College of Education and Organizational Leadership
Preparing self-renewing, caring, and innovative leaders dedicated to excellence in serving diverse communities.

Preliminary Administrative Services Credential
Program Assessment Report
2009

Prepared by Patricia Ensey, Program Chair
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PREFACE

The current Preliminary Administrative Services Credential program at the University of La Verne was approved on February 14, 2006. Since that time many changes have been made to transform the previous program into that newly approved application including:

- Shifted sequencing of coursework
- Addition of an online Internship Seminar
- Revision of the Field Experience Handbook
- Revision of all syllabi to reflect Benchmark Assignments
- Development of rubrics to grade Benchmark and Key Assessments and Field Experience
- Addition of handbooks for Fieldwork Site Supervisors, Instructors and Candidates
- Implementation of a unit-wide assessment plan

Other changes have been made in response to the College of Education and Organizational Leadership moving toward application for NCATE accreditation including:

- Implementation of a unit-wide assessment plan
- Addition of Key Assessments in Knowledge, Planning (for improved student performance), Assessment (of student work), Diversity, and Technology
- Development of rubrics to score these assessments
- Addition of Task Stream as a tool for archiving of candidate performance data
PROGRAM IMPLEMENTATION AND CHANGE

A change has been made to the sequence of courses in order to facilitate a theoretical foundation and to align the program with the unit-wide assessment design.

In keeping with the theoretical design, Edmt 572: Foundations of Educational Leadership (formerly Educational Leadership), is now taken first in the sequence of classes. This allows for the tenets of leadership to be presented as a basis for all of the other courses in the program moving from general theory to specific application in field experience and in other required courses. (See chart which follows.) In addition, this allows for orientation activities to be carried out at the beginning of the program. This change necessitates offering the class every semester on the La Verne campus and at the beginning of each new cluster in the Regional Campus Centers.

A second change was made by dividing Edmt 574: Field Experience into three parts. Edmt 574a is now titled Orientation to Field Experience. During this first semester students are introduced to the Field Experience process through monthly class meetings, the Field Experience Handbook, and collaborative conferences with sites and university supervisors. Goals which relate to classes being taken are set with this same group each semester.
Structural Design

Edmt 572: Educational Leadership
Edmt 574a: Orientation to Field Experience

Edmt 570
Edmt 571
Edmt 573
Edmt 574 b, c: Field Experience
Edmt 576
Edmt 577
Edmt 578
In the program application a plan was outlined to provide candidates admitted to the Internship at the outset of the program with basic information related to school leadership. This plan has taken shape in the form of a four session seminar online for which candidates earn one unit of credit. Each session gives theoretical background in one of the four areas which we have designated as core classes and then requires that the intern respond to a case study applying that theory.

The Instructor for the seminar is the Program Chair. All sessions have been developed in cooperation with instructors of the core classes. Responses to the case studies are submitted on Blackboard.

The seminar does not take the place of satisfactory completion of the core classes.
Category I
Program Design, Coordination and Curriculum

Standard I
Program Rationale and Design

The professional leadership preparation program includes a purposeful, developmental, interrelated sequence of learning experiences – some that are carried out in the field and some that occur in non-field settings – that effectively prepare candidates as instructional leaders in a variety of public schools and school districts. The design of the program is based on a sound rationale informed by theory and research aligned with (a) the principles articulated in the Candidate Competence and Performance Standards in Category III, and (b) the principles of various learning theories. The program is designed to provide extensive opportunities for candidates to learn and apply, and includes both formative and summative assessments based on the Candidate Competence and Performance Standards in Category III.

Elements

1(a) The design of the program contains essential principles that are clearly grounded in a well reasoned rationale, which draws on sound scholarship and theory anchored to the knowledge base of administrator preparation, is articulated clearly, and is evident in the delivery of the program’s coursework and fieldwork.

The overall design and rationale for the Preliminary Administrative Services Credential and the Administrative Internship Credential program are contained in the University’s Vision Statement as well as the Vision and Tenets of the Department of Organizational Leadership (see Appendix 21). These statements are constantly reviewed and revised as needed due to changes in the external and internal environments which impact these programs.

Programs under the Department of Educational Leadership are sequenced to provide students the access to complete M.Ed./Tier I/Internship Program. After successfully completing Tier I, students have experienced the theory base and practical application required to continue coursework for Tier II and a doctoral degree.
Preliminary/Intern and Professional Administrative Services Credential Program Mission Statement:

The Mission of the Department of Educational Leadership credentialing program is to enable candidates to become competent facilitators of human development. The educational environment is characterized by small class size and access to professional staff. Leadership is provided by motivated faculty who possess appropriate academic preparation, extensive practical experience, and excellent teaching skills. Program emphasis is on self-awareness, personal meaning, and values developed through a theoretical and applied knowledge base and diverse instructional methodology.

1(b) The program design and its delivery form a cohesive set of learning experiences that are informed by adult learning theories and are designed to address the emerging, developing needs of prospective administrators enrolled in the program.

The University of La Verne is a comprehensive university which consists of the College of Arts and Sciences, the School of Business and Economics, the College of Law, the College of Education and Organizational Leadership, and the School of Continuing Education. Organization of the University is formulated and controlled through a management team at the central campus in La Verne, California. Major units of the University are located throughout California, in Alaska, and in Greece. All programs are designed, monitored and controlled through the appropriate departments and colleges at the central campus.

The University's Administrative preparation program (Tier I) is designed to meet the basic legal requirements of the State of California's Preliminary Administrative Services Credential. In the design of the Preliminary Administrative Services Credential (Tier I) program, it is important to sequence the courses in order to establish a knowledge base for the students prior to developing the specific skills required of an educational administrator. Unfortunately, the structure of the University and the course components do not allow perfect sequencing. While some compromises are made in sequencing, these compromises do not affect the quality of the total program for students. The students enrolled in the Tier I program are either teachers or they are otherwise employed during the day. This necessitates attending later afternoon, evening or weekend classes. For on-campus students, enrolling in two courses and practicum per semester appears to be the maximum load they may want to carry. The structure of the off-campus program is such that students take two courses and practicum per term.

A program Advisory Committee of University administrative staff, adjunct instructors, graduates and district representatives meets bi-annually. There is
advisory correspondence with these persons throughout the year as program requirements change or modifications are considered.

The on-campus program has an average enrollment of 25-30 students per semester, of whom approximately 60% are working toward the Master’s in Educational Leadership and the Preliminary Administrative Services Credential. The remaining students are working toward the Preliminary Services Credential only. On campus, new students who have completed the application process are admitted each semester. Off-campus clusters are initiated whenever 15-20 people in a common geographical area make a commitment to seek entry into a Master’s degree and/or Tier I credential program. Classes to complete both the degree and the credential requirements are currently being conducted in the following areas:

<table>
<thead>
<tr>
<th>Location</th>
<th>Area Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long Beach (17-A)</td>
<td>Carol Mc Whinney</td>
</tr>
<tr>
<td>Long Beach (18-A)</td>
<td>Carol Mc Whinney</td>
</tr>
<tr>
<td>Burbank (Bur-A)</td>
<td>Carol Mc Whinney</td>
</tr>
<tr>
<td>Newhall (10-A)</td>
<td>Cindy Klinger</td>
</tr>
<tr>
<td>Ventura</td>
<td>Cindy Klinger</td>
</tr>
<tr>
<td>South Bay (5-A)</td>
<td>Carol Mc Whinney</td>
</tr>
<tr>
<td>Bakersfield (20-A)</td>
<td>Don Pruett</td>
</tr>
<tr>
<td>Sacramento (25-A)</td>
<td>Tom Gemma</td>
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<tr>
<td>Sacramento (26-A)</td>
<td>Tom Gemma</td>
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</tbody>
</table>

- Off-campus directors of Supervised Practicum are monitored by the Program Chair or designee.

**Outline of the Program**

The University of La Verne develops educational leaders for California through a variety of programs. The Preliminary Administrative Services Credential Program (Tier I) is one of these.

The Tier I program helps prepare educators who want to make positive contributions to public or private school systems through quality educational leadership.

Program options:
- Preliminary Administrative Services Credential – 24 semester hours
- Preliminary Administrative Services Credential and Master of Education (M.Ed.) – 33 semester hours
- Administrative Internship Credential – one of the above plus Induction Seminar
**Table 1: UNIVERSITY OF LA VERNE**  
**Administrative Services Credential Program**  
**Program Options**

<table>
<thead>
<tr>
<th>Master of Educational Leadership</th>
<th>Credential Only</th>
</tr>
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<tbody>
<tr>
<td>Orientation Workshop</td>
<td>Orientation Workshop</td>
</tr>
<tr>
<td><em>Induction Seminar</em>*</td>
<td><em>Induction Seminar</em>*</td>
</tr>
<tr>
<td><strong>Semester 1</strong></td>
<td><strong>Semester 1</strong></td>
</tr>
<tr>
<td>EDUC 501 Tests and Measurements (3)</td>
<td>EDMT 571 Human Resources (3)*</td>
</tr>
<tr>
<td>EDUC 504 Research Methods (3)</td>
<td>EDMT 572 Educational Leadership (3)*</td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td><strong>Semester 2</strong></td>
</tr>
<tr>
<td>EDMT 571 Human Resources (3)*</td>
<td>EDMT 574 Field Experience (3)</td>
</tr>
<tr>
<td>EDMT 572 Educational Leadership (3)*</td>
<td>EDMT 574 Field Experience (cont’d.)</td>
</tr>
<tr>
<td>EDMT 574 Field Experience (3)</td>
<td>EDMT 577 Fiscal Resource Management (3)*</td>
</tr>
<tr>
<td><strong>Semester 3</strong></td>
<td><strong>Semester 3</strong></td>
</tr>
<tr>
<td>EDMT 574 Fieldwork Experience (cont’d.)</td>
<td>EDMT 578 School Law (3)*</td>
</tr>
<tr>
<td>EDMT 577 Fiscal Resource Management (3)*</td>
<td>EDMT 574 Fieldwork Experience (cont’d.)</td>
</tr>
<tr>
<td>EDMT 578 School Law (3)*</td>
<td>EDMT 573 Contemporary Issues (3)</td>
</tr>
<tr>
<td><strong>Semester 4</strong></td>
<td><strong>Semester 4</strong></td>
</tr>
<tr>
<td>EDMT 574 Fieldwork Experience (cont’d.)</td>
<td>EDMT 576 Organizational Management (3)</td>
</tr>
<tr>
<td>EDMT 573 Contemporary Issues (3)</td>
<td>EDMT 574 Fieldwork Experience (cont’d.)</td>
</tr>
<tr>
<td>EDMT 576 Organizational Management (3)</td>
<td>EDMT 570 Curriculum, Instruction &amp; Assessment (3)</td>
</tr>
<tr>
<td><strong>Semester 5</strong></td>
<td></td>
</tr>
<tr>
<td>EDMT 574 Fieldwork Experience (cont’d.)</td>
<td></td>
</tr>
<tr>
<td>EDMT 570 Curriculum, Instruction &amp; Assessment (3)</td>
<td></td>
</tr>
<tr>
<td>EDUC 596 Graduate Seminar (3)</td>
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</tbody>
</table>

**Total: 33 Units**

**Total: 24 Units**

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*Core classes*

**The four sections of the Induction Seminar correspond to the four core classes. Prospective interns take only those sections of the seminar which provide basic background in the core areas if they have not taken the core classes when they begin their Internship. Students still must take the core class.**
Students pursuing the 1st Tier without the M.ED. must complete the area of concentration courses listed above. Interns must also complete the Induction Seminar listed above. Students who want to earn both the M.Ed. and the 1st Tier credential must finish all coursework listed (including the Induction Seminar if they are interns).

- The Credential Program: The Preliminary Administrative Credential offered through the University of La Verne is a twenty-five (25) semester unit program. The credential program requirements can be met by successfully completing the Area of Concentration courses.

- The Degree/Credential Program: Those students pursuing the thirty-four (34) semester unit Masters of Education in School Leadership Degree program must successfully complete the requirements of the combined program: Core Courses, Area of Concentration, and Culminating Activity.

- An Administrative Internship Credential: This credential is available with permission of the program chair. The candidate must be fully matriculated in the Preliminary Administrative Services Credential Program and meet University and CTC Administrative Internship Credential requirements prior to being recommended for the Internship credential.

1(c) The program incorporates multi-media technologies to ensure that candidates develop an understanding of the importance, role and uses of technology for instructional support, administrative decision making and the management of data in schools.

Each Preliminary/Intern Administrative Services Credential candidate will become competent in the effective uses of technology for administrative purposes. The candidate will demonstrate the acquisition of technical applications of hardware and software in the areas of:

- Communications to include distance learning, the World Wide Web, word processing, and desktop publishing.
- School management and decision-making to include master scheduling, budget spreadsheets, and presentation software.
- All coursework carries an expectation that candidates will use appropriate technological application in completing assignments.
- Five courses specifically include an emphasis on the effective use of technological applications in administration.
• Edmt. 570 – Curriculum, Instruction and Assessment requires the candidate to differentiate among technological advances and instructional improvement in assessing the educational program of a school district and to recognize that technology can support instructional improvement and administrative decision-making.

• Edmt. 576 – Organizational Management and School-Community Collaboration requires the candidate to demonstrate the use of computers in office management including master scheduling, use of data collections procedures in school management as well as principles of management of office, plant and ancillary services.

• Edmt. 577 – Fiscal Resources and Policy requires the candidate to incorporate the appropriate technology to identify sources of funding for public schools and district formulas for allocation of those resources as well as the evaluation of models and strategies to optimize use of school facilities.

• Edmt. 578 – School Law explores the legal rights and responsibilities of students and teachers. This area provides for discussion related to using computer-assisted instruction, learning and Internet access.

1(d) The design of the coursework and fieldwork experiences provides each candidate with opportunities to learn about and manage the use of technology for the improvement of the instructional program.

Each Preliminary/Intern Administrative Services Credential candidate will become competent in the effective uses of technology for the instructional program. The candidate will demonstrate the acquisition of technical applications of hardware and software in the area of instruction to include computer assisted instruction, computer applications to learning and data retrieval search applications. All coursework carries an expectation that candidates will use appropriate technological applications in completing assignments.

• Edmt. 570 – Curriculum, Instruction and Assessment requires the candidate to differentiate among technological advances, knowledge expansion and instructional improvement, to explain the uses of computers as a content area and instructional methodology, to understand the nature of multi-media technologies for the improvement of instructional programs and to recognize the impact of technology on the educational program.

• Additionally, technology is introduced during program orientation when students are introduced to technology resources in the School of Educational Management and the ULV campus. Candidates receive
Internet access privileges through the campus library. Access to the on-line catalogue and other educational resources are available through the library. (See Appendix 22.) Candidates are required through their coursework (up to 4 class sessions may be conducted on-line through Blackboard 6) to explore and utilize the technological resources available to them through their own work site, school, and district.

- The ever-changing nature of technology demands that this area of skill and competence be revised regularly. The use of technology has increased in the ASC programs at a rapid rate. Candidates come to the program with varying levels of expertise. It takes time, talent and resources to continue to provide attention to the rapidly changing areas of technology.

1(e) The program has an organizational structure that provides for coordination of the administrative components of the program that facilitates each candidate’s completion of the program.

The Master's Degree in Educational Leadership Program (M.Ed.) prepares individuals to meet the challenge of today’s educational environment. Additionally, our program prepares individuals to meet the requirements established by the California Commission on Teacher Credentialing for obtaining the Preliminary Administrative Services Credential (Tier I) with advanced specialization in educational leadership. We believe that we have a partnership in which the University meets the pre-service needs of credential candidates. Beginning school administrators are required by the State of California to continue their professional growth after they have entered the field. This requirement, an additional 24 hours of post-master’s coursework is available in our university Professional Administrative Services Credential (Tier II) and may be obtained either in a specific program which contains the 24 semester hours only or through competency equivalencies available in our doctorate in Educational Leadership (Ed.D.). We believed that the articulation provided within the Department of Educational Leadership between these programs of professional preparation will enable our graduates to be major contributors to education in the state of California.

The M.Ed./Tier I operates under the following set of assumptions:

- The focus of the program is on preparing individuals to meet specific legal requirements in order to be credentialed as school administrators in the public schools of the State of California and/or to meet the requirements for a Master of Education in Educational Leadership degree.
• Most students enrolled in M.Ed./Tier I are working professionals who seek continuing education for professional growth and/or career change.

• The program is offered to students either on the main campus or in one of several “clusters” located throughout the State of California.

• Admission to the program is equal to or exceeds the requirements for admission to graduate standing within the University.

• The program consists of 11 courses totaling 33 semester credit units for M.Ed./Tier I and 8 courses totaling 24 semester credit units for Tier I only.

• The program stresses theory and research as applied to the practice of educational leadership.

• Many courses may be transferred in from other comparable preparation programs or may be challenged.

• Classes are offered late afternoons, during the evening, or on Saturdays to accommodate the working professional.

• All part-time instructors meet the following minimum requirements:

1. Hold a Master’s degree in Educational Administration
2. Hold an Administrative Credential
3. Have a minimum of three years experience in the field as an administrator or practitioner of the subject matter being taught.
4. Have experience in teaching working professionals.

1(f) Coursework and fieldwork utilize a variety of strategies for professional instruction and provide multiple opportunities for candidates to learn and practice the Candidate Competence and Performance Standards in Category III, including opportunities to observe administrative practices in diverse settings.

Philosophy and Theoretical Approach: Although we support and provide a strong theory base for each instructional component which comprises the degree/credential program, we believe that it is necessary to provide for the practical application of this theory in the field. Each course outline reflects a combination of theory blended with practical application under the guidance/direction of the instructor. The Field Practicum which is taken each term provides further guidance from the Field Practicum instructor and the school site administrator who is assisting with the field experience component. In addition, emphasis is placed on preparing individuals who will be able to help develop and maintain an environment that maximizes pupil and staff performance as they assume responsibility for school site management. The
competent practitioners who provide instruction, modeling and support for the candidate also contribute to ongoing currency of curriculum development and implementation.

Course Descriptions

Education 501: Tests and Measurements (3) – Presents basic principles of construction and evaluation of educational and psychological tests. Provides hands-on experience in the use of selected well-known measurement tests in education and counseling. Enhances student's ability to obtain information appropriate to education and counseling.

Education 504: Methods of Research (3) – Criteria for evaluation of research, critical analysis of representative research reports, study of nature of scientific thinking, survey of methods employed in research, critiques an assigned project. (Prerequisite: a course in statistics, measurement or the equivalent)

Educational Management 570: Curriculum, Instruction and Assessment (3) – This course studies standards-based curriculum design, implementation and evaluation of instructional programs, assessment of student progress, and the uses of technology for instructional and administrative purposes.

Educational Management 571: Human Resource Administration (3) – This course will cover selection, supervision, and evaluation of personnel along with negotiations, conflict resolution, and employer-employee relations. Strategies for efficient utilization of staff talent and time will also be discussed.

Educational Management 572: Educational Leadership (3) – This course will cover theoretical assumptions of management with emphasis on analysis of leadership, leadership styles, self-assessment and articulation of a vision consistent with a well developed educational philosophy.

Educational Management 573: Contemporary Issues in California Schools (3) – This course will cover changing demographics in California and issues related to meeting educational needs of students in California school systems.

Educational Management 574: Field Experience in Educational Management (1 per term, must be taken every term while enrolled in Educational Management classes) – This course will include intensive experiences both in the day to day functions of administrators and in longer term policy design and
implementation. Each candidate develops a portfolio of theory, concepts and possible application of skills related to the performance of administrative services. The portfolio, developed as the candidate proceeds through the coursework, forms the basis for significant field experiences designed to facilitate the application of theory to practice.

Educational Management: Internship Induction – Required for admission to the Internship Program if core classes have not been taken. Provides background in basic concepts necessary for performance as an intern in the areas of school finance, leadership, human resources and school law. Does not take the place of the core classes. Class is offered online through on-campus Blackboard program.

Educational Management 576: Organizational management and School-Community Collaboration (3) – This course will cover principals and practices of public school management, development of a management point of view for leadership and community involvement in the safe and productive operations of public schools.

Educational Management 577: Fiscal Resource Management and Policy (3) – This course emphasizes the relationship among Public policy, governance and schooling as well as management of fiscal resources and business services in California public education.

Educational Management 578: School Law (3) – This course emphasizes legal aspects of public education with special emphasis on California.

Education 596: Graduate Seminar (3) – Culminating activity for the Master’s program. This seminar is organized in a presentation, discussion and evaluation format. Projects must demonstrate ability to apply systematic problem solving principals, ability to critically analyze the literature, related to a problem and ability to meet professional writing standards in a standard format. In addition, students give oral presentations of their own work and participate in critical discussion and evaluation of the presentations of others. Credit/No credit only. Can not be challenged.

The total Administrative Services Credential program consists of 25 units (the credential and the Master’s degree require a total of 34 units). With continuing enrollment, credential only students on campus may complete their coursework in 18 months. Students in off campus locations may complete their coursework in between 15 and 18 months, depending upon class schedules. Students must demonstrate proficiency in the Commission on Teacher Credentialing standards prior to being recommended for the credential.
1(g) For an Internship program, the design makes allowance for the fact that interns do not have all of the theoretical background desirable for successful service at the beginning of the program. Interns are given multiple, systematic opportunities to combine theory with practice. The program design clearly recognizes the particular needs of interns and provides an array of support systems designed to meet the needs of interns and non-interns enrolled in the program.

An online induction seminar is required at the beginning of the intern program if the candidate has not yet taken the four core classes. This seminar is based upon input from Assistant Superintendents for Human Resources in the surrounding geographical area (see Appendix 23). Topics covered are in the fields of finance, human resources, leadership, and law. In addition, the Fieldwork Practicum is taken at the same time as the intern is registered in the required theoretical classes. This provides the intern with at least three mentors at any given time: (1) the class instructor, (2) the fieldwork practicum instructor and/or the university intern mentor (may also be the practicum instructor) and (4) the district mentor.

1(h) The program design includes planned processes for the comprehensive assessment of individual candidates on all competencies addressed in the program. Criteria are established for individual candidate competency and a clear definition of satisfactory completion of the program is established and utilized to make individual recommendations for the Preliminary Administrative Services Credential. The program sponsor ensures that each candidate demonstrates satisfactory mastery of the Candidate Competence and Performance Standards in Category III at a level appropriate for beginning administrators.

The Preliminary/Intern Administrative Services Credential is designed to systematically assess candidate competence throughout the program. All candidates are required to demonstrate professional competence in each CTC domain by successful completion of the following:

- Coursework and field experiences: At the end of each required course the instructor evaluates candidates. The evaluation is based on how well each student achieved the course requirements. The candidate is expected to achieve above the minimal level to earn the grade of B. Any time a candidate's overall grade point average or grade point average from that term falls below 3.0, the candidate is subject to dismissal.

- Guidance assistance and support: The candidate, faculty and site supervisor collaborate in the planning of field experiences which will determine success in domains of competence. The candidate, site supervisor and University supervisor discuss proficiency in each domain on the candidate's Field Experience Plan. The Field Experience Action
Plan contains proficiency ratings in specific skills and knowledge areas required by the Standards. It becomes a part of the candidate's Professional Growth Portfolio.

➢ Professional growth portfolio documentation Each candidate will develop a portfolio of theory, concepts and possible application of skills related to the performance of administrative services. The portfolio, developed as the candidate proceeds through the coursework, will form the basis for significant field experiences designed to facilitate the application of theory into practice. Instructors will provide guidance to the candidate during individual courses about the content and quality of the portfolio section developed as a result of knowledge gained from the course.

Candidates document their skill development, acquisition and practical application of administrative theories and knowledge in the Professional Growth Portfolio. Portfolio contents are structured by skill and knowledge acquisition experiences described in CTC Standards (see Appendix17) Artifacts such as project reports, school achievement profiles, course papers, meeting agendas, disaster preparedness handbooks become a part of the candidate's Professional Growth Portfolio. The portfolio is then assessed by the site supervisor and the university supervisor using the Portfolio Rubric (see Appendix 24).

➢ Exit assessment: At the completion of the program (EDMT. 574 – Field Experience) the ASC Program Chair or her designee evaluate each candidate's Individualized Program Plan on behalf of the educational administration faculty. The evaluation includes the following:
  ▪ Review of coursework and grades
  ▪ Formal discussions with educational administration faculty
  ▪ Review of the candidate's Professional Growth Portfolio rubric
  ▪ An interview with the candidate, the site supervisor and/or university supervisor.

If the candidate is deemed competent by the site supervisor, university supervisor, and the ASC Program Chair or designee, the candidate receives approval to file for his or her Preliminary Administrative Services Credential or Certificate of Eligibility through the University of La Verne's Credential Analyst.

Candidates have the right to appeal negative decisions in writing to the Dean, School of Organizational Management.
ADDENDUM

Standard 1: Program Rationale and Design

Element B: What does “while some compromises are made in sequencing...” mean? Why is it important?

Students are allowed to begin the program any semester. Therefore, because of the size of the program enrollment on main campus, they take classes in the order they are offered. We do not have enough enrollment to justify offering all classes every semester. While students do not have difficulty dealing with courses in the present order, the flow of classes would be more logical under an alternate schedule.

Elements C and D: While courses are identified that are supposed to address technology use, it is not evident in the course syllabi in the appendix. More specifics are needed. Need complete course syllabi that show what students will actually do.

See Appendix 30 for expanded course syllabi which include more specific information about course requirements in content and assignments including technology.

Element E: Provide evidence of how it is decided that instructors meet the minimum requirements set by the institution.

Minimum qualifications which apply to faculty in the Preliminary Administrative Services Credential Program include:

➢ A University application for employment with a signature attesting to the truth of all statements contained therein.
➢ Minimum qualifications in education and experience required for the position are verified through the resume and references which each applicant must submit.
➢ Furnish documentation of a social security card, required tax forms, and an up to date mailing address all of which are on file in the Human Resources offices.

Element F: How do these courses relate to the standards?

The courses are designed to present the standards at different levels of instruction. Course descriptions are designed to assure full coverage of all required standards. This chart (See Appendix 24) indicates the relationship of each class to the standards and indicates the level of instruction of each standard in each class. (See revised course descriptions, Appendix 30)

How do the courses utilize a variety of strategies for professional instruction?

A wide range of strategies are employed in the delivery of course content. These strategies include: readings, case studies, journals, quickwrites, structured analysis, online research, cooperative/collaborative groups, video presentations, Jigsaw groups, book seminars, presentations and oral reports, debates, related
projects, embedded technology applications as are appropriate. These are listed along with a description of their uses on the revised course syllabi in Appendix 30.

How does the program provide multiple opportunities for candidates to learn and practice the standards?

The instructional program addresses all levels of Bloom’s Taxonomy beginning with knowledge and comprehension in classroom, text and online input. There is ample opportunity for reteaching and reinforcement of learning in the repetition of standards related learnings across classes. Learnings are then actively utilized in their application to real life situations which have been analyzed in case studies, law case analysis and related projects. Candidates are then required to evaluate real life administrative situations and creatively solve the attendant problems in their field experience and benchmark assignments.

Element G: How does an Intern take 9 regular units, work full time, and then take another course for the Internship?

The Induction courses are taken only if one or more of the core classes has not been taken. The Induction Seminar consists of four 4 hour online workshops designed to provide basic background information on a core topic. Therefore, there is one session on finance, one on leadership, one on human resources and one on school law. Students take only the sections for core classes which have not been taken. These sessions do not replace the required core classes but are intended to provide a basic introduction to the topic sufficient to begin an internship.

Element H: Please give a clearer definition of field experience plan, field experience action plan, and the professional growth portfolio. How are these related to comprehensive assessment of candidates? Provide evidence of exit assessment. Evidence of meeting CTC Standard could not be found in Appendix 17.

The field experience plan is the suggested list of goals submitted to the Site Supervisor and the University Supervisor for approval at the beginning of each semester/term. The field experience Action Plan is the list of goals after they have been approved by the Site Supervisors and the University Supervisor. The professional growth portfolio is the compilation of required artifacts from courses taken (see Appendix 30) and reflections and artifacts from fieldwork goals. The portfolio provides data for the summative, comprehensive assessment of the quality of candidate performance in the credential program. The original text should have referred to Appendix 19 in the original document, the “Student Field Experience Handbook.”
PROGRAM IMPLEMENTATION AND CHANGE

At the present time the partnership which we formerly had with Norwalk/La Mirada School District has been closed due to lack of candidates. That partnership consisted mainly of the University of La Verne instructors offering the usual credential/ M.Ed. program and the school district supplying the facility. Candidates who taught in that district then did their fieldwork in those schools.

At the present time we are exploring other options with two other school districts.

- Partnership #1: In conjunction with our Tier 2 program, we are arranging an afternoon conference on leadership for teachers who are interested in leadership roles as teachers or administrators. This activity actually has the sponsorship of 4 districts. A general session with a motivational speaker will be followed by a choice of related workshops.

  Subsequent to this event, we will schedule the Tier I and II programs for the area if there is enough demand.

- Partnership #2: A second district has asked us to explore the continuation of their prospective administrators' academy with them. They have had to cut back on staffing due to budget cuts and are no longer able to offer their program.
Standard 2

Program Coordination

Each sponsor of an administrative preparation program establishes one or more partnerships that contribute substantively to the quality and effectiveness of the design and implementation of each candidate's preparation. Partnerships address significant aspects of professional preparation. An agreement between the partners is cooperatively established and the terms and agreements of the partnership are binding on both parties with each partner sharing the responsibility for the implementation and success of the program.

Elements

2(a) The sponsor of a professional leadership preparation program establishes one or more intensive partnerships with representatives of schools where candidates engage in program-based fieldwork. The program-based fieldwork component offers opportunities for purposeful involvement in cooperative partnership(s) for the design and delivery of programs by various interest groups such as parent and community organizations, institutions of higher education, professional organizations, county offices of education, educational research centers, business representatives, and other groups.

Partnerships with interested school districts are actively sought by the Program Director. Such partnerships seek shared responsibility in the following areas:

- Program design and scheduling
- Program monitoring
- Program quality
- Program practices
- Human and fiscal resources

The institution secures collaboration with educational agencies in the selection of effective supervising administrators, in the placement of candidates in appropriate field settings, and in the planning and evaluation of field experiences.

Development of the Field Experience Action Plan (FEAP) includes provision for collaboration involving the candidate, school district personnel and institutional personnel. Included in the Action Plan is a process for on-going planning and evaluation and appropriate methods of communication between the institution,
candidate and school district personnel. The particular forms, format and documentation (see Appendix 17) are the result of consultation and feedback from University supervisors, site supervisors, students, the Program Director and the Chair, Preliminary ASC.

2(b) Each partnership includes purposeful, substantive dialogue in which the partners contribute to the structured design of the professional leadership preparation program and monitor its implementation on a continuing basis. Dialogue between partners effectively assists in the identification of program issues and candidate needs.

Part-time faculty meetings are scheduled annually on and off-campus. Both on and off-campus instructors located in Southern California receive invitations to attend meetings scheduled each fall on campus. University part-time faculty who attend this annual paid inservice spend the morning in a University-wide seminar, have lunch with department members then attend afternoon sessions with the department in which their course resides.

All part-time faculty members are invited to attend the theory-based presentations provided for students in the School of Educational Leadership’s Ed.D. Program. These presentations are delivered as part of the instructional hours required for Ed. D. Semester coursework and are available at one location in Northern California and on-campus in Southern California. The theory-based subject information is developed over a three-year cycle, providing the part-time faculty an opportunity to update their knowledge and theory base in an ongoing manner. In addition closer professional relationships between the part-time faculty and the regular full-time faculty are developed.

A part-time faculty meeting is held at all local sites not located in Southern California at least once a year. (See Appendix 4.) The Chair of Tier I or her designee conducts this meeting. Communication with the School of Continuing Education’s Associate Dean and Associate Director of Education Degree Programs, part-time faculty and students is maintained on a current and professional level.

2(c) Partners establish working relationships, coordinate joint efforts, and rely on each other for contributions to program quality. In discussing program issues, partners value the multiple perspectives of the respective members and draw openly on members’ knowledge, professional expertise and practical skills.

Meetings for the part-time faculty center around information giving and program improvement. Program Directors for Tier I and Tier II plan and chair these meetings. Topics in the past two years have been related to program alignment and revision to meet the new CTC Standards. Part-time faculty members have
contributed to program design, revision of course descriptions to meet the new standards and selection of textbooks. (See Appendix 4.)

2(d) Partners cooperate in developing program policies and reviewing program practices pertaining to the recruitment, selection and advisement of candidates; development of curriculum; delivery of instruction; selection of field sites; design of field experiences; selection and preparation of field experience supervisors; and assessment and verification of administrator competence.

An example can be found in the current partnership between the University of La Verne and the Norwalk-La Mirada School District in Southern California. (See Appendix 25 for sample planning form.)

- **Program Design and Scheduling:** The district has accepted the program as outlined by the university with assurances that it meets the Standards of the Credentialing Commission. The district has had the flexibility to schedule classes and hours to meet the needs of the students who are participating with the understanding that the university hour requirement is met.

- **Program monitoring:** Classes are held in the staff development center at the district office. Some district staff have taught classes in the program and are free to visit classes whenever it is convenient. School board members have also spoken to classes and are free to observe. Instructors are considered to be adjunct staff to the university and as such are formally observed by their peers and evaluated by their students. The program director is constantly in touch with the district contacts.

- **Program quality:** Faculty is carefully chosen by the program director according to program requirements. Instructors are considered as adjunct faculty by the university. Facilities provided by the district are convenient and comfortable. They include the use of the necessary multi-media instructional equipment.

- **Program practices:**

  Recruitment and selection of candidates is done by the program's director according to university guidelines. The district facilitates recruitment by distributing announcements of information meetings, by providing a room for the meetings and by extending sponsorship through the attendance of a district representative. The university program director advises students through personal conferencing and group meetings at the time of registration.
Instruction is delivered by university adjunct faculty which includes some school district staff. The district facilitates strong instructional delivery by supplying facilities and necessary equipment.

Field sites are selected based upon full credentialing of the site supervisors and district assurance that sites are well administered.

Field experiences are organized under the fieldwork practicum which is required each term. The practicum is designed in such a way that students are involved in practical application of theory while taking their classes. As a result, the candidate has at least three mentors at any given time: (1) the class instructor, (2) the university fieldwork supervisor and (3) the site mentor.

Field experience supervisors are selected by the university. They are considered adjunct faculty and meet program requirements. In addition they are practitioners who have had considerable experience in public school administration.

Candidates are assessed by the instructor in each of the required classes. At the conclusion of the program, when their fieldwork presentation is made, they are assessed by the fieldwork supervisor and the site supervisor using rubrics based upon the standards for the Administrative Services Credentialing program.

2(e) Co-operating partners recognize the critical importance of administrator preparation by substantively supporting the costs of cooperation through contributions of sufficient human and fiscal resources.

The district provides meeting facilities, audio visual equipment, some faculty members, site mentors and communication channels. The university provides faculty members, salaries, advisement, degree and credentialing services.
ADDENDUM

Standard 2: Program Coordination

Element A: Give evidence of how partnerships are structured. Are partners the part-time faculty?

Partnerships are cooperative connections made with individual school districts. Usually the district provides the facility where the classes are held, audiovisual equipment, assistance with publicity in their district and some instructors if they have qualified people. The university supplies qualified instructors, academic structure and support, facilities when necessary and university credit as well as the opportunity to earn a masters degree. The university may also assist the district with other services in areas such as systems assessment and staff development.

Element B: Give evidence of substantive dialogue, identification and resolution of program issues and candidate needs. If these partnerships are operating now and meet the standard, where is the evidence?

Partnership agreements are in the early stages and are evolving as districts identify areas in which the University can provide support and assistance. It appears that each partnership will have a different configuration based upon the needs which are identified. Areas under exploration include but are not limited to: (1) organizational change and development, (2) instructional and curricular change and development, (3) research and development, and (4) professional development for all partners.

One of the districts with which we are working has an extremely strong staff development program and district infrastructure so our involvement has not gone beyond providing preservice administrative education.

Our newest partnership is with a district in a completely different geographical area but with many similar problems with student achievement. The infrastructure in this district is much more limited than in the first district. However, once our program has been approved, we will explore further involvement with both districts.

Element C: Evidence is not found in Appendix 4. Are the part-time faculty the only partners? As employees, how are they partners?

