



MESSAGE FROM THE EXECUTIVE DIRECTOR

The mission of the SCOE School of Education is to provide high-quality professional development for teachers and leaders in the Capital region. With another "school year" under way, our Mission is strongly in place. The Leadership Institute (aspiring and beginning administrators), the Teacher Induction program (new teachers), and the Teacher Intern program (students working on their credentials) provide high-quality trainings, courses, and professional development that focus on the specific needs of participants in each program.

For example, the Teacher Induction program's "Super Saturdays" offer informative workshops and topics to assist with ongoing teacher development. Topics have included *Lessons from Psychology: The Science of Attention, Learning, and Memory*; *Writing SMART IEP Goals*; and *Who Are These Kids, and How Did They End up in My Class?—Expanding Your Toolbox for Working with Difficult Students*. The "Super Saturday" concept is being delivered throughout the year for teachers enrolled in our Teacher Induction program, as well as for teachers in our partnering districts.

Providing high-quality professional development for leaders, the preliminary

administrative credential program develops leadership skills in a variety of ways, including training delivered by established leaders in education and coaching provided by regional leaders whose skillful guidance helps to shape our future leaders (i.e., online principal coaches and district end-of-year project coaches).

In the clear administrative services credential program, one of the workshops for leadership development is *Developing Knowledge, Leadership, and a Practicum for Standard 2: Instructional Leadership—Shaping a Collaborative Culture of Teaching and Learning with a Focus on Student and Professional Growth*. Presented by Dr. Pamela Noli, this workshop takes an in-depth look at Standard 2 and supports leadership development through the role of the leader in supporting beginning teachers.

In support of regional staff development needs, the School of Education continues to assess and answer requests for high-quality professional development. Examples of our regional support include the following: organized the workshop on establishing Professional Learning Communities, presented by Dr. Linda Bersinger; established a partnership with Brandman University to provide a masters in curriculum and instruction at SCOE; and offered a methods course and

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trainings for the CSET in visual arts for teachers who already have their credentials but who also want a single-subject supplement.

One of the reasons consistent, high-quality professional development is possible is because of the stellar coaching staff across the School of Education. If you know people who would like to coach participants in one of our programs, have them visit our Web site, scoeschoolofed.net, to find out the what, the why, and the how of coaching for the School of Education. You can also share the flyer on page 9 of this newsletter.

Here's to another successful year!!

Our guiding principle is that high-quality leadership is key to success for students, teachers, schools, and districts.

IN THE SPOTLIGHT

STARRING MEMBERS FROM OUR LEADERSHIP COMMUNITY

In this issue of The Link, members of our community share reflections on their educational backgrounds, how their work/experience contributes to the development of future leaders, and thoughts around the work of the SCOE Leadership Institute.

Christina Penna

ASSOCIATE SUPERINTENDENT,
SECONDARY EDUCATION
ELK GROVE USD
FACULTY MEMBER



From an early age I knew I wanted to teach. My desire grew stronger through middle and high school and was reinforced at UC Davis by my education coursework and field experience. When I was hired right after college to teach English at Valley High School in the Elk Grove district, I was thrilled. I had realized my goal—my dream, actually—but what I didn't realize at the time was that I also had embarked on a powerful journey that has led me to professional opportunities I never could have imagined. Each position that I have held throughout this journey, including teacher, curriculum specialist, vice principal, principal, district-level director, and for the last twelve years, associate superintendent, has prepared me for the most important work that I do: building leadership capacity in others and inspiring them to achieve their goals.

Through my current work in Elk Grove, I oversee secondary schools, alternative and adult education, and key program initiatives, including College and Career Readiness. In short, I'm a practitioner, supporting school leaders in developing, implementing, monitoring, and

"In short, I'm a practitioner, supporting school leaders in developing, implementing, monitoring, and assessing programs and practices to benefit students—all students."

assessing programs and practices to benefit students—all students. Like the principals, I wrestle with the budget, draft LCAP goals and metrics, and work to align spending with identified needs. I encourage leaders to build relationships, to grow strong PLCs, and to develop the support and partnership of their individual school communities. Colleagues and I tackle tough conversations around equity, disproportionality, and the achievement gap and work with action teams to effect change. I believe that each of these roles and responsibilities is essential

to building and maintaining school environments that provide opportunity for every student's success.

