

Using CaLED Funds to Strengthen & Sustain Your Educator Workforce

September 27, 2017



Moderator



Tara Kini

Director of State Policy

Learning Policy Institute

@ms_kini

Webinar Agenda

1

Introduction to CalED & How Applicants Can Access Data to Demonstrate Your Need

Tara Kini, *Learning Policy Institute*

2

Sustainable Funding for Teacher Residencies

Karen DeMoss, *Bank Street Sustainable Funding Project*

3

Regional Collaboration in Action: Kern Urban Teacher Residency

Kristina LaGue, *CSU Bakersfield*;

Brandon Ware, *Bakersfield City School District*

4

Evidence-Based Strategies for Teacher & Leader Recruitment and Retention

Anne Podolsky, *Learning Policy Institute*

5

Developing Strong School Leaders Through High-Quality Administrator Induction & Mentoring

Kim McKenzie, *Shasta County Office of Education*;

Margaret Arthofer, *Association of California School Administrators*

6

Q & A

CaLED Gives Positive Consideration to Applicants with:

1. A demonstrated need for teachers authorized to provide instruction in **special education, mathematics, science, or bilingual education**.
2. A demonstrated need for **school leadership development**.
3. A demonstrated **record of working with current science, technology, engineering, and mathematics (STEM) professionals** to obtain a teaching credential to work in schools in need of STEM teachers.
4. **Serving unduplicated pupils**, as defined in Section 42238.02.
5. Operating within a **rural** area.
6. Operating using a high number of teachers with **emergency permits** to staff classrooms.
7. Applying as part of a **consortium** of local educational agencies.
8. A demonstrated need to improve **equitable access** of all pupils to effective educators.
9. A **geographic location** that will promote an equitable distribution of grants statewide.

CaLED Gives Positive Consideration to Proposals to:

1. Recruit, train, and support new or existing educators to earn a credential that authorizes the holder of the credential to provide instruction in special education, mathematics, science, or bilingual education.
2. Provide activities to support the development of principals and other school leaders.
3. Provide high-quality new teacher and principal induction and mentoring.
4. Engage in regional collaboration with postsecondary educational institutions, as defined in Section 66010 of the Education Code, or other local educational agencies.
5. Participate in recruitment and hiring activities in coordination with the California Center on Teaching Careers.

What data can you use to demonstrate the need for CalED funds?

Locally collected data

- Teacher turnover & experience
- School leader turnover & experience
- Educator recruitment & replacement costs
- Vacancies in math, science, special ed, bilingual
- Availability & accessibility of induction for teachers & school leaders, percentage of teachers/leaders with preliminary v. clear credentials

California Commission on Teacher Credentialing Data Dashboards

- Emergency-style permits (by subject)
- Number of teachers who lack full certification (by subject)

Statewide & Local Data: CTC Dashboards

How to Use Dashboards

Data Download Guide

Glossary

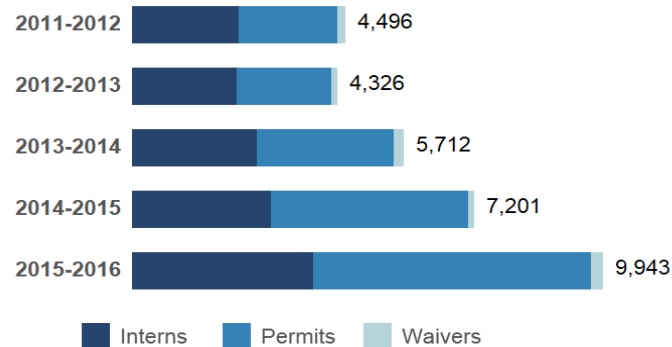
Data Notes

Search by Subject Area

2015-2016 9,943 Total Interns/Permits/Waivers	2015-2016 38.1% % Change from Prior Year	2015-2016 38.3% Interns	2015-2016 58.9% Permits	2015-2016 2.8% Waivers
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Document Type	Fiscal Year	County	School District
(All)	(All)	(All)	(All)

Teaching Interns, Permits, Waivers by Year



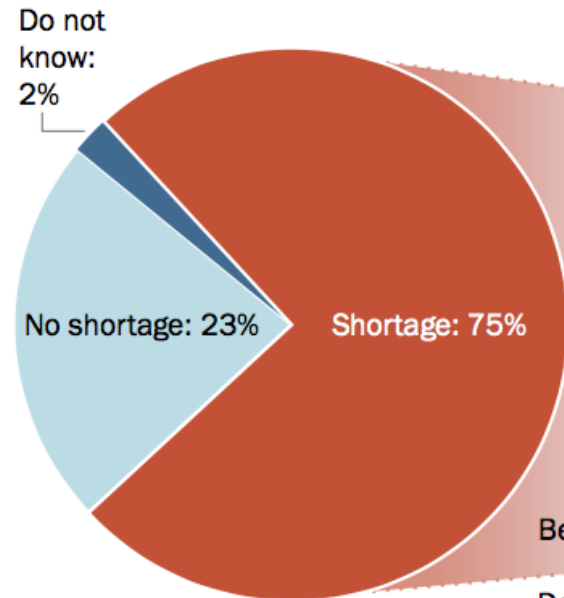
Teaching Interns, Permits, Waivers by County and School District

County	School District	Document Type	Fiscal Year	Total	% Change
Alameda	ACADEMY OF ALAMEDA	Interns	2015-2016	1	
	ACHIEVE ACADEMY	Interns	2015-2016	1	
		Permits	2015-2016	2	
	ALAMEDA CITY UNIFIED SCHOOL DISTRICT	Interns	2012-2013	1	
			2013-2014	4	300%
			2014-2015	6	50%