The partners are school districts. In some cases qualified district personnel are also instructors for the classes. Fully credentialed administrators also serve as mentors while students are participating in fieldwork experiences.

Element D: It is not clear how the planning sheet will be or has been used. What do the partners contribute—evidence of program design, scheduling, monitoring, etc.
• The planning sheet is just that — a tool to assist understanding of what commitment can be expected from the school district and the university.
• The program design is the same as that offered on the main campus in La Verne.
• Classes are scheduled at the convenience of the students and the instructor. They usually begin earlier in the afternoon than on the La Verne campus but maintain the same number of minutes in class (15 hours per credit).
• The classes are monitored by the program chair. New instructors are observed by one of their peers from the university during the first semester they teach in the program.
• Course syllabi are submitted each time the instructor teaches a class. Instructors are required to use approved textbooks.

Element E: Text is vague. What contributions will partner district/schools make in human and fiscal resources?

Partnership districts contribute human resources in the form of instructors where there are qualified district employees. Fully qualified site administrators are the Site Supervisors for candidates engaged in field experiences. Partnership districts contribute fiscally in the form of classroom space and, when available, equipment.
PROGRAM IMPLEMENTATION AND CHANGE

Standard 3: As candidates begin professional development, the program encourages them to examine their own leadership practices.

In Edmt 572: Foundations of Educational Leadership, a Benchmark Assignment has been designed which encourages self examination. In class reflection is taught as a means to improving personal performance. Students are then asked to write two reflective essays, one on their Personal Best and the other on their Platform of Beliefs related to leadership in education. They then respond to and interpret a number of questionnaires related to leadership topics. These questionnaires include one on the CPSELS and another on technology skills including functions, leadership strategies, and ethics. Candidates then complete the assignment by writing a goal setting reflective essay in which they identify areas in which they need practice.

This entire assignment becomes part of the Field Experience Portfolio. The candidate updates the essay each semester to reflect progress as he/she moves through the program. Upon conclusion of the Field Experience process, the essay becomes a reflection upon growth throughout the program.
Standard 3

Development of Professional Perspectives

By design, the program facilitates each candidate's development of a professional perspective by providing extensive opportunities to analyze, implement and reflect on the relationships between theory and practice concerning leadership, teaching, and learning in the context of contemporary school issues in California. The program offers exposure to the essential themes, concepts and skills related to the performance of administrative services, including but not limited to: relationship building; communication skills; the ability to articulate, apply and evaluate theories of leadership; an understanding of and an ability to apply, model and analyze curriculum, instructional strategies and assessment; an understanding of standards-based accountability systems; and the ability to use data to make decisions regarding program improvement. The program develops each candidate's understanding of how successful resource management affects successful instructional leadership.

Elements

3(a) By design, the program builds on and enhances each candidate's understanding of the state-adopted academic content standards for students. Candidates develop an understanding of the nature of instructional leadership and the responsibilities of an administrator with respect to monitoring student performance, including those students with special needs, using a range of indicators; evaluating and supervising instructional faculty and staff; and evaluating and supervising instructional faculty and staff; and evaluating, planning for and implementing short- and long-term professional development strategies to improve the overall performance of all students.

The goal of the ULV Preliminary/Internship Administrative Services Credential program is to provide the candidate with adequate opportunities to learn knowledge and skills that underlie professional competence to enable him/her to perform entry level administrative services. The program accomplishes this goal by offering a series of academically and theoretically based courses integrated with field experiences and field-based courses focused on the direct application of the philosophical and methodological perspectives to the field of professional practice.
In particular, the course Edmt. 570, Curriculum, Instruction and Assessment focuses on understanding of content standards for students, using multiple measures to monitor the performance of all students, supervision of instructional personnel, and the planning and delivery of meaningful professional development.

3(b) In the program, the structured design of coursework and fieldwork includes recurring review, discussion and analysis of foundational issues and theories and their relationships to professional practices in schools and classrooms.

Foundational issues and theories and their relationships to professional practices are raised as recurrent themes in several classes (see Appendixes 17 and 26). In addition, fieldwork experiences parallel theory classes providing ample opportunity for discussion with and guidance from instructors and mentors in application of these themes to real life settings.

3(c) As candidates begin professional development, the program encourages them to examine their own leadership practices. Through reflection, analysis, and discussion of these practices, each student learns to make informed decisions about teaching, learning and instructional leadership.

Self-examination of personal leadership practices is a theme which runs through all classes in the ULV program. However, Edmt. 572, Educational Leadership, addresses these skills directly. (See course description, Appendix 26.) Edmt. 570, Curriculum, Instruction and Assessment also gives focused attention to the skills and techniques unique to instructional leadership.

3(d) For an internship, the program shall ensure that, prior to beginning the internship assignment, all candidates have a basic understanding of the foundations of administrative practice and an understanding of their specific job responsibilities.

Upon applying for admission into the Intern Program, and therefore prior to assuming job responsibilities, each student has a conference/orientation meeting with the Chair of the Intern Program. Upon approval for the internship program at ULV the employee enrols in Edmt. 575, Internship Seminar and Edmt. 574, Field Experience. Continuous enrollment for credential coursework is required. The coursework is taken with other non-intern credential candidates. The employee is assigned a ULV field experience supervisor and a site supervisor. The employee meets with the field experience supervisor and very shortly thereafter, a meeting occurs amongst the employee, the site supervisor, and the ULV supervisor. At this meeting, goals and objectives are objectively set, a plan is written for implementing these goals and objectives, and an
evaluation plan is established. Field experience requirements are explained in more detail in the Field Experience Action Plan Handbook (Appendix 17).

**Table 2: Program Elements in Development of Professional Perspectives**

<table>
<thead>
<tr>
<th>Standard 3 Emphasis</th>
<th>ASC Course Offering</th>
<th>ASC Course Emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding the nature of Instructional Leadership</td>
<td>Edmt. 570: Curriculum, Instruction and Assessment</td>
<td>Knowledge and skills that underlie professional competence</td>
</tr>
<tr>
<td>Foundational issues and theories</td>
<td>Edmt. 570: Curriculum, Instruction and Assessment</td>
<td>Philosophies and theories that underpin curriculum and instruction</td>
</tr>
<tr>
<td>Examine own leadership practices</td>
<td>Edmt. 572: Educational Leadership</td>
<td>Reflect on one’s own leadership practices and how they affect others</td>
</tr>
<tr>
<td>Internship: Basic understanding of administration</td>
<td>Edmt. 575: Internship Seminar</td>
<td>Basic leadership strategies</td>
</tr>
<tr>
<td>Field Applications</td>
<td>Edmt 574: Field Experience in Ed Mgmt.</td>
<td>See Appendix 17 for sample projects in Action Plan Guide</td>
</tr>
</tbody>
</table>
ADDENDUM

Standard 3: Development of Professional Perspectives

Element A: Did not address the element. What course or program elements address the element?

3(a.i) By design the program builds on and enhances each candidate's understanding of the state adopted academic content standards for students.

- **Curriculum, Instruction and Assessment** – This course is dedicated to developing the candidate's understanding of how student needs related to standards can be assessed, how appropriate program can be planned to meet those needs, how teaching skills can be enhanced to facilitate instruction and the role of the school leader in accomplishing the ultimate goal of success for a diversity of students.

- **Human Resource Administration** – This course presents the role of administration in teacher qualification through the credentialing and supervision processes. In addition, principles of successful staff development are considered.

- **School Leadership** – Personal leadership characteristics are identified and reflected upon. The importance of forming and articulating a vision for success for all students emphasized. Leadership in curriculum and instruction is another area of emphasis.

- **Contemporary Issues in California Schools** has as one area of emphasis the current state of school programs with emphasis on the role of standards in the curriculum directed toward success for all students.

- **Organizational Management** devotes considerable time to topics that improve the instructional program embodied in standards based instruction, for example, options in staffing and grading patterns, planning for use of funds to improve instruction, planning harmonious goals and objectives and inclusion of a diverse community in successful attainment of a vision of success for all students.

- **Fiscal Resources** – This course emphasizes alignment of fiscal, human and material resources with the school vision and plan for improving standards-based student performance and working with a variety of agencies to influence policies that will benefit all students and support the improvement of standards based teaching and learning.

- **School Law** – Ethical and legal principles of school operation for the benefit of all students along with the legal responsibilities of
teachers to provide the current state adopted instructional program are emphasized in this class.

- **Field Experience** – Field Experience requires application of all of the above in real life situations.

3(a.ii) Candidates develop an understanding of the nature of instructional leadership and the responsibilities of an administrator with respect to monitoring student performance, including those students with special needs using a range of indicators; evaluating and supervising instructional faculty and staff; and evaluating, planning for and implementing short- and long-term professional development strategies to improve the overall performance of all students.

- Leadership is addressed in all classes in the program, however the entire course entitled Educational Leadership centers on characteristics and strategies of successful leaders. Application of sound leadership strategies to the curricular and instructional areas are developed in detail in the Curriculum, Instruction and Assessment course.

- Monitoring student performance including those with special needs using a range of indicators is emphasized in Curriculum, Instruction and Assessment and in the Benchmark Assignment which requires that all available sources of data be used to monitor and plan for a successful student performance. In the course entitled Organizational Management candidates are taught how to manage a data driven instructional program including ancillary services for special needs students. This includes the interpretation of computer generated data. School Law makes candidates aware of the legal framework for working with students of special physical, economic, social or intellectual need.

- Evaluating and supervising instructional faculty and staff is directly related to credentialing, job description and contract. These topics are dealt with directly and in depth in Human Resource Administration. However, in Curriculum, Instruction and Assessment aligning human resources and identifying the appropriate roles of staff with students require supervision and evaluation. Planning of professional development and monitoring classroom performance is also a necessary function of the administrator.

3(a.iii) Evaluating, planning for and implementing short- and long-term professional development strategies to improve the overall performance of all students.

- Professional development strategies are addressed in a number of classes. However, the bulk of the time spent on this topic is in Human Resource Administration, Curriculum, Instruction and Assessment, and Educational Leadership, strategies for successful staff development directly related to the needs of teachers as evidenced by the data from the instructional program is addressed. In addition, financial and legal implications related
to staff development are presented in Fiscal Resource and Policy Administration and School Law.

Element B: What are the foundational issues and theories being addressed as recurrent themes in the several classes? What classes? Provide a specific description and be sure to site the place in the appendix that proves this.

Foundational issues and theories and their relationships to professional practices are raised as recurrent themes in several classes (see chart below). In addition, field experience parallels theory classes providing ample opportunity for discussion with and guidance from instructors and mentors in application of these themes to real life settings. Revised course descriptions reflecting the chart can be found in Appendix 30 of this document.

<table>
<thead>
<tr>
<th>RECURRENT THEMES</th>
<th>570</th>
<th>571</th>
<th>572</th>
<th>573</th>
<th>574</th>
<th>576</th>
<th>577</th>
<th>578</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shared vision of learning</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>School culture and climate conducive to learning for all students</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td>x</td>
</tr>
<tr>
<td>Providing a standards-based instructional program suitable for all students’ learning</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Appropriate use of technological support</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Aligning all resources to support the learning of all subgroups of student</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Long-term professional development of all staff</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Communication with all constituents</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Operation of school within legal parameters</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Equity, fairness and respect among all members of the school community</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Concepts of leadership</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Administrator as reflective practitioner</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Collaboration and collegiality</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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</tr>
<tr>
<td>Meeting the needs of a diverse population</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Apply principles of management</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Apply current legal framework of American education and public schools</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Qualities of personal and professional ethics, integrity, justice and fairness</td>
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<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

Element C: Did not see anything re: “own leadership practices” in Edmt. 570.

Added to syllabus and benchmark “reflection on own leadership skills and practices.” See Appendix 30.

Element D: How does La Verne know that prior to starting an intern assignment all candidates have a basic understanding of the foundations of administrative practice (how are these defined by La Verne) and an understanding of their


specific job responsibilities?

Upon applying for admission into the Intern Program, and therefore prior to assuming job responsibilities, each student has a conference/orientation meeting with the chair of the credential program. Upon approval for the internship the candidates for the Administrative Internship Credential are required to participate in an online Induction Seminar designed to provide basic understanding of the foundations of administrative practice if they have not yet taken the four foundation classes for the program: (1) Human Resources Administration, (2) School Leadership, (3) Administering Fiscal Resources and (4) School Law. If they have taken some of the classes, they only participate in the online portions for the classes they have not taken. The online seminar does not replace any of the four foundation classes. (See Appendix 30 for description of Induction Seminar.)

Upon approval for the internship program at ULV the employee enrolls in Edmt. 575, Internship Seminar and Edmt. 574, Field Experience. Continuous enrollment for credential coursework is required. The coursework is taken with other non-intern credential candidates. The employee is assigned a ULV field experience supervisor and a site supervisor. The employee meets with the field experience supervisor and very shortly thereafter, a meeting occurs amongst the employee, the site supervisor, and the ULV supervisor. At this meeting, goals and objectives are objectively set, a plan is written for implementing these goals and objectives, and an evaluation plan is established. Field experience requirements are explained in more detail in the Field Experience Action Plan Handbook (Appendix 19 of the original proposal).
PROGRAM IMPLEMENTATION AND CHANGE

Diversity is a strand which runs through every course in the program. However, diversity is also one of the areas identified for Key Assessment in our unit-wide assessment design. To accommodate this assessment, we have redesigned the Benchmark Assignment for the Contemporary Issues class. Candidates discuss eight ways in which leaders can respond to diversity when making decisions (R. Roosevelt Thomas). Each candidate then selects one of the eight topics and researches it. He/she presents his/her findings to the class in a Power Point lecture. This is accompanied by a research paper in which the candidate discusses in some detail his/her findings.
Standard 4

Equity, Diversity and Access

The professional leadership preparation program provides each candidate with an opportunity to examine and reflect upon principles of educational equity and diversity and their implementation in school sites, including access to curriculum content and school practices for all students, teachers, staff, parents or caregivers and community members.

The Preliminary/Intern ASC program is designed to focus on training the entry-level school administrator to work with diverse populations. This thematic emphasis provides the candidate with skills and a knowledge base focused on the systematic study of effective ways to structure learning opportunities for a growing and changing population of students. This area of program emphasis moves from the theoretical grounding in the basic elements of the social science of diverse populations to operational application through practical field experiences.

Elements

4(a) The program prepares candidates to effectively lead a school site by increasing the knowledge of diverse constituencies that comprise the extended school community with respect to background experiences, languages, skills and abilities of student populations, including accommodations for students with special needs.

Course Edmt. 572: Educational Leadership, deals with development of sensitivity to inter-cultural relations and development of skills which will facilitate positive contact in the areas of communication, conflict management and interpersonal relations. Specifically stated course outcomes include:

- Model personal and professional ethics, integrity, justice and fairness, and expect the same behaviors from others
- Make and communicate decisions based upon relevant data and research about equity
- Demonstrate skills in decision-making, problem-solving, change management, planning, conflict management and evaluation
- Promote equity, fairness and respect among all members of the school community
4(b) The program prepares candidates to supervise the application of appropriate pedagogical practices that provide access to the core curriculum and lead to high achievement for all students.

Edmt. 570: Curriculum, Instruction and Assessment, deals with curriculum, instruction and assessment for all students. Specific course outcomes include:

- Facilitate the development of a shared vision for the achievement of all students
- Communicate the vision to the entire school community
- Shape school programs, plans and activities to insure they are integrated, articulated through the grades, and consistent with the vision
- Leverage and marshal sufficient resources, including technology, to implement and attain the vision for all students and all subgroups of students.

Edmt. 573: Contemporary Issues in California Schools, deals with the issues of diverse needs specifically including but not limited to:

- Examining appropriate uses of resources to address the diverse needs of the community
- Identifying appropriate instructional practices, leadership, and conflict management in the diverse communities
- Understanding the principles of English language learning and specially designed academic instruction in English
- Using the influence of diversity to improve teaching and learning

4(c) The program design includes the study and discussion of historical and cultural traditions of the major racial, religious and ethnic groups in California society and an examination of effective ways to include cultural traditions and community values in the school curriculum and school activities.

Edmt. 573: Contemporary issues in California Schools, leads candidates to identify and understand diversity in the community including various cultural and ethnic backgrounds and individuals with disabilities. Course outcomes include:

- Exploring cultural patterns and their potential for school improvement
- Opening the school to the public and welcoming and facilitating constructive conversations about how to improve student learning and achievement
In course Edmt. 570: Curriculum, Instruction and Assessment, candidates identify and discuss major historical movements in American curriculum and instruction including program for special needs students and students from diverse cultural, social and economic backgrounds. Candidates study the needs of diverse constituencies and ways of addressing these needs to maximize achievement of all students and the roles of school, families and community in meeting these needs.

4(d) The program design is explicit in developing each candidate’s ability to recognize historical and philosophical forces that have given rise to institutional practices, such as systemic forms of racism and sexism, that serve to limit students’ access to academic and social success and to create a safe and equitable school setting that establishes and contributes to the physical, social, emotional and intellectual safety of the diverse constituencies of the extended school community.

The effect of historical and philosophical forces on institutional practices is addressed in several of the classes required in the program including:

- Edmt. 576: Organizational Management and School/Community Collaboration - the roles of the school, school board members, parents and the general community in the educational process including historical and philosophical forces

- Edmt. 578: School Law - identify landmark court cases that have shaped the character and purpose of public schools, especially in California and understand the current legal framework of education in America, with emphasis on California

- Edmt. 573: Contemporary Issues in California Schools - sustain a safe, efficient, clean, well-maintained and productive school environment that nurtures student learning and support the professional growth of teachers and support staff. Utilize effective and nurturing practices in establishing student behavior and management systems

- Edmt. 571: Human Resource Administration - Programmatic and policy implications of political, social and cultural influences

4(e) The program provides ongoing opportunities for each candidate to systematically examine their stated and implied personal attitudes and expectations about race, ethnicity, culture, sexual orientation, religion and socio-economic status to foster a school environment that creates access to the curriculum and programs of the schools and maintains high expectations for the academic achievement of all participants in all contexts.
The effect of personal attitudes and biases upon personal practices is addressed in field experience and in several of the theoretical classes required in the program including:

- **Edmt. 570: Curriculum, Instruction and Assessment** – Identify ethnic, racial, cultural and gender factors in selecting and presenting curriculum material and in meeting the needs of diverse learners. Use the influence of diversity to improve teaching and learning. Promote equity, fairness and respect among all members of the school community. Recognize and respect the goals and aspirations of diverse family and community groups. Support the equitable success of all students and all subgroups of students by mobilizing and leveraging community support services. Model personal and professional ethics, integrity, justice and fairness, and expect the same behavior from others.

- **Edmt. 571: Human Resource Administration** – Understand fundamentals of affirmative action. Promote equity, fairness and respect among all members of the school community. Align… human… resources to support the learning of all subgroups of students. Model personal and professional ethics, integrity, justice and fairness, and expect the same behavior from others. Protect the rights and confidentiality of students and staff.

- **Edmt. 572: Educational Leadership** – Use the influence of diversity to improve teaching and learning. Provide opportunities for all members of the school community to develop and use skills in collaboration, distributed leadership and shared responsibility. Incorporate information about family and community expectations into school decision-making.

- **Edmt. 573: Contemporary Issues in California Schools** – Identify and understand diversity in the community including cultures, ethnicity, and disabilities. Examine appropriate use of resources to address the divergent needs of the community. Explore cultural patterns and their potential for school involvement. Identify appropriate instructional practices, leadership, and conflict management in the diverse communities. Understand the principles of second language development and specially designed academic instruction in English.

- **Edmt. 576: Organizational Management and School/Community Collaboration** – Recognize the goals and aspirations of diverse family and community groups. Treat community stakeholder groups with fairness and respect. Strengthen the school through the establishment of community, business, institutional and civic partnerships. Recognize
and respect the goals and aspirations of diverse family and community groups. Treat community stakeholder groups with fairness and respect. Influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students.

- Edmt. 577: Fiscal Resources – Leverage and marshal sufficient resources, including technology, to implement and attain the vision for all students and all subgroups of students. Align fiscal, human and material resources to support the learning of all subgroups of students. Influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students.

- Edmt. 578: School Law – Ensure the school operates consistently with the parameters of federal, state and local laws, policies, regulations, and statutory requirements. Influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students. Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning. Model personal and professional ethics, integrity, justice and fairness, and expect the same behaviors from others. Identify landmark cases that have shaped the character and purpose of public schools, especially in California. Understand legal rights and responsibilities of students.

- All of the above are applied to real life situations in Edmt. 574 Fieldwork Experiences in Educational Management.

4(f) The program provides ongoing opportunities for each candidate to systematically examine their stated and implied personal attitudes and expectations related to gender and to develop school policy and curriculum that creates and supports a gender-fair environment within the school community.

Because of the great similarity of topics, see 4(e) above.

4(g) The program develops each candidate’s capacity to recognize student’s specific learning needs; develop policy and practices at the school site to ascertain student needs and place students in appropriate learning contexts; collaborate with teachers in developing instructional practices that guarantee full access to the curriculum; and identify and provide resources for all students to have access to the curriculum and opportunities to engage in extracurricular and co-curricular activities.

See 4(e)
4(h) The program develops each candidate's understanding of the legal and financial implications of serving students with specific needs.

While the class coverage mentioned in 4(e) above also relates to students with disabilities, there are places within the program where these needs are separately addressed.

There is strong emphasis in the program upon diagnosing and meeting the needs of all children. In Edmt 570: Curriculum, Instruction and Assessment understanding concepts and procedures related to ancillary services and selection of curriculum materials for special needs students are emphasized. Development of a vision for the achievement of all students is a fundamental concept presented in this class.

The identification and understanding of the needs of students with disabilities is included in the content of Edmt. 573: Contemporary Issues in California Schools. Identification of resources to address these needs is also covered.

Edmt. 578: School Law spends considerable time developing the concepts related to the rights of students with disabilities.

<table>
<thead>
<tr>
<th>Table 3: Program Elements in Working with Diverse Populations</th>
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<tbody>
<tr>
<td><strong>Standard 4 Emphasis</strong></td>
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<tr>
<td>Leadership by increasing knowledge of diversity</td>
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<tr>
<td>Pedagogical practices</td>
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<tr>
<td>Historical and cultural traditions</td>
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<tr>
<td>Limiting historical and philosophical forces</td>
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<tr>
<td>Foster environment that</td>
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<tr>
<td>creates equal access for all students</td>
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<td>-------------------------------------</td>
</tr>
<tr>
<td>Develop gender-fair policy and curriculum</td>
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<tr>
<td>Meet individual student's specific learning needs</td>
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<tr>
<td>Legal and financial implications of special needs students</td>
</tr>
<tr>
<td>Field applications</td>
</tr>
</tbody>
</table>
ADDENDUM

Standard 4: Equity, Diversity and Access

ULV gives references to courses as meeting the standards. It was not obvious from a review of the syllabi provided that standards had been met. There do not seem to be specific assignments provided in the syllabi.

All syllabi have been revised to provide this information. An outline of major unit topics has been added as have specific assignments and Benchmark Assignments for each course of study. See revised course syllabi in Appendix 30 of this document.

In addition to assuring that the requirements of the standards are actually met by the materials referenced in the appendix, please give a comprehensive description in the document itself of how the elements are addressed.

In the Administrative Services Credential Program at the University of La Verne diversity is interpreted in broad sense to include all diversity—ethnic, social, gender, economic and intellectual in the belief that public education is crucial to our way of life. Therefore we are committed to a vision of learning for the success of all children.

The essay which prospective candidates write contains a prompt requiring them to reflect on a personal experience related to diversity.

In Edmt 570: Curriculum, Instruction and Assessment there is a strong emphasis on planning curriculum suitable for all children thereby meeting the needs of diverse learners through provision of ancillary services within the regular instructional setting. The program espouses the philosophy that all children can learn and that diversity can be used to improve teaching and learning. Strategies for the analysis of an existing program are presented along with a wide range of effective solutions applicable to meeting the needs of diverse learners. Principles of leadership for instructional change and vision building, including models of appropriate staff development, are presented to highlight the need for thoughtful implementation of planning. Specific assignments can be seen in the course description in Appendix 30.

Edmt. 571: Human Resource Administration presents a broad interpretation of affirmative action including: (1) methods for working with staff with disabilities, (2) recruitment, selection and assignment of a broad spectrum of personnel, (3) promoting equity, fairness and respect among all members of the school community, (4) aligning fiscal, human and material resources to support the learning of all subgroups of students, and (5) ensuring that the school operates consistently within the law and applicable guidelines. Specific assignments can be seen in the course description in Appendix 30.

Edmt. 572 presents the leader as the steward of a vision of learning for all students. Through self-reflection and self-evaluation the candidate
focuses on his/her philosophy of leadership and begins to apply the concepts of leadership to working with groups of diverse populations to solve problems and make collaborative decisions which promote learning for all students. Specific assignments can be seen in the course description in Appendix 30.

The major theme in Edmt 573 is dealing with contemporary issues which affect the schools. Many are related to diversity, equity and access. Discussion is organized around variables that force change in education as identified by Glickman in his book *Revolutionizing America’s Schools*. These variables are economic, demographic, social, political, educational and technological. Topics considered in relation to these variables which are related to diversity, equity and access include:

- Community diversity
- Use of resources to meet needs
- Cultural patterns
- Instructional practices that impact diverse needs
- Communication
- Safe schools

Students are encouraged to research current issues, reflect on their personal beliefs, and debate divergent ideas and attitudes. Specific assignments given in this class may be found in the course syllabus in Appendix 30.

The purpose of the field experience projects (Edmt. 574) is to have candidates apply concepts related to diversity, access and equity in real life situations. Therefore all elements mentioned here for other classes are applicable to this class.

In Edmt. 576: Organizational Management and School/Community Relations candidates examine the roles of school, school board members, parents and the general community in the educational process. They learn techniques for working with community agencies, parent groups and other quasi-governance bodies to maximize the support these organizations can provide to support diversity, access and equity for students. They learn to apply communication skills, decision making techniques and conflict resolution strategies to situations involving diverse groups. Actual assignments in this class can be seen in the course syllabus, Appendix 30.

Edmt. 577: Fiscal Resource and Policy emphasizes the relationship among public policy, governance and schooling in providing a quality education for all students. Candidates are taught to align all resources to support equitable accomplishment of the school’s vision and plan. Appropriate resources for addressing language diversity, special learning needs and socio-economic demands are addressed. Specific assignments in this class may be found in the course syllabus, Appendix 30.

School Law, Edmt 578, emphasizes legal aspects of public education with special emphasis on California. Ethics is interpretation and application of
laws and policies related to diversity, access and equity are stressed. Candidates are taught to understand and communicate the legal rights and responsibilities of students with special emphasis on those relating to issues of diversity, access and equity. Identifying and applying procedures that provide a safe school and effective and nurturing student behavior management practices are applied to real life situations. Actual assignments for this course may be found in the course syllabus, Appendix 30.
Standard 5

Role of Schooling in a Democratic Society

<table>
<thead>
<tr>
<th>The professional leadership preparation program provides each candidate with an opportunity to:</th>
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<tbody>
<tr>
<td>1. Examine the principles of democratic education from a historical and policy perspective</td>
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<tr>
<td>2. Understand the role of the school in preparing students as future citizens</td>
</tr>
<tr>
<td>3. Identify and analyze the variety of ideas and forces that contribute to a democratic society</td>
</tr>
<tr>
<td>4. Develop and nurture public support, family participation, community engagement, labor relations and preparing students for the challenges of the future</td>
</tr>
<tr>
<td>5. Study how historical and philosophical forces, as well as policy decisions and prevailing practices, have an impact on schooling.</td>
</tr>
</tbody>
</table>

Elements

5(a) The program prepares candidates to discuss, debate and articulate the purposes of schooling in a democratic society.

The Preliminary/Intern ASC program is designed to focus on the role of schooling in a democratic society. This thematic emphasis provides the candidate with skills and a knowledge base focused on the political and social influences in the school, the role of the school in the community, building public support for schools and change for the new millennium. This area of program emphasis moves from the theoretical grounding in the basic elements of policy and political influences to the operational application through practical field experiences. Field experiences include projects such as team building; involvement in local community, state and federal agencies in behalf of the school community; interagency collaboration; and making the school a center for social services as well as learning.

5(b) The program includes opportunities to understand the values and concerns of diverse communities and involving the greater community in the life of the school.

Particular emphasis on the values and concerns of diverse communities and involving the greater community in the life of the school is found in Edmt. 573. In this course the candidate examines his/her attitudes toward people of different cultures and ethnic backgrounds and individuals with disabilities. He/she then
identifies the needs of the diverse populations that impact the school and matches them with the resources needed to meet these needs. In addition, methods to communicate with a community of diverse cultural and ethnic backgrounds are identified.

5(c) The program includes opportunities for the candidate to explore the relationship of the schools to the school community, governmental entities, and community agencies and the role of integrating community service as well as resources for children and families in the school.

In Edmt. 576 the candidate identifies and learns strategies for working collaboratively with parent and community influence groups. Belief systems and value structures of ethnic, racial and other minority groups are discussed and reflected upon. The role of private sector organizations and foundations that affect the school program are identified and discussed. Democratic techniques and procedures for working with community agencies, school site councils and other quasi-governance bodies are developed. Practical application of these techniques is made in projects for the class and in the Fieldwork Experience class.

5(d) Understand the relationship between federal, state and local policy and practice with respect to the role that government policy has in ensuring democratic education for all students.

Edmt. 578: School Law exposes candidates to ensuring that the school operates consistently within the parameters of federal, state and local laws, policies, regulations, and statutory requirements. The role of the administrator in working with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning is also emphasized.

5(e) Provides an opportunity to (1) learn about federal state and local laws, policies and practices that ensure appropriate accommodations for students with various learning styles and students with disabilities and (2) understand the role of site administrator in monitoring and implementing these provisions of law.

Candidates will learn about federal and state laws, policies and practices which regulate accommodation of students with disabilities and differing needs and abilities (Edmt.578). The role of the administrator in managing the school budget and facilities to maximize the impact of human and fiscal resources on students is explored (Edmt. 577). Through projects in these classes and Fieldwork Experience students are asked to apply these concepts to real life situations.
5(f) Provides an opportunity to understand labor relations, contract compliance, and collective bargaining as it relates to schooling in a democratic society.

Candidates are taught the role of collective bargaining and management of master contracts and how to manage agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff. In addition they are taught to compare and contrast employment rights and responsibilities of teachers and administrators. Edmt. 571 and 578 emphasize these concepts.

5(g) Provides each candidate with an opportunity to understand the role of families and their diverse structures and cultural beliefs as they impact the role of schooling in a democratic society.

Candidates are encouraged to become leaders who collaborate with families and community members, responding to diverse community interests and needs, and mobilizing community resources. They are exposed strategies for becoming aware of diverse family and community goals and aspirations and to incorporate information about family and community expectations into school decision-making activities (Edmt. 576).

As can be seen in Table 4: ASC Program Emphasis in the Role of Schooling in a Democratic Society, focus in this thematic program area is targeted in such courses as:

- Ed. Mgmt. 578 School Law
- Ed. Mgmt. 574 Fieldwork Practicum

Table 4 also illustrates the ways in which the thematic focus of CTC Standard 5 directly corresponds to the specific course emphasis.
<table>
<thead>
<tr>
<th>Standard 5 Emphasis</th>
<th>ASC Course Offering</th>
<th>ASC Course Emphasis</th>
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<tbody>
<tr>
<td>Principles of democratic education</td>
<td>572: Educational Leadership</td>
<td>Development and articulation of a vision based on development of a sound educational philosophy</td>
</tr>
<tr>
<td>Preparing students as citizens</td>
<td>570: Curriculum, Instruction and Assessment</td>
<td>Standards based instructional program</td>
</tr>
<tr>
<td>Political, cultural, and social forces influencing the school</td>
<td>570: Curriculum, Instruction and Assessment</td>
<td>Identification and analysis of the intellectual, political, ethical, cultural and economic forces impacting schooling</td>
</tr>
<tr>
<td>Developing and nurturing public support</td>
<td>576: Org. Management and School/Community Collaboration</td>
<td>Identifying and working collaboratively with community influence groups</td>
</tr>
<tr>
<td>Family participation</td>
<td>576: Org. Management and School/Community Collaboration</td>
<td>Understand how to facilitate parent involvement</td>
</tr>
<tr>
<td>Community engagement</td>
<td>576: Org. Management and School/Community Collaboration</td>
<td>Establish community partnerships and mobilize community resources to provide equitable access for all students</td>
</tr>
<tr>
<td>Preparing students for the future</td>
<td>570: Curriculum, Instruction and Assessment</td>
<td>Differentiated instruction to meet individual needs</td>
</tr>
<tr>
<td>Impact of historical and philosophical forces on schools</td>
<td>570: Curriculum, Instruction and Assessment</td>
<td>Identify major historical and philosophical movements in American education</td>
</tr>
<tr>
<td>Field Applications</td>
<td>574: Field Practicum</td>
<td>See Appendix 17 for same Fieldwork activities</td>
</tr>
</tbody>
</table>
ADDENDUM

Standard 5: Role of Schooling in a Democratic Society

Element A: Provide evidence of candidate's preparation to discuss, debate and articulate the purposes of schooling in a democratic society. What aspects of the ULV program address this element other than fieldwork?

The theme of the role of schooling in a democratic society runs through all courses in the program but in some it is more overt than in others. In the text (Glickman: Revolutionizing America's Schools) for Edmt 573: Contemporary Issues, basic discussion relates to democracy in education. Instructors address such issues as a definition of democracy and the relationship of democracy to education based upon this reading. Discussion and debate of contemporary issue in our schools can then proceed as they relate to basic principles of democracy. In the Benchmark Assignment for this class, candidates apply these principles to development of a strategic plan for renewing a school highlighting one of these issues.

Another course in which this concept is featured is Edmt. 576 where students learn democratic techniques for working with community agencies, school site councils and other quasi-governance bodies. Using these techniques candidates reflect upon their own values to write position papers describing how they as administrators will treat community stakeholder groups with fairness and respect using their influence as a leader for the good of their students. In the Benchmark Assignment for the course they are asked to analyze opportunities for community involvement in the decision making process of the school.

A class in School Law (Edmt. 578) could not be taught without consideration of the role of schooling in democratic society. Schooling in America is formed, molded and influenced by the many landmark court cases which have taken place over the years. In the School Law class these cases are analyzed and discussed within the context of a democratic society.

In Educational Leadership (Edmt. 572) students are asked to articulate their personal philosophy of leadership in relation to a number of themes one of which is the role of schooling in democracy.

Crucial to the development of a vision for the achievement of all students and subgroups of students is the concept of schooling in a democracy. Education is seen as the way that all people can improve their way of life and provide an informed electorate. In this belief candidates develop a vision and plan for the success of all students in the Benchmark assignment for Edmt. 570.

Element B: Provide evidence of opportunities to understand the values and concerns of the diverse communities that constitute a democracy and the importance of involving the greater community in the life of the schools.

The Benchmark Assignment in Edmt. 576: Organizational Management and School/Community Relations has students conduct a demographic scan of their district and school such as an administrator new to a principalship might do for
the purpose of understanding his/her constituency. Students also conduct support services surveys to familiarize themselves with the services available for special needs of students and their families. A natural outcome of the survey is preparation of a booklet or file listing available services and contact information.

It is necessary for the candidate to understand the important and useful role of parents and other adults in supporting the public school if we are to produce a successful and informed electorate. After researching the roles of these entities, candidates plan a parent education activity that supports the vision of the school for success for all students.

In the process of planning for improved student achievement, candidates are required to identify ethnic, racial, cultural and gender factors pertinent to selecting and presenting curriculum material to meet the needs of diverse learners. They accomplish this while analyzing all relevant data and applying instructional methods studied in Edmt. 570: Curriculum, Instruction and Assessment to meet the requirements of the benchmark assessment for that class.

Through readings and case studies candidates examine attitudes toward people of different cultures, ethnic backgrounds in Edmt. 573: Contemporary Issues in California Schools. Through research, observation in their schools and classroom discussion they develop an appreciation of diverse cultural patterns and mechanisms for school involvement and enrichment including individuals with disabilities.

Elements C-G: Provide a discussion of how these elements will be met with specific references to pages in the appendix which support the discussion. It is important that the discussion give sufficient detail so that the reviewers have specific information in the text of the response to show how the element is addressed. (This requires more than an assertion that it is and a general reference to a course.)