The same roles and responsibilities also contribute to the continuing development of administrators and leaders in the district, as well as to the development of new leaders in the Leadership Institute. I have been fortunate to have been part of the Leadership Institute faculty for a number of years. Under the dynamic direction of Dr. Winlock and the exceptional organization of Kristen Coyle, the Leadership Institute provides leadership training unlike any other program I know. By inviting district and county-level administrators from throughout the region to be faculty members, program participants learn first-hand from current practitioners. They also have the opportunity to interact with site principals, directors, instructional coaches, and other district staff through online coaching and project development. The program is current, relevant, rigorous, and motivating. As a faculty member, I'm privileged to work with the next generation of educational leaders on their professional journey.



Congratulations to Sacramento County's Teachers of the Year 2017!

Nichole Harshbarger - First Grade
Kingwood K-8, San Juan USD

George Helms - First Grade
Arnold Adreani Elementary School, Elk Grove USD

Chris Roe

ASSOCIATE PROFESSOR,
DEPARTMENT OF TEACHER
EDUCATION, CSU STANISLAUS
CASCADIA COACH



Education is a passion—and one with which I've had a long relationship. As a teacher, I strived to connect with my students, no matter which grade level I taught. This connection made learning for them and teaching for me more engaging. As an educational leader (assistant principal, principal, or county office EL and BTSA consultant) I employed the same strategy: connecting with my colleagues on a personal level in order to provide a more collegial and professional atmosphere. Education continues to be my passion. Working with administrators pursuing their administrative credentials enables me to keep current with educational trends and provides an avenue for sharing my expertise.

My career has provided me ample opportunities to engage with teachers and future school leaders. As an associate professor in teacher education, I work with preservice teachers. Part of my role is to share with them the many career options available to them in education. I see many students return a few years after

"Keeping the focus on the role of a school leader lets the students I coach immerse themselves . . . developing action plans and engaging in opportunities that will enhance their positions as they apply to each standard."

they have taught to begin the pursuit of their administrative credential. Keeping a focus on the role of a school leader lets the students I coach immerse themselves in the position they desire, developing action plans and engaging in opportunities that will enhance their positions as they apply to each standard.

The SCOE Leadership Institute and School of Education have been a great asset to preservice teachers and administrators. The convenience of the program offerings and immediate feedback from instructors, coaches, and students allows for a positive connection to the programs offered. I have found coaching both "live" and "online" participants to be an experience that benefits both the participants and me; I'm still learning from them as they learn from me. The support from Kristen and Steve adds to the overall experience and has been positive in all aspects.

TEACHING

SCOE School of
Education

LEADING

2016 Advisory Council Member Roster

Dr. Janet Balcom

Assistant Professor, Special Education, National University

Shelly Clark

Director, Personnel Development, Elk Grove USD

Kristen Coyle

Director, Program Support, School of Education
Sacramento County Office of Education

Effie Crush

Director, Human Resources
Sacramento County Office of Education

Karen Knight

Assistant Superintendent, Human Resources
Folsom Cordova Unified School District

Linda Liebert

Director, Teacher Intern Program, School of Education
Sacramento County Office of Education

Dr. Martin Martinez

Director, General Education and Special Education
Induction (BTSA), Sacramento County Office of Education

Cancy McArn

Assistant Superintendent, Human Resources & Employment
Compensation Services, Sacramento City USD

Dr. Jacquelyn Moore

Director of Human Resources, Twin Rivers USD

Paul Oropallo

Assistant Superintendent, Human Resources, San Juan USD

Dr. Bonnie Plummer

Assistant Professor, Special Education, National University

Ruben Reyes

Superintendent, Robla School District

Dr. Ting L. Sun

Executive Director, Natomas Charter School

Dr. L. Steven Winlock

Executive Director, School of Education,
Sacramento County Office of Education

LEADERS IN ACTION

ON THE MOVE

Congratulations to Leadership Institute alumni, participants, coaches, and faculty who have received new positions, awards, or honors.