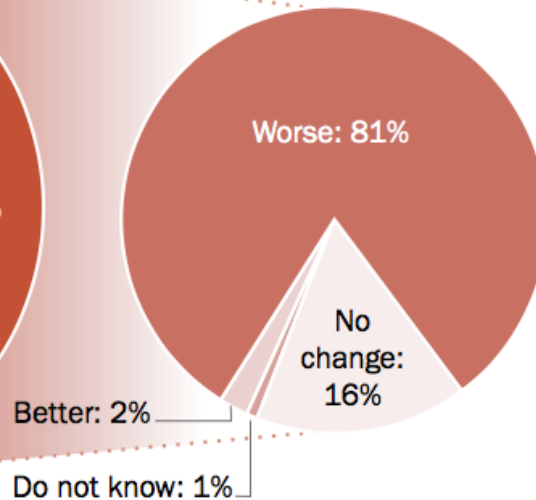
Statewide Survey Data

Teacher Shortages Are Getting Worse

Percent of Districts Reporting Shortages



Percent of Districts with Shortages Reporting Change in Shortages



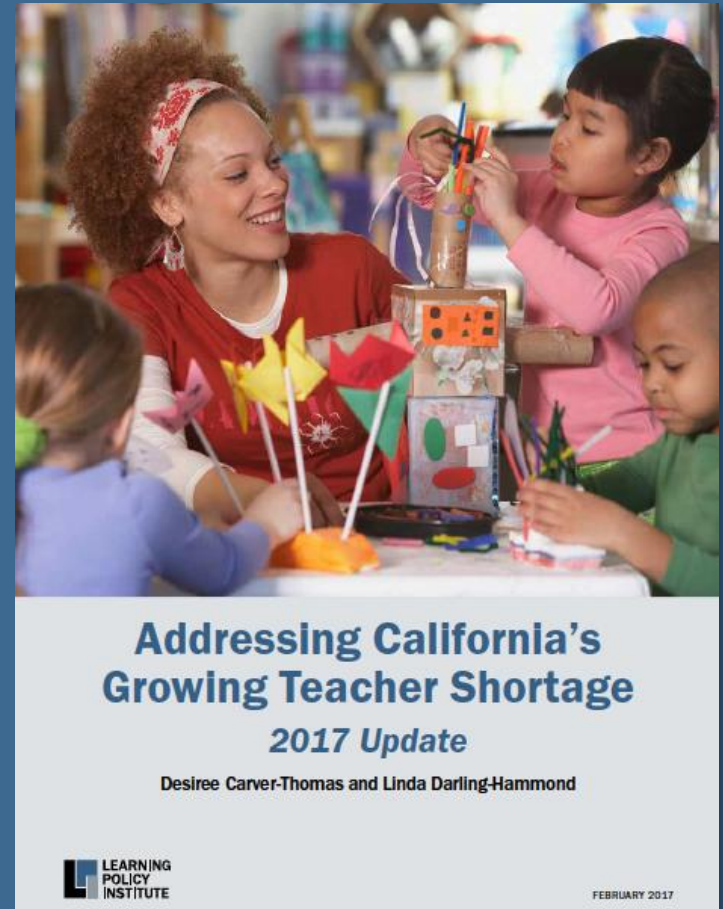
Major Shortage Areas:

- Special Education (88%)
- Mathematics (58%)
- Science (57%)
- Elementary (37%)
- Districts with most high-need students (83%)

LPI analysis of CSBA Survey of Delegate Assembly Districts (2016).

https://learningpolicyinstitute.org/sites/default/files/product-files/California_Teacher_Shortages_Persistent_Problem_BRIEF.pdf

**PIPs, STSPs, and
waivers have
quintupled since
2012–13.**



Source: <https://learningpolicyinstitute.org/product/addressing-californias-growing-teacher-shortage-2017-update-report>

The Costs of Teacher Turnover

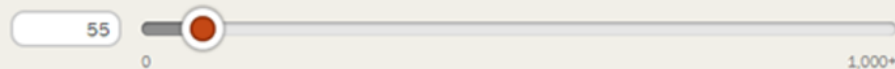
1. How many teachers left your school or district?

Enter a Number

Let Us Help You

Enter the number of teachers who left last year

Don't know? Use the tab above to let us help you calculate an estimate.



2. What's the cost of replacing a teacher?

Use the slider to estimate the cost of replacing a teacher in YOUR school or district. As you think about the costs, remember to factor in all expenses and person hours related to processing a teacher's exit, as well as costs to recruit, hire, and train new teachers. [Read more.](#)

Enter the cost of replacing a teacher for your school or district



Don't know? Use one of our district estimates:

- Rural District Suburban District Urban District

Estimated Cost of Turnover *

\$1,155,000

Cutting turnover in half would save

\$577,500

* Teacher turnover is costly, and not just in dollars. Studies show that student achievement suffers in schools with high turnover.

Panelists



Karen DeMoss

Director

Sustainable Funding Project, Bank
Street College



Introduction to the Sustainable Funding Project

at Bank Street College

Imagine an educational system that works for everyone

Districts



Have access to diverse, promising candidates who understand the needs of the district—and are ready to lead a classroom on day one.

Aspiring Teachers



Can afford to focus on clinical practice during year-long teaching residencies with an experienced teacher.

Providers



Have access to high quality placement sites, incentives to attract promising, diverse candidates into the teaching profession, and the ability to use their expertise to improve the P-12 education system.

Schools



Have stronger organizational learning opportunities for teachers, who play meaningful roles in the profession by partnering with providers to mentor and co-teach with candidates.

Students & Families



Always have well-prepared, effective teachers leading their classrooms.

Communities



See their schools as places of strong partnerships focused on the public good.

It's not just a dream. It's possible.

Research shows that sustainable funding for quality teacher preparation can help make the dream a reality.

Impacts of Sustainable Funding for Quality Preparation

Districts



Recurring costs associated with rapid teacher turnover—recruitment, personnel procession, and certification tracking—decrease.

Aspiring Teachers



New teachers can afford to join the profession through an intensive, extended clinical residency that prepares them to succeed from day one in the classroom.

Providers



Providers have stable cohorts of teacher candidates and become partners in districts' teacher development philosophy and strategy.

Schools



The teacher development continuum offers meaningful leadership and learning opportunities for all teachers, building a stable, professional culture in schools.

Students & Families



Students have less need for remediation (summer school, retention, tutoring), and the achievement gap diminishes.

Communities



Taxpayers realize long-term savings and increased quality of life for their communities.

Our Teacher Preparation Vision

In every state, in every district, the norm is for candidates to matriculate through high-quality, sustainably funded preparation programs.

High-Quality

Principle #1

Preparation providers ensure teacher candidates are diverse, committed, and effective.

Principle #2

Preparation providers ensure teacher candidates understand human development, content, and pedagogy.

Principle #3

Clinical practice offers year-long pre-service co-teaching (“residencies”) in an effective environment.

Principle #4

Districts and providers have deep partnerships that meet candidates’ and students’ needs.

Sustainably Funded

Secure

Money streams withstand leadership changes.

Public

Access to dollars doesn’t rely on grants, philanthropy, or individual funding.

Adequate

Funding allows candidates to fully engage in their learning experiences, mentors to focus on their roles, and districts and providers to deliver quality programs.

Models for Residency Programs

There is no single approach to building a residency program at any level. Local context and structures can play into both the program and funding structures that you might consider—for example, what are the requirements for subbing in the district? Can undergraduates sub during their junior year? Finding the best options for your district and provider communities requires thinking outside of the box. Below are some of the examples of this creative thinking that we have encountered across the country.

4-year undergraduate

\$ Substitute “banking”
After school reallocation

Year 1 30 credit hours

Year 2 30 credit hours
Tutoring before/after school

Year 3 30 credit hours
2 days/week subbing

Residency

30 credit hours
10 days subbing before/after
college semester
1st semester:
5 days/week co-teaching
2nd semester:
4 days/week co-teaching
1 day/week subbing

1-year graduate

\$ Paraprofessional and
PD reallocation

Summer Rigorous summer training
program prior to full time
co-teaching in classroom

Residency Masters-level coursework
in evenings
Full-time co-teaching
alongside veteran teachers
for 5 days/week with a
provisional license