Element C: The program includes opportunities for the candidate to explore the relationship of schools to the school community, governmental entities, and community agencies and the role of integrating community service as well as resources for children and families in the school.

An entire unit in Edmt. 576: Organizational Management and School/Community Relations is dedicated to the theme of community relations. In this unit of study, candidates are required to examine the roles of school and community in the educational process. Both historical and philosophical forces are presented. Then candidates are required to work collaboratively with community groups to formulate a plan to provide integrated services and to give access to those services through the publication of a booklet containing a listing of the services available in their school community. Understanding the requirements and workings of school advisory bodies is the third part of the unit. After input from the instructor and readings, candidates are required to attend meetings of these groups and critique the contributions of these groups to the school and district. (See Appendix 30, pp. 30-35.)
Element D: The program provides each candidate with an opportunity to understand the relationship between federal, state and local policy and practice with respect to the role that government policy has in ensuring democratic education for all students.

The first unit of study in the School Law Class (Edmt. 578) deals with the basics of school law integrating the following topics: (1) the federal judicial system, (2) the appeals process, (3) constitutional law, (4) state statutes, (5) common law and (6) regulations all as they pertain to schools. Approximately three class sessions are spent on these topics. Other related unit topics presented in the class include the Organization of Schools, School Finance and School Desegregation. Instructors develop these topics through readings, lecture, discussion, student research and presentations and case study analysis. (See Appendix 30, pp.44-50)

Element E: The program provides each candidate with an opportunity to learn about federal, state and local laws, policies and practices that ensure appropriate accommodations for students with various learning styles and students with disabilities, and (2) understand the role of the site administrator in monitoring and implementing these provisions of law. 578, 576

Unit 2 of the School Law course (Edmt. 578, Appendix 30, pp. 44 -50) addresses issues related specifically to students such as the duties of school administrators to monitor and implement the provisions of the law. This is also addressed in Edmt. 576: Organizational Management (See Appendix 30, pp. 31-37) in the unit on management skills when the instructor discusses material on developing, implementing and evaluating policies. These principles are applied in the analysis and response to case studies and the debriefing of related court cases. Also pertaining to this topic in Unit 2, are the sections on child abuse, discipline and special education law.

Ancillary services for students with special needs in learning and language are discussed in Edmt. 570: Curriculum, Instruction and Assessment as is the role of multiple intelligences in planning the instructional program. The concepts are applied in the context of monitoring and modifying the instructional program for enhanced student achievement. (See Appendix 30, pp.1 -7)

Element F: The program provides each candidate with an opportunity to understand labor relations, contract compliance and collective bargaining as it relates to schooling in a democratic society.

"Employee Relations" and "Collective Bargaining" are two of the units presented in Edmt. 571: Human Resource Administration. Candidates are asked to apply knowledge of the role of collective bargaining and management of contracts to real life situations in case studies and in basket assignments. (See Appendix 30, pp. 8 - 14) In School Law (Edmt. 578, Appendix 30, pp 44 – 50) units on personnel relations and contractual liability are taught and representative cases are briefed.
Element G: The program provides each candidate with an opportunity to understand the role of families and their diverse structures and cultural beliefs as they impact the role of schooling in a democratic society.

Candidates perform an environmental scan of their school and district in Edmt. 576: Organizational Management and School/Community Relations (Appendix 30, pp. 31-37). One component of this scan is ethnic, racial and other family structures of their community. Through reading and classroom discussion they are made aware of the historical and philosophical structures within the community. This awareness and understanding of how the school can meet the needs of the community is extended in Edmt. 573: Contemporary Issues (Appendix 30, pp. 21 - 28) in their readings, discussions and debates.

Standard 6

Opportunities to Learn Instructional Leadership

The professional leadership preparation program provides multiple opportunities in the program curriculum for each candidate to learn, practice and reflect on the role of instructional leaders as delineated in the standards of candidate competence and performance. The role of the instructional leader is central to the functioning of an effective school.

The program provides:

- Multiple, systematic opportunities for the candidate to connect theory to practice;
- Multiple opportunities for the candidate to develop the knowledge, skill and disposition to foster effective teaching in the service of student achievement;
- Preparation to view all aspects of leadership through the lens of student learning;
- Includes comprehensive, systematic formative and summative assessments that address the full range of administrative competencies.

The changing schools and communities in California demand strong leadership by people who can articulate a vision, establish and pursue appropriate goals, and inspire confidence and action in others. Each Preliminary/Intern Administrative Services Credential candidate will become competent in the skills and knowledge of Educational Leadership. In the process they will also be prepared to view all aspects of leadership through the lens of students learning.
Ralph Tyler’s four basic questions regarding curriculum and instruction provide a framework for this process:

- What educational purposes should the school seek to attain?
- How can learning experiences be selected which are likely to be useful in attaining these objectives?
- How can learning experiences be organized for effective instruction?
- How can the effectiveness of learning experiences be evaluated?

Elements

6(a) **Shared Vision of Learning** The program provides an opportunity for the candidate to learn to facilitate the development, articulation, implementation and stewardship of a vision of teaching and learning that is shared and supported by the school community.

The development of a shared vision is pivotal to the work of a school. The vision represents what the school community intends to achieve. Skilled leaders demonstrate awareness that, to be authentic, a school vision must evolve from engagement processes involving the entire faculty, along with members of the wider school community. In creating the vision, administrators lead and inspire staff, parents, and community members to articulate the unique strengths and needs of the specific student population at the site. Administrators see stewardship of the vision as a central part of their role.*

Preliminary Services Credential candidates are expected to attain both conceptual and practical knowledge in the following areas:

- 6(a)(1) Develop and define a personal vision of education and instruction through multiple opportunities to engage in reflective activities;
- 6(a)(2) Develop and implement a shared vision and goals that place learning at the center of instructional leadership;
- 6(a)(3) Establish, support, and maintain high expectations and standards for students, staff, and school community;
- 6(a)(4) Engage in multiple and systematic opportunities to practice various methods of successful communication;
- 6(a)(5) Learn and apply strategies for guiding, motivating, delegating, and building consensus among the diverse constituencies in the school and community.

Candidates will be exposed to a variety of theoretical and field-based experiences in each of the courses listed in Table 5. (See Appendix 26 for Course Descriptions and Syllabus Templates.)
Table 5: Program Focus by Course: Shared Vision of Learning

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<tr>
<th>STANDARD</th>
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<tbody>
<tr>
<td>6(a) Shared Vision of Learning</td>
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<td>(a) Personal vision</td>
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<td>(2) Shared vision and goals</td>
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<td>(3) High expectations and standards</td>
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<td>(4) Effective communication and implementation of vision</td>
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<tr>
<td>(5) Consensus building and communication</td>
<td>P</td>
<td>S</td>
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</table>

Key: P = Primary instruction; S = include as appropriate; A = application; I = introduced

Shared vision of learning: Primary responsibility for development of the concepts under this standard is in the class Ed Mgmt. 572: School Leadership. Emphasis on high expectations and standards can also be found in Ed. Mgmt. 570: Curriculum, Instruction and Assessment. Ed. Mgmt. 573: Contemporary Issues in California Schools places secondary emphasis on effective communication and consensus building. All of these standards are applied to real life situations in Ed. Mgmt. 574: Field Practicum. Edmt 575: Internship Seminar introduces the concept.

6(b) Culture of Teaching and Learning: The program provides an opportunity for the candidate to learn how to advocate, nurture, and sustain a school culture and instructional program that is conducive to learning and staff professional growth. Coursework and fieldwork focus on the implementation of state adopted content standards, frameworks and instructional materials as well as assessment and accountability systems.

Culture concerns itself with "how we get things done around here." Site leaders influence the culture of their schools by their everyday actions and communication, as well as by their less routine decisions and actions. Skilled instructional leaders focus their culture-shaping efforts on key components of the instructional system. They direct their activities to guiding the school community in identifying and examining assumptions and beliefs about student learning. In school with standards-based cultures, the site leader and school staff model professionalism on a daily basis. The entire faculty shares responsibility for a standards-based program.

Preliminary Services Credential candidates are expected to attain both conceptual and practical knowledge in the following areas:

- Apply learning, curricular, and instructional theory to the design, implementation and evaluation of standards-based instruction and assessment programs and lead in the improvement of those programs;
• Become a critical consumer of educational research and use research and site-based data to design, implement, support, evaluate, and improve instructional programs and to drive the professional development of staff;
• Study and apply their knowledge of diverse learning styles and differentiated instructional strategies that address the needs of all students and staff;
• Use data, including the use of technical applications, to develop, manage and evaluate strategies to improve student achievement;
• Learn how to develop cooperatively and guide the ongoing and long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students;
• Develop and use skills in shared leadership and decision-making and to engage all members of the school community in the service of student learning.

Candidates will be exposed to a variety of theoretical and field-based experiences in each of the courses listed in Table 6. (See Appendix 26 for Course Descriptions and Syllabus Templates.)

**Table 6: Program Focus by Course: Culture of Teaching and Learning**

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<tr>
<td>6(b)(1) Standards based and assessment driven instructional program</td>
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<td>(2) Research and data based instructional program design</td>
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<td>(3) Differentiated instruction to meet individual needs</td>
<td>P</td>
<td>S</td>
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<tr>
<td>(4) Use data and technology to improve student performance</td>
<td>P</td>
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<td>(5) Develop and guide professional development</td>
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<td>S</td>
<td>S</td>
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<tr>
<td>(6) Use shared leadership and decision-making</td>
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**Culture of Teaching and Learning:** Primary responsibility for development of the concepts under this standard is in the class Ed Mgmt. 570: Curriculum, Instruction and Assessment. Emphasis on shared leadership and decision-making can also be found in Ed. Mgmt. 572: School Leadership. Edmt. 571 and 572 also deal with the guidance of professional development. Edmt. 573 presents differentiated instruction while Edmt. 576 discusses the use of research and data to guide instructional program design. All of these standards are applied to real life situations in Ed. Mgmt. 574: Field Practicum. Edmt 575: Internship Seminar introduces the concept.
6(c) Management of the School in the Service of Teaching and Learning: The program provides an opportunity for the candidate to learn how to ensure the management of the organization, operations, and resources for a safe, efficient and effective learning environment. The program includes the study and application of organizational theory that reflects effective leadership and management concepts and strategies that contribute to student achievement and the professional participation of all adults in the school community.

Safety is a fundamental condition of an effective school. Effective school administrators recognize their responsibility for overseeing the physical condition of their school. Skilled site leaders also realize the need to specify, monitor, and respond to behaviors that are not acceptable or appropriate for a safe and productive environment. School leaders know that safety, both physical and emotional, has an impact on student learning.

Accomplished leaders understand that the effective operation of the school requires that elements of the infrastructure be configured and operate in support of the core work of teaching and learning. Leaders understand that effective site management requires them to be knowledgeable in human resource management, program implementation, planning and decision-making, problem solving and organizational development. Effective school leaders are responsible for ensuring that all of their school's legal and contractual obligations are met. They are knowledgeable about the rights of students, including those with special needs, and they serve as advocates in protecting those rights.*

Preliminary Services Credential candidates are expected to attain both conceptual and practical knowledge in the following areas:

- Learn and practice effective methods for attracting, inducting, motivating, retaining, and supporting staff and for the monitoring and supervision of certificated and non-certificated faculty and staff;
- Learn and practice effective methods for working with certificated and classified staff with disabilities;
- Learn how to evaluate the effectiveness of an instructional program through the use of data and accountability systems;
- Apply the principles of effective communication, systems management, organization, problem-solving and collaborative decision-making skills.
- Set short and long-term goals, particularly with respect to cooperatively developing a site-based plan that is effectively aligned with state and district requirements and systematically links resources to the goals and objectives;
- Develop and understanding of the legal and policy requirements with regard to safety for the purpose of assuring that the school provides a safe, well maintained, and productive environment for learning;
• Understand and manage legal and contractual agreements and records in ways that foster a professional work environment and secure the privacy and confidentiality of all students, families, and staff, including the respective roles of administrators and the unions in the processes;
• Examine management with respect to establishing, implementing and maintaining student behavior management systems that demonstrate adherence to equity, legal and policy requirements;
• Coordinate and equitably align fiscal, human and material resources with the school planning process in the support of learning of all students and all groups of students.

Table 7: Program Focus by Course: Management of the School in the Service of Teaching and Learning

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<tbody>
<tr>
<td>6(c)Management of the school in the service of teaching and learning</td>
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<tr>
<td>6(c)(1)Effective methods for hiring, monitoring, supervising staff</td>
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<tr>
<td>(2)Methods for working with staff with disabilities</td>
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<tr>
<td>(3)Use data and accountability systems to evaluate instructional program</td>
<td>P</td>
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<tr>
<td>(4)Apply principles of effective communication, systems management, organization, problem-solving, and collaborative decision-making</td>
<td>S</td>
<td>S</td>
<td>P</td>
<td>S</td>
<td>A</td>
<td>P</td>
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<tr>
<td>(5)Cooperatively develop a site-based plan including short and long-term goals, alignment with state and district requirements and linking resources to goals and objectives</td>
<td>S</td>
<td>P</td>
<td>A</td>
<td>S</td>
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<tr>
<td>(6)Understand legal and policy requirements for a safe and orderly environment</td>
<td>S</td>
<td>A</td>
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<td>S</td>
<td>S</td>
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<td>P</td>
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<tr>
<td>(7)Understand and manage legal and contractual agreements while protecting privacy and confidentiality</td>
<td>P</td>
<td>A</td>
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<tr>
<td>(8)Student behavior management systems that are aligned with equity, law, and policy</td>
<td>S</td>
<td>A</td>
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<td>S</td>
<td>P</td>
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<tr>
<td>(9)Align fiscal, human and material resources with school plan</td>
<td>S</td>
<td>P</td>
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</table>

Management of the School in the Service of Teaching and Learning: Primary responsibility for development of the concepts under this standard is in the classes Ed Mgmt. 571: Human Resources Administration and Edmt. 578: School Law. Other concepts related to this area of focus are presented in several other classes. All of these standards are applied to real life situations in Ed. Mgmt. 574: Field Practicum. Edmt 575: Internship Seminar introduces the concept.
6(d) Working with Diverse Families and Communities: The program provides an opportunity for the candidate to learn how to work effectively with families, caregivers and community members...The program offers the candidate and opportunity to examine and evaluate their attitudes toward people of different races, cultures, ethnic backgrounds, sexual orientation, and disabilities...so they will be able to be an effective leader in a diverse setting.

Good administrators recognize that building strong relationships between the school and its community, including student's families, requires working with the community to elicit values, beliefs, and ideals that then inform the work of the school. Effective leaders have developed and refined a range of knowledge, skills, and capacities that help them successfully engage the community. In their written communications with parents and others in the community, accomplished leaders invite feedback and questions that make it clear how individuals and groups can contact the school.

Schools are able to serve students more effectively when other agencies in the community support their efforts. Effective site leaders seek out and pursue opportunities to establish partnerships at the local, regional, and broader levels. Leaders work with their staffs to make resources accessible to families and students.*

Preliminary Services Credential candidates are expected to attain both conceptual and practical knowledge in the following areas:

- Incorporate family and community expectations in school decision-making activities;
- Establish community partnerships that will benefit the students, teachers, families, and a school community and be able to mobilize and leverage community resources for the equitable access of all students and all groups of students;
- Facilitate parent involvement and parent education activities that support student success;
- Effectively communicate information about the school on a regular and predictable basis;
- Learn about appropriate resources and strategies for addressing language diversity in schools, with particular emphasis on the responsibility to communicate to families whose primary home language is a language other than English;
- Examine their personal attitudes and actions toward people of different races, socio-economic status, cultures, religions, ethnic backgrounds, sexual orientation and disabilities and reflect upon how their attitudes and
actions support or diminish the goal to ensure that all students receive equitable access to education.

### Table 8: Program Focus by Course: Working with Diverse Families and Communities

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<tr>
<td>6(d) Working with diverse families and communities</td>
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<tr>
<td>6(d)(1) Incorporate family and community expectations into decision-making and activities</td>
<td>S</td>
<td>S</td>
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<td>A</td>
<td>P</td>
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<tr>
<td>(2) Establish community partnerships and mobilize community resources to provide equitable access for all students</td>
<td></td>
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<tr>
<td>(3) Understand how to facilitate parent involvement and parent education to support student success</td>
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<tr>
<td>(4) Effectively communicate information on a regular and predictable basis</td>
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<tr>
<td>(5) Appropriate resources and strategies for addressing language diversity and to communicate with non-English speaking families</td>
<td>S</td>
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<td>(6) Examine own attitudes toward differences and how attitudes affect equal access</td>
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Working with Diverse Families and Communities: Primary responsibility for development of the concepts under this standard is in the classes Ed Mgmt. 573: Contemporary Issues in California Schools and Edmt. 576: Organizational Management and School/Community Cooperation. Other concepts related to this area of focus are presented in Edmt. 570, 572, and 577. All of these standards are applied to real life situations in Ed. Mgmt. 574: Field Practicum. Edmt 575: Internship Seminar introduces the concept.

6(e) Personal Ethics and Leadership Capacity: The program provides and opportunity for the candidate to model a personal code of ethics...practice professional leadership capacity...to examine site and district responsibilities with regard to students with special needs...to effectively act as a spokesperson for the school...reflect on personal leadership beliefs and practices...and develop mechanisms for sustaining personal motivation.

School administrators serve as models of professionalism at their site and in their community and district. Their work is informed by a set of ethical and moral principles. They inspire and encourage others by demonstrating their commitment to lifelong professional learning. They develop, sustain, and apply
cutting-edge professional knowledge in making decisions and in working with the adults and children at their school.*

Preliminary Services Credential candidates are expected to attain both conceptual and practical knowledge in the following areas:

- Engage in decision-making, problem-solving, change management, planning, conflict management, and evaluate and reflect upon the learning from these opportunities for practice in course work and field work;
- Learn how to communicate decisions based on relevant data and research about effective teaching and learning, leadership, management practices, equity, and access;
- Learn how to encourage and inspire others to higher levels of performance, commitment and motivation and to communicate knowledge effectively about the curriculum and its articulation across programs and grade levels to multiple audiences in the school and community;
- Learn how to utilize technology in the service of fostering effective and timely communication with all members of the school community.

Table 9: Program Focus by Course: Personal Ethics and Leadership Capacity

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<tr>
<td>6(e) Personal ethics and leadership capacity</td>
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<tr>
<td>6(e)(1) Practice and reflect upon: decision-making, problem-solving, change management, planning, conflict management, and evaluation</td>
<td>P</td>
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<td>A</td>
<td>P</td>
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<tr>
<td>(2) Communicate data and research-driven decisions about teaching and learning, leadership, management practices, equity and access</td>
<td>P</td>
<td>S</td>
<td>P</td>
<td>A</td>
<td>S</td>
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<tr>
<td>(3) Inspire others and communicate knowledge about curriculum and instruction</td>
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<td>(4) Utilize technology for community communication</td>
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Personal Ethics and Leadership Capacity: Primary responsibility for development of the concepts under this standard is in the class Ed Mgmt. 570: Curriculum, Instruction and Assessment. Other concepts related to this area of focus are presented in Edmt. 571, 572, 573 and 576. All of these standards are applied to real life situations in Ed. Mgmt. 574: Field Practicum. Edmt 575: Internship Seminar introduces the concept.

6(f) Political, Social, Economic, Legal and Cultural Understanding: The program provides an opportunity for the candidate to learn about political, societal, economic, legal and cultural influences on schools...develop the
candidate's ability to understand, respond to and influence the larger political, social, economic legal and cultural context of schools and leadership...provide opportunities for the candidate to practice both team leadership and team membership so that the candidate can effectively generate and participate in communication with key decision-makers in the school community...have an opportunity to view him/herself as a leader of a team and as a member of a team by engaging in coursework and field work that provides opportunities to both lead and work collaboratively.

School administrators are committed to the democratic principles underlying American public school systems. They actively engage with and work to shape education policy so it reflects a commitment to equity for the diverse communities of learners in their site, district and state. They participate in ongoing dialogue and processes with a range of stakeholders and policyholders to identify, influence and respond to issues, trends and potential changes in the operating environments of schools.*

Preliminary Services Credential candidates are expected to attain both conceptual and practical knowledge in the following areas:

- Learn about and analyze how a school must operate consistently within the parameters of federal, state and local laws, policies, regulations, contractual and statutory requirements;
- Examine the context within which the school operates, including the school district, employee bargaining units, the school board and other government entities and to understand how the policies from several levels of government influence teaching and learning at the school site;
- Engage in discussions and successfully address authentic, complex school issues including meeting the needs of students and staff with disabilities, evaluating employees, providing appropriate services in different settings to English learners, ensuring school safety, administering student behavior programs, and addressing harassment;
- Learn about public policies that ensure equitable distribution of resources and support for all groups of students;
- Learn how to create a welcoming school environment for the public, be responsive to diverse community and constituent views, and create and facilitate constructive conversations about how to improve student learning and achievement.
### Table 10: Program Focus by Course: Political, social, legal and cultural understanding

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<tr>
<td>6(f)Political, social, legal and cultural understanding</td>
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<td>6(f)(1)School operation consistent with laws, policies, regulations, contractual and statutory requirements</td>
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<td>(2)Examine the context within which the school operates</td>
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<tr>
<td>(3)Address authentic, complex school issues</td>
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<td>P</td>
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<tr>
<td>(4)Public policies that ensure equitable distribution of resources</td>
<td>P</td>
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<tr>
<td>(5)Create a welcoming environment for the public</td>
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Political, Social and Legal Understanding: Primary responsibility for development of the concepts under this standard is in the class Ed Mgmt. 570: Curriculum, Instruction and Assessment. Other concepts related to this area of focus are presented in Edmt. 573, 577, 578, and 576. All of these standards are applied to real life situations in Ed. Mgmt. 574: Field Practicum. Edmt 575: Internship Seminar introduces the concept.

*Moving leadership standards into everyday work.* (2003). San Francisco: WestEd
ADDENDUM

Standard 6: Opportunities to Learn Instructional Leadership

A more detailed discussion of how each complete element is addressed is needed in the text of the document. Also some means of showing reviewers how each element is addressed in the syllabi.

All of the syllabi have been revised to show specific units of study and specific assignments including a Benchmark Assignment for each course and an Embedded Technology Assignment for each class. The revised syllabi may be found in Appendix 30.

Element 6(a) Shared vision of learning

The concept of a shared vision of learning is presented in different contexts in different classes. The concept is presented as: (1) a function of the leadership role, (2) as an impetus to improved student performance and (3) as needful of communication and collaborative involvement in order to be effective. These concepts are brought to application level in real life situations in field experience goals and course assignments.

Usually the concept is introduced through readings, lecture and classroom discussion. It is practiced in case study analysis, journaling and related Field Experience goals and projects and Benchmark Assignments. In the Benchmark Assignment for Edmt. 570: Curriculum, Instruction and Assessment students are asked to articulate a vision based upon a variety of school data sources (Appendix 30). Candidates are required to write a vision statement for their development as leaders based upon data from surveys and questionnaires they have completed in Edmt 572: Educational Leadership (Appendix 30). And, in Edmt. 576: Organizational Management, they are asked to produce an example of how one might communicate a vision through a newsletter to parents. (Appendix 30)

Element 6(b) Culture of teaching and learning

Unlike the shared responsibility for the presentation of the concept of vision, the design for teaching of the concepts of a culture of teaching and learning is resident primarily in Edmt. 579: Curriculum, Instruction and Assessment. The course is divided into three areas: (1) focus on the school, (2) focus on the student and (3) focus on the teachers.

In the area entitled focus on the school the concept of the climate and culture necessary to focus of a vision is explored. Next, in the cycle on the student, learning, curricular and instructional theory, research and data driven instruction, diverse learning styles and differentiated instruction, and use of technology are researched and practiced. Lastly, principles of adult learning and staff development, shared leadership and decision making are presented. Staff development and shared leadership and decision making are reinforced in School Leadership (Edmt 572).
The Benchmark Assignment in Edmt. 570: Curriculum, Instruction and Assessment (Appendix 30) begins with an analysis of the culture and climate of a school and of all available data regarding student achievement. The data is brought to class and interpreted in guided practice. Following the modeling of stating a formal vision, the candidate uses the data interpretation to articulate a vision for improving student achievement. The candidate then analyzes prevailing classroom strategies by doing three-minute classroom visits. He/She compiles all of these analyses and makes suggestions for improvement and plans for staff development identifying barriers to possible goals. A timeline, budget and plan for communicating with parents and the community complete the project.

Element 6(c) Management of the school in the service of teaching and learning

Management of the school to support students learning and teachers teaching is reflected in a variety of ways involving several classes. Although one of the classes is titled School Management, the concepts represented in this element are presented across a spectrum of courses. The basic design for developing this theme assigns responsibility of primary instruction in the concept to specific classes with responsibility for reinforcement assigned to other classes and application being developed in both Field Experience goals and course assignments. This is illustrated by the chart on page 87 of the original application.

Examples of assignments from course descriptions illustrate how the concept is applied to real life situations. After researching the topic, students write position papers on some phase of recruiting, mentoring or monitoring employees. The topic working with staff with disabilities can be researched online and a paper written or oral report given. In another class the Benchmark Assignment requires that data and accountability be used to evaluate effectiveness of the instructional program. In a third class, leadership strategies are researched and a workshop presentation given. In the School Law class cases related to contractual agreements and confidentiality are briefed for better understanding of the applicability. (See Appendix 30 for revised course syllabi.)

Element 6(d) Working with diverse families and communities

Understanding the needs of diverse families and communities is centered in Contemporary Issues in California Schools. In this course, societal issues are researched, discussed and debated as they pertain to the school setting. Candidates are encouraged to express informed opinions in debates and position papers. Personal attitudes are reflected upon in journals. In School Management the candidate learns and practices skills and techniques such as communication, shared decision making and community collaboration. Case studies are employed in both classes as a strategy for real life application.

Element 6(e) Personal ethics and Leadership capacity

Concepts of leadership and leadership strategies are developed in the Educational Leadership class and applied to practical situations in the Organizational Management class. While one course is more theoretical, the
other is more practical. Leadership strategies presented and practiced in simulated situations in class include decision making, problem solving, change management, planning and conflict management. Reflection is part of every class in the form of Reflective Journals. Technology is also a strand which runs through every class and is evident in the Embedded Technology Benchmark Assignments.

**Element 6(f) Political, social, economic, legal and cultural understanding**

Every class emphasizes the need to respect legal parameters as an administrator. However, specific instruction in the area is resident in School Law, School Finance, and Human Resource Administration. A larger awareness of the political, social, economic and cultural understanding comes in the Contemporary Issues class with the exploration of ones own values based upon reading, research and discussion.

The context within which the school operates is a large and complicated sociological phenomenon. Candidates are asked to identify the components of this structure and to analyze relationships between the components through various environmental scans. Strategies are identified for working with the unique characteristics and problems of each component such as culture, climate, community, clients and the district. Skills developed through practice include conflict management, collaborative decision making, shared leadership, managing change, and short term and strategic planning. All of these are applied to real life situations with the guidance of the scholarly practitioners who teach the classes and supervise the field experience.
PROGRAM IMPLEMENTATION AND CHANGE

Changes outlined in the program application have been implemented. Candidates not begin Field Experience with Orientation to Fieldwork which is a one unit class taken concurrently with Foundations of Educational Leadership. They then enroll for two more semesters adding projects to match the classes they are taking. Upon conclusion of all projects they present their Field Experience Portfolio and write the summative reflective essay. Rubrics have been developed for grading of each step in the process.

The Field Experience Handbook (see Appendix B) has been revised extensively based largely upon areas where it was observed that greater clarity was needed. In addition, the Sample Field Experience Projects appendix was completely revised by an instructor, a school principal, an assistant superintendent, and a former candidate in conjunction with the Program Chair. A Handbook for Site Supervisors has also been created (see Appendix C).
Category II

Field Experiences in the Standards

Standard 7

Nature of Field Experiences

In the program of administrator preparation, candidates participate in significant field experiences that are designed to facilitate the application of theoretical concepts in practical settings. Each candidate addresses the major duties and responsibilities authorized by the administrative services credential in a variety of realistic settings. Field experiences include intensive experiences both in day-to-day functions of administrators and in longer term policy design and implementation.

Elements

7(a) The field experience responsibilities are closely related to the job performance requirements of administrators.

Field experience responsibilities are based upon application of the content of theoretical classes and the needs of the candidate. At the Fieldwork Orientation meeting, candidates are required to complete a self-assessment of administrative skills which is included in the Action Plan Handbook (Appendix 17). They are encouraged to set their goals in skill areas where they are less strong. Each term they write additional goals to match the classes they are taking. The university fieldwork supervisor evaluates all goals to assure that they involve job performance requirements of administrators. Both long- and short-term goals are required.

7(b) Linkages are made between the field experiences and the content of the coursework in school administration.

Field experiences requiring application of theoretical concepts in practical settings are addressed in Edm. 574 Fieldwork Experiences in Educational Administration. The candidate enrolls in fieldwork each term and accomplishes course related goals which require application of theory presented in courses being taken at the same time. Goals may result from course requirements or may be selected by the candidate with the approval of the university supervisor and the site mentor.
7(c) The program provides appropriate, on-site direction to the quality of the field experience assignments, including identification of an on-site and/or school-based mentor.

Appropriate on-site direction: In collaboration with the candidate, a representative from the candidate's school district, and the University representative the following activities will occur (see Appendix 17, Field Experience Action Plan Guide):

1. Identification of an onsite supervising administrator (to meet requirements set forth in Appendix 17);
2. Development of a Fieldwork Practicum proposal to include opportunities to perform a range of responsibilities found in the Administrative Job Performance (see Appendix 17), involvement in long term educational policy issues, and field experiences at a site which includes a diverse school population. The field experiences noted above will occur at a variety of school levels and settings. The proposal will include an assessment of candidate needs based on (but not limited to) a portfolio developed by the candidate as he/she completes each of the theory course requirements;
3. Development of an action plan which includes:
   - A calendar for University supervisor/designee on-site visits
   - A plan to provide the candidate with adequate time to perform field experience activities during the regular school day (based on the generic time plan noted above).

Effectiveness of supervising administrators is determined by their involvement in providing adequate support to the field experience student. This support takes the form of the availability or relevant and important field experience, coaching, mentoring, and access to growth opportunities. The effectiveness is reviewed in the context of planning and implementing the field experience plan.

The University representative will review the quality of all placements at least once during the candidate's Field Practicum experience. Ongoing assessment is provided during monthly meetings, telephone contacts, and progress reports that are shared with the field practicum supervisor. In addition to first hand experience, the University supervisor has contact with the LEA administration. Access to the background and knowledge expertise of the site administrator is available through a resume provided by the administrator.

It is the responsibility of the ULV field experience supervisor to relate any concerns regarding effectiveness of an administrator to the Chair for Tier I. The chair will review the situation and take appropriate action.
7(d) Significant, intensive field experiences occur in at least one setting in which the candidate is able to perform a wide range of the typical responsibilities of a full-time administrator.

Candidates are required to perform field work experiences at at least two sites, one elementary and one secondary. They are required to set goals in the areas of the courses they are concurrently taking, three per class. This assures a wide range of experience at multiple grade levels.

7(e) Authentic and significant experiences addressing a variety of school levels and a variety of school settings are required for each candidate, including field experiences at least one of which involves a site with a diverse school population.

In addition to matching goals to theoretical classes being taken, these goals are accomplished at both elementary and secondary schools one of which must be ethnically diverse as substantiated by the ethnic breakdown submitted with the original goals.

7(g) For an internship program, an assessment of the internship assignment is made to determine what additional experiences need to be planned for the candidate to provide a full range of administrative experiences.

For this standard and the practical application of directed study the definition of "field experiences" includes, but is not limited to, the responsibilities of the internship assignment.

- For an internship program, an assessment of the internship assignment is made to determine what additional experiences need to be planned for the candidate to provide a full range of administrative experiences (see Appendixes 17 and 6 Intern Field Experience Action Plan Guide).

- For an internship program, specific supplementary administrative experiences are assigned to interns on the basis of the above assessment.

7(h) For an internship program, specific supplementary administrative experiences as assigned to interns on the basis of the above assessment.

Intern field experiences are required at both elementary and secondary levels.

The above components will apply in addition to those of the internship assignment to determine what additional experiences need to be planned to provide "a full range of administrative experiences". Specific supplementary
experiences will be assigned to interns on the basis of the above assessment. (see Appendix 17 and 6, Intern FEAP Guide.)
ADDENDUM

Standard 7: Nature of Field Experiences

Element A: Provide evidence of self-assessment of administrative skills. Where is it in Appendix 18?

A self-assessment of administrative skills can be found on pages 21 – 26 in Appendices 18 and 19 in the original program proposal. This document is frequently used at the beginning of Field Experience. Candidates are encouraged to set goals in areas of relative weakness to develop greater skills in those topics. The self-assessment can also be used for the Benchmark Assignment for the course Educational Leadership where the candidate begins by analyzing a self assessment and setting goals for professional and personal growth.

Elements B-H: Please provide detailed evidence of how each element is addressed. What is the fieldwork practicum proposal? How is it related to the action plan?

The fieldwork practicum proposal is the suggested list of goals submitted to the Site Supervisor and the University Supervisor for approval at the beginning of each semester/term. The Action Plan is the list of goals after they have been approved by the Site Supervisors and the University Supervisor.

Element B: Linkages are made between field experiences and the content of coursework in school administration.

Candidates begin Field Experience (Edmt. 574) when they begin the program. They register for it once (3 semester units) and have 4 semesters to complete it. This is the average length of time students take to complete the program. If necessary, students may register for one (1) additional unit each semester until they have completed their fieldwork goals. The experience is designed to complement the theoretical content of the classroom learnings and to bring those learnings to application level. Each course has a benchmark assignment which is to be included in the portfolio. All of the sample projects are also listed in the course syllabus (See Appendix 30) as well as in the Student Fieldwork Handbook. (See Appendix 19 in original application).

Element C: The program provides appropriate, on-site direction to the quality of the field experience assignments, including identification of an on-site and/or school-based mentor.

Students are required to have experience at both elementary and secondary schools. A fully credentialed supervisor is required at each site. This supervisor is apprised of his/her roles and responsibilities in the Supervisor’s Handbook (Appendix 20 of original application) and by contact with the University
Supervisor. The On Site Supervisor provides the university with a resume and a statement as to his/her qualifications (See Appendix 19, p. 13 of original application)

**Element D:** Significant, intensive field experiences occur in at least one setting in which the candidate is able to perform a wide range of the typical responsibilities of a full-time administrator.

Most of our credential candidates are working full or part time at a school. It is usually at that school that they are able to perform a wide range of the typical responsibilities of administrators and longer term goals of their field experience. In most cases administrators are only too willing to have and extra pair of hands to help with the functioning of a school. However, because the University Supervisor meets with the candidate each semester to set goals for that semester, delegated tasks are monitored for suitability to the student’s and the university’s purpose.

**Element E:** Authentic and significant experiences addressing a variety of school settings are required for each candidate, including field experiences at least one of which involves a site with a diverse school population.

The candidate reports demographic data for each selected school so that there can be a determination of the school’s suitability in the area of diversity. Because the University Supervisor approves the candidate’s goals each semester, he/she is able to monitor the authenticity and significance of the goals proposed. The university supervisor looks for (1) goals related to every class (2) half of which are at the elementary level and half at the secondary level and (3) some of which are short term and some long term.

**Element F:** Field experiences include opportunities to deal with long term educational policy issues in the school or district.

Both long term and short term goals are required when doing the field experience.

**Element G:** For an internship program, an assessment of the internship assignment is made to determine what additional experiences need to be planned for the candidate to provide a full range of administrative experiences.

When an internship is begun, the assigned supervisor is provided with a job description for the intern. He/she visits the campus where the intern has been assigned and interviews the fully credentialed administrator who will be supervising the intern. During the interview the University Supervisor determines the range of administrative experiences which the intern will be performing and will make suggestions about any additions or modifications he/she deems in the candidates best interest.

**Element H:** For an internship program, specific supplementary administrative experiences are assigned to interns on the basis of the above assessment.