Darrell Amerine (SCOE Cohort 2) - ***Interim Principal***

Capital City School, Sacramento City USD

Jaime Avelar (SCOE Cohort 6A) - ***Assistant Principal***

Westfield Village Elementary School, Washington USD

Vickie Boudouris (SCOE Cohort 3) - ***Principal***

Natomas Station Elementary School, Folsom Cordova USD

Jennifer Buzolich (SCOE Cohort 1) - ***Principal***

Ace Charter School and Hemlock Elementary School, Vacaville USD

David Campbell (SCOE Cohort 1) - ***Education Specialist—Mild/Moderate***

Winters Middle School, Winters Joint USD

Mary Cardoso (SCOE Cohort 2) - ***Principal***

Charles Peck Elementary School, San Juan USD

Carol Falter (SCOE Cohort 6A) - ***Vice Principal***

Sheldon High School, Elk Grove USD

Amber Fontaine (SCOE Cohort 3) - ***Assistant Principal***

Russell Ranch and Williamson Elementary Schools, Folsom Cordova USD

Justin Harman (SCOE Cohort 5) - ***Teacher in Charge***

Laguna Creek High School, Elk Grove USD

Mohsin Khasimuddin (EGUSD Cohort 1) - ***Assistant Principal***

American Canyon Middle School, Napa Valley USD

Melissa LeFevre (SCOE Cohort 6B) - ***Elected to the Site Leadership Team***

Churchill Middle School, San Juan USD

Gina Liuzzi (SCOE Cohort 6B) - ***Vice Principal/Teacher in Charge***

T.R. Smedberg Middle School, Elk Grove USD

Michael Magliola (SCOE Cohort 6B) - ***Vice Principal***

Winston Churchill Middle School, San Juan USD

Diane Mahan (SCOE Cohort 5) - ***Vice Principal***

Woodland High School, Woodland Joint USD

John Mifsud (EGUSD Cohort 1) - ***Vice Principal***

Anna Kirchgater Elementary School, Elk Grove USD

Andrea Mitchell (SCOE Cohort 6A) - ***Assistant Principal***

H. Allen High Elementary, Natomas USD

Jill Niederholzer (SCOE Cohort 3) - ***Professional Development Coordinator***

Sutter County Superintendent of Schools

Sara Parenzin (SCOE Cohort 5) - ***Principal***

Mather Heights Elementary School, Folsom Cordova USD

Jasmin Patel (SCOE Cohort 6A) - ***Vice Principal***

Rio Tierra Junior High School, Twin Rivers USD

Marie Pawlek (SCOE Cohort 5) - ***Principal***

Cordova Meadow Elementary School, Folsom Cordova USD

Aaron Pecho (SCOE Cohort 6A) - ***Coordinator III, Curriculum and Instruction, Science***

Sacramento City USD

Tony Perez (SCOE Cohort 6A) - ***Assistant Principal***

Hiram Johnson High School, Sacramento City USD

Robert Pope (SCOE Cohort 1) - ***Principal***

Keema High School, Twin Rivers USD/Yuba City USD

Clete Purinton (SCOE Cohort 6B) - ***Vice Principal***

Mira Loma High School, San Juan USD

Amy Rovai Gregory (SCOE Cohort 4) - ***Vice Principal***

Greer Elementary School, San Juan USD

Tosha Tillotson (SCOE Cohort 3) - ***Associate Superintendent, Regional Director***

Diocese of Sacramento

Fawn Ueberschaer (SCOE Cohort 3) - ***Coordinator of English Language Services***

Yuba City USD

Alison (Welch) Harkov (SCOE Cohort 5) - ***English Learner K–12 Instructional Coach***

Elk Grove USD

Julie Winkle (SCOE Cohort 6B) - ***Assistant Principal***

Foothill High School, Twin Rivers USD

Adam Wood (EGUSD Cohort 3) - ***Vice Principal***

Monterey Trail High School, Elk Grove USD



Executive Director Steve Winlock relaxes while SCOE Deputy Superintendent Sue Stickel presents an overview of the Common Core State Standards (CCSS) to this year's Preliminary Administrative Credential Program candidates.

MEET AND GREET / GRADUATION PHOTO GALLERY

Leadership Institute participants, faculty, online principal-coaches, staff, and supporters met at the home of Dr. Steve Winlock on May 13, 2016. The 6th Annual Meet and Greet proved a festive evening of camaraderie and making connections within our Leadership community.



