support plan with school	support plan with school	support plan with school
Coaching site based sessions	district and university coaches,	district and university coaches,	district and university coaches,
are designed to provide for	on-site visits and observations,	on-site visits and observations,	on-site visits and observations,
individualized learning	and monthly colloquia.	and monthly colloquia.	and monthly colloquia.
opportunities. The Coaching			
Protocol Document is used			
record the individual session			
and provides guidance for next			
steps in the development of			
candidate competency.			
Coaches participate in monthly			
course seminars to engage in			
professional learning and			
growth with their candidates. Professional Learning:			EDLD 6870 Professional and
0	EDLD 6860 Developing an	EDLD 6865 Focus on Learning	
Monthly Seminar Course Format	Inquiring Community (1 unit) This first course in a three-	(1 unit) This second course in	Organizational Development
		a three-quarter integrated	(1 unit) The third course in a
CPSEL activities are based on	quarter integrated series.	series. Focus on student, adult,	three-quarter integrated
IIP candidates identified areas	Focus on developing	and organizational learning.	series. Focus on the
In candidates identified areas	community and inquiry	Based on five major themes:	professional development of



for professional learning	methods such as action	organizational and cultural	staff and parents and the
	research. Based on five major	environment; dynamics of	development of
Candidates meet with critical	themes: organizational and	strategic issues management;	communication and
friends/job alike groups to	cultural environment;	ethical and reflective	information systems in the
identify promising practices	dynamics of strategic issues	leadership; analysis and	school. Based on five major
and discuss questions related	management; ethical and	development of public policy;	themes: organizational and
to the CPSEL activities.	reflective leadership; analysis	management of information	cultural environment;
	and development of public	systems and human and fiscal	dynamics of strategic issues
	policy; management of	resources. Prerequisites: EDLD	management; ethical and
Candidates reflect on the	information systems and	6817, 6818, 6819, 6860;	reflective leadership; analysis
CPSELs in their professional	human and fiscal	administrative position;	and development of public
journal.	resources. Prerequisites: EDLD	Preliminary Administrative	policy; management of
	6817, 6818, 6819;	Credential and consent of	information systems and
Candidates meet with coaches	administrative position;	advisor.	human and fiscal
to discuss progress on IIP and	Preliminary Administrative		resources. Prerequisites: EDLD
plan for observations, coaching	Credential; consent of advisor.		6817, 6818, 6819, 6860, 6865;
site visits and additional			administrative position;
relevant professional learning			Preliminary Administrative
activities			Credential and consent of
			advisor.
Based on candidates needs			
determined by their IIP District,			
County and members of			
Professional organizations will			
be invited to present relevant			
topics.			



Year II Program Components	Fall Quarter	Winter Quarter	Spring Quarter
Year II Program Components The Individual Induction Plan (IIP) continues to serve as a foundation for the candidate's personalized learning experience throughout the Program. The Program Coordinator uses the updated IIPs to refine the development of monthly seminar course and identify coaching support needs of the candidates.	Fall QuarterIn the transition from year 1 to year 2 coaches and university Year 2 plans may be adjusted based on this calibration as well as changes in administrator positions by the candidate.	Winter Quarter The IIP portfolio is further developed in the second year and submitted mid-year to monitor progress towards completion.	Spring Quarter At the end of the second year there is another 3-way meeting with coach, mentor, and candidate to review accomplishments and determine long-term professional learning goals. Candidates' portfolios will be reviewed using the Individual Induction Assessment Rubric, aligned with the Descriptions of Practice (DOPs). Each candidate's portfolio will receive a blind review by two university coaches who have not worked with the candidate. The scoring results will be reviewed by the Program Coordinator who will
Coaching	EDLD 6831 Assessment,	EDLD 6832 Assessment,	determine the final verification of candidate competency.
couching	Mentoring, and Support	Mentoring, and Support	Mentoring, and Support
Program Coordinator meets with coaches monthly (after seminar course) to discuss candidate's progress and to	Practicum (3units) Individual candidate assessment and planning for professional development.	Practicum (3units) Individual candidate assessment and planning for professional development.	<b>Practicum (3units)</b> Individual candidate assessment and planning for professional development.
identify areas in need of	Design of individual	Design of individual	Design of individual



support.	professional growth and	professional growth and	professional growth and
	support plan with school	support plan with school	support plan with school
Coaching site based sessions	district and university coaches,	district and university coaches,	district and university coaches,
are designed to provide for	on-site visits and observations,	on-site visits and observations,	on-site visits and observations,
individualized learning	and monthly colloquia.	and monthly colloquia.	and monthly colloquia.
opportunities. The Coaching			
Protocol Document is used			
record the individual session			
and provides guidance for next			
steps in the development of			
candidate competency.			
Coaches participate in monthly			
seminars to engage in			
professional learning and			
growth with their candidates.			
Professional Learning:	EDLD 6875 Political Social	EDLD 6880 Ethics and Integrity	EDLD 6885 Managing an
Monthly Seminar Course	Context in Education (1 unit)	(1 unit)	Organization and the
Format:	This second year course will	This second year course will	Development of a
	focus on the role education	focus on issues of	Collaborative Culture (1 unit)
CPSEL activities are based on	leaders have influencing	professionalism, ethics,	This second year course
IIP candidates identified areas	political, social, economic, legal	integrity, justice and equity.	continues to support education
for professional learning	and cultural context affecting	Leadership students discuss	leaders in managing the
	education to improve	the multiple stakeholders to	organization to cultivate a safe
Candidates meet with critical	education policies and	whom they are responsible and	and productive learning and
friends/job alike groups to	practices.	strategies to support equitable	working environment. It will
identify promising practices		student outcomes.	also continue to focus
and discuss questions related			education leaders on strategies
to the CPSEL activities.			to shape a collaborative culture
			of teaching and learning



Candidates reflect on the CPSEL in their professional		informed by professional standards and focused on
journal.		student and professional
journal.		growth.
Candidates meet with coaches		growth.
to discuss progress on IIP and		
plan for observations, coaching		
site visits and additional		
relevant professional learning		
activities		
Based on candidates needs		
determined by their IIP District,		
County and members of		
Professional organizations will		
be invited to present relevant		
topics.		