*The University Supervisor will be assessing the intern assignment based upon
the suitability of coverage of the California Professional Standards for Educational Leaders in the job description and field work goals of the intern. Although many of the intern’s job-related tasks will meet the standards, experiences which supplement the job description in necessary areas will be made up in Field Experience Goals.
Standard 8

Guidance, Assistance and Feedback

The program sponsor has an effective system by which the candidate's performance is guided, assisted and evaluated in each field experience. In this system, at least one supervising administrator and at least one program supervisor provide complete, accurate and timely feedback to the candidate.

For an internship program: For this standard, the definition of "field experiences" includes, but is not limited to, the responsibilities of the internship assignment.

The following factors serve as a guide for initial program design and ongoing program evaluation:

8(a) Guidance, assistance and feedback encompass all of the components of the Standards in Category II which occur in the field experiences.

The candidate is provided with a Field Practicum Action Planning Guide at the initial Field Practicum orientation meeting held by the university field experience supervisor. The FEAP Guide is discussed with each candidate. Timelines and personal plans are initiated at this first meeting.

In addition to these individual plans, meetings take place with the candidate, the site mentor, and the University supervisor. These meetings are documented as per the feedback, guidance, and support to be provided by on-site and University supervisors.

Candidates report to the University supervisor once a month so progress, status, needs and plans may be assessed.

8(b) The support and assessment of each candidate is coordinated effectively between the candidate's supervising administrator(s) and institutional supervisor(s).

The Action Plan for completion of the Field Practicum includes a section for communication among the candidate, site mentor and University representative. Appropriate guidance, assistance and feedback are provided for as a portion of the communication component of the document. These elements will be ongoing as the candidate completes the Field Practicum. Remediation and/or adjustment of field experience assignments may be necessary as a result of this ongoing formative evaluation.
8(c) The information given to each candidate about his or her performance accurately and fully describes strengths and weaknesses and provides constructive suggestions for improvement.

Feedback given to the candidate by the site mentor or the university supervisor should be entered in the student's log. The log is an ongoing record of progress and reflection which the candidate keeps throughout the fieldwork experience. The university supervisor should log the content of telephone or email contact regarding fieldwork performance which he/she has with the candidate.

8(d) The final field experience evaluation is made by the University supervisor with the involvement of the site mentor.

The final field experience evaluation using the Fieldwork Evaluation Rubric (see Appendix 17) will be completed by the University supervisor with input from the site mentor(s). (See Appendix 17.) The candidate submits the on-site mentor's evaluation of his/her work as part of the portfolio to the university supervisor. The university supervisor consults these assessments as he/she is compiling a final evaluation of the portfolio. In addition, the university supervisor is encouraged to make personal contact with the site mentor via telephone or in person.
ADDENDUM

Standard 8: Guidance, Assistance and Feedback

Element A: Provide specific evidence of meeting the element.

Guidance is provided during the fieldwork process by a variety of people. The Program Chair is available to all students enrolled in the program in person, and through email, telephone or mail. In addition, the chair attends fieldwork presentations done by new University Supervisors or supervisors who have received criticism from students and travels to each center at least once a year. On campus he/she has regular office hours. In the Regional Centers the education coordinators and the counselors are able to advise regarding procedural questions. All contacts are logged. The University Supervisor assigned to the candidates in an area begins their time in the course with a presentation at which he/she introduces the fieldwork process, explains the handbook and the uses of the forms therein and assists them with the self-assessment process using the Self Evaluation of Administrative Skills (pp. 21-25) and the Computer Literacy Inventory (pp.25-27) found in the Student Field Experience Action Plan Guide, Appendix 19 in the original program application document.

Once the candidate has begun the process, he/she has a number of faculty members who provide assistance with the fieldwork. Fieldwork goals are set each semester/term for the classes in which the candidate is enrolled. Therefore, in addition to the Site Supervisor/Mentor and the University Supervisor, the course instructor provides assistance in that subject area. Access to the instructor is designed to strengthen the quality of the project design for the portfolio projects. The Program Chair is also available. Evidence of this support is to be found in the quality of the Benchmark Assignments and other fieldwork assignments in the portfolio.

Feedback is provided in every class by the instructor via the rubric (Appendix 25) as he/she collaborates with the candidate on the completion of the benchmark assignment for that class. The benchmark assignment and rubric for the class then are placed into the fieldwork portfolio.

As each fieldwork assignment is completed, the Site Supervisor/Mentor rates the quality of the project on Form 3 (Appendix 11) and provides comment on strengths and weaknesses. Upon completion and presentation of the portfolio to the University Supervisor, the candidate receives feedback through the Portfolio Rubric (Appendix 11).

Element B: How does the coordination between the supervising administrator and the institutional supervisor take place?

Primary responsibility for initiating the coordination is the responsibility of
the University Supervisor. It is his/her task to deal with the process of Field Experience as it progresses. Once the process is underway it is his/her responsibility to monitor candidate progress toward established goals. The current course instructor, the Site supervisor and the University Supervisor work together to support the candidate in progressing toward completion of goals.

The candidate has the responsibility to provide the Site Supervisor with a copy of the Site Supervisor/Mentor Handbook (Appendix 20 in original program application document). The candidate then provides the University Supervisor with contact information for the Site Supervisor/Mentor. The University Supervisor contacts the Site Supervisor in person or by telephone to discuss the contents of the Handbook with him/her. This must all occur within the first month of the first semester of enrollment in the program. The University Supervisor will log the contact on Appendix “Summative Portfolio Checklist”.

The University Supervisor is in contact with the candidate and the Site supervisor once a month through meetings, email or telephone. This contact is more frequent if necessary and can be initiated by any one of the three people involved. When the candidate notifies the University Supervisor that he/she is ready to schedule the portfolio presentation, the supervisor contacts the Site Supervisor/Mentors for a verbal summation of the student’s work. The University Supervisor enters all of these contacts in his/her contact log.

Site Supervisor/Mentors are invited to be present when the candidate makes his/her final portfolio presentation to the University Supervisor.

**Element C: How do site mentors know that they should fully describe strengths and weaknesses and provide constructive suggestions for improvement?**

Revision will be made to page 2, “Site Supervisor/Mentor’s Responsibility”, of the Site Supervisor/Mentor Handbook to make it read

- Evaluating the effectiveness with which the field experiences were accomplished with a full description of strengths and weakness.

**Element D: Provide specific evidence of meeting the element.**

Upon completion of the fieldwork projects and the portfolio, the candidate notifies the University Supervisor that he/she is ready to make the portfolio presentation. Once a date and time are set, the University Supervisor invites the Site Supervisor/Mentors of the event. The presentation may proceed without the Site Supervisor as long as he/she has completed all of the paperwork he/she is responsible for.

At the appointed time, the student brings the portfolio and supporting artifacts to the meeting. He/she makes an oral presentation in which he/she discusses what they have learned from the experience, the most successful project and the most difficult projects and what could be done
differently to result in improvement. The University Supervisor then takes the portfolio with him/her to peruse more closely. The Portfolio Rubric (Appendix 11) is used to score performance on the portfolio. The University Supervisor completes the remainder of the requires paperwork and sends the packet (see Appendix 11) to the Program Chair for final approval for credential filing. This packet contains Form 3 (Appendix 20 in original program application document) which has been completed by the Site Supervisors/Mentors.
PROGRAM IMPLEMENTATION AND CHANGE

To assist in the evaluation of candidate performance, a unit-wide assessment plan was developed. Four transition points were identified and agreed upon: admission, candidacy, program completion, and post program. Under each category assessments were identified that would generate data regarding candidate performance. Rubrics were then developed for appropriate assignments.

Data generation in the Tier I program depends heavily upon Benchmark Assignments and Key Assessments. Each course has an assignment identified as a Benchmark. These assignments are designed to bridge the gap between the theory presented in the class and the practical application necessary in the field. The Key Assessments are tied to NCATE Standards as well as the CPSELS and are in thematic areas which run throughout the program.

See the chart which follows for a detailed schematic of the Assessment Plan.
<table>
<thead>
<tr>
<th>Transition Point</th>
<th>Key Assessment</th>
<th>Description</th>
<th>4 Point Rubric</th>
</tr>
</thead>
</table>
| Admission (occurs at point of formal admission) | Application  
Reflective Essay (Diversity and statement of purpose embedded)  
Three recommendations - 2 from school administrators (Dispositions and diversity embedded)  
GPA  
CBEST  
California Credential  
Verification of employment  
Interview (Dispositions embedded)  
Final examination in Edmt 572 | Unit form  
A holistically scored writing sample designed to assess the candidate's ability to write at a professional level and the candidate's convictions regarding achievement, diversity and commitment.  
Unit form  
GPA 2.75 undergraduate, 3.0 graduate  
Tests basic reading, mathematics and writing skills found to be important for the job of an educator  
Candidate must hold one of the following credentials:  
School Librarian  
School Nurse  
PPS  
Teaching  
Two years of experience under above credential (3 for Intern)  
Unit form  
Assesses knowledge of key content areas related to | Rubric A  
Rubric H |
<table>
<thead>
<tr>
<th>Transition Point 2</th>
<th>Leadership theory and candidate's ability to apply them to real life situations (CRSELS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidacy</td>
<td>• Self Assessments</td>
</tr>
<tr>
<td>(Occurs from successful completion of Edmt 572 and Fieldwork Orientation to completion of Field Experience)</td>
<td>• Goal setting reflective essay</td>
</tr>
<tr>
<td></td>
<td>• Fieldwork Handbook, Forms 3-6, 8</td>
</tr>
<tr>
<td></td>
<td>• Program form</td>
</tr>
<tr>
<td></td>
<td>• Program forms</td>
</tr>
<tr>
<td></td>
<td>• Benchmark rubric designed to assess key assessment areas, organization, presentation of material and ability for self reflection (all CPSELS standards)</td>
</tr>
<tr>
<td></td>
<td>• Rubric designed to assess achievement of course outcomes stated in course syllabi and professional habits (all CPSELS standards)</td>
</tr>
<tr>
<td>KEY ASSESSMENT Planning</td>
<td>• Benchmark Assignments – Edmt 570, 577</td>
</tr>
<tr>
<td>KEY ASSESSMENT Assessment</td>
<td>• Benchmark assignments designed to assess ability to plan for instructional improvement and management of fiscal resources (CPSELS)</td>
</tr>
<tr>
<td></td>
<td>• Benchmark assigned to assess candidate's ability to gather and interpret data relevant to</td>
</tr>
<tr>
<td></td>
<td>• Rubric C</td>
</tr>
<tr>
<td></td>
<td>• Rubric C</td>
</tr>
</tbody>
</table>

- **Initial advisement takes place when registering for first semester/term. A study plan is then worked out with the student.**
- **GPA, Course Rubric and Benchmark Rubric are monitored every semester/term and advisement provided.**

- **Rubric C**
- **Rubric B**

- **Rubric C**
<table>
<thead>
<tr>
<th>KEY ASSESSMENT</th>
<th>Diversity</th>
<th>planning for improved student achievement (CPSELS standards)</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Benchmark Assignment 573</td>
<td>• Self Assessment of Technology Standards – Edmt. 574</td>
<td>• At the beginning of Field Experience candidates assess and reflect upon their technology skills using the Massachusetts Department of Education Self-Assessment tool based upon national technology standards for school administrators.</td>
<td>• Rubric E</td>
</tr>
<tr>
<td>• Embedded Technology Benchmarks – all classes</td>
<td></td>
<td>• Assessed as part of the benchmark rubric</td>
<td>• Benchmark Rubric C</td>
</tr>
</tbody>
</table>

**Transition Point 3**

**Program Completion**
(Occurs upon completion of all coursework and submission of Field Experience Portfolio)

| • Certification Packet | • Field Experience Log | • Field Experience Portfolio |
| • Portfolio Showcase | • Reflective Essay (Dispositions and diversity embedded) | |

| • Contains all forms required for official filing for credential | • Reflective anecdotal log maintained by candidate as they work on fieldwork projects | • Compilation of all projects and artifacts produced during Field Experience |
| • Oral presentation and discussion of Field Experience projects | • Written response reflecting upon personal growth and achievement of personal goals during the program | |

| • Rubric D | • Rubric G | • Rubric F |

**Transition Point 4**

**Post program**
(Occurs after completion of all Field Experience requirements)

| • Program Completer Survey | • Site Supervisor Survey (Dispositions and diversity embedded) | • Application for Certificate or Credential |

| • Questionnaire | • Questionnaire | • Correct forms completed and submitted |

*Revised 12/14/08*
Category III
Standards of Candidate Competence and Performance

Standard 9
Assessment of Candidate Performance

Prior to recommending each candidate for a Preliminary Administrative Services Credential, one or more persons responsible for the program determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of standards of candidate competence and performance in Standards 10 through 15 of Category III. Satisfactory performance is defined as achieving at least minimal competence as expected for entry level administrators, and appropriate for the developmental stage of each candidate. During the program candidates are guided and coached on their performance in relation to the standards of candidate competence and performance using formative assessment processes. Verification of candidate competence is provided by a representative of the program sponsor and at least one district supervisor.

Elements

9(a) By design, candidates are assessed through the use of formative assessments embedded throughout the program and a summative assessment at the program's conclusion. Candidates are informed of the expectations for their performance, guided and coached in the completion of formative assessment tasks that prepare them for summative assessment, and provided timely feedback on their performance in relation to the standards of candidate competence and performance in Category III.

Formative student performance assessment is based upon the standards set by each instructor for his/her class. These course standards are correlated with the California Professional Standards for Educational Leaders.

In each class the instructor is responsible for the preparation and presentation of a course syllabus informing candidates of the expectations for their performance and methods to be used for assessing those expectations. Archives of these syllabi are maintained by the Program Director.
Candidates receive prompt feedback, guidance and coaching from instructors on the completion of coursework.

Suggested course projects are included in each course description. Selected course projects are eligible for inclusion in the summative portfolio and presentation.

9(b) There is a systematic summative assessment administered by qualified individuals who are knowledgeable about the standards of candidate competence in Category III. Candidates are assessed using documented procedures or instruments that are clear, fair and effective.

Upon conclusion of a project, the responsible district supervisor rates the performance on the scale developed for this purpose. If the project was done in conjunction with a class, the instructor of that class grades the project also. Upon conclusion of the Fieldwork Portfolio, the supervising faculty member (a representative of the program sponsor) evaluates the student's performance using rubrics based upon the California Professional Standards for Educational Leaders. Substandard projects included in the Portfolio may be revised or repeated to raise them to the required level.

9(c) The assessment is administered by the program sponsor and includes at least one program supervisor.

The summative assessment of candidate performance is made by the university supervisor assigned to manage the fieldwork process. A final assessment of formative and summative student performance is conducted by the chair or her designee.

9(d) The assessment includes two or more assessment methods such as performance, portfolio, presentation, research project, field experience journal, work sample, interview, oral examination and written examination.

Instructors use a variety of assessment tools including the following:

- Student presentations
- Journal reflections and field-experience observations
- Oral and written examinations
- Reflective summaries of required texts
- Research projects
- Interviews
- Mentor assessments of work completed on each objective of the practicum
- Portfolios
9(e) The systematic procedures that govern the summative assessment include a defensible process and criteria, such as rubrics, for evaluating performance, and appeal process, and a procedure for candidates to repeat portions of the assessment as needed.

Summative assessment is based upon rubrics developed from the California Professional Standards for Educational Leaders taking into consideration the experiential and developmental level of each candidate. Satisfactory performance is considered a 3 of 4 levels in the rubric. A Level 3 performance is defined as “Practice that meets the Standard” while a Level 4 performance is defined as “Practice that exceeds the Standard”.

Candidates who are unsatisfied with the assessment of their performance should speak with the instructor. The path of appeals then goes successively to the department chair, the Dean of the College of Education, and the Vice President for Academic Affairs. (Appendix 16)

9(f) One or more persons who are responsible for the program recommend candidates for the Preliminary Administrative Services Credential on the basis of all available information of each candidate’s competence and performance.

Candidates are recommended for a Preliminary Administrative Services Credential based upon documented evidence collected through coursework assignments and the Fieldwork Portfolio.

- Formative assessment activities are documented by the course instructor who assigns them. The candidate’s grade in each class reflects the assessment by the instructor.

- Summative assessment projects are documented in the Fieldwork Portfolio and assessed by the District Mentor and the University Supervisor using rubrics based upon the California Professional Standards for Educational Leaders.

9(g) The program sponsor ensures that thorough records of each candidate’s performance in the summative assessment are maintained.

Upon completion of assessment of the fieldwork portfolio using the standards-based rubric, the candidate’s university supervisor forwards the student’s grade to the registrar. A copy of the rubric is retained in the student’s file in the credentials office.

9(h) The program staff periodically evaluates the quality, fairness and effectiveness of assessment practices and uses assessment data as one source of information about the quality of the preparation program.
The program director monitors grade challenges from students and keeps the chair informed of their resolution. Upon conclusion of the program, students are asked to complete an evaluation which addresses the fairness and effectiveness of the assessment practices employed. The chair monitors responses to this questionnaire. The chair and the program director monitor this data as part of their monthly meeting agenda.

In preparation for this program rewrite, and outside evaluator was hired to shadow a fieldwork student through the year that he worked on his projects. She was able to make a number of suggestions for improvements to our process and the Fieldwork Handbook. A continued careful examination of the approved new program is planned to assure that the identified problems are no longer present.

9(i) The program includes a clearly specified process for making credential recommendations and verifying that candidates have completed all requirements before recommending them for the credential.

The Registrar maintains each student’s official record which includes a complete academic history. All courses attempted are listed in the official transcript. The official transcript will only be released upon the written consent of the student in compliance with federal and state policies.

Upon completion of all course requirements and the Fieldwork, the student notifies the credentials specialist for the program. The Credentials Specialist verifies successful completion of student work with the Registrar and provides instructions and required paperwork for credential filing to the student.
ADDENDUM

Standard 9: Assessment of Candidate Performance

Element A: This standard is met in three ways. First, upon conclusion of each class in the Preliminary Administrative Services Credential Program, with the exception of the Field Experience Seminar in School Administration (Educational Management 574), all students must have provided the following documentation to their instructor as part of the assessment process (See Appendix 30 for Course Outlines and Syllabi Templates) and as evidence of learning outcomes designed to meet each professional standard:

1. Evidence of how and to what extent knowledge, skills and dispositions under each learning outcome contained in the course outlines were met by the student. This includes Course Benchmark assignments and Embedded Technology assignments. (Appendix 26)
2. Statement of self-reflection on expectations/needs for future growth under each of the learning outcomes in the course.
3. Students are to be specific and detailed in responding to numbers one and two above.

The instructor will critique the students performance in the course using the “Evidence of Meeting Learning Outcomes” rubric (See Appendix 25), sign and date the appropriate documents and return them to the student in order that they can be placed in the Field Experience Portfolio.

Formative assessments of candidate performance are embedded throughout the program in the areas of knowledge, performance and dispositions. Knowledge of the course content is evidenced in the overall grade and performance assessment rubric (see Appendix 25) provided by the instructor. Performance, demonstration of ability to apply conceptual knowledge to real life situations, is demonstrated in the benchmark assignment required in each class and the other projects completed for the Fieldwork requirement. (Fieldwork requires that the candidate complete 3 projects for each class taken. One of these is the required benchmark for that class.) Candidate dispositions are also assessed using the performance assessment rubric.

Second, at the conclusion of each semester every instructor notifies the chairman of the program of any students who is not performing up to standards based upon a grade lower than 2.75 and/or a failing score on the Evidence of Learning Standard Outcomes rubric for that class. The student is then counseled by the Program Chair or the Regional Centers Director of Educational Programs.

Third, Educational Management 574, Field Experience in Educational Administration, requires that the Field Experience Portfolio have all projects completed along with documentation and reflection to document knowledge, skills and dispositions gained in the entire school administrator program designed to meet each professional standard. The fieldwork instructor will utilize the appropriate rubrics (See Appendix 11) in assessing overall fieldwork.
performance. Input from the Site Supervisor is also a part of the final assessment process.

The supervised fieldwork (Edmt 574: Field Experience) reinforces all standards of quality and effectiveness for the preliminary Administrative Services Credential by requiring demonstration of competence by means of documentation. This determination is made by the University Supervisor of Field Experience and Site Supervisors based on thorough documentation and written verification. In addition, as part of the formative assessment, Course Instructors have had input on class performance via the Evidence of Meeting Learning Outcomes rubric. The process culminates in the candidate’s reflective essay and presentation of the portfolio before the University Supervisor.

**Element C: Provide specific evidence of meeting the element.**

Specific evidence of meeting this element can be found in the completion of forms necessary for the candidate to apply for certification. They are completed by the Site Supervisor, the University Supervisor, the Course Instructors and the Program Chair.

<table>
<thead>
<tr>
<th>Required Form</th>
<th>Course Instructor</th>
<th>University Supervisor</th>
<th>Site Supervisor</th>
<th>Program Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Demographics x</td>
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<tr>
<td>Goals x</td>
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<td>Site Supervisor Qualifications</td>
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<td>Site Supervisor Evaluation</td>
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<td>Learning Outcomes (rubric) x</td>
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<td>Log Rubric x</td>
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<tr>
<td>Portfolio Rubric x</td>
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<tr>
<td>Culminating Essay (rubric) x</td>
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<tr>
<td>Portfolio Presentation (rubric)</td>
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<tr>
<td>Summative Evaluation Packet x</td>
<td></td>
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</tbody>
</table>

**Element D: What assessment methods are used in the final summative assessment? How does it take place?**

The final summative assessment employs a variety of assessment methods including a cumulative grade point check with 2.75 required. This check is performed by the Program Chair. The portfolio showcase and document check is performed by the University Fieldwork Supervisor utilizing a variety of rubrics used to score documentation logs, oral presentation of portfolio, reflective essay and artifacts related to fieldwork goals. In addition, the portfolio contains
benchmark assignments and technology assignments which have been scored by Course Instructors using the Learning Outcomes Rubric.

The completion packet is sent to the Chair who then checks it for completeness and quality. The checklist used by the Chair can be seen in Appendix 22. The process is complete with the submission of required forms from the packet by the Chair to the Credentials Analyst who then assists the candidate in applying for the Preliminary Certificate or Credential.

Elements E-I: Provide specific evidence of meeting the element.

Element E:

Evidence of a defensible process and criteria, such as rubrics, for evaluating performance can be found in Appendix 11. A variety of rubrics are used for evaluation of course, assignment and portfolio performance. Examples of these are included in the attachment.

According to the University of La Verne Catalog for 2005-2006, page 59, a student may appeal final grades, academic honesty decisions, and most policy decisions. Appeals on academic policy decisions must be made to the Graduate Appeals Committee. Forms can be obtained from the Registrar’s Office or the Graduate Office on main campus and from the director or coordinator of their campus or program. The appeal process is depicted in the diagram below and required forms can be found in Appendix 28.

Students can repeat portions of the assessment as needed in a variety of ways. In a course situation they can remediate an assignment or test with the assistance of the Instructor. In the case of the Field Experience portfolio, students can register for an additional 1 unit to work with his/her University Supervisor to improve portfolio performance.

Element F:
Proof that one or more persons use all available information for recommending candidates for the Preliminary Services Credential Program may be found in Appendix 27. They include:

1. Entry into the program
   - CBEST
   - GPA (60 units of undergraduate, all graduate)
   - Reflective essay (Rubric A)
   - Positive Professional References
2. After 4 classes
   - GPA
   - Course evaluations for each course (Rubric B)
3. Field Experience Assessment
   - GPA
   - Portfolio assessment of meeting competencies (Rubrics C and D, Form 2 Action Plan Guide, Appendix 27)
4. Final Critique
   - Summary reflective essay (Rubric E)
   - Portfolio Showcase (Rubric F)
5. Final recommendations or withholding of recommendations by Fieldwork Supervisor to Chair of Preliminary Administrative Services Credential Program in order to apply for credential
6. Sign off by Chair
7. Formal Post-graduation Employer Evaluation Form

Element G: Thorough records of each candidate’s performance in the summative assessment are maintained.

The following records of student summative assessment are maintained. When the Program Chair recommends to the credentials analyst that the student is ready to file for his/her credential a packet is forwarded to the analyst for retention in archival files. The packet contains the following forms available in Appendix 11:

- From the Field Experience Action Plan Guide:
  - Form 1 – Demographics and Goals
  - Form 2 – Site Supervisor’s Evaluation of Candidate Competencies
  - Form 3 – Instructor’s Verification of Student Competencies
  - Form 4 – Instructor’s Grade Check Sheet
  - Appendix C – Computer Literacy Inventory
  - Page 13 - Site Supervisors’ qualifications

- Related rubrics:
  - Rubric C – Documentation Log Rubric
  - Rubric D – Scoring Rubric for Portfolio (Appendix 27)
  - Rubric E - Scoring Rubric for Culminating Essay (Appendix 27)
  - Rubric F - Scoring Rubric for Portfolio Showcase (Appendix 27)
Appendix H and H1 – Student’s Evaluation of Site Supervisor and University Instructor (Appendix 19, pp. 40 - 41 of original application)

**Element H:** The staff periodically evaluates quality, fairness and effectiveness of assessment practices and uses data as a source of information about quality of the program.

The program chair has a number of data sources to draw upon as assessment tools for the program. Among these are the forms and rubrics mentioned in Element G above, end of course assessments completed by students, and end of program questionnaires completed by the students and their employers. End of course assessments statistics are compiled by class and allow the Program Chair to assess the success of the instructor in instructional methods and adequacy of content (see Appendix 29). Instructors who do not appear adequate are counseled or not rehired.

Both student and his/her employer are asked to respond to surveys upon completion of the program. These surveys ask questions about adequacy of preparation in the areas necessary for a successful career in school administration. They are helpful in identifying any areas of inadequacy. (See Appendix 9).

**Element I:** The program includes a clearly specified process for making credential recommendations and verifying that candidates have completed all requirements before recommending them for the credential.

Delete paragraph 2 of original response “Upon completion of...”

Replace with:

Verification that candidates have completed all requirements is done at 3 Levels in the program: (1) upon conclusion of a course, (2) upon completion of the portfolio, and (3) when all coursework and the portfolio are complete.

Upon conclusion of a course the instructor accounts for the successful completion of the coursework for that class, the benchmark assignment for that class, and the embedded technology assignment for that class. This data is recorded on the "Performance Assessment, Rubric B" (Appendix 27). The student is to then place this documentation into his/her portfolio.

Upon conclusion of all coursework for the credential and the field experience, each candidate presents his/her portfolio to the University Supervisor for the Field Experience class (Edmt 574). Using the Summary Portfolio Checksheet (See Attachment 9-H), the supervisor accounts for all Field experience projects and grades the portfolio using: (1) the Fieldwork Log (Rubric C0), (2) the Portfolio (Rubric D), (3) the Culminating Essay (Rubric E), and (4) the Portfolio Presentation (Rubric F).
If all assignments are accounted for, the University Supervisor sends the packet of required documents (see Attachment H) on to the Program Chair.

The Program Chairperson assesses the packet using the Portfolio Checklist. He/she then signs off on the final recommendation for certification which is then sent to the Credentials Analyst who assists candidates in applying for the credential. The packets are archived in the Preliminary Administrative Services Credential Program Office.
Standard 10

Vision of Learning

Each candidate is able to promote the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

This standard is met primarily by Educational Management (Edmt.) 576 (see Appendix 21 for Course Outline and Syllabus Template) and secondarily by Edmt. 570 and 572 (see Appendix 21 for Course Outline and Syllabus Template).

Course Description for Educational Management (Edmt.) 570: This course studies curriculum design, implementation, and evaluation of standards-based instructional programs, assessment of students progress, and the uses of technology for instructional and administrative purposes. The purpose of this course is to provide students with an appropriate foundation for making sound administrative decisions and providing leadership to the school site staff members in the areas of curriculum, instruction and assessment.

Course Description for Educational Management (Edmt.) 576: This course will cover the principles and practices of public school management, development of a management point of view for leadership, and community involvement in the safe and productive operations of public schools. The purpose of this course is to acquaint students with the concepts and procedures of managing public schools and community involvement in their operation.

Course Description for Edmt. 572: This course will cover theoretical assumptions of management with emphasis on analysis of leadership, leadership styles, self-assessment and articulation of a vision consistent with a well-developed educational philosophy. The purpose of this course is to acquaint student with the concepts of leadership as they pertain to the management of schools and school programs.

Elements

10(a) Each candidate is able to facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.

Candidates will:
Focus on the role of the school administrator as an effective organizational leader who is able to facilitate the development of a shared vision based upon data from multiple measures of student learning and relevant qualitative indicators (Edmt. 572, 570);

In this area of thematic emphasis, the program provides the candidate with a skills and knowledge base focused on the broader role of the school administrator – that of strategist and problem solver (Edmt. 572, 576);

This area of program emphasis moves from theoretical grounding in organizational management, school administration and reflective leadership to the operational application through practical field experiences. Field experiences include such projects as developing opportunities for all members of the school community to develop and use skills in collaboration, distributed leadership, and shared responsibility; development of communication networks from the school to the community and the community to the school; and utilizing multiple assessments to evaluate student learning in an ongoing process focused on improving the academic performance of each student (Edmt. 574).

10(b) Each candidate is able to articulate and demonstrate strategies for implementing the shared vision so that the entire school community understands and acts on the mission of the school as a standards-based educational system.

Candidates will:

Be able to articulate and demonstrate strategies designed to communicate the shared vision to the entire school community so that everyone understands and acts upon the school’s standards-based mission (Edmt. 572, 576);

Development of these communication strategies moves from theoretical grounding in communication and decision-making skills to field experience projects designed for practical application (examples: conducting a community survey and developing a five year plan which would reflect the educational needs of a diverse student population, utilizing a school consensus model to build a school plan reflective of a vision, mission, objectives, activities and continuous improvement components) in field experience (Edmt. 572, 576, 574).

10(c) Each candidate knows how to leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students.

Candidates will:

Be able to ensure management of the organizations, operations, and resources for an effective and efficient learning environment (Edmt. 577);
In this role it is their responsibility to align fiscal, human and material resources to support the learning of all subgroups of students (Edmt. 576).

Be able to influence and support public policies that ensure the equitable distribution of resources for all subgroups of students; and to support the equitable success of all students by mobilizing and leveraging community support services (Edmt. 576).

10(d) Each candidate can identify and address barriers to accomplishing the vision.

As candidates develop the ability to facilitate the development, articulation, implementation, and stewardship of a shared vision of learning they also develop the skills to identify and address any barriers to accomplishing the vision (Edmt. 570, 572).

These barriers could be in the areas of community relations, social trends and influences, lack of financial resources, and lack of support from the governing board and community leaders (Edmt. 573, 576, 577).

Addressing the barriers to shared vision is done in real life situations through fieldwork experiences (Edmt. 574).

10(e) Each candidate is able to shape school programs, plans and activities to ensure integration, articulation and consistency with the vision.

Candidates develop skills to shape the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators (Edmt. 570, 572).

Through the incorporation of information about family and community expectations into school decision-making and activities; the recognition and respect of the goals and aspirations of diverse family and community groups; and communication of information about the school on a regular and predictable basis through a variety of media candidates develop skills to insure integration, articulation and consistency with the vision (Edmt. 570, 572, 576).

Application to real life situations is accomplished during fieldwork (Edmt. 574).

10(f) Each candidate is able to use the influence of diversity to improve teaching and learning.

Candidates develop skills for establishing and implementing a structured process for engaging faculty and community members in dialogue to create vision by facilitating participants in examining standards, considering data/information about students, and identifying desired outcomes; ensuring that decisions about
the vision are informed by principles of equity and reflect the needs/input of key constituencies; and identifying stakeholders who are not engaged in the process and actively seeking their involvement (Edmt. 570, 572, 576).

Application to real life situations is accomplished during fieldwork (Edmt. 574).
ADDENDUM

Standard 10: Vision of Learning

There are few examples of outcomes. Please provide examples of what candidates actually do in response to each element. What evidence will be collected that shows that each candidate is able to, or knows, or can identify the particular skill required by each element?

A full range of outcomes can now be seen in the revised course syllabi (Appendix 30) which list assignments and products indicating understanding of specific skills and combinations of skills which students will address. The Course Rubric (Appendix 25) requires that the instructor assess professional skills such as being able to work in a collaborative group, contribute positively to a discussion and facilitate decision making. Many of the concepts such as a vision of learning and diversity are addressed in a variety of ways in many or all of the classes which all candidates are required to complete successfully.

Evidence listed in column three may be from one class or several classes. In the case of this standard, much of the evidence is collected through the Benchmark Assignment for Educational Management 570: Curriculum, Instruction and Assessment. The Benchmark Assignment for this class is a plan for monitoring student achievement and using that data to plan a standards based instructional program.

See table below.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>OUTCOMES</th>
<th>EVIDENCE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 10: Vision of Learning</td>
<td>(What students actually do)</td>
<td>(What will be collected)</td>
</tr>
<tr>
<td>10a: Development of shared vision for achievement of all students based upon data from multiple measures...</td>
<td>- Discuss theory and philosophy of shared vision - Analyze current state of your school culture &amp; climate - Analyze all available data from your school</td>
<td>- Participation in class discussion and collaborative groups evaluated on Course Rubrics (Appendix 25) 570, 572, 576 - Responses to climate questionnaire, culture interviews, Benchmark 570 (572) - Written analysis of all available data for all groups and subgroups of students Benchmark 570</td>
</tr>
<tr>
<td>10b: Articulate and demonstrate strategies for implementing shared vision...</td>
<td>- Collaborate with a group of fellow candidates to build a statement of a shared vision - Develop and write a vision statement for your school based upon analysis of data above</td>
<td>- Instructor observation to be quantified on Course Rubric (Attachment 30) 570, 572 - Written vision statement Benchmark 570</td>
</tr>
</tbody>
</table>
| 10c: Leverage and marshal sufficient resources to implement and attain the vision for all students | - Build timeline and budget to support plan for your school  
- Analyze budget needs listing types of expenditures  
- Identify budget categories and amounts needed  
- Compare with funds available in those categories  
- Move funds where necessary and possible  
- Enlist help of district and community to raise additional funds | - Written timeline and budget Benchmark 570 (577, 578) |
|---|---|---|
| 10d Identify and address barriers to accomplishing the vision | - Collaborate with a group of teachers from your school to identify barriers to your plan  
- Create a plan for overcoming those barriers | - List barriers and plan for overcoming, Benchmark 570 |
|---|---|---|
| 10e: Able to shape school programs, plans, and activities to ensure integration, articulation and consistency with the vision | - Observe and analyze prevailing classroom strategies including instructional materials  
- Make suggestions for program improvement and staff development plan | - Written analysis of strategies and materials, Benchmark 570  
- Written plan and suggestions for improving instruction, Benchmark 570 |
<table>
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<tr>
<td>10f: Able to use influence of diversity to improve teaching and learning</td>
<td>- Analyze data by subgroup and plan improvement in programs for all</td>
<td>Written analysis and plan for improvement, Benchmark 570 (576, 573, 572, 577, 578)</td>
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* Numbers refer to course numbers

**Standard 10**

All the rest of the standards are set up the same way as Standard 9. They do talk about possible fieldwork related projects, general course activities and how courses are assessed, but not what evidence is required to show that candidates meet the outcome standards. Please provide more information about what evidence the program will collect to show that each candidate has met the outcomes defined in standards 10 -15.
Standard 11

Student Learning and Professional Growth

Each candidate is able to promote the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

This standard is met primarily by Edmt. 570: Curriculum, Instruction and Assessment (See Appendix 21 for Course Outline and Syllabus Template) And secondarily by Edmt. 576: Organizational Management and School/Community Relations (See Appendix 21 for Course Outline and Syllabus Template).

Course Description for Educational Management (Edmt.) 570: This course studies curriculum design, implementation, and evaluation of standards-based instructional programs, assessment of students progress, and the uses of technology for instructional and administrative purposes. The purpose of this course is to provides students with an appropriate foundation for making sound administrative decisions and providing leadership to the school site staff members in the areas of curriculum, instruction and assessment.

Course Description for Educational Management (Edmt.) 576: This course will cover the principles and practices of public school management, development of a management point of view for leadership, and community involvement in the safe and productive operations of public schools. The purpose of this course is to acquaint students with the concepts and procedures of managing public schools and community involvement in their operation.

Elements

Evidence of learning outcomes from Course Outline and Syllabus Template designed to meet standard 11 and address “Elements” for the standard:

11(a) Each candidate understands and is able to create an accountability system of teaching and learning based on students learning standards.

Candidates will:

Create an accountability system of teaching and learning based on student learning standards (Edmt. 570).