Post-grad Full-time teacher of record
with a Masters and full
licensure

2-year graduate

\$ District needs-based
reallocation

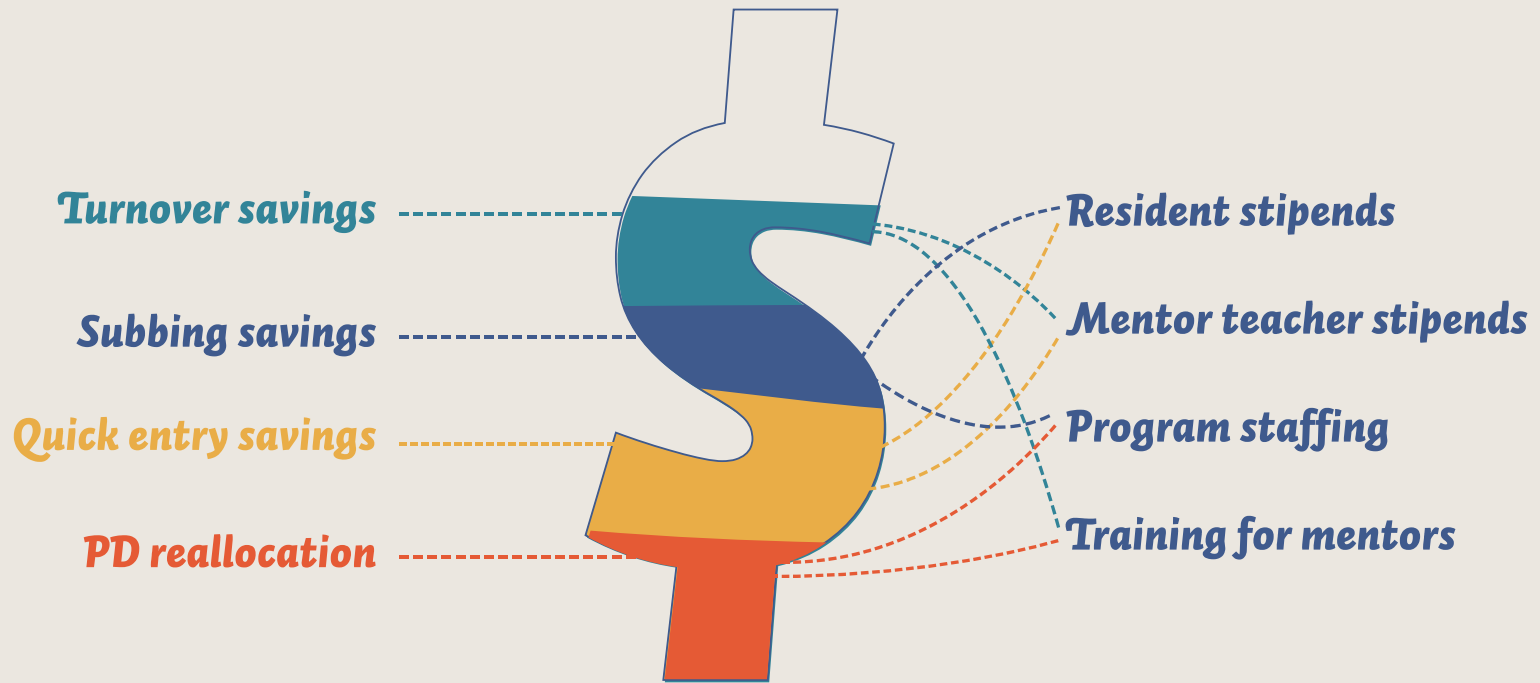
Year 1 Full-time Masters
coursework

Summer Districts hire candidates for
full-time residencies in
high-needs areas for Year 2

Residency Full-time co-teaching
alongside veteran teachers
for 5 days/week with
continued coaching from
provider

Post-grad Residents commit to 3 years
of teaching in the district

Building a Funding Pool



Cost Savings to Support High Quality Teacher Preparation

Every year, teacher turnover creates vacancies that districts need to fill with high-quality candidates. In many cases, teachers leave shortly after entering the profession—creating a revolving door for hiring in the district. Instead of getting better at filling recurring openings, we should improve our systems so that we retain the teachers we do hire. We can do that by making sure they are prepared to succeed in their jobs before they step into the classroom.

**If a district hires 300
new teachers per year...**



24
resign
x
\$20K
per person

National urban averages indicate that 24 of these hires will resign in their first year of teaching.

According to national averages, \$20,000 is spent on each of these resigning teachers, totalling \$480,000.

\$ **480,000**
total annual cost.

Imagine instead if that

\$480,000

were used to provide aspiring teachers with the best preparation possible.

48
aspiring teachers
could each benefit
from

\$10K
towards a quality
preparation
program

These dollars would create an exciting opportunity to build needed programs.



**Well- prepared teachers who
stay in the classroom longer.**



**By investing saved
dollars in preparation
for teachers who will
stay in the classroom,
the district can decrease
the numbers of new
teachers hired each year
and create a more stable
staffing environment
for the system.**

Reallocating Quick-Entry Funding to a Residency Program



Definition: Quick-Entry

Pathways aspiring teachers can take that require little or no clinical practice before becoming a teacher of record.

Many districts rely on quick-entry programs to fill teaching vacancies, but these teachers often have little preparation for taking over a classroom. Districts can reduce dependence on quick-entry programs and prepare teachers to teach effectively on day one by using gap funding to support an initial cohort of residents, decreasing teaching vacancies and moving towards a pipeline of quality, home-grown teachers.

A district starts to conceptualize this model knowing that

100 quick-entry

teachers will be filling vacancies.



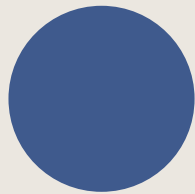
During transition, we need to keep 100 teachers in the classroom.

The district uses gap funding for a yearly additional cohort of

25 residents.

Year 1

Teaching:
100 quick-entry



Preparing:
25 residents



Gap Funds:
25 residents

Year 2

Teaching:
75 quick-entry
25 residency-trained



Preparing:
50 residents



Rollover Funds:
25 residents

Year 3

Teaching:
50 quick-entry
50 residency-trained



Preparing:
75 residents



+25 residents

Year 4

Teaching:
25 quick-entry
75 residency-trained



Preparing:
100 residents



+25 residents

Year 5

Teaching:
100 residency-trained



100 residents



funded with dollars rolled over from quick-entry programs.



In 5 years, the district has transformed its teacher pipeline. 100 residency-trained teachers are in the classroom, 100 new residents are training alongside veteran teachers to fill vacancies next year, and schools are no longer reliant on quick-entry programs.

Reallocate Resources to Fund a Residency Program



School districts can adjust existing funding streams to support teacher candidates during their residency year. In partnership with a local institute of higher education, districts can structure programs to include subbing days for residents, afterschool classes taught by aspiring teachers, and opportunities for professional development and co-teaching that benefit both candidates and mentor teachers. When a residency program is sustainably funded, district, school, and preparation provider leadership see productive collaboration between and within institutions.

An average-size district of about 190 teachers spends



Sub \$400,000 on substitute teachers



AT \$660,000 on assistant teachers

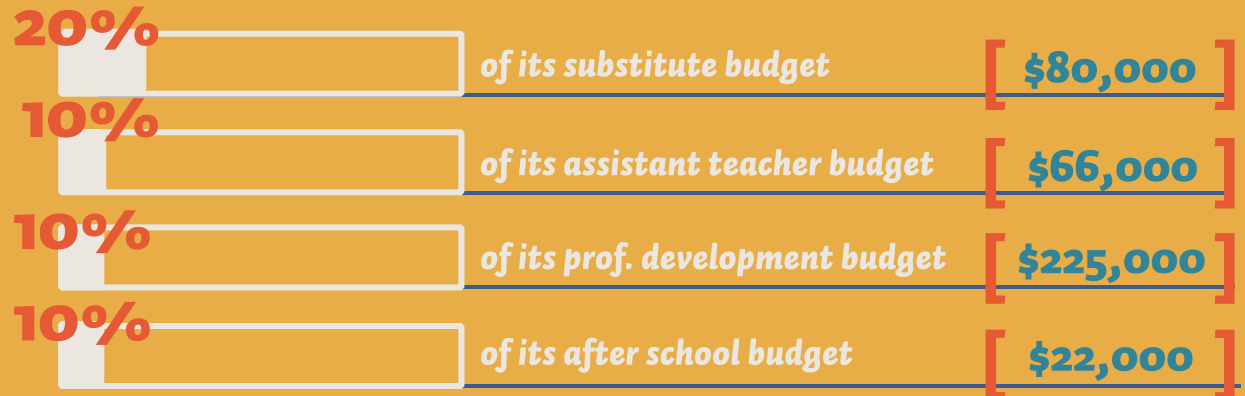


PD \$2,250,000 on prof. development



\$220,000 on after school

If that average-size district reallocates...