Participants Julie Winkel, Nadine Hilden, Lisa Yamasaki, and Angela West, Sharon Heilman (Online Principal-Coach), Participants Jenny Keyport and Jeannette Schroeder, Frank Lawler (Online Principal-Coach), Participant Cidelia Martinez, and Melanie Dopson (Online Principal-Coach)



Participants Tony Perez, Jacob Geivett, and Jasmin Patel



Participant Cletus Purinton, Executive Director Steve Winlock, and a few Leadership Institute "photo bombers"



Participants Aaron Pecho, Kimberly Trigueiro, Chris Olsen, Teri Brown, Laura Sandeen, Bernadette Provins, Yazmin Navarro Corona, Matt Gibson, Naiomi Hughes, and Toni Boakye-Donkor



Participants Patricia Jane Sipula, Denise Egan, and Umi Kilolo (Online Principal-Coach)



Participants Ruby McDowell, Sue Walden, Andrew Johnson, Melissa LeFevre, and faculty member Christina Penna (Associate Superintendent, Secondary Education, Elk Grove USD)



Participants DonnaMarie Frederick and Norma Chadwell with Teacher Induction Program Director Marty Martinez



Executive Director Dr. L. Steven Winlock, County Superintendent Dave Gordon, Deputy Superintendent Sue Stickel, and Trustees Greg Geeting and Jacqueline Levy congratulate Celeste Boggs and Toni Boakye-Donkor as they cross the stage.



County Superintendent Dave Gordon addresses the Leadership Institute Class of 2016.

Friends, family, and colleagues gathered at Sheldon High School to honor our 67 participants at the Leadership Institute graduation ceremony on June 18, 2016. As seen in "On the Move" on p. 4, many of these graduates have already received positions working in a leadership capacity.



Konstantina Caster, Norma Chadwell, and Amber Clark take time to celebrate their successes.



Asha Salley addresses his Leadership Institute classmates.



Liz Julienne has a lot to celebrate!



Jasmin Patel talks about her experiences in the administrator credential program.



Jamie Avelar, Matt Gipson, Jacob Geivett, and Toni Boakye-Donkor enjoy the ceremony.



Young fans and festive signs are encouraged! Jamie Avelar's children and wife support their favorite graduate.



Staff member Cheryl Roberts and Executive Director Steve Winlock congratulate Christine Ewing.



SCOE Teacher Induction

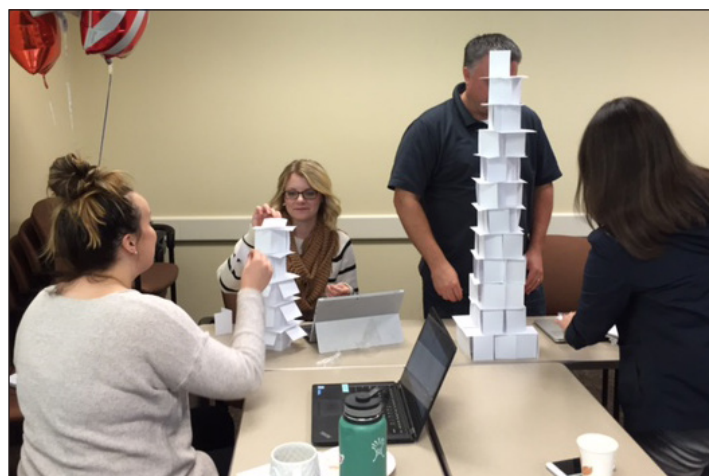
GOLDEN IN 2016–17

SCOE TI Mentors: Worth Their Weight in Gold

The SCOE Teacher Induction (SCOE TI) program serves teachers throughout the Capital Region and California and supports teachers in earning their professional clear Multiple Subject, Single Subject, and Education Specialist credentials. The primary purpose of SCOE TI is to support all teachers in becoming the most effective teachers possible and to ensure promising teachers remain in the profession for many years.

In December of 2015, the Commission on Teacher Credentialing (CTC) approved new standards for Teacher Induction (formerly BTSA). The new standards brought tremendous opportunities for SCOE TI to re-envision how we do business. Over the past spring and summer we had the opportunity to work with teachers, mentors, administrators, and our own teams to create an induction experience more streamlined and aligned with the context and individual professional needs of all teachers, the students they serve, and the sites and districts/programs they work within. The Individualized Learning Plan is the foundation of teachers' induction work and serves as the roadmap for their professional growth goal(s).