Apply procedures of curriculum development, implementation and evaluation (Edmt. 570).
11(b) Each candidate is able to use research and site-based data to design, implement, support, evaluate and improve instructional programs to drive professional development of staff.

Candidates will:

Identify instruments to facilitate improvement of the educational program (Edmt. 570).

Create an accountability system of teaching and learning based on student learning standards (Edmt. 570).

Utilize multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused on improving the learning of all students and all subgroups of students (Edmt. 570).

11(c) Each candidate utilizes multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused on improving the learning of all students and all subgroups of students.

Candidates will:

Utilize multiple assessments to evaluate student learning in an ongoing process focused on improving the academic performance of each student (Edmt. 570).

11(d) Each candidate knows how to shape a culture where high expectations for all students and for all subgroups of students is the core purpose.

Candidates will:

Formulate tactical and strategic plans to improve an organization’s culture (Edmt. 572).

Shape a culture where high expectations for all students and for all subgroups of students is the core purpose as evident in rigorous academic work (Edmt. 570).

11(e) Each candidate is able to guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to state-adopted academic performance standards for students.
Candidates will:

Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards (Edmt. 570).

Analyze appropriate staff development opportunities consistent with curricular and instructional needs (Edmt. 570).

Know the various types of staff supervision models (Edmt. 571).

11(f) Each candidate promotes equity, fairness and respect among all members of the school community.

Candidates will:

Develop strategies to promote equity, fairness, and respect among all members of the school community (Edmt. 570, 576).

Incorporate information about family and community expectations into school decision-making and activities (Edmt. 570, 576).

Recognise the goals and aspirations of diverse family and community groups (Edmt. 576, 573).

Treat various community stakeholders with fairness and respect (Edmt. 576, 573).

Support equitable success of all students and all subgroups of students through the mobilization and leveraging of community support services (Edmt. 576).

11(g) Each candidate is able to provide opportunities for parents and all other members of the school community to develop and use skills in collaboration, leadership, and shared responsibility.

Candidates will:

Develop strategies to provide opportunities for all members of the school community to develop and use skills in collaboration, distributed leadership, and shared responsibility (Edmt. 570, 572, 576).

11(h) Each candidate knows and is able to support the use of state adopted learning materials and a wide variety of learning strategies to support student learning.
Candidates will:

Facilitate the use of a variety of appropriate content-based learning materials and learning strategies that: recognize students as active learners; value reflection and inquiry; emphasize the quality versus the amount of student application and performance; and utilize appropriate and effective technology (Edmt. 570).

11(i) Each candidate coordinates the design, implementation and evaluation of instructional programs that serve the diverse learning styles and needs of all students and lead in the continual development and improvement of those programs.

Candidates will:

Develop skills for working with faculty to articulate and extend understanding of standards-based teaching and learning and to use this knowledge to develop and improve the instructional program at the site (Edmt. 570).

Through leadership ensure a focus on achieving high standards and closing the achievement gap between subgroups of students (Edmt. 570).

Ensure that decisions about instructional schedules, materials, pedagogy, and assessment are responsive to student needs and state and district learning expectations (Edmt. 570).

Facilitate professional dialogue so that individual teachers and the faculty are engaged in ongoing articulation, testing and refinement of their understanding of relationships between instructional practices and student learning results and use this understanding to make positive changes in their practice (Edmt. 570).

11(j) Each candidate utilizes technological tools to manage and evaluate instructional programs and promote and support the use of technology in instruction and learning.

Candidates will:

Recognize the impact of technology on the educational program and how that technology can support instructional movement and administrative decision making (Edmt. 570).

Possible related Fieldwork projects:

- Analyze and critiques for a site administrator the current role of parents/community in the school's curriculum development plan.
- Identify areas of staff development need in a school by analyzing student assessment data.
• Prepare a two year staff development plan based upon the above.

**Course Activities:**

Course activities in Edmt. 570 and 576 will include: group discussion, individual and group presentations, assigned field trips, guest lecturers, readings, projects, videos, on-line presentations, and papers.

**Assessment Plan:**

The assessment plan in Edmt. 570 and 576 will measure evidence of meeting learning outcomes outlined above will include, but not be limited to: active class participation, presentations, research papers, writing assignments, projects and/or examinations.
**ADDENDUM**

**Standard 11: Student Learning and Professional Growth**

What evidence is required to show that candidates meet the outcome standards?

Candidates are required to understand the concepts of systems theory and change as they prepare an annual plan for systematic improvement of instruction to support student growth. Part of this plan deals with professional growth in the form of inservice for all adults who work with the students.

**STANDARD 11: STUDENT LEARNING AND PROFESSIONAL GROWTH**

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>OUTCOMES (What Students Actually Do)</th>
<th>EVIDENCE (What will be collected)</th>
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<tbody>
<tr>
<td>11a: Create accountability system of teaching and learning based on students' learning standards</td>
<td>-Identify accountability strategies for teaching and learning which are within contract boundaries. -Create a systematic plan to employ these strategies</td>
<td>-Position paper on non-evaluative techniques to improve standards based instruction. (571)</td>
</tr>
<tr>
<td>11b: Use research/site based data to design instructional programs to drive professional development of staff</td>
<td>-Observe and analyze prevailing classroom instructional strategies and instructional materials -Make data driven suggestions for improvement of instructional program -Plan professional development of staff based on data driven suggestions for improvement</td>
<td>-Benchmark for Edmt 570</td>
</tr>
<tr>
<td>11c: Utilizes multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused on improving learning of all students and all subgroups of students</td>
<td>Deal with data on cyclical basis: -Analyze data as soon as available -Analyze instructional program for subgroups -Modify instructional plan, materials, staff development as indicated by data -Assess</td>
<td>-Benchmark for Edmt 570</td>
</tr>
<tr>
<td>11d: Shape a culture where high expectations for all students and subgroups is the core purpose</td>
<td>-Analyze the culture of a school including the needs for all subgroups -Formulate a plan and timeline for implementation of the plan</td>
<td>Benchmark for Edmt 570</td>
</tr>
<tr>
<td>11f: Promotes equity, fairness and respect among all members of school community.</td>
<td>-Identify demographic profile of school district and school. Analyse any recent changes or problems which are related to demographics. Compare and contrast the two entities.</td>
<td>Written case study-Benchmark Assignment for Edmt 576</td>
</tr>
<tr>
<td>11g: Provide opportunities for parents and school community to use skills in collaboration, leadership and shared responsibility</td>
<td>-Observe a parent advisory group at the school or district level. Analyze it for: Special interests Participation Collaboration Leadership Action taken</td>
<td>-Written analysis of parent advisory group (576)</td>
</tr>
</tbody>
</table>
| 11: Coordinates, designs, implements, evaluates instructional programs that serve the diverse learning styles and needs of all students and leads continual development and improvement of these programs | -Identify accountability strategies for teaching and learning which are within contract boundaries.  
-Create a systematic plan to employ these strategies  
-Observe and analyze prevailing classroom instructional strategies and instructional materials  
-Make data driven suggestions for improvement of instructional program  
-Plan professional development of staff based on data driven suggestions for improvement | -Position paper on non-evaluative techniques to improve standards based instruction. (571)  
-Benchmark Assignment for Edmt 570 |
| 11j: Utilizes technology to manage and evaluate instructional programs and promotes and supports use of technology in instruction and learning. | -Interprets and applies data derived from budget and testing spreadsheets. | -Benchmark Assignment for Edmt 570 |

What evidence will the program collect to show that each candidate has met the outcomes defined in the standard?

The syllabi have been rewritten to reflect the evidence that will be collected to show that the candidate has met the standard. The revised syllabi can be found in Appendix 30 of this document. Specific units of study have been listed with related assignments added. In addition there is a Benchmark Assignment for each course and an embedded Technology Benchmark which corresponds with the “Technology Inventory” in the Field Experience Handbook (Appendix 19, pages 26 – 27, original program application).
Standard 12

Organizational Management for Student Learning

Each candidate promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

This standard is met primarily by Educational Management (Edmt.) 576: Organizational Management and School/Community Relations (See Appendix 21 for Course Outline and Syllabus Template) and Edmt.570: Curriculum, Instruction and Assessment (See Appendix 21 for Course Outline and Syllabus Template).

Course Description for Educational Management (Edmt.) 570: This course studies curriculum design, implementation, and evaluation of standards-based instructional programs, assessment of students progress, and the uses of technology for instructional and administrative purposes. The purpose of this course is to provide students with an appropriate foundation for making sound administrative decisions and providing leadership to the school site staff members in the areas of curriculum, instruction and assessment.

Course Description for Edmt. 576: This course will cover the principles and practices of public school management, development of a management point of view for leadership, and community involvement in the safe and productive operations of public schools. The purpose of this course is to acquaint students with the concepts and procedures of managing public schools and community involvement in their operation.

Course Description for Edmt. 572: This course will cover theoretical assumptions of management with emphasis on analysis of leadership, leadership styles, self-assessment and articulation of a vision consistent with a well developed educational philosophy. The purpose of this course is to acquaint student with the concepts of leadership as they pertain to the management of schools and school programs.

Elements

Evidence of learning outcomes from Course Outline and Syllabus Template designed to meet Standard 12 and address “Elements” for the Standard:
12(a) Each candidate is able to monitor and supervise faculty and staff at the site, and manage and evaluate the instructional program:

Candidates will:

Develop skills to monitor and evaluate the programs and staff at a site (Edmt. 570, 571);

Create an accountability system of teaching and learning based on student learning standards (Edmt. 570);

12(b) Each candidate can establish school operations, patterns, and processes that support student learning.

Candidates will:

Establish school structures, patterns and processes that support student learning (Edmt. 570).

Shape a culture where high expectations for all students and for all subgroups of students is the core purpose (Edmt. 572);

Demonstrate knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades (Edmt. 570);

Utilize the principles of systems management, organizational development, problem solving, and decision-making techniques fairly and effectively (Edmt. 572, 576).

12 (c) Each candidate understands and is able to manage legal and contractual policies, agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.

Candidates will:

Demonstrate management of legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff (Edmt. 571, 578);

Ensure that the school operates consistently within the parameters of federal, state and local laws, policies, regulations and statutory requirements (Edmt 571, 578).
12(d) Each candidate demonstrates the ability to coordinate and align, fiscal, faculty, staff, volunteer, community, and material resources to support the learning of all students and all groups of students.

Candidates will:

Develop skills for aligning fiscal, human and material resources to support the learning of all students and all groups of students (Edmt. 570, 571, 577);

Generate support for the school by two way communication with key decision-makers in the community (Edmt. 576);

Strengthen the school through the establishment of community, business, institutional and civic partnerships (Edmt. 576);

Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning (Edmt. 576);

Influence and support public policies that ensure the equitable distribution of resources, and support for all the subgroups of students (Edmt. 576).

12(e) Each candidate demonstrates the ability to sustain a safe, efficient, clean, well maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.

Candidates will:

Develop strategies for sustaining a safe, efficient, clean, well maintained and productive school environment that nurtures and supports the professional growth of teachers and the support staff (Edmt. 576).

12(f) Each candidate is able to utilize the principles of systems management, organizational development, problem solving, and collaborative decision-making techniques fairly and effectively.

Candidates will:

Reflect on personal leadership practices and recognize their influence and impact on the performance of others (Edmt. 572);

Demonstrate skills in decision-making, problem-solving, change management, planning, conflict management and evaluation (Edmt. 570, 571, 572);
Utilize the principles of systems management, organizational development, problem-solving and decision-making techniques fairly and effectively (Edmt. 570, 571, 572);

Provide opportunities for all members of the school community to develop and use skills in collaboration, leadership, and shared responsibility (Edmt. 576).

12(g) Each candidate is able to utilize effective and positive nurturing practices in establishing student behavior management systems.

Candidates will:

Utilize effective and nurturing practices in establishing student behavior management systems (Edmt. 576);

Describe several school and classroom discipline strategies and explain their effect on the resolution of pupil to pupil and pupil to adult relationship problems (Edmt. 576);

Understand legal rights and responsibilities of students (Edmt. 578);

Be conversant with suspension and expulsion of students including students with special needs (Edmt. 578).

12(h) Each candidate is able to utilize successful staff recruitment, selection and induction approaches, and understand the collective bargaining process, including the role of the administrator and the union.

Candidates will:

Manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff (Edmt. 577, 578);

Encourage and inspire others to higher levels of performance, commitment and motivation (Edmt. 572);

Understand the roles of professional organizations including unions (Edmt. 577);

12(i) Each candidate is able to effectively evaluate and use a wide range of technologies when appropriate, to support instruction and effective school administration.

Candidates will:
Facilitate the use of appropriate learning materials and learning strategies which include...appropriate and effective technology (Edmt. 570).

12(j) Each candidate is able to effectively use technology to manage multiple types of data bases within a school and to use data to improve instruction.

Candidates will:

List strategies for leveraging and marshalling sufficient resources, including technology, to implement and attain the vision for all students and all subgroups of students (Edmt. 577);

Facilitate the development of a shared vision for the achievement of all students based upon data form multiple measures of student learning and relevant qualitative indicators. (Edmt. 572, 570);

Monitor and evaluate the programs and staff at the site (Edmt. 571, 570);

Identify the uses of computers and computer technology in diagnosing, organizing, scheduling and implementing school programs and practices (Edmt. 576).

Possible related Fieldwork projects:

- Critically analyze a school’s test scores and develop and prioritize a list of strengths and weaknesses.
- Develop a curriculum plan for meeting the needs of diverse learners.
- Develop a change strategy for improving an instructional program in a school and present it to the principal to be critiqued.

Course Activities:

Course activities in Edmt. 570, 572 and 576 will include: group discussion, individual and group presentations, videos, guest lecturers, readings, projects, on-line presentations, and papers.

Assessment Plan:

The assessment plan in Edmt. 570, 572 and 576 will measure evidence of meeting learning outcomes outlined above to include, but not be limited to: active class participation, presentations, research papers, writing assignments, projects and/or examinations
ADDENDUM

Standard 12: Organizational Management for Student Learning

What evidence is required to show that candidates meet the outcome standards? What evidence will the program collect to show that each candidate has met the outcomes defined in the standard?

Organizational management for improving student performance is a theme which runs across all courses. It is reflected in theoretical study of systems and organizational structure, problem solving and decision-making, concepts and principles of human resource management, and legal concepts relating to the privacy of students and staff.

Theoretical learning is brought to application in real life situations as students are asked to monitor and supervise, manage and evaluate, establish operations and processes, manage legal policies, manage resources and a school site, recruit staff, and utilize appropriate technology. Evidence that the candidate is able to perform these tasks is collected in the form of structural analysis charts, in-basket and longer case study assignments, Power Point presentations, Benchmark Assignments, written position and research papers, communication documents, artifacts and instructor’s observation.

The instructor quantifies and gives feedback to each student on his/her performance. Upon conclusion of the course, overall performance is quantified and feedback given through the grade and the Course Rubric (Appendix 25)

<table>
<thead>
<tr>
<th>ELEMENT 12a: Monitor and supervise faculty and staff at the site, and manage and evaluate the instructional program</th>
<th>OUTCOMES (What students actually do)</th>
<th>EVIDENCE (What will be collected)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview all of the administrators at your school to learn their roles and activities in the following: *Monitoring and supervising faculty *Monitoring and supervising non-teaching staff *Managing the instructional program *Evaluating the instructional program Report your findings in class</td>
<td>Structural analysis: Prepare 2 charts that illustrate this information (576) 1. Monitor and supervise faculty and staff 2. Manage and evaluate instructional program</td>
<td></td>
</tr>
</tbody>
</table>

12b: Establish school operations, patterns and processes that support student learning

| Identify processes that support student learning at your school. Interview someone who works in each area regarding their responsibilities. Report your findings in class. Apply strategies to an in-basket situation. | In-basket assignments (576) |

12c: Understands and is able to manage legal and contractual policies, agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff

| Research policies and laws relating to student and staff confidentiality. Plan an inservice for your staff on some aspect of the information you find. Prepare a Power Point presentation supporting your information. | Power Point presentation emailed to Instructor (571) |

12e: Demonstrates the ability to sustain a safe, efficient, clean, well maintained and productive school

<p>| Write a position paper discussing what it takes to sustain a safe, efficient, clean, well maintained and productive school environment | Position paper (576) |</p>
<table>
<thead>
<tr>
<th>Objective</th>
<th>Activity</th>
<th>Resources/Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>12f: Able to utilize the principles of systems management, organizational development, problem solving, and collaborative decision-making techniques fairly and effectively.</td>
<td>Apply themes and strategies to real life administrative situations in response to situations described in a case study format.</td>
<td>Case study responses (572)</td>
</tr>
<tr>
<td>12g: Able to utilize effective and positive nurturing practices in establishing student behavior management systems</td>
<td>Describe three school discipline plans: 1 from an elementary school, 1 from a middle school and 1 from a high school. Analyze the strengths and weaknesses of each. Formulate a discipline plan for your school which you believe will nurture good behavior rather than just punishing bad behavior.</td>
<td>Written paper and discipline plan (576)</td>
</tr>
</tbody>
</table>
| 12h: Utilize successful staff recruitment, selection and induction approaches, and understand the collective bargaining process, including the role of the administrator and the union | Research online:  
* Successful selection and induction approaches  
* The collective bargaining process  
* The role of the administrator in the process  
* The role of the union in the process | Case study response (571)                                                                                  |
| 12i: Effectively evaluate and use a wide range of technologies when appropriate, to support instruction and effective school administration | - Participate in reading and discussion of Pfau: The Technology Fix  
- Embedded Technology Benchmark assignments | - Instructor’s observation of participation (570)  
- Analysis of student performance data (570)  
- Summary of classroom observation or memo using word processing (571)  
- Power Point presentation (572)  
- Online research (573)  
- Email weekly staff bulletin to instructor (576)  
- Develop budget using spreadsheet program (577)  
- Memo of a school incident relating to legal issue (578) |
| 12j: Effectively use technology to manage multiple types of data bases within a school and to use data to improve instruction | - Embedded Technology Benchmark assignments | - Analysis of student performance data (570)  
- Summary of classroom observation or memo using word processing (571)  
- Power Point presentation (572)  
- Online research (573)  
- Email weekly staff bulletin to instructor (576)  
- Develop budget using spreadsheet program (577)  
- Memo of a school incident relating to legal issue (578) |
Standard 13

Working with Diverse Families and Communities

Each candidate promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

This standard is met primarily by Educational Management (Edmt.) 576: Organizational Management and School/Community Relations (see Appendix 21 for Course Outline and Syllabus Template), Edmt. 572: School Leadership (See Appendix 21 for Course Outline and Syllabus template, and Edmt. 574 Field Experience in Educational Management (See Appendix 21 for Course Outline and Syllabus Template).

Course Description for Edmt. 576: This course will cover the principles and practices of public school management, development of a management point of view for leadership, and community involvement in the safe and productive operations of public schools. The purpose of this course is to acquaint students with the concepts and procedures of managing public schools and community involvement in their operation.

Course Description for Edmt. 572: This course will cover theoretical assumptions of management with emphasis on analysis of leadership, leadership styles, self-assessment and articulation of a vision consistent with a well developed educational philosophy. The purpose of this course is to acquaint student with the concepts of leadership as they pertain to the management of schools and school programs.

Course Description for Edmt. 574: This course will include intense experiences both in the day to day functions of administrators and in longer-term policy design and implementation. The purpose of this course is to allow the candidate to participate insignificant field experiences to facilitate the application of theoretical concepts in practical settings.

Elements

Evidence of learning outcomes from Course Outline and Syllabus Template designed to meet Standard 13 and address “Elements” of the standard:

13(a) Each candidate is able to incorporate information about family and community expectations into school decision making and activities.
The candidate will:

Establish and implement a range of strategies whereby family and community perspectives are sought and considered as an integral part of planning and reviewing site goals, results, and operations (Edmt. 576)

13(b) Each candidate recognizes the goals and aspirations of diverse family and community groups.

Candidates will:

Identify avenues for input available to families and community members including those whose language is not English (Edmt. 576).

Develop skills for facilitation of meetings and forums in a democratic manner that welcomes and treats fairly the input of all participants (Edmt. 576, 572).

13(c) Each candidate values diverse community stakeholder groups and treats all with fairness and respect.

Candidates will:

Develop skills to actively engage the school’s stakeholders in the ongoing cycles of planning, implementation and assessment and refinement that occur at the site (Edmt. 576, 572).

Understand the necessity to ensure that engagement strategies are democratic, valuing input from all stakeholders (Edmt. 576, 572).

13(d) Each candidate demonstrates the ability to support the equitable success of all students and all subgroups of students through the mobilization and leveraging of community support services.

Candidates will:

Understand the need to create and maintain linkages between the school and a range of community services agencies (Edmt. 576).

Develop strategies to ensure that families have knowledge about, and access to, a range of services that support their children’s physical, emotional, academic and social development (Edmt. 576).

13(e) Each candidate knows how to strengthen the school through the establishment of community partnerships, business, institutional, and civic partnerships.
Candidates will:

Participate in networking and exploratory dialogue with potential partners, identifies promising opportunities, and works with staff to establish and implement partnership activities (Edmt. 576).

13(f) Each candidate is able to effectively communicate information about the school on a regular and predictable basis through a variety of media and modes.

Candidates will:

Develop an innovative and effective set of strategies to communicate regularly about the school with all families and other community members (Edmt. 572, 576).

13(g) Each candidate is able to facilitate parent involvement and parent education activities that support student success.

Candidates will:

Develop strategies for facilitation of parent involvement and parent education activities that support student success (Edmt. 570, 576).

Possible related Fieldwork projects:

- Conduct a community survey and develop a plan for matching families with needed community services;
- Read articles on school/business partnerships, and develop a written critique of partnerships in your school or district in relation to these articles;
- Develop a school Web page;
- Write a grant requesting support of a school/community priority;
- Illustrate the positive force of the media by writing a news release for internal and external publics;
- Plan a parent information night in a subject area.

Course Activities:

Course activities in Edmt. 572 and 576 will include: group discussion, individual and group presentations, videos, guest lecturers, readings, projects, on-line presentations, and papers.
Assessment Plan:

The assessment plan in Edmt. 572 and 576 will measure evidence of meeting learning outcomes outlined above to include, but not be limited to: active class participation, presentations, research papers, writing assignments, projects and/or examinations.

Texts, Materials, and Resources:

In addition to a required text, the course outlines and syllabus templates include recommended readings, suggested research journals, and Internet resources.
ADDENDUM

Standard 13: Working with Diverse Families and Communities

What evidence is required to show that candidates meet the outcome standards? What evidence will the program collect to show that each candidate has met the outcomes defined in the standard?

The time when public institutions could be insensitive to the needs of the community they served is over. With the coming of the information age and the openness which it brings, educational institutions have had to open their doors to public scrutiny and input. While diversity is the very backbone of our culture, the immediate knowledge of modern events has divided our people. The school can be the great equalizer through delivery of a sound, appropriate educational program and establishment of relationships that assure all families that someone cares and wants them to succeed. We seek to establish this vision within our candidates for educational leadership.

STANDARD 13: Working with Diverse Families and Communities

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>OUTCOMES (What students actually do)</th>
<th>EVIDENCE (What will be collected)</th>
</tr>
</thead>
<tbody>
<tr>
<td>13a: Incorporate information about family and community expectations into school decision-making and activities</td>
<td>Perform an environmental scan of school culture including family and community expectations of the school. Analyze the findings and formulate a plan for meeting those expectations.</td>
<td>Written analysis of findings and plan, and artifacts indicating data collected. (570, 576)</td>
</tr>
<tr>
<td>13b: Recognize the goals and aspirations of diverse family and community groups</td>
<td>Feature interviews regarding goals and aspirations with diverse family members and community groups in the Principal’s Newsletter.</td>
<td>Design and publish 1 issue of a Principal’s Newsletter including an article featuring a family’s or community group’s goals and aspirations. (576)</td>
</tr>
<tr>
<td>13c: Values diverse community stakeholder groups and treats all with fairness and respect.</td>
<td>Reflect on stakeholder groups in your school community. Write a position paper on how you, as an administrator, will treat them with fairness and respect.</td>
<td>Written position paper (576)</td>
</tr>
<tr>
<td>13d: Demonstrates the ability to support the equitable success of all students and all subgroups of students through the mobilization and leveraging of community support services</td>
<td>Identify community support services in the area of your school. Send a letter to each of them indicating that you are preparing a booklet of community resources for the school’s use. Prepare the booklet including contact information for each resource.</td>
<td>Booklet listing community resources/their area of expertise/contact information. (576)</td>
</tr>
<tr>
<td>13f: Is able to communicate information about the school on a regular and predictable basis through a variety of media and modes</td>
<td>As part of your plan to improve student performance, prepare a 1 year communications plan which is regular and predictable using a variety of media.</td>
<td>Benchmark Assignment (570) Plan for improving student performance</td>
</tr>
<tr>
<td>13g: Is able to facilitate parent involvement and parent education activities that support student success.</td>
<td>Attend a parent advisory council meeting. During the meeting conduct a survey of parent education topics that would be useful in improving student performance. Formulate a plan for such an inservice.</td>
<td>Artifacts from survey and plan for inservice. (57)</td>
</tr>
</tbody>
</table>
Standard 14

Personal Ethics and Leadership Capacity

Each candidate promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

This standard is met primarily by Educational Management (Edmt.) 572: Educational Leadership (see Appendix 21 for Course Outline and Syllabus Template) and Edmt. 570: Curriculum, Instruction and Assessment (see Appendix 21 for Course Outline and Syllabus Template).

Course Description for Educational Management (Edmt.) 570: This course studies curriculum design, implementation, and evaluation of standards-based instructional programs, assessment of students progress, and the uses of technology for instructional and administrative purposes. The purpose of this course is to provide students with an appropriate foundation for making sound administrative decisions and providing leadership to the school site staff members in the areas of curriculum, instruction and assessment.

Course Description for Edmt. 572: This course will cover theoretical assumptions of management with emphasis on analysis of leadership, leadership styles, self-assessment and articulation of a vision consistent with a well developed educational philosophy. The purpose of this course is to acquaint student with the concepts of leadership as they pertain to the management of schools and school programs.

Elements

Evidence of learning outcomes from Course Outline and Syllabus Template designed to meet Standard 14 and address “Elements” of the standard:

14(a) Each candidate demonstrates skills in shared decision making, problem solving, change management, planning, conflict management and evaluation, and fosters and develops those skills in others;

Candidates will:

Develop, implement and monitor strategies that engage all stakeholders in actively and effectively sharing responsibility for planning, decision making and problem-solving at the site (Edmt. 572, 570);
Ensure that appropriate structures and timelines are established and implemented to maintain focus on improving standards-based teaching and learning (Edmt. 572, 576).

4(b) Each candidate models personal and professional ethics, integrity, justice, and fairness and expects the same behavior from others;

Candidates will:

Practice leadership from a base of personal and professional ethics that place the good of students, families and staff ahead of personal interests (Edmt. 572);

Influence the culture of the school to infuse the values of fairness, justice, service and integrity among all adults (Edmt. 570, 572);

14(c) Each candidate demonstrates the ability to make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices and equity;

Candidates will:

Model and guide the use of relevant information, including disaggregated student data throughout the cycles of planning, implementing, evaluating, and refining programs that occur in the school (Edmt. 570);

Ensure that the professional culture of the school reflects a commitment to the use of data on an ongoing basis (Edmt. 570);

Guide decision making activities so that they reflect responsible and appropriate uses of data and other information (Edmt. 570).

14(d) Each candidate is able to utilize technology to foster effective and timely communication to all members of the school community;

Candidates will:

Be able to work with a staff to refine individual and collective capacity to use state-of-the-art information and technology about standards-based teaching and learning in its work (Edmt. 570);

Values the use of state-of-the-art technology and knowledge derived from research, theory and best practices (Edmt. 570, 572, 571, 577).

14(e) Each candidate is able to reflect on personal leadership practices and recognize their impact and influence on the performance of others;

Candidates will:
Model principles of effective practice and continuous growth by acting as the principal learner in the school community (Edmt. 572);

Demonstrate ways of integrating professional and personal growth into his/her daily routine (Edmt. 572).

14(f) Each candidate demonstrates the ability to encourage and inspire others to higher levels of performance, commitment, and motivation;

Candidates will:

Demonstrate the effective use of multiple strategies to increase commitment and effort among all staff (Edmt. 571, 572);

Facilitates staff in regularly clarifying priorities in relationship to educational purpose (Edmt. 570, 572);

Employs a range of substantive and symbolic actions to inspire staff (Edmt. 572, 576, 570).

14(g) Each client knows how to sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities;

Candidates will:

Demonstrate an active balance in his/her work and personal life that allows him/her to sustain focused purpose and a high level of professional performance (Edmt. 572).

14(h) Each candidate engages in professional and personal development;

Candidates will:

Engage in a variety of strategies to extend and develop his/her relevant professional knowledge and personal development (Edmt. 571, 572);

Demonstrate ways of integrating professional and personal growth into his/her daily practice (Edmt. 572).

14(i) Each candidate demonstrates knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades;

Candidates will:
Guide data based decision-making activities which integrate and articulate curriculum across and between grade levels (Edmt. 570).

14(j) Each candidate knows how to use the influence of a position of leadership to enhance the educational program rather than for personal gain;

Candidates will:

Articulate and communicate a set of professional values that is aligned with the ethical concepts of fairness, justice and service (Edmt. 572, 571).

14(k) Each candidate protects the rights and confidentiality of students and staff.

Candidates will:

Act to protect the rights of all students, families, and staff (Edmt. 571, 578).

Possible related Fieldwork projects:

- Develop and present to a faculty group an instructional plan for improving student climate;
- Evaluate your leadership style using two or more well accepted assessment instruments;
- Utilizing a school consensus model, build a school plan reflective of vision, mission, objectives, activities and continuous improvement components

Course Activities:

Course activities in Edmt. 570 and 572 will include: group discussion, individual and group presentations, videos, guest lecturers, readings, projects, on-line presentations, and papers.

Assessment Plan:

The assessment plan in Edmt. 570 and 572 will measure evidence of meeting learning outcomes outlined above to include, but not be limited to: active class participation, presentations, research papers, writing assignments, projects and/or examinations

Texts, Materials, and Resources:

In addition to a required text, the course outlines and syllabus templates include recommended readings, suggested research journals, and Internet resources.
ADDENDUM

Standard 14: Personal Ethics and Leadership Capacity

What evidence is required to show that candidates meet the outcome standards? What evidence will the program collect to show that each candidate has met the outcomes defined in the standard?

Many of the candidates in our program make the comment near the end of their coursework that they had no idea how much was involved in educational administration. They see the obvious, overt activity of administrators, but many of the leadership strategies useful in human relationships are not as observable. They begin to look at people in these positions with a more critical eye. They begin to make judgments about good and bad leadership style. As they begin to set goals for themselves they develop a vision of the leader they want to become.

STANDARD 14: Personal Ethics and Leadership Capacity

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>OUTCOMES (What students actually do)</th>
<th>EVIDENCE (What will be collected)</th>
</tr>
</thead>
<tbody>
<tr>
<td>14a: Demonstrates skill in shared decision-making, problem solving, change management, planning, conflict management, and evaluation and fosters and develops those skills in others</td>
<td>- In collaborative groups students will respond to case studies using principles of systems management, organizational development, problem solving, collaborative decision-making, and change management - Analysis of district decision making structure</td>
<td>- Written responses to case studies, instructors observation (572) - Graphic representation of decision making structure (572) - Written record of research, bibliography, lesson plan for workshop and instructor's observation (572)</td>
</tr>
<tr>
<td>14b: Models personal and professional ethics, integrity, justice and fairness and expects the same behavior from others</td>
<td>- Responding to case studies regarding situations requiring ethical judgment in the application of educational laws and policies.</td>
<td>- Written case study response (578)</td>
</tr>
<tr>
<td>14c: Demonstrates the ability to make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices and equity</td>
<td>- Interpret student performance data and relevant research to make decisions about effective teaching and learning, leadership, management practices and equity. Communicate these decisions and the data to staff and community.</td>
<td>- Develop a plan for improving student performance, Benchmark Assignment (570)</td>
</tr>
<tr>
<td>14d: is able to utilize technology to foster effective and timely communication to all members of the school community</td>
<td>- Prepare one issue of your school newspaper. Include current information of interest and concern to all members of the school community.</td>
<td>- Copy of school newspaper (578) Cross reference with Element 13b.</td>
</tr>
<tr>
<td>14e: is able to reflect on personal leadership practices and recognize their impact and influence on the performance of</td>
<td>- Keep a reflective journal in response to the learnings and activities in which you participate in class. In a summative essay, reflect on how these practices impact and</td>
<td>- Written journal and reflective essay (572)</td>
</tr>
<tr>
<td>others</td>
<td>influence the performance of others</td>
<td>Prepare a plan for improving student performance, Benchmark Assignment (570)</td>
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<tr>
<td>14f: Demonstrates the ability to encourage and inspire others to higher levels of performance, commitment and motivation</td>
<td>Analyze the culture and climate of your school. Prepare a plan for empowering the employees in the school.</td>
<td>-Written analysis and categorization, personal plan and activity record for one month. (571)</td>
</tr>
<tr>
<td>14g: Knows how to sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities</td>
<td>-Maintain a journal of how you spend your time for 1 week. Analyze the amount of time you devoted to professional activities and personal responsibilities. Then categorize the activities according to whether they help to sustain any of these: (1) personal motivation, (2) commitment, (3) energy and (4) health. Write a personal growth plan for yourself in these categories, 1 goal per category. Keep a record for one month of how well you meet your goals.</td>
<td>-Written analysis and categorization, personal plan and activity record for one month. (571)</td>
</tr>
<tr>
<td>14 h: Engages in professional and personal development</td>
<td>-Formulates a professional growth plan based upon a self assessment of administrative strengths and weaknesses.</td>
<td>-Written professional growth plan in Benchmark assignment (572)</td>
</tr>
<tr>
<td>14i: Demonstrates knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades</td>
<td>-Select a strand from the science framework. Explain how it is developed from kindergarten to 12th grade. Give an example of how it can be integrated with another subject area at each grade level.</td>
<td>-Instructor’s observation of group presentations (570)</td>
</tr>
<tr>
<td>14j: Knows how to use the influence of a position of leadership to enhance the educational program rather than for personal gain</td>
<td>-Reflect upon the ethical obligation of an educational leader to use his/her influence to enhance the education program for students rather than for personal gain. Write a position paper to this effect.</td>
<td>-Written position paper (576)</td>
</tr>
<tr>
<td>14k: Protects the rights and confidentiality of students and staff</td>
<td>-Research policies and laws relating to student and staff confidentiality. Plan an inservice for your staff on some aspect of the information you find. Prepare a Power Point presentation supporting your information.</td>
<td>-Power Point presentation emailed to instructor (571)</td>
</tr>
</tbody>
</table>
Standard 15

Political, Social, Economic, Legal and Cultural Understanding

Each candidate promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

This standard is met primarily by Educational Management (Edmt.) 576: Organizational Management and School/Community Relations, Edmt. 573: Contemporary Issues in California Schools and Edmt. 572: School Leadership. See Appendix 21 for Course Outline and Syllabus Template.

Course Description for Edmt. 572: This course will cover theoretical assumptions of management with emphasis on analysis of leadership, leadership styles, self-assessment and articulation of a vision consistent with a well developed educational philosophy. The purpose of this course is to acquaint student with the concepts of leadership as they pertain to the management of schools and school programs.

Course Description for Edmt. 576: This course will cover the principles and practices of public school management, development of a management point of view for leadership, and community involvement in the safe and productive operations of public schools. The purpose of this course is to acquaint students with the concepts and procedures of managing public schools and community involvement in their operation.

Course Description for Edmt. 573: This course will cover a study of the changing demographics and issues in the California school population. The purpose of this course is to present and understand the diverse population served by the California schools and the current issues affecting them.

Elements

Evidence of learning outcomes from Course Outline and Syllabus Template designed to meet Standard 15 and address “Elements” of the standard:

15(a) Each candidate understands his/her role as a leader of a team and is able to clarify the roles and relationships of individuals within the school.

Candidates will:
Understand his/her role as a leader of a team (Edmt. 572);

Be able to clarify the roles and relationships of individuals within the school (Edmt. 571).

