

*Contra Costa County Office of Education
and CCSESA Region IV*

AB 430

Administrator Training Program

Practicum Handbook

www.ab430region4.org

AB 430 Contact

Cheryl Hansen, AB 430 Coordinator
Contra Costa County Office of Education
Phone: 925-942-3445
Email: chansen@cccoe.k12.ca.us





Table of Contents

Purpose of Practicum	1
Practicum Requirements	1
Writing your Practicum Plan	2
Completing your Practicum	2
Credential Application	3
Module 1 Sample Activities	4-6
Module 2 Sample Activities	7-8
Module 3 Sample Activities	9

All rights reserved.

*The enclosed materials are the property of the
Contra Costa County Office of Education and may
only be used within the context of an authorized
CCCOE AB 430 Administrator Training.*

Procedures for Practicum Completion

PURPOSE

- AB 430 Follow-up Practicum provides administrators with the opportunity to apply learning from the content training directly to their work at the site or district level.
- Practicum Plans must include activities that **extend or enhance** work being done, with special regard to instructional program implementation and monitoring and instructional coherence to improve the academic achievement of all students.

PRACTICUM REQUIREMENTS

After completion of each module's content hours, the participant designs a Follow-up Practicum Plan in collaboration with the district and the CCCOE AB 430 Coordinator.

Module	Required Content Hours	Required Practicum Hours
Module 1	40 hours	40 hours
Module 2	20 hours	20 hours
Module 3	20 hours	20 hours

Note: When requested by an individual district, the AB 430 Coordinator will consider the district's specific needs and interests in the development and monitoring of their participants' Practicum Plans.

Focus Areas for Follow-Up Practicum

Refer to the **AB 430 Practicum Sample Activities** at the end of this handbook as a guide to develop three follow-up activities for each module in these areas:

Required Focus Areas for Follow-Up Practicum Activities	
Module 1	Develop/select activities for at least 3 of these focus areas: 1) Effective Implementation of Core Curriculum 2) High Quality Training 3) Curriculum-Embedded Assessment 4) Implementing SBE-Approved or Standards-based Materials 5) Support for Teacher Implementation 6) Professional Readings
Module 2	Develop/select one activity for at least 3 of these focus areas: 1) Vision and Culture 2) Knowledge and Data Management 3) Fiscal Management 4) People and Performance
Module 3	Develop/select one activity for all 3 of these focus areas: 1) Use of Software and Online Resources 2) Use of Technology to Improve Student Achievement 3) Other Technology Focus

Note: Completion of an approved 40-hour SB 472 Teacher Training meets the 40-hour Module 1 Practicum requirement in full. Ideally, principals will attend this training with their teachers to establish a professional learning community around issues of implementation, program and instructional coherence, and data analysis to inform instruction.

Writing your Practicum Plan

1) Using the CCCOE Practicum Plan form, draft a plan that applies and extends your learning from the module training.

- Type directly on the template.
- Describe activities for 3 different focus areas. List evidence and hours.
- See samples for each module at the end of this handbook.

2) Review your plan with a site or district Practicum supervisor and have him/her sign the Initial Approval of Practicum Plan form.

- Choose a fully credentialed administrator from your site or district office who will serve as your Practicum supervisor.

3) Then fax or scan and email both your Practicum Plan and signed Initial Approval form to Cheryl Hansen, AB 430 Coordinator **PRIOR TO BEGINNING WORK ON IT.**

(FAX: 925-942-3480 OR Email: chansen@cccoe.k12.ca.us)

4) After receiving your signed Initial Approval form, begin work on the agreed-upon activities.

Completing your Practicum

5) When you have finished your hours, organize and submit a completed Practicum packet as described in the box below.

- **Organize and submit completed Practicum packet in this order:**

- 1) Cover Sheet
- 2) Practicum Plan form
- 3) Initial Approval of Practicum Plan signature form
- 4) Practicum Log form
- 5) Documenting Evidence
 - Include at least one piece of evidence for each Practicum focus area (e.g., meeting agenda or minutes, classroom assessment data, a brief written summary, a walkthrough tool, etc.).
- 6) Practicum Reflection form
- 7) Verification of Completion signature form

All Practicum Forms are available on our web site: www.ab430region4.org

- **MAIL OR DELIVER your organized, completed Practicum packet to:**

Cheryl Hansen, AB 430 Coordinator
Contra Costa County Office of Education
77 Santa Barbara Road
Pleasant Hill, CA 94523

**Note: DO NOT FAX OR
EMAIL your completed
Practicum packet.**

Certificates of Completion

As of September 1, 2009, districts now print and issue the certificates of completion for AB 430 modules after the participant has successfully completed both the content and Practicum hours and taken the state's online survey.