...\$393,000 will be available to fund residencies.

At \$15,000 per resident, the district could fund 26 residents.

“Banking” Substitute Teacher Dollars Model

There is an opportunity for districts to save dollars spent on substitute teachers, after school, or assistant teachers by having teaching candidates fill these roles during their preparation, while the district ‘banks’ those saved dollars toward the living stipend to be paid to the teacher candidate during their residency year.

A 4-year undergraduate teacher preparation program runs for 36 weeks total, over the course of two semesters that are aligned with the K-12 calendar. Requirements for the local district state that substitute teachers must have a minimum of 60 college credits.

Junior Year



Candidates substitute...

- 5 days** before the start of the semester
- 2 days** per week during the semester
- 5 days** after the end of the semester

Senior Year



Candidates substitute...

- 1 day** per week and co-teach the remaining 4 days

At a sub rate of \$80/day, those 118 days total

\$9,440

that the district “banks” to create a pool of money used to support residents.

Residency



Candidates complete a full-time, year-long residency in a school with financial support.

82 subbing days + **36** subbing days = **118** days of “banked” sub dollars

Quality, Cost-Effective Residency Models

In Quality Models...

Cohorts of residents work in the same site, building teacher leadership and mentoring skills across the school.

Preparation program faculty are embedded in schools, supporting schools improvement and learning from practicing accomplished teachers.

Candidates develop a sense of professionalism as a result of being fully integrated into the school for a full year.

District have a say in who is eligible for residency supports—and get to know would-be hires over the course of a year of teaching.

Quality, Cost-Effective Residency Models

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In Cost-Effective Models...

Residents are placed in schools as cohorts, creating efficiencies in supervision and depending partnerships between providers and schools.

Preparation programs redirect field experience supports, clinical administration, and faculty to work directly with residency sites.

Residents receive stipends (just like medical residents do), saving 40%-50% in Social Security, Medicare, and benefits costs.

Schoolwide Title I sites pool resources across all federal programs (IDEA, ESSA, Perkins) to create comprehensive, cost effective models of school improvement.

Shared Resources

- 1** Language from prior SFP federal grant submissions mapped to the CalED RFP
- 2** Research summary
- 3** *The ESSA Opportunity for Residencies*
- 4** *For the Public Good: Quality Preparation for Every Teacher*
- 5** SFP vision animation
- 6** SFP partnership animation
- 7** SFP Publications - two reports to be added tomorrow, 9/28



Questions? Comments?

Karen DeMoss, kdemoss@bankstreet.edu

Sign up for project reports and updates at

www.bankstreet.edu/sfp.

Email us at sfp@bankstreet.edu.

Panelists



Kristina LaGue

Professor and Department Chair of Teacher Education
California State University, Bakersfield



Brandon Ware

Coordinator of Curriculum,
Bakersfield City School District

@_mr_ware_



9001 Stockdale Highway,
Bakersfield, CA 93311

CaLED Webinar



1300 Baker Street,
Bakersfield, CA 93305

Key Components of the Kern Urban Teacher Residency

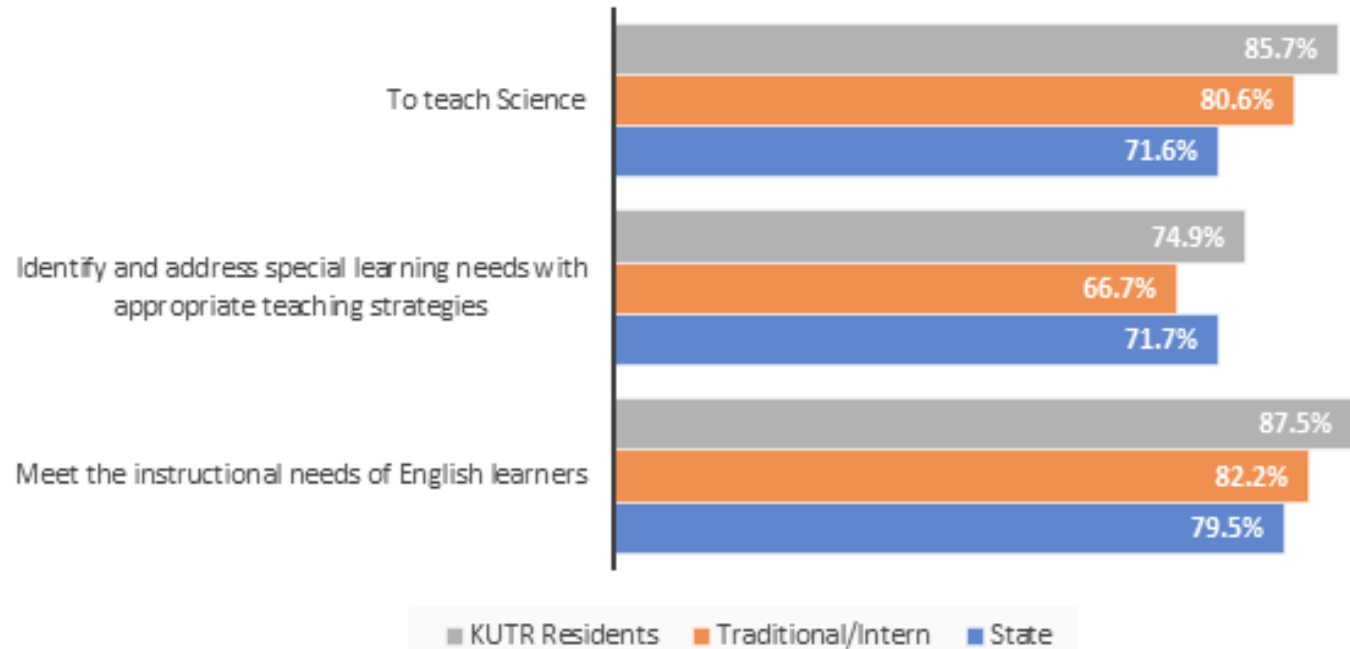


1. Year-long co-teaching clinical experience for the Residents--Kern Urban Teacher Resident position created by the district
2. Joint (University and District) selection of Mentor Teachers and Residents
3. Monthly training, calibration, and data-sharing using observation protocols for Mentors
4. Credential program methods courses are co-taught by district instructional specialists



A sampling of Exit Survey Data from KUTR Cohort 1

Your teacher preparation program prepared you well and/or very well to do the following:

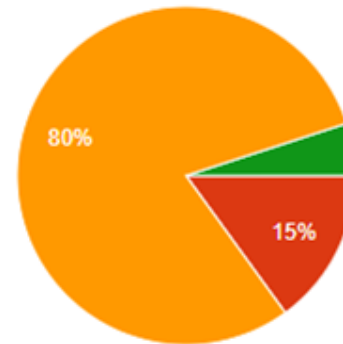




Danielson Framework

2c: Managing Classroom Practices

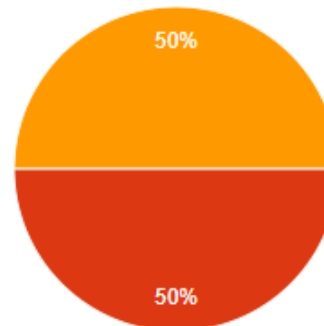
20 responses



- Unsatisfactory: Much instructional time is lost due to inefficient classroom routines and procedures,...
- Basic: Some instructional time is lost due to only partially effective classroom routines and procedures,...
- Proficient: Little instructional time is lost due to classroom routines and...
- Distinguished: Students contribute to the seamless operation of classroo...