15(b) Each candidate is able to ensure that the school operates consistently within the parameters of federal, state and local laws, policies, regulations, statutory and fiscal requirements.

Candidates will:

Realize that district, state and federal policy impacts his/her site and students and ensures the school's compliance with policy (Edmt. 573, 578);

Actively seek policy information relevant to his/her site from a variety of sources (Edmt. 578);

Maintain up-to-date knowledge and understanding of policy development particularly at the state and local levels (Edmt. 573, 578).

15(c) Each candidate demonstrates responsiveness to diverse community and constituent views and groups and generate support for the school by two way communication with key decision makers in the school community.

Candidates will:

Demonstrate understanding of the importance of communicating with stakeholders in the community and effectively anticipates the needs of constituents to be informed about site issues and information. (Edmt. 573, 576);

Provide stakeholders with timely, useful, understandable information related to site issues, policies and practices (Edmt. 576);

Use interactions with stakeholders as opportunities to listen and inform, thereby building positive and open relationships (Edmt. 572, 576).

15(d) Each candidate knows how to work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.

Candidates will:

Consider influencing policy as an integral part of his/her work as an educator (Edmt. 576, 573, 578);
Use his/her knowledge and understanding of policy development, particularly at the state and local levels, to further important education goals for the site and district (Edmt. 572, 576).

15(e) Each candidate knows how to influence and support public policies that ensure the equitable distribution of resources and support for all the subgroups of students.

Candidates will:

He/she seeks out opportunities and actively engages in a variety of forums to influence policy that ensures the equitable distribution of resources and support for all the subgroups of children (Edmt. 573, 577).

15(f) Each candidate is able to welcome and facilitate constructive conversations about how to improve students learning and achievement.

Candidates will:

Encourage input from the public by facilitating access to key meetings and forums (Edmt. 572, 576);

Demonstrate the ability to acknowledge, manage and respond professionally to public input in the interest of the school's children and achieving school goals (Edmt. 572, 576).

**Possible related Fieldwork projects:**

- Identify the needs of diverse populations that are represented at your school.
- Identify the various cultures within the community and plan a series of activities to highlight and enrich the school environment by involving these cultures.
- Review county and district board of education positions on a current issue.

**Course Activities:**

Course activities in Edmt. 573, 572 and 576 will include: group discussion, individual and group presentations, videos, guest lecturers, readings, projects, on-line presentations, and papers.

**Assessment Plan:**

The assessment plan in Edmt. 573, 572 and 576 will measure evidence of meeting learning outcomes outlined above to include, but not be limited to: active class participation, presentations, research papers, writing assignments, projects and/or examinations.
Texts, Materials, and Resources:

In addition to a required text, the course outlines and syllabus templates include recommended readings, suggested research journals, and Internet resources.
**ADDENDUM**

**Standard 15: Political, Social, Economic, Legal and Cultural Understanding**

What evidence is required to show that candidates meet the outcome standards? What evidence will the program collect to show that each candidate has met the outcomes defined in the standard?

A large element of leadership in these areas has to do with ethics. The question faced by the school leader is how to identify the needs and expectations of the school community and then how to marshal the resources to meet those needs. Sometimes it may appear that the political, social, economic, cultural and legal forces are against progress and success of the educator’s best efforts. It is the purpose of the classes related to these standards to build the leadership skills in our candidates which will enable them to be successful.

**STANDARD 15: Political, Social, Economic, Legal and Cultural Understanding**

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>OUTCOMES</th>
<th>EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Element 15: Political, Social, Economic, Legal and Cultural Understanding</strong></td>
<td><strong>(What students actually do)</strong></td>
<td><strong>(What will be collected)</strong></td>
</tr>
<tr>
<td>15a: Understands his/her role as a leader of a team and is able to clarify the roles and relationships of individuals within school</td>
<td>Prepare a structural analysis of the relationships of individuals working with the school. Present it in chart form. Prepare a brief description of the role of each within the school.</td>
<td>Chart, written role description of each (576)</td>
</tr>
<tr>
<td>15b: Is able to ensure that the school operates consistently within the parameters of federal, state and local laws, policies, regulations, statutory and fiscal requirements</td>
<td>Analyze federal, state and local legal cases laws relating to the consistent operation of a school within legal parameters.</td>
<td>Brief legal cases according to a prescribed structure. (See syllabi, Appendix 30, pp. 44, 33, 8).</td>
</tr>
<tr>
<td>15c: Demonstrate responsiveness to diverse community and constituent views and groups and generate support for the school by two way communication with key decision makers in the school</td>
<td>Analyze case studies to demonstrate responsiveness to diverse constituent groups. Using a consensus model, build a collaborative vision statement involving representatives of the diverse community.</td>
<td>Written and oral reports of case study analyses (573) Instructor's observation of classroom simulation (572)</td>
</tr>
<tr>
<td>15d: Knows how to work with the governing board and district and local leaders to influence policies that benefit students and support the improvement or teaching and learning</td>
<td>Research strategies for working with the governing board and district and local leaders. Prepare and deliver an oral presentation such as might be given to the school board advocating a new program for your school.</td>
<td>Notes from research on working with the board and a brief oral presentation in class. (576)</td>
</tr>
<tr>
<td>15e: Knows how to influence and support public policies that ensure the equitable distribution of resources and support for all the subgroups of students</td>
<td>Interview special projects director and write a report which includes the questions you asked in the interview, his/her responses and your assessment of the equitability of the distribution of resources.</td>
<td>Written report of candidate's findings from the interview. (577)</td>
</tr>
<tr>
<td>15f: Is able to welcome and facilitate constructive conversations about how to improve students learning and achievement</td>
<td>Facilitate a discussion with your classmates about how to improve students learning and achievement</td>
<td>Instructor's observation and student evaluation. (570)</td>
</tr>
</tbody>
</table>
E. Janecane Dimpel, Ph.D.
8571 Buena Tierra Place, Buena Park, CA 90621
(714) 521-3532, E-Mail: ejdimpel@adelphia.net

EDUCATION:
Ph.D.: Education,
Claremont Graduate University, 1987

M.A.: Education - Curriculum and Instruction
Claremont Graduate University, 1984

M.A.: Psychology - Human Development
Pacific Oaks College, 1974

B.A.: Education
Pacific Oaks College, 1973

Under Graduate - California State University San Diego 1960 - 1963

ADDITIONAL:
University of California, Los Angeles – 1977 - 79
Educational Program Evaluation

POSITIONS HELD:
University of La Verne – Adjunct Professor for the
Professional Administrative Services Credential – currently.
University of La Verne – Adjunct Professor for the Preliminary Professional
Services credential – currently.
Program Director for the Professional Administrative Services Credential 2000 - 2006.
University of California, Los Angeles – instructor for the Urban Intern Teacher Education
California State University Los Angeles – instructor Education Graduate Programs 1986 - 1989
Consultant, Lyceum Group – Pittsburgh PA Principle Investigator - Research, Analysis,
Evaluation of Workplace settings. – current
Lyceum Group – Principle investigator, Consultant, Lyceum Group – Pittsburgh PA Principle
Investigator - Research, Analysis, Evaluation of Workplace settings. – current
Lyceum Group – Principle investigator, personnel study Rio Hondo Community College District

Los Angeles County Office of Education
Consultant to Division of Financial Services – 2000 – 2004 – SACS project
planned, designed and implemented Trainer of Trainers for accounting structure conversion
Division of Curriculum, Instruction, and Assessment - 1998-2000
• Research/Evaluation of programs related to workplace competencies,
organizational re-engineering, and leadership
• Consultant-Management Development Center - systems evaluation, analysis,
and planning Center for Strategic Planning and organizational Analysis – for
school districts in Los Angeles County - 1986 - 1992
• Educational Telecommunication and Technology - 1986 - 1992
• California Schools Leadership Academy - Training Coordinator
• Effective Schools Project – School Improvement- project planning, evaluation
and implementation.
Program Administration - 1979 - 1986
Los Angeles County Office of Education
Principal - Special Education – Largest Los Angeles County Special Education Program all handicapping disabilities.
Principal - Juvenile Court and Community Schools and Child abuse

Advisor - Research and Evaluation for Court ordered Busing -
Design, Development of Evaluation Structures for the School Language Development programs across 7 administrative areas.

Project Manager – State and Federal Entitlement programs, 1977-78

California State Department of Education – 1974 - 1977
Consultant - Child Development Programs and Elementary Field Services.
Provided program review, project design and evaluation service for California Public Education School Districts.

OTHER EXPERIENCES: Teacher, pre-school, and elementary grades K-6: Special Needs, Gifted, and at-risk youth. Adult Education, Parent Education, Teaching Fellow at Pacific Oaks College, Adjunct Instructor at California State University, Los Angeles, University of California, Los Angeles and University of La Verne. Consultant to Claremont Graduate University School's Curriculum Development for Teacher Training of Master Degree Students. Consultant to the California State Department of Education Project on Ethics/Values Curriculum. International travel to observe and consult regarding School Improvement and Curriculum Development for pre-school and elementary education: Bombay, Madras, Benares, India; Guest lecturer, Poona University, India, 1980. Represented the California State Department of Education and Los Angeles County Office of Education at the International Special Education Conference, Beijing, China, 1988

Member of the Consortium For Advanced Manufacturing-International (CAM-I) for industrial standards and measurements. Member of the Educational Advisory Board of CAM-I, determining k-14, educational standards and competencies, 1992 to 2000.

Member of the University of La Verne advisory committee to design and implement Tier II program for Induction and Assessment requirements for the completion of the California Administrative Services Credential, member of the advisory committee for National Accreditation and WASC, 1989 to present.

PUBLICATIONS:

“Quality Review Criteria,” California State Department of Education 1975 - 1977


Unpublished Dissertation, Relationship Between Sex Type Behavior and Personal Values. Claremont Graduate University, 1987

Training Materials:


"The Effective Schools Criteria for Survey Design; Los Angeles County Office of Education, Spring, 1990

Articles:

Editor, California Career Education Association Journal, 1995 to 1997


Media Productions:


Assisted in the production of 69 Vocational ESL (VESL) series

Technology:

Designed and implemented six training sessions for teachers and administrators using the Internet as a primary source for integrating the curriculum. Designed and implemented eight computer and multi-media training sessions for teachers and administrators - "Implementing the Federal Department of Labor, Secretary's Commission On Achieving Necessary Skills (SCANS) competencies into and across the curriculum." Designed and implemented four training sessions for teachers and administrators, using computers and multimedia on "Creating A Brain Compatible Learning Environment."

MEMBERSHIPS:

Pi Lambda Theta National Honor and Professional Assn. in Education

Representative Assembly California Curriculum Forum
Phi Delta Kappa National Professional Assn.
Association for Supervisor and Curriculum Development (ASCD)
Association of California School Administrators (ACSA)
Phi Delta Kappa/International (PDKI)

CREDENTIALS:

Administrative Services Credential, Life (K-12 and Adult)
Standard Teaching Credential, Life (K-8)
Early Childhood Education Specialist/Special Education, Life (Preschool - Adult)
Experience:

September 1996 - Present  
Deputy Superintendent  
San Gabriel Unified School District

Promoted from Assistant Superintendent, Business Services in March 2007.

District’s Chief Financial Officer, providing support and advice for the Superintendent and the Board of Education, serving on Superintendent’s cabinet, and responsibility for all matters with potential fiscal implications for the district. This includes:

- Presenting all budget, fiscal, and other related topics to the Board of Education, staff, and community
- Actively participating in Board of Education meetings, both in open and closed session
- Writing position papers, reports, and correspondence for the business division, as necessary for internal and external use

Responsible for all district finances, budget development, accounting procedures, payroll, purchasing, warehousing, technology, building and grounds maintenance, facilities, food services, risk management and insurance programs, internal and external audits and security.

Responsibilities involve:

- Preparing annual $50 million all funds district budget and interim financial statements
- Structuring short and long-term financing, tax and revenue anticipation notes, certificates of participation, lease purchase financing, and general obligation bond financing
- Establishing guidelines and control systems for business services
- Reviewing all district contracts to ensure that they conform to all applicable contract codes and standards
- Conducting statistical analysis and projections of district enrollment patterns
Upon arrival in district, provided fiscal leadership during a financial crisis of a negative general fund balance and qualified interim financial reports. Instituted a line-item budget mid-year, and effected a four percent increase in the ending fund balance with no personnel layoffs. Have held the district in a position of continuous financial stability since that time.

Facilities Development

- Organized and managed the development of a district-wide long-range facilities master plan of $177 million
- Served as primary resource on the community finance committee for two successful general obligation school bonds of $46 million and $65 million
- Coordinated district building program, for the construction of a new $50 million high school and $127 million in modernization and growth at elementary, middle, and high schools.

Employee Negotiations

- Eleven years experience as a member of the management collective bargaining team
- Established an environment of mutual trust with both classified and certificated bargaining units
- Prepare financial projections and analysis for all proposals including salary increases, benefit negotiations, stipend arrangements, and new program implementations

Worked with certificated staff and the Board of Education toward the goal of increasing the teachers' salary schedule to median for unified school districts in Los Angeles County. This represented a seven percent increase. The goal was achieved in two and a half years.

Risk Management

- Responsible for the district's risk management programs
- Co-Chairman, Health and Welfare Benefits Committee

Developed comprehensive request for proposal for the West San Gabriel Valley Property and Liability JPA. Recommended a change in insurance programs resulting in a savings of 37% on the P & L insurance premiums. Under my leadership, the district left CalPERS for its medical benefits, and transitioned directly to the benefits market, resulting in a 17% cost savings to the district for a similar benefits package.
Other Responsibilities

- Co-Chairman, Arts and Enrichment Strategic Action Plan Committee
- Co-Facilitator, Technology Committee
- Facilitator, Board of Education Study Session for development of Belief Statements
- Co-Facilitator, Wellness Committee
- Chairman, Disaster Planning and Safety Committee

September 2002 - Present
Adjunct Instructor
University of La Verne

Teaching Master’s level classes in Fiscal Resource Management for education as a component of the Tier I Administrative Credentialing Program. Successfully restructured the course curriculum, in my first semester, with the goal of making educational finance more comprehensible to students whose professional backgrounds are not usually business-related.

March 1987 - September 1996
Fullerton Joint Union High School District

September 1991 - September 1996
Business Services Manager

Duties included planning, organizing, and supervising the operations of the business services department, including the purchasing and food services directors and 14 classified employees. Areas of responsibility included: budget development and control, accounting, finance, internal auditing, purchasing, food services, and facility usage throughout the district. Direct responsibility for:

- Preparing the annual $70 million all funds district budget, interim reports, and program cost reporting
- Preparing and presenting various fiscal and other related reports to the Board of Trustees
- Structuring financing
- Review and approval of all facility use agreements
- Hiring and training of business personnel

In addition, directed maintenance and operations department and provided leadership and supervision for four supervisors and department staff of 35.
Oversaw a $9 million district-wide renovation project, $700,000 energy conservation program, and $500,000 asphalt replacement program. Successfully managed a smooth transition during restructuring period, providing continuous support services to all district sites.

March 1987 - September 1991

Director of Data Processing


Responsible for managing operations of all administrative computers in the district, including eight distributed student administrative networks, four local networks, and the district mini-computer; Planning, implementing and overseeing the computer services department and its budget; Purchasing all new computers and related equipment for the District Education Center and all administrative computer systems.

- Coordinated the purchase and installation of the district's IBM AS/400
- Assisted with the implementation, conversion and training of personnel on the district's financial software
- Responsible for installing, servicing, training, and user support for 170 users of personal computers at six comprehensive high schools, operations, education center and other sites throughout the district
- Supported eight PC based networks, running school administrative software
- Installed and supported four central personal computer based networks running PC application software and financial and personnel systems

Participated in the Technology Planning Group and created the district's long-range $13 million technology plan. Member of the implementation team for transition from outside contracted electronic financial system to an in-house financial computer system. Coordinator of the Computer Services Advisory Group consisting of management, classified and certificated teaching staff.
Education:

Doctor of Education, Educational Leadership  
University of La Verne, 2005

Master of Science, Management Science  
California State University, Fullerton, 1991

Bachelor of Science, Business Administration  
California State Polytechnic University, Pomona  
Cum Laude, 1986

Associate of Science, Business  
Citrus Community College  
With Honors, 1984

Organizations and Affiliations:

President, West San Gabriel Workers' Compensation JPA (10th term)  
President, West San Gabriel Property and Liability JPA (10th term)  
Member, California Association of School Business Officials  
  • Past Vice President and Treasurer, Orange County sub-section  
  • Served on Strategic Planning Committee for Political Advocacy  
Member, Sutherland Elementary School Site Council (2nd two-year term)  
Member, Goddard Middle School Site Council  
Member, Kiwanis International  
Past Secretary, Southern California Safety Group  
Past Treasurer, San Gabriel Community Coordinating Council  
Past President, Statewide Educational Wrap-Up Program JPA (5 terms)  
Past Member, Board of Directors, San Gabriel Valley Credit Union

Phi Kappa Phi Honor Society  
Alpha Gamma Sigma Honor Society  
Delta Mu Delta Business Honor Society  
Golden Key Honor Society
Resume

Patricia D. Whitman, Ed.D.
8571 Emerywood Drive
Buena Park, CA 90621
Phone: (714) 521-4372  E-Mail: pdwhitman@roadrunner.com

Education:
University of Southern California—Ed.D., 1984
California State University, Long Beach—M.Ed., 1972,
California State University, Long Beach—B.S., Business Administration, 1962

Credentials:
California General Administrative Credential (life)
California Secondary Administrative Credential (life)
California General Secondary Credential (life)
California Special Secondary Credential in Business Education (life)

University Experiences

2007 to present — Instructor, UCLA Education Extension
Currently teaching two on-line courses: Methods of Teaching in Elementary Schools and Methods of Teaching in Secondary Schools. Both courses focus on differentiated instruction as a way to meet the needs of students with disabilities who are mainstreamed in regular classes.

Spring, 1998 to present — Instructor, University of La Verne
Currently teaching classes for the College of Education in the K-12 Administrative Credentialing Program, Tier I and Tier II. Co-developed the application and obtained approval from the California Credentialing Commission for the university to operate the Tier II Program. Co-developed the curriculum for the four courses comprising the Tier II Program.

August, 1998 to 2006 — Field Supervisor for the UCLA Extension Education Urban Teacher Intern Program. Observed teacher interns in the field and provided feedback and assessment data on their organization of curriculum and their use of a variety of instructional methodologies.


1978 to 86 — Instructor, California State University, Los Angeles.
Part-time faculty assignment in the Department of Educational Administration teaching a course entitled, “Principles and Practices of Curriculum Development,” and in the
Industrial Technology Department teaching a course entitled, “Seminar on Career Education.”

1974 to 76—California State University, Long Beach.
Part-time faculty assignment in the Master’s Program in Vocational Education.

Project Director/Managerial Experiences

1973 to 1998—Los Angeles County Office of Education.

Senior Project Director (1992-1995) for a $9,000,000 project that I wrote and that was funded by the U.S. Department of Education to provide training for residents of the area affected by the 1992 riots. This highly political project involved three educational entities—Los Angeles County Office of Education, Los Angeles Unified School District, and Los Angeles Community College District—and Workforce LA, an organization of employers who work with schools. The project trained and placed over 2,900 adults and provided ESL and vocational ESL preparation for 1,500 other participants. The project also developed 60 hours of VESL instruction that was televised nationally.

Consultant-in-Charge (1987-1998), supervising activities of the career development, vocational education, multi-cultural education, gifted and talented, art education, and history/social studies consultant staff as well as various support staff.

Regional Coordinator (1983-1993) for TIDE (Toward Individual Development Through Equity), a statewide project funded by the California Department of Education.

Project Director and Writer (1973-1975) for a project entitled, “Development of Attitudinal Components for the California Business Education Program Guide,” funded by the California Department of Education. The units of instruction were developed in both English and Spanish.

Consultant, Division of Curriculum, Instruction, and Assessment (1973-1998). Provided staff development and technical assistance to districts throughout Los Angeles County and other parts of California in the areas of educational planning, systems analysis, and planning and development of programs related to workplace competencies; organizational re-engineering and leadership; effective management and effective communication; curriculum development, effective instructional strategies, and assessment as an integral part of the curriculum and instructional process.

Assessment/Evaluation Experiences

A personnel compensation study awarded to the Lyceum Group by the Los Rios Community College District.

Conducted program assessments and reviews for various schools in K-12 districts throughout Los Angeles County. These assessments and program reviews were in the core curricular areas as well as school-to-career and vocational education. They also covered school organization/management and instructional practices.
WASC Accreditation Team Member and Chair (1982-2000)
Served on numerous accreditation teams in California and Hawaii.

Publications/Proposals

During the course of my employment with the Los Angeles County Office of Education, I wrote a variety of proposals that were submitted to the U.S. Departments of Education and Labor, and the California Department of Education. All were funded.

Developed the training manuals used by the Division of Financial Services, Los Angeles County Office of Education, to train local school district accounting personnel on the use of the School Accounting Conversion Structure (SACS) and the Los Angeles County version of PeopleSoft, an accounting software program used to record financial transactions, payroll, inventory, and other accounting functions (2000-2002). These manuals were updated on a monthly basis as the programmers continued to add patches to the system to adapt it to local school district accounting needs.


Writer (one of three) of the 1981-84 Cooperative County Course of Study, distributed throughout California by county offices.

Co-author of curriculum to eliminate ethnic and sex-role stereotyping in order to expand options for children in grades four through six for a national educational television program entitled, "Freestyle," funded by the National Institute of Education, 1978, and televised on the Public Broadcasting System throughout the United States.
Affiliations

Vice-President, Scholarship, for Town and Gown of USC
Member, Phi Delta Kappa, USC Chapter
Member, Delta Pi Epsilon, USC
Member, Association for Supervision and Curriculum Development

Advisory Boards

UCLA Education Extension Adult & Vocational Education Advisory Committee, 1993-present.


Member, statewide Business Education Steering Committee, California Department of Education, 1996-98.

Chair, Career and Vocational Education Curriculum Committee, Region 8, Assistant Superintendents of County Offices, 1990-92.


Member, Advisory Committee for Computer Literacy in Business Education, California State Department of Education, 1982-84.

Member, Advisory Committee of Supervisors of Business Education, California State Department of Education, 1980-87.

Affiliations:

Phi Delta Kappa
Delta Pi Epsilon
American Vocational Association
Association for Supervision and Curriculum Development
VITA
Of
LANNEY MAYER
25313 Via Dia
Valencia, CA 91355
661-284-2693 (phone/fax)
661-917-3759 (cell)
mayer_lanney@lacoe.edu
lanneymayer@ca.rr.com

ADMINISTRATIVE EXPERIENCE

1997 to Present, Administrator
• LACOE Division of Special Education, Linda Verde PAU
• LACOE Division of Juvenile Court and Community Schools

1993 to 1997, Administrative Designee, Los Padrinos Juvenile Hall School
• Chair LACOE Committee for the Evaluation and Selection of Science Textbooks
• Member LACOE Science Curriculum Committee
• Site Accreditation Committee
• Site GED Coordinator

1990 to 1992, Teacher on Special Assignment, Afflerbaugh-Paige High School
• Los Angeles County Office of Education
• Oversee Student Planning Team and Individual Education Plan conferences
• Prepare transcripts
• Interface with Los Angeles County Probation Department
• Site Leadership Committee and Advisory Council
• Work Experience Education Coordinator
• Coordinator: “Moving to Independence” partnership project: Afflerbaugh-Paige High School; Los Angeles County Probation Department; El Camino Special Education School

1980 to 1988, Pastoral Staff, Downey Bible Church, Downey, CA
• Regular teaching and preaching responsibilities
• Strategic Planning Consultant

1979 to 1980, Presidential Staff, Continental Illinois National Bank & Trust of Chicago
• Responsible for resolving customer problems escalated to the presidential level, both commercial and individual. Served also in the interests of bank-wide quality control

1976 to 1978, Dean of Students, California Center for Biblical Studies, Culver City, CA
• Responsible for housing, facilities development, student life, Resident Advisors, Student Council
• Admissions, Library acquisitions
• Basketball Program

1972 to 1976, Emmaus Bible School, Oak Park, IL
Dean of Men
• Responsible for housing, Student Life, Resident Advisors
• Managed the planning and oversight to design, refurbish, and decorate the men's dormitory.
• Student Affairs

Athletic Director
• Developed basketball program from club-level to nationally regarded small college level
Charter member and Vice President of the Illinois Professional College Conference

TEACHING EXPERIENCE

1999 California State University, Los Angeles
Adjunct Professor, Educational Administration
1982 to 1997, Los Angeles County Office of Education
Teacher, MacLaren Children’s Center and Los Padrinos Juvenile Hall (1985-1997)
• Chair LACOE Committee for the Evaluation and Selection of Science Text Books
• Coordinate and present LACOE Implementation Inservices for Science Curriculum
Substitute Teacher at all sites (1982-1983)

1983 to 1984, Los Angeles Unified School District
Teacher, South Gate Junior High School
• Health
• Science

1976 to 1978, Instructor, California Center for Biblical Studies, Culver City, CA
• History of Israel
• Prophetic Literature

1969 to 1970, Teacher, Adlai Stevenson High School, Prairie View, IL
• Biology

1969, Instructor, Trinity College, Deerfield, IL
• Comparative Anatomy
• Developmental Anatomy

1972 to 1976, Instructor, A.G.P. Rapid Reading Program
• Taught rapid reading and study techniques to undergraduate and graduate students

EDUCATION

Ed.D. (1997), Educational Leadership
U.C.L.A. Graduate School of Education and Information Studies
Dissertation: Making Sense of the Institutional Mission: Student Cultures at an Evangelical University

M.A. (1993), Educational Administration
California State University, Los Angeles
Thesis: A Longitudinal Investigation of the Impact of a Peer-Tutoring Community Service Program on the Recidivism of 16-18 year old Multiple Offenders

Trinity Evangelical Divinity School, Deerfield, IL
Thesis: The Concept of Yetser (the Evil Impulse) in Late Judaism

B.S. Biology (1966), Emphasis in anatomy and psychology
Wheaton College, Wheaton, IL

Northern Illinois University, DeKalb, IL (1966-1967)
M.S. Program Developmental Anatomy

Claremont Graduate School of Religion, Claremont, CA

CREDENTIALS

• Single Subject Secondary Life Science (Clear) May 2003
• K-12 Multiple Subject (Clear) May 2003
• Preliminary Administrative June 2003
• Tier II Administrative June 2003
ACADEMIC HONORS AND PUBLICATIONS

Member, Editorial Board Journal of Court, Community, and Alternative Schools from 2002
"From the front lines: Alternative education as the cutting edge."
Journal of Court, Community, and Alternative Schools, Spring 2001, 27-34.

"Making sense of the institutional mission: Student cultures at an evangelical university."

"Moving to independence: A partnership helping at-risk youth."
International Correctional Association News and Notes, 14(3), 1, 10 (1992)

California State University School of Education Academic Award (1992-1993)

National Science Foundation Fellow, University of California at Berkeley,
Science for Science Teachers (S4ST) Symposium (Summer 1989)

Claremont University Fellowship (1980-1981)

ACTIVITIES

Member:
Juvenile Court and Community School Administrators' Association
Association of California School Administrators
Biblical Archeological Society

National Slo-Pitch Softball Competition
Bickerton Iron Works—USSSA World: 3rd 2000, All World Team designee
Presbies Softball Club Southern California Softball Association State Champions, 1990

Long distance bicycle riding
Guitar: Played and arranged acoustic blues professionally
References:

Dr. Randall Lindsey, Distinguished Professor
2215 View Crest Glen
Escondido, CA 92026

Dr. Valerie Martin, Principal
Santa Clarita Mountains PAU
28700 N. Bouquet Canyon Rd.
Saugus, CA 91350

Dr. Welford Wilms,
Director Educational Leadership Program
UCLA Educ/Pub Pol. Educ Leadership Prog
BOX 951521, 1029E Mill
Los Angeles, CA 90095-1521

Dr. Patricia McDonough, Chair
UCLA Educ
BOX 951521, 3042 MH
Los Angeles, CA 90095-1521

Ms. Addie Stokes, Principal
Santa Clarita Mountains PAU
42230 N. Lake Hughes Rd.
Lake Hughes, CA 93532

Ms. Joyce Davis, Principal
P.R.I.D.E. PAU
12595 Isis Ave.
Hawthorne, CA 90250

714-309-9605
randallblindsey@aol.com

661-296-8444
martin_valerie@lacoe.edu

310-825-8383
wilms@gseis.ucla.edu

310-206-2120
mcdonough@gseis.ucla.edu

661-724-1351
stokes_addie@lacoe.edu

310-536-9112
davis_joyce@lacoe.edu
Anthony Kazan  
3409 E. Ocean Blvd. #11  
Long Beach, CA 90803  
(562) 434-1141

Employment History

June, 1998 to present  
Resource Specialist  
Stevenson Elementary, LBUSD  
515 Lime Ave.  
Long Beach, CA 90802  
(562) 437-0407

May 1997 to Present  
Instructor  
University of La Verne  
1950 3rd. Street  
LaVerne, CA 91750  
(909) 624-4858

November 1997 to June 1998  
Special Day Class Teacher  
Berkeley Unified School District  
2134 Martin Luther King Jr. Way  
Berkeley, CA 94704  
(510) 644-8812

July 1989 to November 1997  
Resource Specialist  
Home/Hospital Teacher  
Burnett Elementary School, LBUSD  
1515 Hughes Way  
Long Beach, CA 90810  
(562) 997-8000

1987-1989  
1982-1984  
LH, EH, Special Class Teacher/Resource Specialist  
Page Unified School District  
P.O. Box 1927  
Page, AZ 86040
1981-1982
EMH Teacher
Tuba City, AZ

Education
M.Ed., with emphasis in Classroom Management
University of LaVerne
1950 3rd. Street, LaVerne, CA 91750

BA, Special Education/Elementary Education
Northern Arizona University
P.O. Box 4103
(520) 523-2108

Credentials
Resource Specialist (clear)
Learning Handicapped (clear)
Multiple Subjects (clear)

Professional Growth
Completed over 200 hours including:
1. Essential Elements of Effective Instruction (strategies for instructional success), 30 hours;
2. Spaulding Workshop (phonemic-based approach to increasing reading skills), 40 hours;
3. Project Read Workshop (multi-sensory approach to literacy), 21 hours;
4. Step and Step Teen Workshop (counseling techniques for at-risk students), 8 hours;
5. Lindamood Bell Training Workshop (multi-sensory phonemic based strategies for teaching writing and reading skills), 30 hours;
6. Literacy: Teaching and Learning for Special Education Teachers (informative training in Reading and Recovery), 29 hours;
7. Phonemic Awareness Workshop, 4 hours;
8. Second Step Program Training (curriculum based program develop student social skills), 29 hours;
9. PE Project: Learning Through Movement (kinesthetic approaches to learning), 20 hours;

Committees
Burnett Elementary School: PeerCoaching
At Risk Intervention
Increasing Literacy

Stevenson Elementary: Student Achievement
At Risk Intervention
Personal References

Denise Hull
117-1/2 Seventh Street
Seal Beach, CA
(562) 430-8987

Sylvia Nakano
259 Roswell Avenue
Long Beach, CA 90803
(562) 433-3557

Barbara Richardson
565 East Hill
Long Beach, CA 90806
(562) 595-9466

Becky Wheat
920 Alston Way
Berkeley, CA 94806
(510) 644-8812

Yvette Gjonovich
515 Lime Avenue
Long Beach, CA 90802
(562) 437-0407
ADJUNCT FACULTY INFORMATION

Legal name: Anthony Jon Kazan

Highest degree earned, institution where earned, and year received:

M.Ed., University of La Verne, 1995

Current employment position and employer:

Resource Specialist
Long Beach Unified School District

Current credentials held:

Multiple Subject (clear)
Learning Handicapped (clear)
Resource Specialist (clear)

Course taught for the University:

SPED. 558 Behavior Intervention Strategies
SPED. 556 Counseling Exceptional Children and Their Families

Brief biographical sketch, not to exceed 100 words, that relates your work experience to the courses you teach for the University (please use reverse side if necessary):

I have taught in the Special Education field for 15 years. I have worked as a Special Day Class teacher for the emotionally handicapped and learning handicapped. I am in my tenth year of being a resource specialist in Long Beach, CA. The areas I have worked in have been extremely culturally diverse, and absorbed in many social challenges.

RETURN TO: Mrs. Juline Behrens
Associate Director, Education Programs
School of Continuing Education
University of La Verne
1950 Third Street
La Verne, CA 91750
Jon L. Sweat  
861 Tucson Court  
San Dimas, CA 91773  
(909-592-2422)

EDUCATION:

UNIVERSITY OF SOUTHERN CALIFORNIA  
Post graduate work in school finance and university administration  
1977-1982

POINT LOMA UNIVERSITY  
Master of Arts Degree, specializing in curriculum and supervision  
1972-1977

CALIFORNIA STATE UNIVERSITY, FULLERTON  
Bachelor of Arts Degree, specializing in Political Science and History  
1966-1969

QUALIFICATIONS:

Broad based knowledge of California public school curricular programs, educational laws, and student services. Problem analysis, curricular planning, and staff evaluation skills. Extensive knowledge in dealing with school finances, community relations, and parent groups. Knowledge of Credentialing requirements for both in-state and out-of-state credential candidates.

EXPERIENCE:

Instructor  
University of LaVerne  
September 2004-Present


Interim Administrator on Assignment  
Moreno Valley Unified School District  
December 2002-June 2004

Placed at various school sites to act as administrator as designated.

Credentials Coordinator  
University of California, Riverside  
July 2000-March 2002

Coordinator of the Education Extension credentials program for the Extension Education Department. Coordinator of the Inland Area Reading Project, PreK-3. Coordinator of the RIMS/BTSA project through Riverside County Office of Education.
Assistant Principal, Woodcrest Junior High School
*Chino Valley Unified School District*  
March 1999 – June 2000, Retirement

- Supervise and evaluate teachers
- Participate in I.E.P. placements
- Handle disciplinary matters
- Administer schools retention program
- Administer the English Language Development Program

Principal, Buena Vista High School, Alternative Learning Center
*Chino Valley Unified School District*  
1992 – March 1999

- Supervise and evaluate 36 teachers and 20 classified staff
- Provide for staff development and in-service training
- Manage 4 discretionary budgets and 6 categorical budgets
- Administer 8 district and county alternative education programs

Principal, Don Antonio Lugo High School
*Chino Valley Unified School District*  
1991-1992

- Supervise and evaluate 80 teachers and 40 classified staff
- Develop curricular programs to meet state and district mandates
- Develop school-wide management team concept
- Directed 3 assistant principals in various support functions
- Worked with various community ad booster groups to provide support for co-curricular activities

Assistant Principal, Chino High School
*Chino Valley Unified School District*  
1989-1991

- Evaluated assigned certificated, classified, and athletic staff
- Directed student discipline
- Provided administrative support to 5 departments
- Headed school security and supervision
- Acted as Athletic Administrator
- Administrative liaison to community and booster groups

Assistant Principal, West Covina High School

1977-1989

- Evaluated 30 certificated and 10 classified staff
- Administered all phases of student discipline
- Sat on school attendance and review board
- Developed master schedule
- Supervised counseling staff
PERSONAL RÉSUMÉ

DR. LAWRENCE RUSSELL WILDER

PERSONAL INFORMATION

Address: 616 W. Carpenter Avenue
Reedley, California 93654
Phone: (209) 638-1372 (Home)
       (209) 298-8011 (Business)
Date of Birth: March 21, 1940
Marital Status: Married
Children: Two young girls
Height: 6' 1"
Weight: 180 lbs.
Health: Excellent
Social Security Number: 541-42-0939

CAREER GOAL

I am seeking a challenging and rewarding position in school administration at the district level.