The heart of our program continues to be the support our teachers receive from mentors who guide their development and challenge them to grow instructionally while simultaneously supporting the day-to-day challenges new teachers experience. Teachers continue to cite mentors as the primary component of their successful professional development in their early years in the classroom. We continue to develop and grow the various supports we offer our mentors to ensure they are prepared to support the teachers they serve.



Teachers work on projects during the science workshop at the Teacher Induction "Super PD Saturday" event.

A screenshot of the SCOE Dashboard website. The dashboard is divided into several sections: 'Task Progress' with a table of tasks and their completion status; 'News and Updates' with a Facebook link; a calendar for October 2016; and 'Support for improving My Teaching' with links to professional development, weekly conversations, and a mentor coordinator. The 'Task Progress' section includes a table with columns for 'Tasks by Category', 'Progress', and 'Requirements Met'. The 'Support for improving My Teaching' section includes links to 'Professional Development', 'Weekly Conversations', 'My Mentor', 'My Coordinator', and 'Have a Question?'. The 'News and Updates' section includes a link to 'Like us on Facebook!'. The calendar for October 2016 shows dates from 1 to 31. The 'Support for improving My Teaching' section includes a photo of a woman holding a book.

Visit the SCOE Teacher Induction Web site at scoeti.org!

SCOE TI Wins Prestigious Golden Bell Award

The Sacramento County Office of Education (SCOE) Teacher Induction (SCOE TI) program has won a Golden Bell Award for the "SCOE Dashboard" component of its Web site. The highly respected award (in the "Professional Development and Teacher Recruitment/Retention" category) will be presented by the California School Boards Association (CSBA) during a luncheon at its upcoming Education Conference in San Francisco on December 3.

The "SCOE Dashboard" provides new teachers with timely resources, online professional learning, and targeted feedback. The system generates electronic portfolios that mentors can review with their teachers and that SCOE TI can use as evidence when recommending that a teacher receive his or her clear credential. The Teacher Induction program worked with SCOE's Internet Media Services team to develop a flexible site that will accommodate changes to induction standards and technology.

"Our Board of Education has always strongly supported the innovative use of technology," said Sacramento County Board of Education President Jacquelyn Levy. "The Web site supports teacher retention and professional growth for our region's most promising new teachers and promotes every student's access to an effective teacher."

For more information on SCOE TI, e-mail or call Marty Martinez, Ed.D., at mmartinez@scoe.net or (916) 228-2236.

Teacher Intern Program

SECOND COHORT UNDER WAY!

The Teacher Intern Credential Program is proud to announce that the second cohort of Teacher Interns is well under way. This alternate credential pathway allows college graduates the ability to complete their teacher preparation coursework concurrent with their first year or two in a paid teaching position. We currently offer credential programs for Multiple Subject participants as well as Single Subject participants in either Math or Science. Due to a high demand for Special Education teachers in the Capital Region, SCOE has submitted an application to become a program provider for the Mild/Moderate Education Specialist Credential in 2017.

The Credential Program pathway begins with participants completing our 160-hour Preservice preparation and then earning a certificate that allows them to be hired as District Interns. To qualify for intern program participation, an individual must

- possess a bachelor's degree from a regionally accredited college or university;
- satisfy the basic skills requirement (CBEST);
- meet the subject matter competence (CSET) and U.S. Constitution requirement.



Leadership Institute Executive Director Steve Winlock, Director of Program Support Kristen Coyle, Teacher Intern Program Director Linda Liebert, and Teacher Induction Program Director Marty Martinez attend the Meet and Greet event.

Completion of an intern program results in the same Preliminary Teaching Credential as is earned through a traditional teacher preparation program route.

If you know a college graduate who is passionate about pursuing a teaching position, please have him/her email the Teacher Intern Program at croberts@scoe.net for more information or call us at 916-228-3908.

READING FOR LEADING

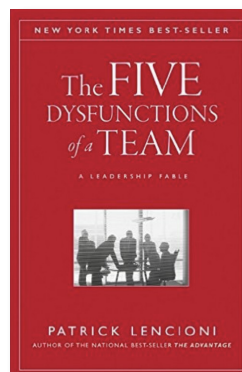
Thank you to members of our community who shared the following titles for further reading about leadership.

Best Practice Briefs: School Climate and Learning developed by Betty Tableman, with the assistance of Adrienne Herron. BEST PRACTICE BRIEFS are a product of University-Community Partnerships @ Michigan State University.