Training providers will continue to record the hours completed in the state's AB 430 Management System.

Professional Clear Administrative Credential Application

To complete the application process for your Professional Clear Administrative Services Credential, you need to:

1. Contact the credential agent in your district or County Office to obtain the CTC Form 41-4 or go online at www.ctc.ca.gov/credentials/applications.html to download the form.
2. Complete this application Form 41-4 and include a cashier's check or money order for the credential fee.
3. Obtain a letter on district letterhead from the district office verifying at least two years of full-time administrative experience.
4. Include copies of your Module 1, 2, and 3 Certificates of Completion.

OR...

- Check to see if you are eligible to renew your credential online and pay by credit card by going to www.ctc.ca.gov.

Note: The CTC aligns an administrator's Teacher Credential and the Administrative Services Credential expiration date so that they may be renewed at the same time.

MODULE 1 PRACTICUM

Sample Activities to Apply and Extend Module 1 Content Training

POSSIBLE FOLLOW-UP ACTIVITIES	DOCUMENTING EVIDENCE	TIME
Focus Area #1: Effective Implementation of the Core Curriculum		
<p>Meet with teachers to inform them of the state guidelines for the use of their materials; then determine the degree to which they are utilizing the adopted instructional materials, and develop a plan to have them follow a textbook pacing calendar that meets the state framework guidelines.</p>	<ul style="list-style-type: none"> • Summary of meetings with teachers • Plan for implementation of the instructional materials' pacing calendar as per state guidelines • % of teachers who are implementing the pacing calendar by grade level / course. 	<p>5 hours</p>
<p>Monitor the implementation of the state-board adopted K-6 Reading/Language Arts; the 6-8 Reading/Language Arts, Intervention, or Mathematics; or the standards-based 9-12 English/Language Arts, Intervention, or Mathematics pacing calendar through at least two sets of classroom observations utilizing the agreed-upon pacing calendar and your knowledge of the instructional materials.</p>	<ul style="list-style-type: none"> • Summary of at least 2 sets of classroom observations, specifying content and grade level, with indication of % of teachers utilizing materials per state guidelines. 	<p>20 hours</p>
Focus Area #2: High Quality Training		
<p>Attend 40-hours of SB 472 training with your classroom teachers. (Note: This one activity completes <u>all</u> 40 hours of Module 1 Practicum.)</p>	<ul style="list-style-type: none"> • SB 472 certificate of completion from training provider 	<p>40 hours</p>
<p>Provide workshops for staff and/or attend workshops with staff about the structure and various resources available in their instructional materials.</p>	<ul style="list-style-type: none"> • Workshop agendas • Brief summary of your role as presenter and/or participant 	<p>5 hours</p>

Module 1 Practicum - Sample Activities (cont.)

POSSIBLE FOLLOW-UP ACTIVITIES	DOCUMENTING EVIDENCE	TIME
Focus Area #3: Curriculum-Embedded Assessment		
<p>Provide information to staff regarding need and purpose for curriculum-embedded assessments; establish expectations and a timeline for the use of curriculum-embedded assessments as included in the instructional materials adoption (benchmarks). Secondary administrators may do this for Language Arts or math.</p>	<ul style="list-style-type: none"> • Agenda of meetings with teachers • Timeline for benchmark assessments 	5 hours
<p>Develop protocols / organize the structure for grade levels / course level meetings to share the benchmark assessment information based on the instructional materials. Set expectations for what is to occur, train staff in the protocols, and monitor the meetings. Expectation – modify instruction and provide extra support for students.</p>	<ul style="list-style-type: none"> • Sample of protocols established • List of grade level/course level meetings that have occurred • Examples of data and actions taken to improve instruction for students not achieving 	20 hours
<p>Compile benchmark assessment results and do a “vertical” review of data. Determine and provide support that teachers might need to implement the curriculum more effectively.</p>	<ul style="list-style-type: none"> • Sample of data and support offered to teachers. 	5 hours
<p>Discuss the progress on state assessments with staff or other groups; set school-wide goals on the CSTs for all students and for at least one significant sub-group. Work with staff to develop a plan on how they will meet achievement goals.</p> <p>Conduct one-to-one CST student conferences for those in Basic and Below Basic levels to improve testing performance.</p>	<ul style="list-style-type: none"> • Outline of presentation • School-wide goals established and the plan to meet these goals. • Log of student conferences or conference outline 	5 hours 5 hours

AB 430 Practicum Sample Activities: Module 1 (cont.)