EDUCATIONAL BACKGROUND

Pendleton Senior High  Pendleton, Oregon  9/55-6/58  Diploma
Eastern Oregon College  Le Grande, Oregon  9/58-6/60
Cascade College  Portland, Oregon  9/64-6/67  B.A. Degree
                          English Major, Cum Laude
California State University  Fresno, California  9/68-6/73  M.A. Degree
                          Education Major
Michigan State University  East Lansing, Michigan  9/73-6/74
Western Michigan University  Kalamazoo, Michigan  9/73-4/75  Ed.D. Degree
                          Educational Administration

Dissertation Title: A Comparative Study of Functions Performed by Principals of Community Schools and Principals of Non-Community Schools

CREDENTIALS

General Teaching Credential (California) – Elementary, Life
General Teaching Credential (California) – Secondary, Life
Standard Teaching Credential (California) – Life
General School Services Credential (California) – General Administration, Life
EXPERIENCE IN EDUCATION

Assistant to High School Dean
Teacher of English
Principal
Director of Admissions and Development
Learning Director
C. S. Mott Intern
Intern, General Motors Institute for Management and Organizational Development, Flint, Michigan
Intern, Eastern Michigan University in the Educational Leadership Department
Associate Director
Learning Director
Administrator for Personnel
Coordinator Vocational Education/Special Projects
Instructor, Part time
(Personnel Administration and Human Relations)

Prairie High School
Immanuel High School
Immanuel High School
Immanuel High School
Clovis High School
National Center for Community Education
Seven Weeks
Fourteen Weeks
FLINT Program
Clovis High School
Clovis Unified School District
Clovis Unified School District
Fresno City College
Reedley Community College

PROFESSIONAL MEMBERSHIPS

American Management Association (AMA)
Association of California School Administrators (ACSA)
California Association of Compensatory Education (CACE)
California Association of School Business Officials (CASBO)
California Educational Placement Association (CEPA)
National Community Education Association (NCEA)
National Organization of Legal Problems in Education (NOLPE)
Phi Delta Kappa (PDK)

POTPOURRI

Crown Zellerbach Scholarship Winner
State President Student Oregon Education Association
Delegate to the National Student Education Association and the National Education Association Conventions
Who's Who Among Students in American Colleges and Universities
Phi Delta Kappan Outstanding Man in Education
Sierra Athletic League Vice President and President
Charles Stewart Mott Fellow and National Center for Community Education Intern
Secretary, California Association of School Business Officials, Personnel Committee
Reedley City Councilman (1976 to Present)
Member, League of California Cities, Employer-Employee Relations Committee
Attended American Management Association's Practice Sessions in Collective Bargaining
Participant, League of California Cities Labor Relations Institute
Chairman, Reedley Heart Fund Drive
Contributed Chapter to Book entitled Readings in Community Education, "Administrative Roles in Community Education--The Superintendent, The Principal, and The Director."
Matthew Baxter
10307 Roehampton Ave.
Bakersfield, CA 93312
661-587-2444 home
661-303-4522 cell
661-387-7060 work
mbaxter@norris.k12.ca.us

Formal Education
July 2005 Administrative Clear Credential
Fresno Pacific University
AB430 – Tier 2 – May 2006
May 2001 Pupil Personal Services Clear Credential
University of La Verne
May 2001 Master’s of Science in School Counseling
University of La Verne
May 1996 Multiple Subject Teaching Clear Credential
Washington State University
May 1996 Bachelor of Arts - Elementary Education
Washington State University

Professional Experience
August 2006 – Current
Dean of Students
Summer School Principal – Summer 2007
Norris School District
Norris Middle School – 6940 Calloway Dr. Bakersfield, CA 93312
School Counselor
Norris School District
Norris Middle School - Bakersfield, CA
Norris Elementary School - Bakersfield, CA
August 2003 – December 2003
Physical Education Teacher
Norris School District
Norris Middle School - Bakersfield, CA
August 1999 - June 2003
Teacher 5th Grade Classroom – 3 years
Teacher 1st Grade Classroom – 1 year
Norris School District
Norris Elementary School-Bakersfield, CA
December 1996 - June 1999
Teacher K/1 classroom – 2 ½ years
Bellevue School District
Phantom Lake Elementary - Bellevue, WA.

Additional Experience
Truancy - SARB Chairperson for Norris School District
CPI Certified Trainer
Norris School District School Site Council, 2000-2002
Assistant Football Coach, Centennial High School, 2001-2005
North Bakersfield Parks & Recreation, School Sports Supervisor, 2000
Assistant Football Coach, Golden Empire Youth Tackle Football, 1999

References
Available Upon Request
RESUME

NETTIE J. SANDOVAL

10400 Ascot Crossing Street
Bakersfield, California 93311
661-663-8947
wnsand47@pacbel.net

PROFESSIONAL EXPERIENCE

2007-Present  Coach/Consultant
              Springboard Schools
              181 Fremont St., San Francisco, CA

2005-2007    Retirement, Infant care provider for each of two youngest grandchildren

1994-2005    Principal,
              Tevis Junior High School
              Panama Buena Vista Union School District
              4200 Ashe Rd., Bakersfield, CA

1993-1994    Assistant Principal/Teacher,
              Tevis Junior High School

1989-1993    Classroom Specialist,
              Panama-Buena Vista Union School District

1983-1989    Classroom Teacher, history, English/reading
              Actis & Tevis Junior High Schools

EDUCATION

Certified Coach, Masterful Coaching Model, Springboard Schools, 2008

M.A. School Management, University of La Verne, 1988

Graduate coursework in Education, California State University,
Bakersfield

B.A. History, California State University, Bakersfield, 1982
CREDENTIALS

Clear Administrative Services Credential

Clear Single Subject Teaching Credential: Social Science
Supplementary Authorization: Literature
THOMAS ANTHONY GEMMA

Address/Residence: 6725 Lakeview Drive, Carmichael, CA 95608

Employment

1985–Present  Principal/Secondary  San Juan Unified School District
3738 Walnut Avenue
P.O. Box 477
Carmichael, CA 95609-0477

1983–1985  Principal/Elementary  Antioch Unified School District
710 “G” Street
Antioch, CA 94509

Education

California Credentials:
Administration 1985 (Life) Hayward State University
Standard Secondary 1974 (Life) S. Marys College
Standard Elementary 19974 (Life) St. Marys College
Learning Disability/Resource Specialist 1984 (Life) St. Mary's College

College Degrees – Graduate Level
MA Degree (1976) University of San Francisco (Special Ed Emphasis)

Undergraduate Level
BA Major in Social Science Minor in English (1973) St. Marys College

Educational Experience

1972–74  Assistant Director, St. Marys College
1975–77  Special Education Teacher, Antioch Unified School District
1977–81  Resource Specialist, Antioch Unified School District
1981–83  Vice Principal, Elementary, Antioch Unified School District
1984–85  Principal, Elementary, Antioch Unified School District
1985–87  Principal, K-8, San Juan Unified School District
1987–88  Principal, High School, San Juan Unified School District
1988–Present  Principal, Middle School, San Juan Unified School District

Consultant Work

San Jose Unified School District – Site Level Decision Making 1990
Sacramento City Unified School District – Restructuring the Middle Schools 1991
A.T.C. Member – Capital Sierra Administration Section 1988
Project Lead – ASCA Administrator Training 1988
California League of Middle School Educator of the Year 1991

References

Dr. George Jeffers,
Superintendent
San Juan Unified School District
3738 Walnut Avenue
Carmichael, CA 95608
916-971-7100

Dr. Eleanor Brown,
Assistant Superintendent
San Juan Unified School District
3738 Walnut Avenue
Carmichael, CA 95608
916-971-7130

Dr. Lee Negri,
Director of Middle Schools
San Juan Unified School District
3738 Walnut Avenue
Carmichael, CA 95608
916-971-7120
REFERENCES

Dr. Del Albert
Superintendent
Lodi Unified School District
1305 East Vine Street
Lodi, CA 95240

Dr. Rich Ferrara
Assistant Superintendent Secondary Education
Lodi Unified School District
1305 East Vine Street
Lodi, CA 95240

Dr. Kenneth Underwood
Program Advisor / Dissertation Chairman
Virginia Polytechnic Institute and State University
19817 Greenside Terrace
Gaithersburg, MD 20879

Dr. Robert R. Richards
Program Coordinator
Virginia Polytechnic Institute and State University
Tidewater Regional Center
418 Pembroke Four
Virginia Beach, VA 23462

Dr. Wayne M. Worner
Former Interim Dean
School of Education Leadership and Policy Studies
Virginia Polytechnic Institute and State University
910 Mason Drive
Blacksburg, VA 24060

Dr. Donald Peccia
Associate Superintendent of Budget, Finance, and Technology
Virginia Beach City Public Schools
2512 George Mason Drive
P.O. Box 6038
Virginia Beach, VA 23456

Dr. Louis O. Tonelson
Principal
Kempsville High School
Virginia Beach City Public Schools
5194 Chief Trail
Virginia Beach, VA 23464

Mr. Frank Peele
Principal
Kempsville Middle School
Virginia Beach City Public Schools
860 Churchill Drive
Virginia Beach, VA 23464
PROFESSIONAL OBJECTIVE

A challenging position as a Principal or central office Administrator within a progressive school system which will utilize acquired skills, expertise and experience. Desire opportunities for continued growth and advancement.

SUMMARY OF QUALIFICATIONS

Thirteen years of experience in diverse academic environments as a principal, assistant principal, teacher, and coach demonstrating proven leadership initiative, technical expertise, reengineering creativity and success. Certified Instructional Strategies Trainer.

• Proficient in orchestrating the reform movement to incorporate teacher teams, student and staff block schedules, and thematic unit planning. Strategize restructuring movement deadlines, classify personnel duties and job descriptions, and develop master schedules conducive to a year-round calendar. Provide associated and comprehensive in-service training programs.

• Experienced in transition and restructuring of junior high school facilities into middle school operations including site renovation and construction, classroom relocation and assignment, the effective use of portable structures, equipment relocation and transportation logistics.

• Interview, hire, train and evaluate teachers, coaches and other staff. Monitor workflow activities, ensure compliance with established performance criteria, provide individual mentoring, oversee in-service and other professional development activities, and supervise all academic programs. Skilled in manpower and resource utilization.

• Maintain accountability of inventories and capital assets, monitor line-item expenses, and prepare/manage operating budgets. Ensure availability and operability of all equipment, books and supplies. Skilled in the design and installation of current PC computer, cable TV and networking technologies. Keen ability to prepare, submit, and justify capital improvement programs.

• Oversee administrative, special education, building and grounds maintenance, janitorial, student attendance and truancy abatement, security, food service, emergency procedures, transportation, inventory control and extracurricular functions. Active participant in various associations, clubs and civic activities to encourage community involvement and enhance public image.

• At ease in environments requiring independent decisions, expertise in analysis and problem-solving, and meticulous attention to detail. Troubleshoot and resolve student, faculty, parental, district office, and employee problems.

• Detail-oriented manager. Keen appreciation for the importance of student, parental, community, law enforcement, business and university level participation in the success of academic institutions. Utilize a hands-on, team-building management approach to build communications and encourage input.

-Continued next page-
SUMMARY OF QUALIFICATIONS

- Under current principalship and since reorganization, Lodi Middle School has become the most highly desired middle school in the district.

- Youngest assistant principal ever appointed within a major comprehensive public school system with over 74,000 students, and 10 senior high, 14 middle, 51 elementary and 8 alternative learning schools.

- Provided direct supervision of up to 1500 students and 200 teachers, assistants, custodial and maintenance workers, and support staff.

Highly-developed communication, interpersonal, administrative, teaching, organizational, and leadership skills. Demonstrated ability to handle senior level responsibilities effectively. Skilled in providing executive level academic and administrative program oversight.

Polished and seasoned professional. Establish and maintain rapport with individuals of diverse backgrounds, cultural and experience levels, and nationalities. Proven ability to quickly achieve organizational integration, assimilate functional requirements, and become productive. Dedicated and self-motivated team player/builder.

EDUCATION AND TRAINING

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
Doctorate in Education Administration (1996)

THE GEORGE WASHINGTON UNIVERSITY
Education Specialist Degree in Education Administration (1989)
Master of Arts Degree in Education and Human Development (1987)

NORTH CAROLINA STATE UNIVERSITY
Bachelor of Science Degree in Education (1983)
Honors: Full Baseball Scholarship.

PROFESSIONAL CERTIFICATIONS

- In the State of California
  - Professional Administrative Services
  - Professional Clear - Industrial Arts Education
- In the Commonwealth of Virginia
  - Secondary Principal
  - Middle School Principal
  - Technology Education
- Praxis Assessor of Beginning Teachers (1994)

CONTINUING EDUCATION / CAREER DEVELOPMENT / SYMPOSIUMS

- Suspension / Expulsion Training (EC 48900, 1996)
- Hughes Bill Training (1996)

-continued-
continuing education...continued

- Interest-Based Bargaining Training (1995)
- Restructuring in a Diverse Community Conference (1995)
- Sexual Harassment Seminar (1995)
- Student Success Team Training (PL 93-112, 1996)
- Evaluation Seminar (1997)
- The American School Board Journal (Ongoing)
- School Team Innovator - Practical Strategies for Promoting School Improvement (Ongoing)
- National Staff Development Council - Journal of Staff Development (Ongoing)
- The School Administrator (Ongoing)
- Association for Supervision and Curriculum Development (ASCD) - Enhancing Professional Practice - A Framework for Teaching (1996); Results-The Key to Continuous School Improvement (1996); and Multiple Intelligences in the Classroom (1994).
- Teachers College Press (Columbia University) - The Constructivist Leader (1995)
- Systems & Organizations (Kansas City) - Restructuring Our Schools - A Primer On Systemic Change by W. Patrick Dolan (1994)
- 7 Habits of Highly Effective People by Stephen R. Covey (1989)

Program Development Practices

- Maintain an ongoing practice of personal research and study of current publications and educational program development to provide up-to-date information to staff for growth and professional skill enhancement.

- Implement strategies outlined in "The Way We Were - The Way We Can: A Vision for the Middle School Through Integrated Thematic Instruction" by Ann Ross and Karen Olsen as well as "Caught In The Middle - Educational Reform for Young Adolescents in California Public Schools" - Superintendent's Middle Grade Task Force, as primary resources for school restructuring.

Articles and Publications

"The Role of Executive Search Consultants In The Selection of School Superintendents" by Mark A. Roberts (1996). Doctoral Dissertation
HIGHLIGHTS OF PROFESSIONAL EXPERIENCE

1983 to Present

LODI MIDDLE SCHOOL - Lodi, CA

Principal (1995-Present)
Manage a Concept 6, multi-cultural school with a total enrollment of 1040 students on three separate tracks. Supervise 100 persons in various certificated and classified capacities. Plan, write and operate a budget in excess of $400 thousand. Interface with regional administrative leadership to incorporate directives at the school level, provide input for region-wide educational program strategies, and negotiate for allocation of additional funding and resources to enhance the Lodi Middle School program.

Accomplishments Include:
• Moved the staff from a traditional junior high school schedule into teaching blocks, interdisciplinary teams, team teaching, integrated thematic instruction with a lifeskill and multiple intelligence instructional focus.
• Reorganized the Multilingual/Multicultural program to better serve student needs. For example, grouped language students, instructional practices and curriculum utilization.
• Provide coaching to teachers in classroom design and utilization of materials.
• Infused career education into each grade level and teaching team.
• Incorporated new elective courses for students that are project-centered as opposed to rote learning.
• Incorporated lifeskills instruction on a school-wide basis.
• Increased communication among all staff members through the utilization of project teams, team leader and department leader meetings, principal newsletter, staff meetings, and mailings to off-track staff.
• Chaired the district Family Life, Human Growth, and Reproduction Advisory Committee consisting of Lodi Unified Employees and community members (1994-1996).
• District Administrative Representative on the Lodi Unified Curriculum Council consisting of teachers, parents, and administrative staff for the purpose of examining curriculum and making recommendations to the school board as selected by peers (1996-Present, 3-Year Appointment).
• Increased fund-raising efforts four-fold ($5K to $20K).
• Administrative Member of the Mentor-Teacher Selection Committee.
• District-appointed leader of initial applicant screening for teaching positions as appointed by the Assistant Superintendent for Secondary Instruction.
• Member of the application screening committee for the Associate superintendent vacancy as appointed by the Superintendent.
• Member of the Superintendent's monthly roundtable discussion with union membership (1995-Present).
• Focused the staff on a mission for ongoing staff development through the creation of a history map of the school. The map was developed for the purpose of identifying areas in need of improvement.
• Exposed staff to Integrated Thematic Instruction and Training, Teacher's Curriculum Institute (History Alive), and College Preparatory Mathematics to enhance their professional development and instructional practices.
• Conceptualized and implemented a state-of-the-art technology facility by utilizing resources from the PTA, School Site Council, and other entities. The school went from zero technology to a 35-station computer lab, cable TV in classrooms, and the internet in less than two years.

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• Developed an inclusionary curriculum for Specialized, English Language Learners and other exceptional children.
• Wrote and implemented a safe school plan.
• Model teaching school on the Integrated Thematic Instruction (ITI) model.
  Lodi Middle School will be a training site using staff as examples of theory and practice of restructuring methodology. Additional focus will be on 7 Intelligences in Instruction as well as Lifeskills Acquisition.
• Conduct staff, parent and student presentations on restructuring (ITI).
• Designed and implemented a comprehensive bell schedule.
• Implemented an Interest Based Bargaining program.
• Updated and wrote a new, user-friendly faculty handbook inclusive of meeting dates for the entire school year.
• Initiated a History Alive curriculum in all Social Studies classes.
• Promoted Lodi Middle School to be an active participant in GOALS 2000.
• Incorporated district guidelines and created a teacher evaluation handbook.
• Selected to membership on the planning committee for 2 new middle schools.
• Utilize Program Quality Review assessments in all school curricula.
• Instituted a performing arts program into a curriculum where it was previously nonexistent.
• Created a Conflict Management Program utilizing school counselors.
  Developed and wrote job descriptions for counselors.
• Incorporate Team Curriculum Maps and Consensus Building modalities.
• Created student-centered articulation with feeder elementary schools.
• Instituted phone logs to parents.
• Initiated Lodi Memorial Hospital as an Adopt-A-School partner (1997-Present)
• Coordinated the move of an Alternative School Program for junior high students to Lodi Middle School.

Vice-Principal (1994-1995)
Assisted in managing the Lodi Senior Elementary School (as described above) with a total enrollment at that time of 980 students. Provided direct supervision of 45 credentialed staff members in addition to support staff. Handled fundraising, special programs and assemblies, lockers, furniture, and classroom assignments, textbook selection, and evaluation of teachers and classified personnel.

Accomplishments Included:
• Spearheaded the reform movement transitioning from a traditional high school schedule to block scheduling, common planning times for teachers, and interdisciplinary teaming. Facilitated and provided in-service training to staff and teachers on thematic unit planning.
• Responsible for the planning and production of a school master schedule for 1995-96 in accordance with the reform movement.
• Point man and Advisor to the school principal and fellow vice-principal on methods of conducting the reform movement.
• Co-Chaired the Family Life Human Growth and Development Committee consisting of Lodi Unified employees and community members.
• Active member of the District Health Curriculum Committee and various discipline review boards.
• Instituted a new award for students: "Student of the Month" to encourage self-esteem building and student responsibility enhancement.
• Provided updates to school staff on availability of new literature and conferences for professional growth.
EMPLOYMENT EXPERIENCE  Continued

KEMPSVILLE MIDDLE SCHOOL - Virginia Beach, VA

Assistant Principal (1988-1994)
Supervised all grade levels, academic areas and discipline procedures in a newly restructured, comprehensive school with 1,339 students, 101 teachers, 53 classified staff, and 29 bus drivers. Secured and evaluated substitute teachers, oversaw student attendance procedures and truancy abatement, observed and evaluated staff, managed the central office maintenance and building custodial staff, and directed all food service activities. Monitored food inventory and assisted with annual audits. Maintained accountability of all material and supply inventories as well as capital assets including equipment, books and furnishings. Mediated conferences, disciplinary hearings, and meetings with teachers, parents and students. Approved applications for free and reduced price lunches, served as principal in the absence of the incumbent, provided mentor assistance to assistant principals, and presented information to the school board during expulsion hearings. Scheduled and coordinated university level courses with college professors. Coordinated transportation for field trips, special education and other programs. Planned, scheduled and developed all staff development and in-service training programs.

Significant Achievements
• Assisted with transformation from Junior High (grades 7-9) to Middle School (grades 6-8) in 1993.
• Coordinated the movement of all equipment and materials for the new layout, determined location of all portable units, assisted with classroom and location assignments, and provided input on construction and renovation requirements.
• Developed a new system to streamline discipline procedures which was subsequently reproduced at other middle schools in the system. The program, which involved all staff and PTA members, was designed to minimize student time away from instruction for disciplinary reasons. Using a color coded system, assignment of duties to various personnel, assignment of students to various administrators, and consistency among administrators, the discipline process was fast, fair and effective.
• Exercised extreme autonomy in the interviewing of prospective teachers, coaches, classified personnel and support staff. Recommendations usually resulted in firm contract offerings.
• Directly supervised and evaluated teachers in mathematics, science, technology, teen living, art, and health & physical education. Assigned classified personnel to positions as teacher assistants, secretaries, nurses and other areas.
• Coordinated special education and special education discipline. Developed a streamlined procedure for special education referrals, screenings, and eligibility meetings reducing time commitments by 50%. Color-coded all related records, supervised a highly-successful Virginia DOE special education audit in 1992, and executed inclusion and collaboration processes in the school.
• Actively participated in development of a new program providing for site-based management and shared decision-making within the school.
• Developed and implemented a plan for school security in conjunction with local police due to increases in trespassing and potentially violent incidents. Involved all staff members, installed communication devices in strategic locations, and positioned other personnel in strategic positions throughout the building to render assistance when needed.
• Scheduled and executed emergency evacuation procedures, security plans and fire drills.
PLAZA JUNIOR HIGH SCHOOL - Virginia Beach, VA  
**Technology Education Teacher** (1985-88)  
Planned and presented the full range of technology-oriented curricula to all grade levels at a large regional junior high school.  
**Significant Achievements Included:**  
- Provided staff development and training programs through teacher workshops. Involving students in the educational process, and implemented methods that would motivate non-performers and disinterested learners and include special education students. The goal was to make every student successful on their own volition.  
- Developed/analyzed a school climate survey in coordination with the administration. The goal was to raise faculty morale. The committee developed and analyzed an instrument along with a consultant which identified areas of need.  
- Chairman of the Faculty Instructional Advisory Council, 1987-88. Made curriculum change recommendations and solved related problems to facilitate student success.  
- Chairman of the Beginning Teacher Handbook Committee. Met the need for definitive guidance in school standard operating procedures, and provided a quick reference of key information for faculty members.  
- Girls Basketball Coach, 1984-86.

POQUOSON MIDDLE SCHOOL - Poquoson, Virginia  
**Technology Education Teacher** (1984-85)  
Instructed and worked with grades 6-8.  
- Implemented Competency-Based Education into the curriculum. Developed the program out of concern for student safety resulting in economical and safe projects that increased student knowledge of the laboratory.  
- Assistant Varsity Football and Track Coach.

LAFAYETTE HIGH SCHOOL - Williamsburg, VA  
**Technology Education Teacher** (1983-84)  
- Assistant Varsity/Junior Varsity Football Coach.

COLLEGE OF WILLIAM AND MARY - Williamsburg, VA  
**Varsity Pitching Coach** (1983-84)  
Coordinated recruiting efforts and field maintenance functions for the men's varsity baseball club.

**PROFESSIONAL ORGANIZATIONS / ACTIVITIES / MEMBERSHIPS**

- Who's Who In Executives & Professionals  
- Interview Committee (Vice Principals, 1995 & 1996)  
- Interview Committee (Teachers, 1995-Present)  
- Association of Secondary School Administrators (AASA).  

*-continued*-
• Middle School Construction Planning Committee, 1996-Present.
• National Middle School Association (NMSA), 1995-Present.
• Association for Supervision & Curriculum Development (ASCP), 1993-Present.
• Middle School Curriculum Advisory Committee, 1992-1994.
• Chairman - Middle School Baseball and Softball Leagues, 1988-1994.
• Assistant Principal Evaluation Committee, 1992-93.
• Assistant Principal Interview/Selection Committee, 1992-Present.
• Treasurer - Virginia Beach Association of Secondary School Principals, 1992-93.
• Phi Delta Kappa National Honor Society, 1989-Present.

AWARDS AND SPECIAL ACHIEVEMENTS

• Youngest Assistant Principal ever appointed in Virginia Beach.
• Transferred from teaching position to Assistant Principal within the same week.
• Certified Instructional Strategies Trainer, 1990-Present.
• Certified Evaluator of Teacher Performance, 1989-Present.
• Requested guest speaker by professors of The George Washington University and Virginia Polytechnic Institute and State University, 1988-Present.
• Nominee for Virginia Beach Assistant Principal of the Year, 1992-93.
• Nominee for Virginia Beach Assistant Principal of the Year, 1991-92.
• Teacher of the Year as selected by peers, 1987-88.
• Teacher of the Year as selected by students, 1986-87.

COMMUNITY ACTIVITIES / VOLUNTEERISM

• Volunteer Physical Education Instructor and extra-curricular activities assistant - Twin Lakes Elementary School, 1995-Present.
• Coordinate Community Service Project Days for Lodi School District Administrators, 1996-Present.

SUPPLEMENTAL INFORMATION

• Available for consulting, public speaking, and professional instruction.
• List of Professional and Personal References Available.
Key assessments are used to determine:

- Assumption of fieldwork – Candidates are determined to be ready to assume fieldwork when they have successfully completed Orientation to Field Experience and the accompanying course Foundations of Educational Leadership. In the course Foundations of Educational Leadership the Key Assessment in Knowledge is administered in the form of a final examination which is rubric scored. Successful completion of Orientation to Field Experience includes the following: (1) completion of self assessment documents and the reflective essay (Candidate Handbook, Forms 1 – 3), (2) identification of elementary and secondary sites and site supervisors (Candidate Handbook, Forms 4 and 5), (3) scheduling of cooperative conference with site and university supervisors and completion of Form 6, (4) attendance at monthly class sessions, and (5) submission of the Documentation Log, Form 8, accounting for 45 hours of time spent on fieldwork. When all tasks have been completed, the candidate receives a grade of “Credit” and registers for Edmt 574b: Field Experience.

- Quality of candidate performance – Through personal experience as a field experience supervisor and in conversations with other supervisors, I have found the Site Supervisors who are working with our candidates in the field to be highly trained and experienced leaders. Certification of professional preparation and experience is accomplished through Form 5 in the Field Experience Handbook and the attached resume. In addition, University Supervisors have personal contact with the Site Supervisors. They make themselves readily accessible to the students for support, encouragement, and coaching. The strength of the Site Supervisors is important to the success of the candidates they mentor.
The quality of the projects which students submit in their fieldwork portfolios is excellent. Most projects show careful planning and ability to anticipate possible problems. Projects which do not turn out as planned are rethought and reflected upon for improved execution. The candidate makes an oral presentation when the portfolio is complete. Include in the portfolio is a summative essay reflective of growth in relation to the standards. All parts of the fieldwork assignment are rubric scored. (Rubrics are contained at the end of the Candidate Handbook, Appendix Tab 6)

The great majority of candidates complete their field experience within the timeframe allotted which is six semesters. The few who do not are allowed to continue under continuous enrollment at 1 unit per semester. Infrequently, even after personal contact and mentoring is provided, a student fails to conclude all of the requirements for field experience and therefore cannot file for a credential.

- Credential recommendation – Candidates will be recommended for the credential upon completion of all coursework and the Field Experience Portfolio. The Portfolio contains 21 projects completed at the elementary and secondary levels, accompanying artifacts, and all required forms.

Common considerations:

- With the involvement of the teaching staff located on the La Verne campus, rubrics have been developed for the Key Assessments and Benchmark Assignments as well as the portfolio components. Copies of the rubrics currently being used may be found under Tab 5 in this document.
• All faculty both on the campus in La Verne and at regional Centers have been trained in the use of the rubrics during faculty meetings held in Santa Clarita, Bakersfield, and Sacramento. Key Assessments are posted on Task Stream along with their rubrics. Instructors are currently undergoing training in the use of Task Stream to score the assessments online.

• Rubrics will be undergoing calibration this year under the guidance of the Assessment Committee.

Use of data for program improvement:

Data is analyzed using techniques appropriate to the type of data available. The Biennial Report, which was completed last month, was the first attempt at summarizing data according to the template provided. Our data was somewhat meager but even at that there was information evident upon reflection regarding program success and weakness. Examples of helpful findings include:

• Candidate information data did not give us information concerning the number of students who have not completed fieldwork since the number of candidates and number of completers were not shown as matched pairs.

• Overall, students exceeded competence (identified as a rubric score of 3.0) in all areas. Our candidates tend to be focused and to have a valuable experience background to draw upon. For the most part they are conscientious about assignments, deadlines, attendance, and participation as indicated in the Course Performance Rubric (Rubric B).

• Data from the Key Assessments and Completers Survey indicate that candidates are well prepared to function in the real world as beginning
administrators. Site Supervisors from our field experience program will soon be completing a questionnaire regarding candidate preparation which will give us more information in this area. Completers who are working as administrators report that they received more of a scholar/practitioner orientation than completers of other programs.

- When comparing the requirements for our technology benchmark with national standards in technology we find that our requirements are one dimensional. In addition, most candidates have mastered them before they begin the program.

- From these extrapolations, we have made four suggested program changes:

1. Expand the coverage of the Technology Benchmark to include leadership strategies and social, legal, and ethical issues;
2. Revise completers' survey and add Site Supervisors' survey;
3. Obtain item analysis of Key Assessments;
4. Gather input from Regional Centers instructor to standardize instruments for program wide use;

Obtain matched pairs reporting of candidate/completer data.
Credential Program’s Name: Preliminary Administrative Services Credential Program

I. Credential Program Specific Information’s Contextual Information

The Preliminary Administrative Services Credential Program proposal including provision for an Internship Credential was completed in 2005 and approved by the Commission on Teacher Credentialing on February 14, 2006. The first classes in the new program began in Fall of 2006 on the La Verne campus. The off-campus centers followed in Fall of 2007.

Candidates have four program options available to them for participation in the program: (1) courses leading to a Preliminary Administrative Services Credential, (2) courses leading to a Masters Degree, (3) a combination of numbers 1 and 2, and (4) and Internship allowing them to work as an administrator in a school district while they are completing their coursework and Field Experience.

The program with all four options is offered on the main campus in La Verne and through the Regional Centers program at centers in Santa Clarita, Bakersfield, Sacramento and Long Beach. The credential portion of the program consists of 21 units of coursework with 3 units of concurrent field experience. Candidates can complete the coursework in 4 semesters/terms if taking 2 classes a semester or 7 semesters/terms if taking 1 class a semester. Fieldwork runs concurrently and is not based upon the number of hours accumulated but upon completion of standards related projects.

<table>
<thead>
<tr>
<th>Site(s)</th>
<th>Number of Candidates</th>
<th>Number of Completers (students who filed a credential application 2007-2008)</th>
</tr>
</thead>
<tbody>
<tr>
<td>On campus</td>
<td>26 (2 interns)</td>
<td>15 (1 intern)</td>
</tr>
<tr>
<td>Off campus</td>
<td>88</td>
<td>88</td>
</tr>
<tr>
<td>Total</td>
<td>114</td>
<td>103</td>
</tr>
</tbody>
</table>

Changes Since Commission Approval of Current Program Document

- Fall, 2008: Currently revising completer survey to make it a more reasonable length.
- Summer, 2008: Edmt 572: Educational Leadership underwent a title change and is now officially entitled Foundations of Educational Leadership. It is taken as the first class in the course sequence to facilitate the development of basic concepts of leadership and
facilitate matriculation of candidates. It is offered every semester on the La Verne Campus and at the beginning of each new cluster in off-campus programs.

- **Summer, 2008**: Restructured fieldwork class, EDMT 574, into three parts. Part A became Orientation to Field Experience, Parts B and C are continuation of projects with Part C given an In Progress grade to allow time to complete the experiences. Field Experience runs concurrent with coursework with projects added as courses are taken.

- **Spring, 2008**: Identified and implemented Key Assessments and began to collect data.

- **Spring, 2008** Modification of rubrics to reflect use of Key Assessments.

- **Fall, 2007**: Developed Student Handbook and revised Instructors Handbook (Fall, 2008) to reflect program changes.

- **Fall, 2007**: Refined Benchmark Assignments to offer more guidance to Instructors.

- **Spring, 2006**: With a committee of qualified volunteers from the Program Advisory Council revised suggested activities in Fieldwork Handbook.
## II. Candidate Assessment/Performance & Program Effectiveness Information

### Program Key Assessments

<table>
<thead>
<tr>
<th>Transition Point</th>
<th>Key Assessments</th>
<th>Description</th>
<th>Evaluation Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Admission file</td>
<td>Unit prepared</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Knowledge</td>
<td>Upon conclusion of the Introductory class in educational leadership students demonstrate their knowledge of theory and practice by responding to three case study prompts. Candidates are asked to analyze a set of data from their school for strengths and weaknesses and plan a program of remediation.</td>
<td>Essay examination scored with a 4 point rubric</td>
</tr>
<tr>
<td></td>
<td>Assessment</td>
<td></td>
<td>Benchmark assignment scored with a 4 point rubric</td>
</tr>
<tr>
<td></td>
<td>Planning</td>
<td>Candidates are asked to select a program at their school and plan a budget to facilitate the objectives of that program.</td>
<td>Benchmark assignment scored with a 4 point rubric</td>
</tr>
<tr>
<td></td>
<td>Diversity</td>
<td>Upon conclusion of the class in Contemporary Issues candidates are asked to demonstrate their understanding of diversity in education by selecting a topic from a predetermined list of acceptable topics and writing a paper on that topic.</td>
<td>Paper scored with 4 point rubric</td>
</tr>
<tr>
<td>3</td>
<td>Technology</td>
<td>Upon conclusion of Field Experience candidates submit a completed portfolio containing a Class Performance Rubric for each course taken.</td>
<td>Class Performance rubric indicating successful completion of Technology Benchmark</td>
</tr>
<tr>
<td>4</td>
<td>Completer survey</td>
<td>Survey employing standards specific topics</td>
<td>Respondent ranks their preparation program on 6 pt. scale</td>
</tr>
</tbody>
</table>
Types of data collected

Data collected for Key Assessments is of four types:

- **Benchmark assignments**: Each course in the program has a Benchmark Assignment which must be completed by all students in the course. The Benchmarks are designed to provide a bridge between the theory of the classroom and the real world situations encountered in Field Experience.

  Benchmarks are graded with a four point rubric (Rubric C) defined thusly: 1 = Not Present, 2 = Emerging, 3 = Adequate (meets standards), and 4 = Exemplary. A score of 3 or higher is considered passing.

- **Final Examination**: An essay examination performed in class using no resources. The examination is scored with a four point rubric. The examination is graded with a four point rubric defined thusly: 1 = Not Present, 2 = Emerging, 3 = Adequate (meets standards), and 4 = Exemplary. A score of 3 or higher is considered passing.

- **Summative research essay**: Students select a diversity related topic from an list prepared by the instructor. They research the topic and prepare a research paper on the selected topic. The examination is graded with a four point rubric defined thusly: 1 = Not Present, 2 = Emerging, 3 = Adequate (meets standards), and 4 = Exemplary. A score of 3 or higher is considered passing.