3b: Using Questioning and Discussion Techniques

22 responses



- Unsatisfactory: Teacher's questions are low-level or inappropriate. Questions elicit limited student parti...
- Basic: Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rap...
- Proficient: Most of the teacher's questions elicit a thoughtful respons...
- Distinguished: Questions reflect high expectations and are developmenta...

Workplace needs...



Cost of a 1st year teacher:

- Salary \$48,021 + 20,928 (benefits) = **\$68,949**
 - Signing bonus for SPED, Math and Science

Estimated cost of recruitment in state and out of state:

\$25,000 annually

Current Reality:

PIP/STPS: 154

Interns: 76

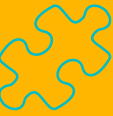
Induction:

- Year 1: 79
- Year 2: 43

Total: 352

Content specific teachers needed or targeted for recruitment:

Math, Science, SPED, Multiple Subject and P.E.





Kern Urban Teacher Residency

2016-2017 Cohort 1

1 single subject Math
1 single subject science

14 self- contained K-6

- PIP: 4
- STPS: 1
- Intern: 1
- Induction: 10

Early Completion Option for Induction

Underlying philosophy: Teachers in California use the Teacher Induction program to move from a preliminary credential to a clear credential. Some of these teachers have years of successful teaching experience outside of California; some have earned their credential through participating in various programs associated with the Learning to Teach Continuum and have garnered years of experience while serving under intern and/or other credentials. These teachers' needs differ from those of a true beginning teacher. The Bakersfield City School District Teacher Induction program, therefore, offers the following early completion option to better serve *experienced, successful* teachers who are required or chose to complete an Induction Program.

For the purposes of identification, *successful* shall be defined by either 1) a quality indicator such as the TPA and a letter of completion from an administrator of an intern program citing the candidate as an exceptional teacher or 2) administrative evaluations or a letter or recommendation from the evaluating administrator that cites the teacher's overall performance as successful.

Eligibility requirements for candidates

Candidates who will be considered for the early completion option:

- 1) must have a California preliminary credential
- 2) must be currently teaching in a K- 8 classroom in the BCSD
- 3) must be recommended by their current site administrator for consideration for an early completion option
- 4) must complete an interview with BCSD NTS Coordinator
- 5) must agree to participate in the requirements to complete an ECO

Early Completion Requirements

The current induction program requires the completion of a two-year Individual Learning Plan (ILP) with the assistance of a district-selected, program-trained support provider. The early completion option will require completion of an ILP with a district-selected, program-trained support provider to be completed in one year. Through weekly mentoring and cycles of inquiry ECO participating teachers will demonstrate growth in the CSTP in relation to their credential and teaching assignment.

*In-Kind Contributions 153,500





In-Kind Contributions

District In- Kind Contributions	2017-18 Totals	% of Totals
Salaries and Fringe (Coordinator of Curriculum and Standards (50% time)	66,000	21%
Saturday Lab transportation, lunch, and supplies for BCSD Students	40,000	13%
Math and Science Instructional Specialist Teachers	7,500	2%
Increase of Number of Mentor Teachers	39,000	12%
Resident Teacher Stipend	144,000	46%
Misc.	17,000	5%
Total	313,500	100%



Contact Information



Coordinator of Curriculum,
Bakersfield City School
District

Phone: 661-631-4778

Email: wareb@bcasd.com

Twitter handle: [@_mr_ware_](https://twitter.com/_mr_ware_)



Professor and Department
Chair of Teacher Education
California State University,
Bakersfield