POSSIBLE FOLLOW-UP ACTIVITIES		TIME
Focus Area #4: Implementing SBE-Approved or Standards-based Materials		
Organize and implement the testing of students in the SBE-approved instructional materials to determine how many students are two or more years below grade level. Provide additional support structures (e.g., create an extra strategic support period and/or provide an intensive reading intervention) for students who are below grade level (strategic and intensive).	<ul style="list-style-type: none"> • Student summary data from textbook placement test and list of support structures offered to students 	10 hours
Prepare and distribute a school-wide pacing calendar for each grade level in English/Language Arts or math based upon collaboration with teachers to ensure that all teachers in a grade level or subject area know when each lesson/standard is expected to be taught and in what sequence to ensure content coverage.	<ul style="list-style-type: none"> • Pacing calendar • Meeting agendas and minutes • Brief summary of process 	10 hours
Focus Area #5: Support for Teacher Implementation		
Conduct / provide professional development activities that prepare and support your teachers to implement effectively their adopted instructional materials (e.g., SB 472 training; explicit direct instruction training; curriculum calibration training; scaffolding strategies; differentiated instruction).	<ul style="list-style-type: none"> • List of professional development activities, including number of hours you attended or presented 	10 hours
Focus Area #6: Professional Readings		
<u>Some Examples</u> <ul style="list-style-type: none"> • Richard Elmore - "Bridging the Achievement Gap and Building a New Structure for School Leadership" • Dr. Jeanne Chall – "The Academic Achievement Challenge – What Really Works in the Classroom?" • Robert Marzano – "Classroom Instruction that Works" • Richard DuFour – "Whatever it Takes" 	<ul style="list-style-type: none"> • Brief summary of major ideas and relationship to your school's status 	5 hours

MODULE 2 PRACTICUM
Sample Activities to Apply and Extend Module 2 Content Training

POSSIBLE FOLLOW-UP ACTIVITIES	DOCUMENTING EVIDENCE	TIME
Focus Area #1: Vision and Culture		
<p><u>Academic Program Survey</u> Oversee the completion of the Academic Program Survey (APS). Aggregate data and set up an action plan to address barriers to achievement.</p>	<ul style="list-style-type: none"> • Summary of APS and action plan 	5 hours
<p><u>Professional Learning Community</u> Provide leadership for and share knowledge about the implementation of the elements of a professional learning community at your site.</p>	<ul style="list-style-type: none"> • Summary of meetings with appropriate staff; written description of expectations 	10 hours
<p><u>Achievement for ALL Students</u> Assess your school culture (beliefs, practices, etc.), determine the areas that need addressing at your site, and develop a plan of action.</p>	<ul style="list-style-type: none"> • Copy of the assessment and action plan 	10 hours
Focus Area #2: People and Performance		
<p><u>Teacher Supervision and Support</u> Further assess the professional development needs of your teachers, develop individualized professional development plans to support continuous growth, and plan and implement training.</p>	<ul style="list-style-type: none"> • Copy of assessment tool • Summary of findings 	5 hours
<p><u>Schoolwide Walkthroughs</u> Develop a process for school-wide walkthroughs and/or utilize school-wide walkthrough tools that focus on assessment of learning and instruction and improvement of student achievement. Use the results for school improvement.</p>	<ul style="list-style-type: none"> • Copies of walkthrough tools and any staff meetings • Summary of information collected 	10 hours
<p><u>Professional Readings</u> Select from the included Module 2 bibliography or your own choice.</p>	<ul style="list-style-type: none"> • Brief summary of readings 	5 hours

Module 2 Practicum - Sample Activities (cont.)

