Year I Program Components	Fall Quarter	Winter Quarter	Spring Quarter
The **Individual Induction Plan** (IIP) serves as a foundation for the candidate's personalized learning experience throughout the Program. The Program Coordinator uses the IIPs to refine the development of monthly seminar course and identify coaching support needs of the candidates. At the end of each quarter candidates complete an **Individual Self Reflection** based on their progress in meeting the goals of their IIP. Each candidate shares the Self Reflection with his/her coach, district mentor, and seminar instructor. The Program Coordinator reviews all candidates' **Individual Self Reflection** documents.	Upon entry in the program a meeting with the coach, mentor and candidate will be convened to develop the **Individual Induction Plan** (IIP). The **Initial Candidate Assessment for Development of IIP** is utilized in the meeting to determine coaching and professional learning goals based on the CPSELs for the IIP. The seminar course instructor and Program Coordinator analyze the candidates' IIPs to refine the seminar course content and coaching support plans. At the first seminar course meeting an orientation to the IIP portfolio development will be provided by Program Coordinator/seminar instructor to the candidates and their coaches.	The IIP portfolio is further developed in the first year and submitted mid-year to the Program Coordinator in order to monitor candidates' progress towards completion.	At the end of the first 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 candidates' 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 meet with candidates to provide feedback.

| Coaching

Program Coordinator meets with coaches monthly (after seminar course) to discuss candidate's progress and to identify areas in need of support.

Coaching site based sessions are designed to provide for individualized learning opportunities. The **Coaching Protocol Document i**s 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.	**EDLD 6817 Assessment, Mentoring, and Support Practicum (3 units)** Individual candidate assessment and planning for professional development. Design of individual professional growth and support plan with school district and university coaches, on-site visits and observations, and monthly colloquia.	**EDLE 6818 Assessment, Mentoring, and Support Practicum (3 units)** Individual candidate assessment and planning for professional development. Design of individual professional growth and support plan with school district and university coaches, on-site visits and observations, and monthly colloquia.	**EDLD 6819 Assessment, Mentoring, and Support Practicum (3 units)** Individual candidate assessment and planning for professional development. Design of individual professional growth and support plan with school district and university coaches, on-site visits and observations, and monthly colloquia.
Professional Learning: Monthly Seminar Course Format

CPSEL activities are based on IIP candidates identified areas | **EDLD 6860 Developing an Inquiring Community (1 unit)** This first course in a three-quarter integrated series. Focus on developing community and inquiry | **EDLD 6865 Focus on Learning (1 unit)** This second course in a three-quarter integrated series. Focus on student, adult, and organizational learning. Based on five major themes: | **EDLD 6870 Professional and Organizational Development (1 unit)** The third course in a three-quarter integrated series. Focus on the professional development of |

for professional learning Candidates meet with critical friends/job alike groups to identify promising practices and discuss questions related to the CPSEL activities. Candidates reflect on the CPSELs in their professional journal. Candidates meet with coaches 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.	methods such as action research. Based on five major themes: organizational and cultural environment; dynamics of strategic issues management; ethical and reflective leadership; analysis and development of public policy; management of information systems and human and fiscal resources. *Prerequisites: EDLD 6817, 6818, 6819; administrative position; Preliminary Administrative Credential; consent of advisor.*	organizational and cultural environment; dynamics of strategic issues management; ethical and reflective leadership; analysis and development of public policy; management of information systems and human and fiscal resources. *Prerequisites: EDLD 6817, 6818, 6819, 6860; administrative position; Preliminary Administrative Credential and consent of advisor.*	staff and parents and the development of communication and information systems in the school. Based on five major themes: organizational and cultural environment; dynamics of strategic issues management; ethical and reflective leadership; analysis and development of public policy; management of information systems and human and fiscal resources. *Prerequisites: EDLD 6817, 6818, 6819, 6860, 6865; administrative position; Preliminary Administrative Credential and consent of advisor.*

Year II Program Components	Fall Quarter	Winter Quarter	Spring Quarter
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.	In 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.	The IIP portfolio is further developed in the second year and submitted mid-year to monitor progress towards completion.	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 determine the final verification of candidate competency.
Coaching Program Coordinator meets with coaches monthly (after seminar course) to discuss candidate's progress and to identify areas in need of	**EDLD 6831 Assessment, Mentoring, and Support Practicum (3units)** Individual candidate assessment and planning for professional development. Design of individual	**EDLD 6832 Assessment, Mentoring, and Support Practicum (3units)** Individual candidate assessment and planning for professional development. Design of individual	**EDLD 6833 Assessment, Mentoring, and Support Practicum (3units)** Individual candidate assessment and planning for professional development. Design of individual

support.

Coaching site based sessions are designed to provide for individualized learning opportunities. The **Coaching Protocol Document i**s 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 growth and support plan with school district and university coaches, on-site visits and observations, and monthly colloquia. | professional growth and support plan with school district and university coaches, on-site visits and observations, and monthly colloquia. | professional growth and support plan with school district and university coaches, on-site visits and observations, and monthly colloquia. |
| **Professional Learning:**
Monthly Seminar Course Format:

CPSEL activities are based on IIP candidates identified areas for professional learning

Candidates meet with critical friends/job alike groups to identify promising practices and discuss questions related to the CPSEL activities. | **EDLD 6875 Political Social Context in Education (1 unit)**
This second year course will focus on the role education leaders have influencing political, social, economic, legal and cultural context affecting education to improve education policies and practices. | **EDLD 6880 Ethics and Integrity (1 unit)**
This second year course will focus on issues of professionalism, ethics, integrity, justice and equity. Leadership students discuss the multiple stakeholders to whom they are responsible and strategies to support equitable student outcomes. | **EDLD 6885 Managing an Organization and the Development of a Collaborative Culture (1 unit)**
This second year course continues to support education leaders in managing the organization to cultivate a safe and productive learning and working environment. It will also continue to focus education leaders on strategies to shape a collaborative culture of teaching and learning |

Candidates reflect on the CPSEL in their professional journal. Candidates meet with coaches 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.			informed by professional standards and focused on student and professional growth.