Phone: 661-654-6546

Email: klague@csub.edu

Panelists



Anne Podolsky

Researcher and Policy Analyst

Learning Policy Institute

Teacher Recruitment & Retention

1. Preparation
2. Hiring and management
3. Support for novice teachers
4. Working conditions
5. Compensation



Solving the Teacher Shortage

*How to Attract and
Retain Excellent Educators*

Anne Podolsky, Tara Kini, Joseph Bishop, and Linda Darling-Hammond



LEARNING
POLICY
INSTITUTE

SEPTEMBER 2016

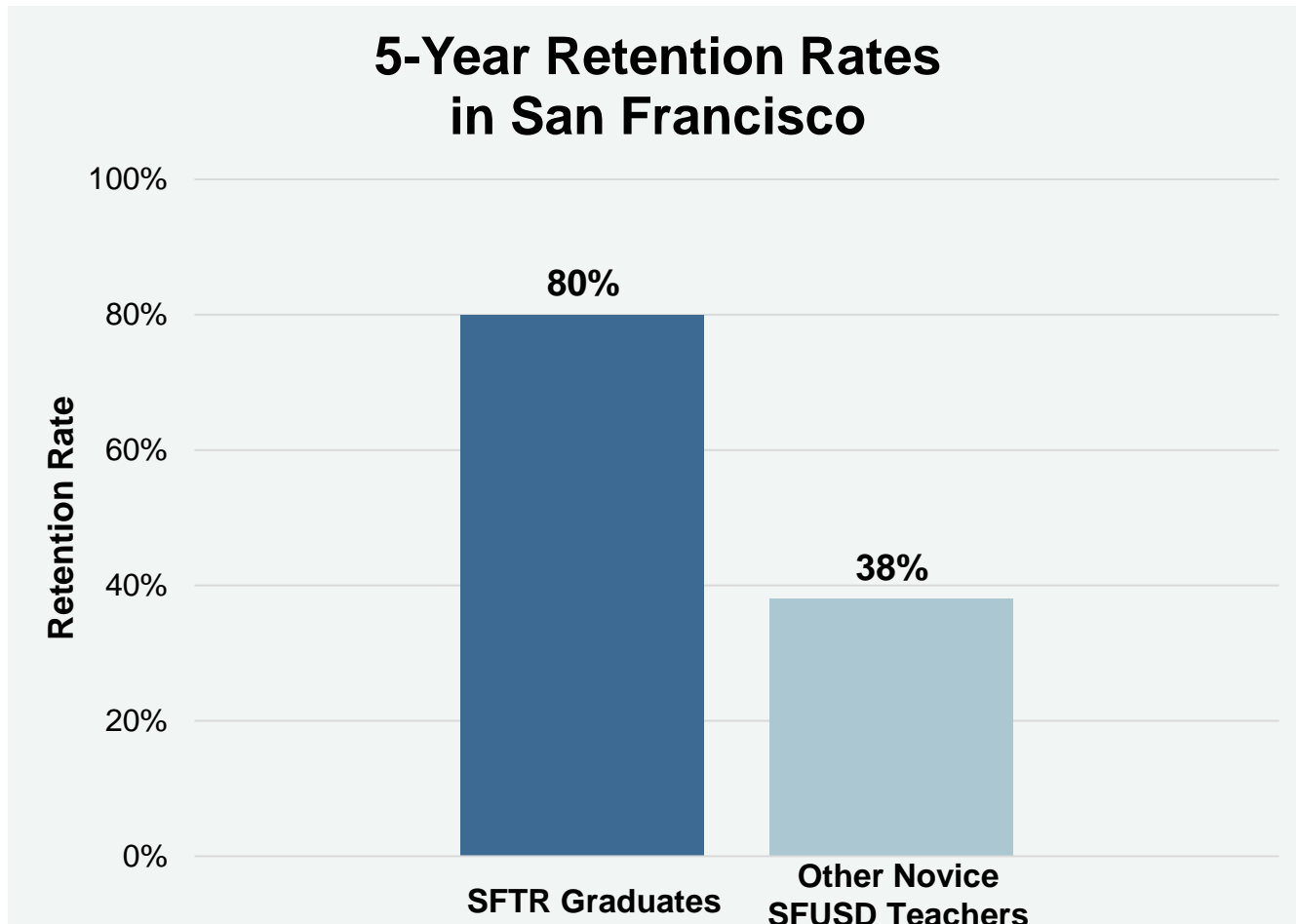
Strengthen teacher preparation

1. Partnerships between districts and preparation programs

Strengthen teacher preparation

- 1. Partnerships between districts and preparation programs**
- 2. Teacher Residencies**

Residencies improve retention



SFUSD Human Resources Department; San Francisco Teacher Residency.



The Teacher Residency

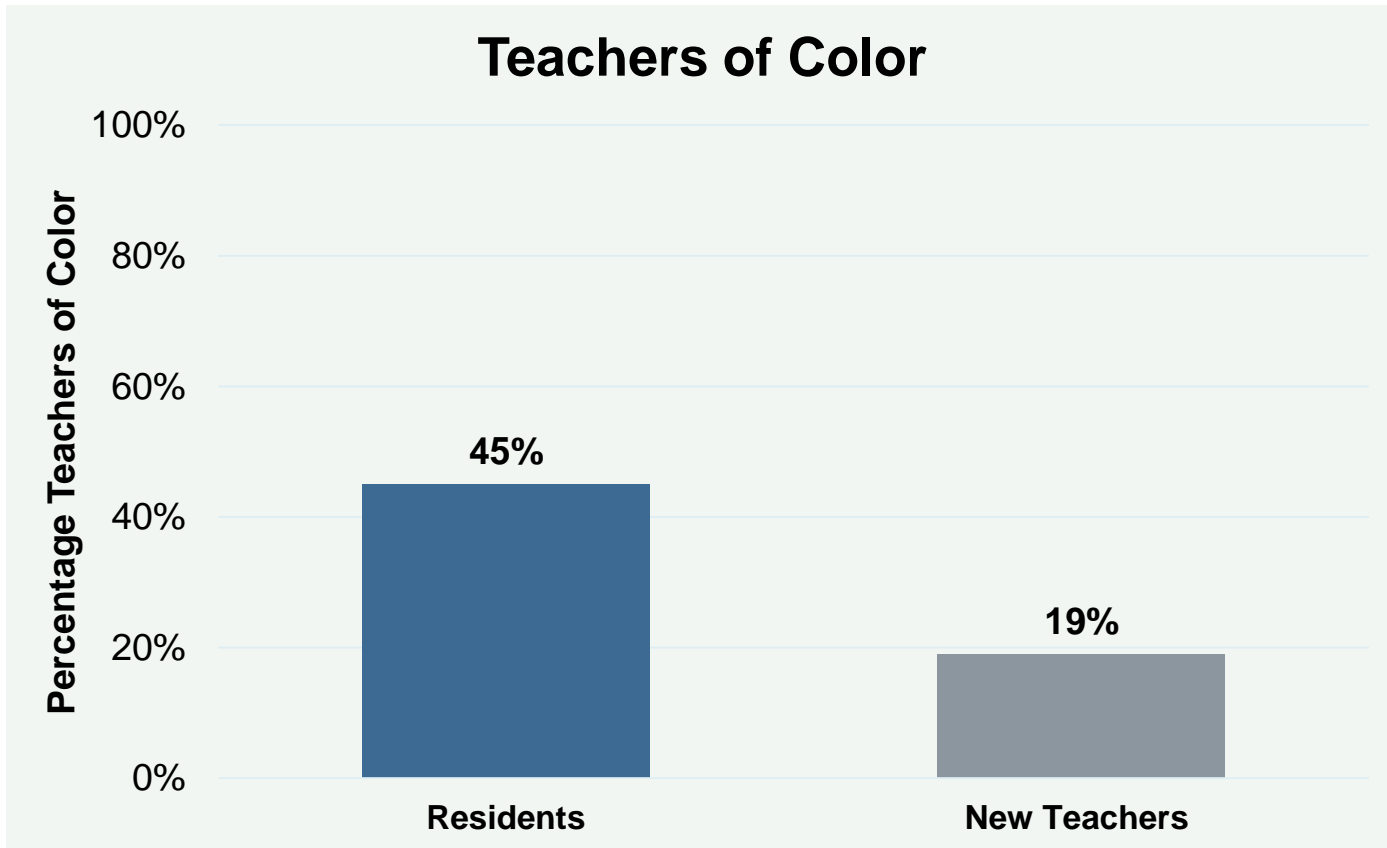
An Innovative Model for Preparing Teachers

Roneeta Guha, Maria E. Hyler, and Linda Darling-Hammond



SEPTEMBER 2016

Residencies recruit diverse teachers



Sources: NCTR Network Partner Report 2015-16 & SASS Restricted Public School Teacher Data File, 2011-12

Strengthen teacher preparation

- 1. Partnerships between districts and preparation programs**
- 2. Teacher Residencies**
- 3. Grow Your Own Programs**

Provide support to beginning teachers

- Mentoring
- Coaching
- Feedback
- Observations of expert teachers
- Orientation sessions
- Reduced workloads

Source: Ingersoll, R. M., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research*, 81(2), 201-233.