POSSIBLE FOLLOW-UP ACTIVITIES	DOCUMENTING EVIDENCE	TIME
Focus Area #3: Fiscal Management		
<p><u>District Accounting System</u> Familiarize yourself with your district's accounting system. Meet with your district business manager to gain an understanding of the existing financial processes that are utilized.</p>	<ul style="list-style-type: none"> • Documentation of meetings with district business manager 	5 hours
<p><u>Budget Development Process</u> Learn the intricacies of your district's budget development and allocation process to assist you in the development of a site budget process that aligns expenditures to the student achievement goals in your Single Plan.</p>	<ul style="list-style-type: none"> • Documentation of meetings • Brief description of the process developed 	5 hours
<p><u>Business/Community Partnership</u> Develop a business or community partnership to promote student achievement.</p>	<ul style="list-style-type: none"> • Documentation of activities/meetings • Brief description of the partnership 	10 hours
Focus Area #4: Knowledge and Data		
<p><u>District Assistance Survey (DAS)</u> If your district is in PI status, assist your district with the completion of the DAS; then assist in the revision of the LEA Plan addendum to improve student achievement.</p>	<ul style="list-style-type: none"> • A copy of the LEAP addendum 	10 hours
<p><u>Use of Assessment Data</u> Use the results of CSTs and curriculum-embedded data to set student achievement goals in the Single Plan. In addition, develop a plan to help students meet short-term goals, i.e., after school tutorials, addition of a strategic period to the master schedule.</p>	<ul style="list-style-type: none"> • Summary of findings, plans, and changes made to the program to improve student achievement 	20 hours
<p><u>EL Students</u> Monitor the implementation of the District Master Plan for EL students at your site. Make recommendations for the plan revisions as needed; ensure that a "catch-up" plan has been designed and that you are following the plan with each EL student.</p>	<ul style="list-style-type: none"> • Brief summary of the activities accomplished 	5 hours

MODULE 3 PRACTICUM

Sample Activities to Apply and Extend Module 3 Content Training

POSSIBLE FOLLOW-UP ACTIVITIES	DOCUMENTING EVIDENCE	TIME
Focus Area #1: Use of Software or Online Resources		
Use PowerPoint to create a presentation for staff and/or parent/community.	<ul style="list-style-type: none"> • Copy of PowerPoint slides or brief summary of how it was used 	10 hours
Investigate web sites from content training, such as Just for the Kids, EdData, publishers' web sites, etc.	<ul style="list-style-type: none"> • Brief summary of web sites accessed and activity accomplished 	5 hours
Use Excel to assist you in the development of a site budget that aligns expenditures to the student achievement goals in your Single Plan.	<ul style="list-style-type: none"> • Brief description of the activity accomplished 	10 hours
Focus Area #2: Use of Technology to Improve Student Achievement		
Use Excel to organize and evaluate assessment data for presentation to staff.	<ul style="list-style-type: none"> • Meeting agenda • Brief summary of the activity 	10 hours
Use PowerPoint to create a presentation for staff and/or parent/community that focuses on improving student achievement (e.g., data presentation, Single Plan for Student Achievement, etc.)	<ul style="list-style-type: none"> • Copy of PowerPoint slides or brief summary of how it was used 	10 hours
Observe and evaluate technology using classroom walkthroughs and observations, looking for uses of technology effectively integrated into the curriculum.	<ul style="list-style-type: none"> • Walkthrough schedule • Brief summary of walkthrough findings or data collected 	5 hours
Visit educational web sites; select and read reports and/or articles related to technology in education as it relates to improving student achievement.	<ul style="list-style-type: none"> • Titles and brief summary of reports/articles read 	5 hours
Focus Area #3: Other Technology Focus		
Be involved in writing or updating your site and/or district technology plan, as appropriate.	<ul style="list-style-type: none"> • Meeting agenda • Brief summary of revisions 	5 hours
Be involved in writing or updating your site and/or district acceptable use policy.	<ul style="list-style-type: none"> • Meeting agenda • Copy of policy or brief summary of revisions made 	5 hours
Attend an additional workshop on technology applications.	<ul style="list-style-type: none"> • Copy of workshop flyer • Brief summary of learning 	5 hours

All rights reserved.

*The enclosed materials are the property of the
Contra Costa County Office of Education and may
only be used within the context of an authorized
CCCOE AB 430 Administrator Training.*

AB 430 Contact

Cheryl Hansen, AB 430 Coordinator
Contra Costa County Office of Education
77 Santa Barbara Road
Pleasant Hill, CA 94523

Phone: 925-942-3445

Fax: 925-942-3480

E-mail: chansen@cccoe.k12.ca.us

Web Site: www.ab430region4.org