"This article had a lot of common sense reminders about how important school culture is to the success of your school. It is composed of three areas: artifacts and symbols, values, and assumptions. If these areas are your focus, common beliefs and values will be strong and people will communicate well. . . As leaders, we must focus on the appearance of our schools, build faculty relations, focus on student interactions, grow leadership and include staff and students in the decision making process, create and develop strong learning environments, carry a positive attitude and culture, and develop tight school-community relationships. School climate and culture give an organization its identity and standard for expected behavior!"

Recommended by Katie Hedrick
Academic Program Coordinator at Isabelle Jackson
Elementary School, Elk Grove USD

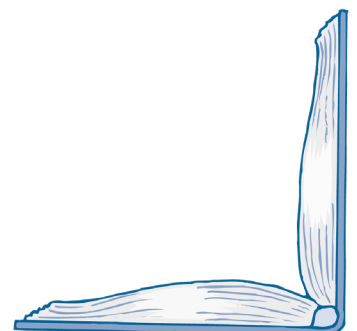
The Five Dysfunctions of a Team: A Leadership Fable
by Patrick M. Lencioni



Retrieved from amazon.com.

"It was a great read and gave our administrative team specific things to improve upon for our staff and PLC collaboration."

Recommended by Julie Winkle,
Vice Principal of Foothill High School
in Grant Joint Union HSD



TEACHING

SCOE School of
Education

LEADING

Join Our Coaching Team!



Coaching Across the School of Education

The SCOE School of Education recognizes the value of providing on-going coaching and mentoring to participants across our program. Each department, including the Intern Program, Teacher Induction (BTSA) Program, Preliminary Administrative Services Credential Program, and the Clear Administrative Services Credential Program, utilizes coaches to ensure program participants have the support they need to be successful.

Coaching Support

Intern Program: Pairs field coaches and on-site mentors with intern teachers to provide practical, face-to-face support as they navigate their first years in their own classroom. Coaches observe classroom lessons and provide non-evaluative feedback and post observation discussions. For more information, contact Linda Liebert at (916) 228-2539 or lliebert@scoe.net.

Teacher Induction (BTSA): Pairs support provider/mentors with participating teachers to provide one-on-one support as they develop and reflect upon their application of the California Standards for the Teaching Profession. For more information, contact Marty Martinez at (916) 228-2236 or mmartinez@scoe.net.

Preliminary Administrative Services Credential Program: Utilizes on-line principal coaches to provide insight and develop participants' knowledge within the online instruction component of the program as well as district coaches who support participants with the field work and end-of-year project. For more information, contact Kristen Coyle at (916) 228-2538 or kcoyle@scoe.net.

Clear Administrative Services Credential Program (CASCP): One-on-one coaching is provided to participants throughout the two-year program to support a series of job-embedded experiences intended to support deepening understanding and application of the California Professional Standards for Educational Leaders. For more information, contact Kristen Coyle at (916) 228-2538 or kcoyle@scoe.net.

If you are an experienced teacher, administrator or both and would enjoy supporting our aspiring educators, please apply using our [Common Coach Application](#).

**Visit our website at
www.scoeschoolofed.net**



A new cohort of Preliminary Administrative Credential Program participants get acquainted during their kick-off course at the SCOE Conference Center.



Online Principal-Coach Kay Schrudder, Intern Program Director Linda Liebert, Nadine Hilden, Anthony Perez, and Lisa Yamasaki enjoy a beautiful evening at the Leadership Institute's Annual Meet and Greet at the home of Steve Winlock.

UPCOMING EVENTS

Preliminary Administrative Services Credential Program Applications Available

January 3, 2017

Clear Administrative Services Credential Program: Participant Applications Due to Begin Program in March 2017 ([Click to apply](#))

January 20, 2017

Teacher Intern Preservice Program begins

January 20, 2017

SCOE Winter Curriculum Breakfast

January 27, 2017

Title I and the Arts Workshop ([Click for flyer](#))

January 30, 2017

Informational Meetings for the Preliminary Administrative Services Credential Program

February 7, 2017

February 16, 2017

Preliminary Administrative Services Credential Program Applications Due (Applications available January 3, 2017)

April 7, 2017

To see a complete listing of SCOE's
professional development opportunities,
visit <http://scoecatalog.net>.

TEACHING

SCOE School of
Education

LEADING

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