Invest in quality mentoring & induction programs

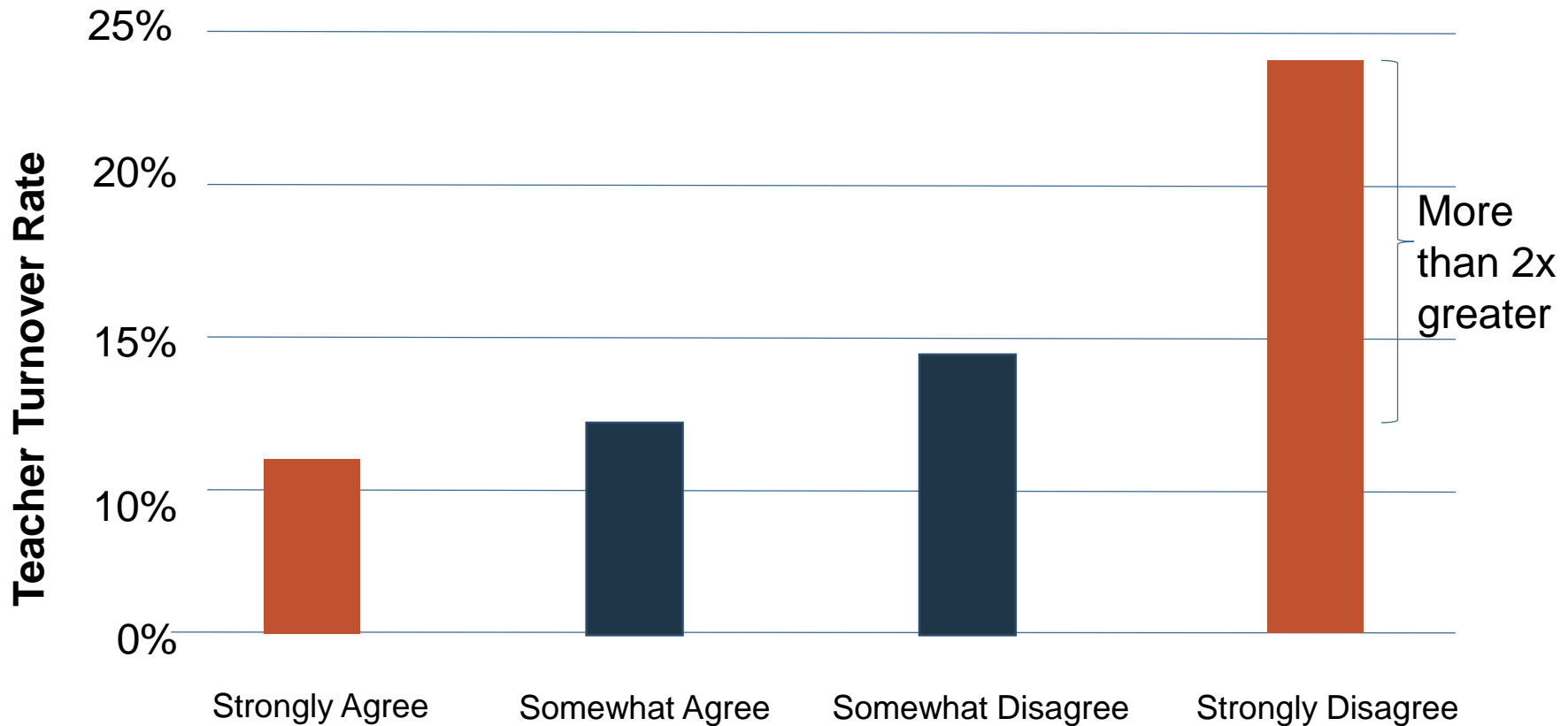
2-year CA induction program



65% return on investment

Source: Villar, A., & Strong, M. (2007). Is mentoring worth the money? A benefit-cost analysis and five-year rate of return of a comprehensive mentoring program for beginning teachers. *ERS Spectrum*, 25(3), 1-17.

Dissatisfaction with administrative support associated with turnover



SCHOOL ADMINISTRATION IS SUPPORTIVE

Invest in high-quality principals by providing professional learning opportunities and induction support



School Leadership Interventions Under the Every Student Succeeds Act: Evidence Review

Updated and Expanded

This report was updated in January 2017 to include Appendix C

Rebecca Herman, Susan M. Gates, Aziza Arifkhanova, Andriy Bega, Emilio R. Chavez-Herrerias, Eugeniu Han, Mark Harris, Jennifer Tamargo, Stephani L. Wrabel



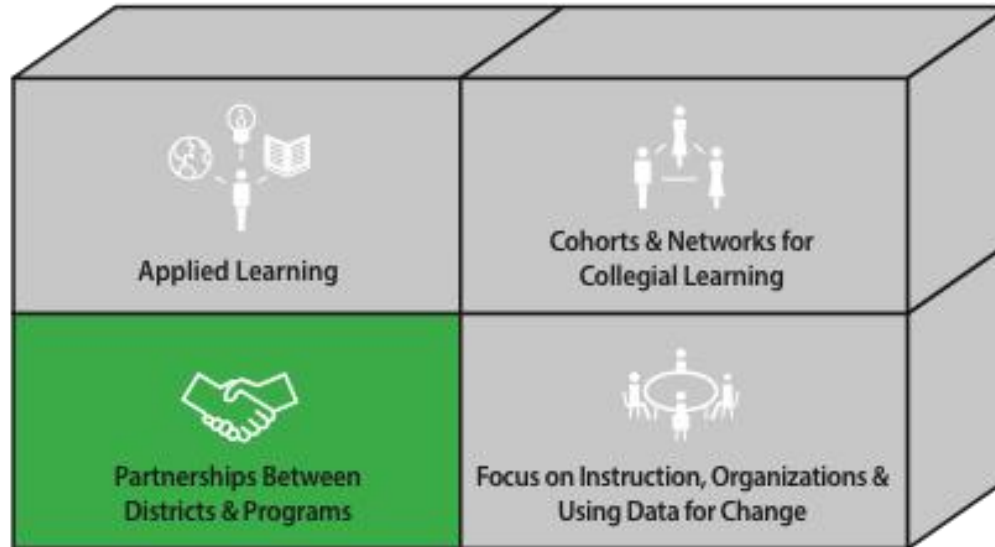
Supporting Principals' Learning Key Features of Effective Programs

