

Norma Carlos
EDA 612- Prof. Dev. Seminar II
Prof. Padover

Individualized Induction Plan Reflection

In reflecting on the action steps of my induction plan, I feel empowered and confident in knowing that the results are benefiting my professional development and my school as a whole. Just this past July, I accepted the Principal position for two charter schools in my region. I felt honored to lead my schools, yet I felt nervous and uncertain stepping into such a critical position during a Pandemic. I honestly have to say that my Induction Plan has been a stepping stone and guidance in the transition to the Principal leadership role. I've accomplished several action steps in meeting the CPSEL Standards of my Induction Plan.

As a new Principal, I worked tediously this semester with my staff and student council members to develop a shared vision for our regional schools. The opportunity and process was empowering to all stakeholders. It was gratifying to witness them develop and own what would become the vision for our schools. Posters were developed and now displayed at each of our schools. Teachers are now collectively aware of what they expect of their students and challenge their students to live up to the vision.

The COVID-19 pandemic certainly brought on challenges, but with it came opportunities for staff. During this semester, there were several professional development (PD) opportunities created for staff to help them become better equipped as Distance Learning instructors. A few of these PDs that were created were: Google Suite, Edmentum (online platform curriculum, Zoom (best practices), Google Jamboard, and Student Engagement PDs. In addition, several PDs were held to enrich our knowledge and increase our partnerships with our Workforce Innovation and Opportunity Act partner in the community.

The pandemic brought on other challenges which led to me include this in my Induction Plan. In order to prepare my schools to reopen, I had to develop, plan and implement an Exposure Management Plan as well as a Containment, Response and Control Plan. I created a designated School COVID-19 Compliance Task Force, responsible for collaborating on writing, implementing and overseeing the plan in response to reopening our schools.

Our school experienced a growth this semester due to parents seeking an established and organized school during this Distance Learning time due to the pandemic. With student growth, came the challenge of adding additional instructional staff, with limited resources. I met with the Principal team within our charter school organization as well as with our Directors of Schools, to discuss our school staff hiring needs based on student enrollments. I had to quickly open up job requisitions, conduct interviews and ensure that the new staff obtained the necessary training in a timely manner.

Maintaining our presence in the community continued to be a priority during this pandemic. I met and planned with our school's Enrollment and Outreach Specialist to organize and participate in virtual events with our community partners. Our students held several food and clothing drives to support our local wrap around service programs. We invited representatives from Penny Lane Community Program to present at our all-staff Area-In-Service. Our Enrollment and Outreach Specialist also continued to develop our schools websites with information pertinent to parents, students and the community.

One major accomplishment this semester was strengthening our knowledge and partnership with our WIOA providers. When I stepped into this Principal role, I was honestly not aware of the components of the WIOA program. I made it a goal to reach out to our WIOA representative to develop PDs to educate the leadership staff on the implementation of the WIOA components. As a Team, we learned about the referral process in order to better support our students to gain hireable job skills to be productive members of our community.