Leib Sutcher, Anne Podolsky, and Danny Espinoza

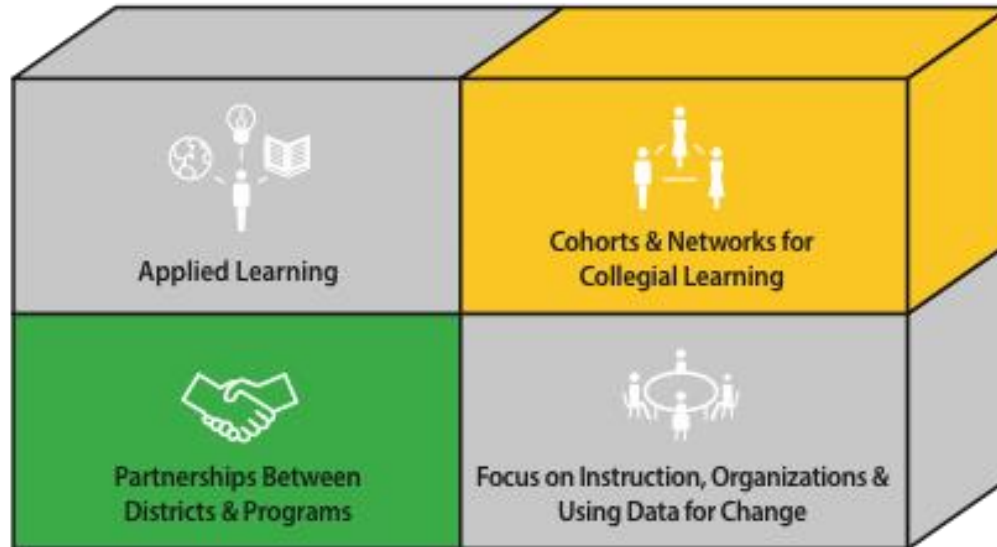


FEBRUARY 2017

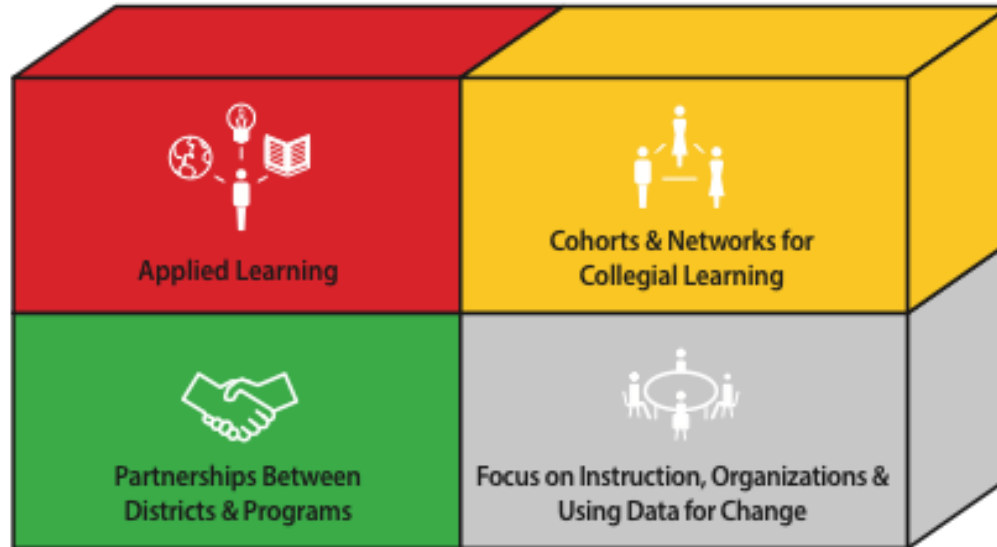
Focus on leadership



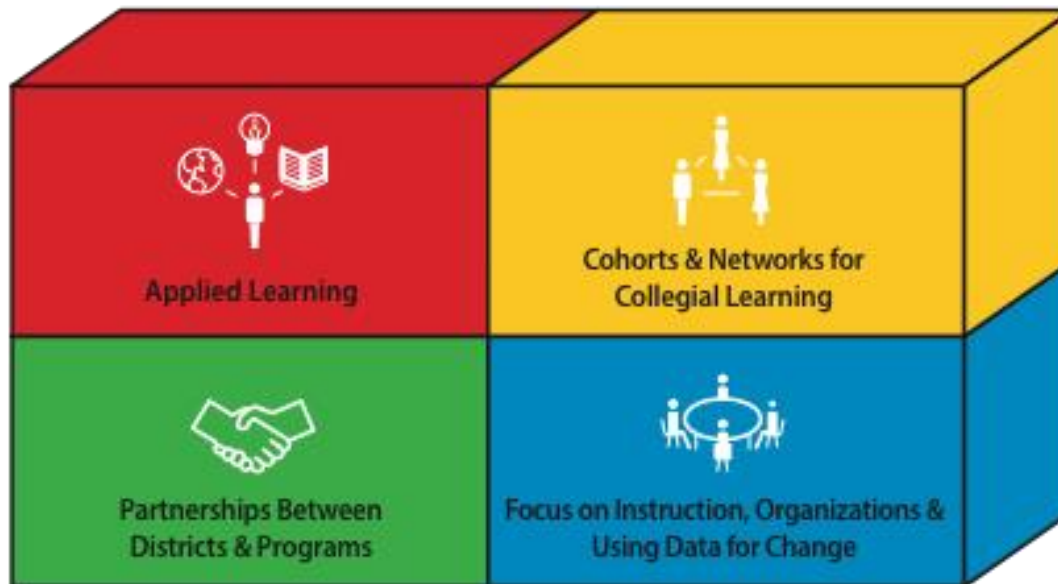
Focus on leadership



Focus on leadership



Focus on leadership



Panelists



Kim McKenzie

*Director of Administrator Services,
Shasta County Office of Education*



Margaret Arthofer

*Senior Director of Educational Services,
Association of California School Administrators*



Developing Strong School Leaders through Administrator Induction Program

September 27, 2017

Margaret Arthofer, Senior Director of Educational Services, ACSA

Kim McKenzie, Director of Administrator Services, Shasta County Office of Education

Clear Administrative Credential Program

- 2 year program
- Individual Induction Plan
- System of Assessment
- One-on-one, individualized, on-site coaching (40 hours/year)
- Individualized professional development (20 hours/year)
- Individual Goals
- Summative Assessment

Coach Training

- Initial training on research-based coaching model (12 hours)
- Program Orientation Training (6 hours)
- On-going training (12 hours/year)
- Coach Certification Process

Coach Selection & Matching

- Recommendations
- Coach experience(s) and areas of expertise
- Evidence of positive and effective leadership
- Culture and Setting

Professional Development

- Individualized
- Unique to candidate need and experience
- Co-determined by the candidate and coach
- Flexible delivery method

Local Program Example

Shasta County Office of Education

- Need expressed by Superintendents in Region 2
 - Preparation Programs
 - Strong Leadership
 - Retention
- Research key findings regarding coaches/coaching
 - More effective
 - Higher retention
 - Job and life-balance satisfaction

Funding & Personnel

- Funding
 - Coaching fees
 - Title II
 - Grants (Educator Effective Grant, CalEd)
- Personnel
 - Part-time Director to support Local Program
 - Coaching as “and other duties as assigned”
 - Part-time coach
 - Hire current and retired administrators

Advantages of Partnering & Local Programs

- Selection and matching of coaching
- Local support
- Investing in future
- Recruitment and retention of administrators
- Exit Survey Data

“The coaching process was very helpful, because it gave me a safe place to ask questions, express concerns and deal with mistakes or problems. The program also made sure that I reflected on my practices and gave me the chance to appreciate and notice my successes . . .”

“The strength is in the coaching and reflection features of the program help to ensure success as a new administrator. It helps to go beyond the functional aspects of performing administrative work to reflective thinking about the role in providing an environment for effective and creative teaching, and student success in learning. The individual goal setting support the current needs of the administrator.”

“I love that the program was based in my district, with coaches from my district that understand my context and the demands of my student population. Coaches that guide you in the process to design Leadership Learning Goals for yourself. The clear understanding of the CPSEL and how it is the foundation of the work. Coaching hours as cycles of inquiry and check ins were extremely beneficial to me in order to keep me on track. The professional development allowed for my own growth.”

Q&A Discussion

For more information or additional questions, please contact:



Karen DeMoss

*Director, Sustainable Funding Project,
Bank Street College*

kdemoss@bankstreet.edu
212-961-3347



Kristina LaGue

*Professor and Department Chair of
Teacher Education,
California State University, Bakersfield*

klague@csub.edu
661-654-6546



Brandon Ware

*Coordinator of Curriculum,
Bakersfield City School District*

wareb@bcsd.com
661-631-4778
@_mr_ware_



Anne Podolsky

*Researcher and Policy Analyst,
Learning Policy Institute*

apodolsky@learningpolicyinstitute.org
650-332-9729



Kim McKenzie

*Director of Administrator Services,
Shasta County Office of Education*

kmckenzie@shastacoe.org
530-225-0125



Margaret Arthofer

*Senior Director of Educational Services,
Association of California School
Administrators*

marthofer@acsa.org
916-329-3802

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