- **Course Performance Rubric**: Each student is graded on the Course Performance Rubric (Rubric B) at the conclusion of each course. One of the topics listed on the rubric is the Technology Benchmark. The instructor indicates on the rubric the caliber of the candidates performance on the Technology Benchmark for that class. Benchmarks are graded with a four point rubric defined thusly: 1 = Not Present, 2 = Emerging, 3 = Adequate (meets standards), and 4 = Exemplary. A score of 3 or higher is considered passing.
### Summary of data collected on Key Assessments

#### Data Summary for Key Assessment 1: Knowledge

<table>
<thead>
<tr>
<th>Data Collected</th>
<th>Rubric scores from 4 point rubrics (Rubric H) / Passing score 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collection Process</td>
<td>The required final examination is administered in class without access to any resources and graded by the instructor. Performance is quantified using a standard 4 point rubric. Results are reported to the program chair electronically.</td>
</tr>
</tbody>
</table>

Candidates are assessed on:

- **Presentation of content:** Addresses the question directly drawing on application of appropriate leadership theory to real life situations.
- **Reasoning:** Presents content in logical order, uses several arguments with examples and data that support the conclusions. Applies analytical strategies to real life situations for the solution of problems.
- **Organization:** Clearly establishes main idea, organization notably logical and coherent
- **Reflection:** Is thoughtful and can self-evaluate. Exhibits self-awareness and self-acceptance.

| Data Summary | Mean score 3.85 (N=14) 100% passed |

#### Data Summary for Key Assessment 2: Planning

<table>
<thead>
<tr>
<th>Data Collected</th>
<th>Rubric score from 4 point rubric (Rubric C) / Passing score 3</th>
</tr>
</thead>
</table>
| Collection Process | The Key Assessment in Planning is performed in EDMT 577: Fiscal Resources. It is embedded in the Benchmark Assignment for the class. Students were evaluated in 5 areas of competence in planning. The areas of competence were:

- **Course content:** Items demonstrate that the desired learning outcomes for the course have been achieved. The student has gained a significant understanding of the concepts and applications.
- **Organization:** Candidate presents information related to fiscal planning in accurate, logical, interesting sequence that the reader can follow.
- **Development of purpose:** Effectively conveys the purpose of the assignment and maintains the controlling idea
- **Reflection:** Writing thoughtful and analytical, making clear connections between theory and practice.
- **Writing conventions:** Content clear, concise and significant. Formatting clear and understandable (Excel required for presentation of budget.) |

| Data Summary | Mean score 3.6 100% passed |
### Data Summary for Key Assessment 3: Student Assessment

<table>
<thead>
<tr>
<th>Data Collected</th>
<th>Rubric scores from 4 point rubric (Rubric C)/Passing score 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collection Process</td>
<td>The Key Assessment in Student Assessment is performed in EDMT 570: Curriculum, Instruction and Assessment. It is embedded in the Benchmark Assignment for the class. Students were evaluated in 5 areas of competence in using assessment data to improve student assessment. The areas of competence were:</td>
</tr>
<tr>
<td></td>
<td><strong>Course content:</strong> Items demonstrate that the desired learning outcomes for the course have been achieved. The student has gained a significant understanding of the concepts and applications.</td>
</tr>
<tr>
<td></td>
<td><strong>Organization:</strong> Candidate presents information related to fiscal planning in accurate, logical, interesting sequence that the reader can follow.</td>
</tr>
<tr>
<td></td>
<td><strong>Development of purpose:</strong> Effectively conveys the purpose of the assignment and maintains the controlling idea</td>
</tr>
<tr>
<td></td>
<td><strong>Reflection:</strong> Writing thoughtful and analytical, making clear connections between theory and practice.</td>
</tr>
<tr>
<td></td>
<td><strong>Writing conventions:</strong> Content clear, concise and significant. Formatting clear and understandable (Excel required for presentation of budget.)</td>
</tr>
<tr>
<td>Data Summary</td>
<td>Mean score 4.0 (N=13) 100% passed</td>
</tr>
</tbody>
</table>

### Data Summary for Key Assessment 4: Diversity

<table>
<thead>
<tr>
<th>Data Collected</th>
<th>Rubric score from 4 point rubric (Rubric I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collection Process</td>
<td>Students are assigned a culminating research essay on a topic related to diversity. Candidates are evaluated on the following:</td>
</tr>
<tr>
<td></td>
<td><strong>Attitudes toward diversity:</strong> Is sensitive to others. Is empathetic. Respects individuality and freedom of choice. Displays rapport and respect for students. Demonstrates cultural competence.</td>
</tr>
<tr>
<td></td>
<td><strong>Development:</strong> Develops ideas thoroughly and effectively with strong specific details, examples or explanations.</td>
</tr>
<tr>
<td></td>
<td><strong>Organization:</strong> Very well organized; main ideas are clear and vivid; smooth sequencing. Has extended concepts and demonstrated application.</td>
</tr>
<tr>
<td></td>
<td><strong>Mechanics:</strong> Demonstrates facility with language. Employs a variety of sentence structure. Sophisticated, precise, clever word choice.</td>
</tr>
<tr>
<td>Data Summary</td>
<td>Mean score 3.5 (N=8) 100% passed</td>
</tr>
</tbody>
</table>
Data Summary for Key Assessment 5: Technology

<table>
<thead>
<tr>
<th>Data Collected</th>
<th>Pass/fail score on Performance Assessment Rubric (Rubric B)/Passing score 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collection Process</td>
<td>Upon conclusion of each class, the Instructor ranks the student’s performance on a rubric and indicates the candidate’s aptitude in meeting the Benchmark Technology Assignment for that class.</td>
</tr>
<tr>
<td></td>
<td>• EDMT 570: Interpret data regarding student performance from a spreadsheet</td>
</tr>
<tr>
<td></td>
<td>• EDMT 571: Summarize a classroom observation or disciplinary memo using word processing</td>
</tr>
<tr>
<td></td>
<td>• EDMT 572: Develop and present a Power Point lecture</td>
</tr>
<tr>
<td></td>
<td>• EDMT 573: Perform an online information search on the issue of diversity selected for reporting</td>
</tr>
<tr>
<td></td>
<td>• EDMT 576: Prepare a weekly staff bulletin for a faculty. Transmit it to your instructor via email.</td>
</tr>
<tr>
<td></td>
<td>• EDMT 577: Using a spreadsheet program such as Excel, develop a budget for a program, department, or school.</td>
</tr>
<tr>
<td></td>
<td>• EDMT 578: Using a word processing program, prepare an analysis in memo format of an incident at your school which relates to a legal issue</td>
</tr>
<tr>
<td>Data Summary</td>
<td>Average score 4.0 (N=9) 100% passed</td>
</tr>
</tbody>
</table>

Program Effectiveness

Key Assessments used to ascertain program effectiveness:

- Knowledge: Final examination in EDMT 572: Foundations of Educational Leadership
- Planning: Benchmark Assignment in EDMT 577: Fiscal Resources
- Assessment: Benchmark Assignment in EDMT 570: Curriculum, Instruction and Assessment
- Diversity: Culmination Research Essay in EDMT 573: Contemporary Issues
- Technology: Benchmark Assignments in all classes.

Other assessments used

- Benchmark Assignments: Each class has a Benchmark Assignment which must be completed by all students in the program.
- Course Performance assessments: Upon conclusion of each class the instructor assesses student performance in a variety of content, skill and professional areas. The Technology Benchmark is included in this assessment.
- Grade point: A minimum grade point of 2.7 must be maintained.
- Field Experience Portfolio: In the Field Experience Portfolio the candidate demonstrates ability to apply theory to real life situations. It consists of 21 projects which have been
evaluated by the Site Supervisor(s), elementary and secondary, and the University Supervisor.

**Specific tools used to assess candidates and program completers**

Program completers are assessed with a 37 item questionnaire tied to the standards. Responses are given on a 6 point scale defined thus: 1 = Strongly agree, 2 = Agree, 3 = Undecided, 4 = Disagree, 5 = Strongly disagree, and 6 = Not Observed.

The survey was completed by 15 completers on the La Verne campus and 31 completers at the off campus centers. Responses fell overwhelmingly in categories 1 (Strongly Agree) and 2 (Agree). On campus completers responded to all of the items in categories 1 and 2. The display below represents the compiled data for the questionnaires.

**Completers survey item analysis**
III. Analysis of Candidate Assessment Data

Analysis of Key Assessment 1: Knowledge

**Strengths:** Candidates performed well on this Final Examination.  
**Areas for Improvement:** The test has only been administered to one group of students on the main campus. Instructors in the Regional Centers Program must be given an opportunity for input in the development of the final document which will be used at all sites.

Analysis of Key Assessment 2: Planning

**Strengths:** All students received passing scores on this assignment.  
**Areas for Improvement:** Some instructors have reported relative weakness in the formulation and interpretation of spreadsheets.

Analysis of Key Assessment 3: Assessment of Students

**Strengths:** All students received 4 points out of a possible 4 on this assignment.  
**Areas for Improvement:** Instructor reports areas of relative weakness as interpretation of data presented in spreadsheet form and linkage of data with program planning.

Analysis of Key Assessment 4: Diversity

**Strengths:** Students scored lower on this assessment than on the others. However, all of them were well in the passing range.  
**Areas for Improvement:** The assignment has only been administered to one group of students on the main campus. Instructors in the Regional Centers Program must be given an opportunity for input in the development of the final document which will be used at all sites.

Analysis of Key Assessment 5: Technology

**Strengths:** Students performed very well in all of the basic operations of technology assessed by instructors on the Course Performance Rubric.  
**Areas for Improvement:**  
- One instructor reported less strength in the interpretation and creation of spreadsheets.  
- The current Technology Benchmarks address only the basic operations of technology. This means that at this time leadership strategies and social, legal and ethical issues are not addressed within course structures.
What does this demonstrate about a) student competence and b) program effectiveness?

a) Overall students exceeded competence (rubric score of 3.0) in all areas. Students in the Preliminary Administrative Services Credential Program tend to be focused and to have a valuable experience background to draw upon. For the most part they are conscientious about assignments, deadlines, attendance and participation.

b) Data from the Key Assessments and Completers Survey indicate that candidates are well prepared to function in the real world as beginning administrators. Completers who are working as administrators report that they received a scholar/practitioner preparation more than completers of other programs.

IV. Use of Assessment Results to Improve Candidate and Program Performance

Suggested Program Changes

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Plan of Action or Proposed Changes Made</th>
<th>Applicable Program or Common Standard(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Rubric scores</td>
<td>Expand coverage to include: *Leadership strategies *Social, legal and ethical issues. This may result in a modification of the assessment strategy.</td>
<td>Program Standards 11 and 12</td>
</tr>
<tr>
<td>Completers Survey</td>
<td>* Revise survey eliminating answer categories that do not give helpful information.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Consolidate survey to contain fewer items.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Align questionnaire items with 2003 standards.</td>
<td></td>
</tr>
<tr>
<td>Key Assessments</td>
<td>Get item breakdowns from Instructors to enhance analysis</td>
<td>Program Standard 9</td>
</tr>
<tr>
<td>Key Assessment instruments for Knowledge and Diversity</td>
<td>Gather input from Regional Centers instructors to standardize instruments for program wide use.</td>
<td>Program Standard 9</td>
</tr>
</tbody>
</table>
Syllabus Design

- Sections that should not be changed: there are several sections in the syllabus that should not be changed.

- Sections that you need to insert: every instructor is free to design the delivery and activities of his/her class.
Sections that should not be changed

• Heading
• Standards (in box)
• Course Description
• Approved Textbooks
• Course Content
• Benchmark Assignment
Sections you need to insert

- Contact Information
- Major study units (should become your Course Schedule)
- Methods of Evaluation (must include Benchmark)
- Assessment Plan (must include Performance Rubric)
- General Guidelines
- Recommended Readings
Instructor’s Responsibilities

- Use the electronic template of the syllabus which will be emailed to you
- When finished, email the completed syllabus to pensey@ulv.edu
- Provide a complete copy of the syllabus to every student
- Go over the entire syllabus at the first class meeting
UNIVERSITY OF LA VERNE  
School of Education and Organizational Leadership  

Preliminary Administrative Services Credential Program  

Course Outline and Syllabus Template  

Educational Management 570  
Curriculum, Instruction and Assessment  
3 units (Graduate Credit)  

<table>
<thead>
<tr>
<th>CPSEL Standards for the Preliminary Administrative Services Credential addressed in this Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course partially meets: Standard 1 – Stewardship of a shared Vision,</td>
</tr>
<tr>
<td>Standard 2 – Culture of Teaching and Learning, Standard 3 – Management of the School,</td>
</tr>
<tr>
<td>Standard 4 – Working with Diverse Families and Community, 5 – Personal Ethics and Leadership,</td>
</tr>
<tr>
<td>and Standard 6 – Political, Social, Legal and Cultural Understanding</td>
</tr>
</tbody>
</table>

Note: Individual instructors complete the asterisked (*) components of the syllabus. The template will be emailed to you. A copy of your completed Course Outline is to emailed to Program Chair Dr. Patt Ensey at pensey@ulv.edu. ALL other components will be prescribed by the University, the Department Chair, or the Program Chair and must be included on each instructor’s syllabus as provided.

Bulletin Course Description

This course addresses curriculum design, implementation and evaluation of instructional programs, assessment of student progress and the uses of technology for instructional and administrative purposes.

Program Relationship

This course is in the area of concentration for those students choosing to earn a Masters’ Degree and/or the Preliminary Administrative Services Credential.

Prerequisites

None

Required Texts.

The instructor must use the texts on this approved list.


Revised 10/20/06


Texts may be purchased at the ULV Bookstore:

Telephone: 909.593.8962  
Email: ulvbookstore@thee.follett.com

COURSE CONTENT

Goals

The purpose of this course is to acquaint the student with the dynamics of curriculum change and the role of technology in the improvement of the instructional program.

Course Outline

The course syllabus developed by the instructor should include the following:

Major philosophies and learning theories in American curriculum and instruction which are the basis for contemporary instructional patterns to include: traditionalism (perennialism), pragmatism, idealism, realism, constructivism, brain-based research, developmentalism, inquiry and differentiated instruction;

Facilitation of the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community;

Strategies for advocating, nurturing and sustaining a school culture and instructional program conducive to learning for all students.

The appropriate roles and interrelationship of pupils, staff, school organizations, parents and community in curriculum development;

Procedures for standards-based curriculum development, implementation and evaluation;

Supervision and evaluation of standards-based curriculum and instruction, to include:

a. Alternative designs for curriculum;

b. Cognitive development and instructional strategies;

c. Assessment approaches.

Appropriate use of technology for instructional support, administrative decision making and management of data;

Procedures of standards-based curriculum supervision at the site and district levels;
Align fiscal, human, and material resources to support the learning of all subgroups of students;

Concepts and techniques of long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students;

Concepts and procedures related to ancillary student services for improvement of teaching and learning.

**Course Learning Objectives (Outcomes)**

Through the class experiences, readings, assignments and projects, candidates will:

Research and apply major philosophies and learning theories in American curriculum and instruction to contemporary instructional patterns; (Standard 2)

Develop a collaborative, collegial plan to facilitate the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community; (Standard 1)

Identify and apply strategies for advocating, nurturing and sustaining a school culture and instructional program conducive to learning for all students; (Standard 2)

Identify the appropriate roles of pupils, staff, school organizations, parents and community in curriculum development and evaluation; (Standards 4 & 6)

Identify and apply procedures of standards-based curriculum development, implementation and evaluation to a real life school wide situation; (Standards 2 & 3)

Use the elements of standards-based curriculum to supervise and to monitor at the site and district levels, to include: (Standards 2, 4 & 5)

- Alternate designs for curriculum,
- Cognitive development and instructional strategies
- Assessment approaches
- Strategies that promote equity among diverse student populations
- Concepts and procedures related to ancillary student services;

Anticipate the impact of technology on the educational program and apply technology to support instructional improvement and administrative decision making; (Standard 2)

Identify ethnic, racial, cultural and gender factors in selecting and presenting curriculum material and in meeting the needs of diverse learners; (Standards 1 & 6)
Identify and apply multimedia technologies to curriculum and instruction for improvement of the instructional program; (Standards 1 & 2)

Identify and apply multiple assessment measures to facilitate improvement of the educational program; (Standard 1)

Plan and implement appropriate staff development opportunities consistent with curricular and instructional needs. (Standard 2)

Develop a plan for communicating information about the school on a regular and predictable basis through a variety of media and modes. (Standard 5)

*Major Study Units:

A 3 unit class reflects 45 hours of class time for 3 units of credit. It may be taught in a semester or term configuration.

The following units are suggested as a plan for covering the required course objectives listed above. The instructor should replace this section with his/her plan for presenting the course content.

Unit 1: Theme: Focus on the school
- Articulating a vision
- Steps to Instructional Leadership
- Influence of external factors on curriculum

Unit 2: Theme: Focus on the school – climate, culture, demographics
- Organizational culture
- Organizational climate
- Changing school climate
- Effects of demographics

Unit 3: Theme: Four Major Philosophical Foundations of Curriculum: traditionalism, pragmatism, idealism and realism
- What do these philosophies say about curriculum, instruction and assessment?
- How does each philosophy view children?
- What is the purpose of schooling according to each philosophy?

Unit 4: Topic: Describing the current state of a school’s curriculum
Theme: Focus on students – learning
- Learning theories:
  - Behaviorism
  - Constructivism
- Standards driven lesson planning
- Using data to build instruction
- Curriculum integration
- Introduction to Brain-based Learning
- Multiple Intelligences
- Differentiating Instruction
  - Definition
Unit 5: Theme: Focus on students – assessment
  ➢ Types of assessment
  ➢ Evaluation versus assessment
  ➢ Developing and managing a comprehensive assessment system
  ➢ Action planning
  ➢ Reporting student progress in relation to standards

Unit 6: Theme: Technology and the instructional program
  ➢ Managing curriculum data with technology
  ➢ Technology in the instructional program

Unit 7: Theme: Focus on teachers – teaching
  ➢ Curriculum alignment
  ➢ Teaching with standards
  ➢ Leadership for differentiating instruction
  ➢ Selecting instructional materials
  ➢ Mentoring new teachers
  ➢ Gathering information through classroom visits
  ➢ Professional development/Change

The instructor reserves the right to make changes to the Course Outline.

*****       *****       *****       *****       *****       *****

PERFORMANCE ASSESSMENT

Benchmark Assignments – to be included in the Field Experience Portfolio after grading. This assignment must be successfully completed by all students.

These benchmark assignments are to be considered part of the grade for this class. The instructor will grade them and then the candidate is to archive them in the portfolio section for this class. The Benchmark may be used as one of the 3 fieldwork projects for this class.

Course Benchmark: Develop a year-long plan for improving student achievement in your school. Your plan should include:
- An analysis of the school climate for change (Key Assessment)
- An analysis of all available data (Key Assessment)
- Articulate a vision statement based upon data (Key Assessment)
- An analysis of prevailing classroom strategies (Key Assessment)
- Suggestions for improvement (Key Assessment)
- Plan for staff development
- Identify barriers to achieving the goals
- A timeline and budget
- Communication plan

Embedded Technology Benchmark: Interpret student performance data from a spreadsheet.
*Methods of Evaluation for determining achievement of required learnings*

*The following section presents suggested strategies for assessing candidate performance. The instructor should replace it with his/her plan for assessing candidate performance in this class. Only the Benchmark Assignment and Technology Benchmark are required.*

With the arrival of an older and more diverse student body, instructors are confronted with the task of addressing a different set of needs in the classroom. Not only do these students want to draw upon their previous experience but they usually come to class ready and motivated to learn. In addition, they are self-directed and may be motivated to learn for real life needs as well as self-satisfaction. They are often goal oriented and problem solvers and bring with them a need to know why they are learning something. This has led to the emergence of a different theory for the teaching of adults. These conditions make it important for faculty to be aware of a learning process that accommodates rather than alienates students.

*(Excerpted from Advanced Teaching Strategies by Donald Grieve)*

Examples of appropriate strategies include jigsaw, role plays, debates, group projects, community building, advanced organizers, KWL charts, Venn diagrams, and cooperative/collaborative learning.

- **Readings:** The assigned readings are designed to prepare the candidate for the work to be done in class each week. Completion of the readings will be assessed through class participation.

- **Case studies:** Case studies will be used to apply themes and strategies to real-life administrative situations. Most of these will be done in collaborative groups.

- **Journals:** Journals will be kept for the purpose of becoming reflective practitioners of administrative skills.

- **Book seminars:** Structured discussion of a book in Jigsaw format.

- **Online research:** Research and report on designated philosophies of education.

- **Cooperative/collaborative groups:** Students will select a strand from the mathematics or science framework, explain its development through the grades, integrating it with another subject at each grade level.

- **Related Projects** *(Suggested field experience portfolio artifact):*
  - Critically analyze a school’s assessment instruments (including test scores) and develop and prioritize a list of strengths and weaknesses
  - Develop a change strategy for improving an instructional program in a school and present it to the principal for his/her critique
  - Review a state framework and develop a form that could be used for evaluating textbooks in that subject area
  - Examine a written curriculum in your school, i.e. course of study or curriculum guide. Compare it with a state framework for that subject area and develop a written critique for the principal on how the curriculum could be rewritten so as to be a better match with the framework
  - Develop a curriculum plan for meeting the needs of diverse learners
- Analyze and critique for a site administrator the current role of parents/community in the school's curriculum development
- incorporate technology into one or more of the above activities

*Assessment Plan

The attached rubric should be completed for each student in each class. It is to be included as part of the Field Experience Portfolio.

For graduate work at the University of La Verne the grade for acceptable and satisfactory performance is a B (3.0). This implies that the graduate students must perform at an above average level, compared to undergraduate standards. It also implies that C- and D grades are unacceptable in graduate work. (See 2005-2006 University of La Verne Catalog, p. 49)

A suggested Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 to 100</td>
</tr>
<tr>
<td>A-</td>
<td>92 to 94</td>
</tr>
<tr>
<td>B+</td>
<td>89 to 91</td>
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<tr>
<td>B</td>
<td>84 to 88</td>
</tr>
<tr>
<td>B-</td>
<td>81 to 83</td>
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<tr>
<td>C+</td>
<td>78 to 80</td>
</tr>
<tr>
<td>C</td>
<td>73 to 77</td>
</tr>
</tbody>
</table>

The instructor should add his/her own schedule for grading assignments specific to the class.

***** ***** ***** ***** ***** ***** ***** *****

Recommended Reading

The instructor may revise this list to meet the needs of his/her class instruction.


UNIVERSITY OF LA VERNE – College of Education and Organizational Leadership
Preliminary Administrative Services Credential Program
Benchmark Assignment (Rubric C)

Applicant must meet the following criteria:
- Average score of 3 or higher
- A score of 1 in any area requires that the assignment be revise/edited and resubmitted.

<table>
<thead>
<tr>
<th>Benchmark Components</th>
<th>4 = Exceptional</th>
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<tr>
<td>Curriculum Plan</td>
<td>All required items are included, with a significant number of additions. Items clearly demonstrate that the desired learning outcomes for the semester/term have been achieved. The student has gained a significant understanding of the concepts and applications.</td>
<td></td>
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<tr>
<td>Data Analysis</td>
<td>All required items are included with a few additions. Items clearly demonstrate most of the desired learning outcomes for the semester/term. The student has gained a general understanding of the concepts and applications.</td>
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<tr>
<td>Improvements Plan</td>
<td>All required items are included. Items demonstrate some of the desired learning outcomes for the semester/term. The students has gained some understanding of the concepts and attempts to apply them.</td>
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<tr>
<td>Timeline</td>
<td>A significant number of the required items are missing. Items do not demonstrate basic learning outcomes for the term. The student has limited understanding of the concepts.</td>
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<tr>
<td>Budget</td>
<td>Candidate presents information in logical, interesting sequence which reader can follow.</td>
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<td></td>
<td>Reader has difficulty following document because information has little logical order.</td>
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<td></td>
<td>Document cannot be understood because there is no sequence of information.</td>
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<td>Organization</td>
<td>Establishes but does not develop the topic. Does not consistently maintain controlling idea. Presents little evidence to support conclusions.</td>
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<td>Purpose and idea development</td>
<td>Effectively conveys the purpose of the assignment through stating and maintaining a complex controlling idea. Uses language appropriate to the audience and context. Supports conclusions with evidence.</td>
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Student
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Average score ________
UNIVERSITY OF LA VERNE
School of Education and Organizational Leadership

Preliminary Administrative Services Credential Program

Course Outline and Syllabus Template

Educational Management 571
Human Resource Administration
3 units (Graduate Credit)

CPSEL Standards for Administrative Services Credential
This course meets or partially meets Standard 3 – Management of the School, Standard 5 – Personal Ethics and Leadership Capacity, Standard 6 – Political, Social, Legal and Cultural Understanding, and Standard 4 – Working with Diverse Families and Communities.

Note: Individual instructors complete the asterisked (*) components of the syllabus. The template will be emailed to you. A copy of your completed Course Outline is to be emailed to Program Chair Dr. Patt Ensey at pensey@ulv.edu. All other components will be prescribed by the University, the Department Chair, or the Program Chair and must be included on each instructor’s syllabus as provided.

Instructor’s Contact Information

Instructor should provide information for student contact such as address, telephone number, email address, fax number, office hours, etc.

Bulletin Course Description

This course will cover selection, supervision, and evaluation of personnel along with negotiations, conflict resolution and employer-employee relationships. Strategies for efficient utilization of staff talent and time will also be discussed.

Program Relationship

This course is in the area of concentration for those students choosing to earn a Masters’ Degree and/or the Preliminary Administrative Services Credential.

Prerequisites

None

Required Texts.

The instructor should use texts on this approved list.


Texts may be purchased at the ULV Bookstore:
Telephone: 909.593.8962
Email: ulvbookstore@fheg.follett.com

*****        *****        *****        *****        *****        *****        *****

**COURSE CONTENT**

**Goals**

The purpose of this course is to present and understand the principles of human resource administration in public schools.

**Course Outline**

The course syllabus developed by the instructor should include the following:

1. General concepts and principles of human resource administration;
2. Fundamentals of affirmative action, recruitment, selection, assignment and dismissal of staff;
3. Essentials of documentation and file building, including progressive discipline and protection of confidentiality and privacy;
4. Principles and processes for monitoring, supervision and evaluation of Certificated and Classified staff;
5. Personnel relations, to include:
   a. Fundamentals of collective bargaining;
   b. Interpreting employment contracts;
   c. Working with a variety of formal and informal employee groups.
6. Utilize appropriate technology to support human resource administration.
7. Promote equity, fairness and respect among all members of the school community.
8. Sustain a productive school environment that supports the professional growth of teachers.
9. Align fiscal, human and material resources to support the learning of all subgroups of students.
10. Ensure that the school operates consistently within the parameters of federal, state and local laws, policies, regulations, and statutory requirements.
pertaining to human resource administration.

Course Learning Objectives (Outcomes)

Through class experiences, readings, assignments and projects, candidates will:

1. Research and apply the general concepts and principles of human resource administration; (Standard 3)

2. Explain, using specific examples, how affirmative action affects human resource administration; (Standard 2, 3, 6)

3. Use collaborative, collegial planning to design and deliver methods for working with staff with disabilities; (Standards 3, 5)

4. Identify and apply the procedures of recruitment, selection, induction, retention and evaluation of Certificated and Classified personnel; (Standards 1, 2, 3, 6)

5. Use knowledge of the role of collective bargaining and management of master contracts to manage legal and contractual agreements in ways that foster a professional work environment; (Standard 3)

6. Apply grievance procedures to personnel matters; (Standard 3)

7. Analyze school climate and apply appropriate strategies for its improvement; (Standards 1, 3)

8. Design and demonstrate non-evaluative techniques to improve instruction; (Standards 1, 2, 5)

9. Use knowledge of the various types of staff supervision models to sustain a safe, efficient, productive school environment that nurtures student learning and support professional growth; (Standards 2, 3)

10. Use knowledge of how employees are motivated and how to sustain high job satisfaction to maximize employee performance and student achievement; (Standards – all)

11. Identify and apply effective practices for maintaining documentation and file building; (Standards 3, 5, 6)

12. Understand and apply the requirements relating to credentialing laws, including assignment authorizations; (Standards 3, 5, 6)

13. Design and apply technological resources appropriately to improve resource systems. (Standards 3, 4, 5)
**Major Study Units**

A 3 unit class reflects 45 hours of class time for 3 units of credit. Course may be taught in term or semester configuration.

The following units are suggested as a plan for covering the required course objectives listed above.

**The instructor should replace this section with his/her plan for presenting the course content.**

Unit 1: Topics: History of personnel administration  
- Role and function of human resources administration  
- Challenges of human resources administration  
- Relationship of personnel functions to student learning

Unit 2: Topics: Recruitment and selection of staff  
- Job descriptions  
- Advertisement and brochure design  
- Screening  
- Credentialing  
- Selecting the interview committee  
- Interview strategies  
- The Professional Employment Portfolio (Benchmark assignment)  
- Administrative selection

Unit 4: Topics: Orientation, induction and mentoring of new employees  
- Classified  
- Certificated  
- Administrative

Unit 5: Topics: Employee relations – classified and certificated  
- Documentation, conferencing  
- Lay-off  
- Non-reelection  
- Dismissal

Unit 6: Topic: Organizational culture and climate  
- Definitions of culture and climate  
- Analyzing culture and climate  
- Improving culture and climate

Unit 7: Topics: Collective bargaining  
- Negotiations  
- Grievances  
- Mediation  
- Impasse  
- Fact-finding  
- Arbitration  
- Labor contract interpretation
Unit 8: Topics: Leadership and management styles for good employee relations
  ➢ Decision making/problem solving
  ➢ Conflict resolution
  ➢ Communication techniques
  ➢ Time management

Unit 9: Topics: Staff development
  ➢ State support for staff development
  ➢ Principles of adult learning
  ➢ Planning, scheduling and implementing a staff development program
  ➢ Staff development for classified employees

Unit 10: Topics: Trends and issues in personnel management
  ➢ Overall societal trends
  ➢ Demographics
  ➢ Economics
  ➢ Site-based management

Unit 11: Topics: Career advancement
  ➢ Self-assessment
  ➢ Getting the job

The instructor reserves the right to make changes to the Course Outline.

PERFORMANCE ASSESSMENT

Benchmark Assessments – to be included in the Field Experience Portfolio after grading.

These assignments must be successfully completed by all students:

Benchmark assignment – these assignments must be successfully completed by all students

These benchmark assignments are to be considered part of your grade for this class. Your instructor will grade them and then you are to archive them in your portfolio. The Benchmark may be used as one of your 3 fieldwork projects for this class.

Course Benchmark: Develop your Professional Employment Portfolio. It should include:
  • A professional chronological resume
  • Three up to date letters of recommendation
  • Cover letter for a school administrative position
  • 1 page reflective essay stating your philosophy of school administration
  • An artifact that illustrates what you consider to be one of your greatest successes as an educator.

Embedded technology benchmark: Prepare a summary of a classroom observation or a disciplinary memo using word processing
Methods of Evaluation for determining achievement of required learnings

Instructor should replace these activities with his/her own schedule of assignments.

With the arrival of an older and more diverse student body, instructors are confronted with the task of addressing a different set of needs in the classroom. Not only do these students want to draw upon their previous experience but they usually come to class ready and motivated to learn. In addition, they are self-directed and may be motivated to learn for real life needs as well as self satisfaction. They are often goal oriented and problem solvers and bring with them a need to know why they are learning something. This has led to the emergence of a different theory for the teaching of adults. These conditions make it important for faculty to be aware of a learning process that accommodates rather than alienates students.

(Excerpted from Advanced Teaching Strategies by Donald Grieve)

Examples of appropriate strategies include jigsaw, role plays, debates, group projects, community building, advanced organizers, KWL charts, Venn diagrams, and cooperative/collaborative learning.

- **Readings:** The assigned readings are designed to prepare the candidate for the work to be done in class each week. Completion of the readings will be assessed through class participation.

- **Case studies:** Case studies will be used to apply themes and strategies to real life administrative situations. Most of these will be done in collaborative groups.

- **Journals:** Journals will be kept for the purpose of becoming reflective practitioners of administrative skills.

- **Written position papers:** The assigned topics are designed to prompt candidates to reflect and form personal opinions in human resources related areas. Students will write a position paper on non-evaluative techniques to improve standards-based instruction.

- **In-basket assignments:** These are comprised of real-life situations where the candidate is asked to use his/her judgment to solve everyday dilemmas in a 1 – 3 page written response.

- **Student presentations:** Presentation of research the candidate has done on a selected topic related to human resources administration.

- **In-class or take-home exams:** Designed to prompt candidate to apply information and skills to all or part of the class content.

- **Mock interviews:** Students will practice interviewing techniques in mock interviews for administrative positions.

- **Online research:** Students will research policies and laws related to student and staff confidentiality.
Cooperative/collaborative groups: Plan an inservice on some aspect of the research topic “Confidentiality” including a Power Point presentation which will be emailed to the instructor.

Related Projects:
- Review and critique the district's policies and procedures for affirmative action, including analysis of hiring practices and staff composition.
- Review the district's teacher evaluation policy, procedures and practices, and critiques in relation to its implementation for improving/supervising personnel.
- Compare and contrast the district's certificated and classified personnel.
- Summarize in writing the school district's recruitment and assignment policies and practices, drawing from written district publications and interviews with district and site administrators.
- Study the concept of non-confrontive negotiations (win-win, mutual interest, etc.) and discuss pros and cons for use in the local district with your district's personnel administrator and present the findings to your school principal.
- Utilize technology data bases to analyze staffing for past, present and future district/school needs.

* Suggested Field Experience Portfolio Artifact

*Assessment Plan

The attached rubric should be completed for each student in each class. It is to be included as part of the Field Experience Portfolio.

For graduate work at the University of La Verne the grade for acceptable and satisfactory performance is a B (3.0). This implies that the graduate students must perform at an above average level, compared to undergraduate standards. It also implies that C- and D grades are unacceptable in graduate work. (See 2005-2006 University of La Verne Catalog, p. 48)

A suggested Grading Scale:
A = 95 to 100
A- = 92 to 94
B+ = 89 to 91
B = 84 to 88
B- = 81 to 83
C+ = 78 to 80
C = 73 to 77

The instructor should insert his/her own schedule for grading assignments specific to the class.
Recommended Reading

The instructor should add additional references of his/her choosing.


UNIVERSITY OF LA VERNE – College of Education and Organizational Leadership
Preliminary Administrative Services Credential Program
Benchmark Assignment (Rubric C)

Student Name ___________________________ Semester ___________ Course ___________ Instructor ___________________________

Applicant must meet the following criteria:
➢ Average score of 3 or higher
➢ A score of 1 in any area requires that the assignment be revise/edited and resubmitted.

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<td>*Data Analysis</td>
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<td>*Improvement Plan</td>
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<td>*Timeline</td>
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<tr>
<td>*Budget</td>
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<td>*Communication Plan</td>
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11
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**Average score ________**
UNIVERSITY OF LA VERNE  
School of Education and Organizational Leadership  
Preliminary Administrative Services Credential Program  
Course Outline and Syllabus Template  

Educational Management 572  
Educational Leadership  
3 units (Graduate Credit)  

<table>
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</thead>
<tbody>
<tr>
<td>This course meets or partially meets or partially meets Standard 1 – Shared Vision of Learning, Standard 2 – Culture of Teaching and Learning, Standard 3 – Management of the School, Standard 4 – Working with Diverse Families and Communities, and Standard 5 – Personal Ethics and Leadership Capacity.</td>
</tr>
</tbody>
</table>

Note: Individual Instructors complete the asterisked (*) components of the syllabus. The template will be emailed to you. A copy of your completed Course Outline is to be emailed to Program Chair Dr. Patt Ensey at pensey@ulv.edu. ALL other components will be prescribed by the University, the Department Chair, or the Program Chair and must be included on each Instructor’s syllabus as provided.

Instructor’s Contact Information

Bulletin Course Description

This course will cover theoretical assumptions of management with emphasis on analysis of leadership, leadership styles, self-assessment and articulation of a vision consistent with a well developed educational philosophy.

Program Relationship

This course is in the area of concentration for those students choosing to earn a Masters’ Degree and/or the Preliminary Administrative Services Credential.

Prerequisites

None

Required Texts.

The instructor must use the texts on this required, approved list.


COURSE CONTENT

Goals

The purpose of this course is to acquaint students with the concepts of leadership as they pertain to the management of schools and school programs.

Course Outline

The course syllabus developed by the instructor should include the following:

1. Facilitation of the development, articulation, communication, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. Concepts of shared leadership and decision making;
3. The administrator's role in group processes, including reflection and self-evaluation procedures, fundamentals of human relations, professional ethics and developing/maintaining good interpersonal relationships;
4. Inter and intra-organizational decision-making processes and techniques;
5. Concepts and procedures related to total development of a school climate which promotes pupil learning;
6. Fundamentals of short-term and long-range planning alignment with state and district requirements, and linking resources to goals and objectives;
8. Development and articulation of a vision based on development of a sound educational philosophy;
10. Apply principles of communication, systems management, organizational development, problem solving, and collaborative decision-making.

Course Learning Objectives (Outcomes)

Through class experiences, readings, assignments and projects, candidates will:

1. Identify and apply the concepts of leadership; (Standards – all)
2. Analyze his/her own cognitive style and clarify its implication for leadership; (Standards 2, 3, 5, 6)
3. Identify and evaluate leadership skills in working with groups which facilitate a productive school culture/climate; (Standards 1, 2, 5, 6)
4. Identify and analyze the relationship of leadership styles to decision making strategies and situations; (Standards 3, 5)

5. Apply knowledge of the process skills which facilitate individual and group decision making in simulated situations; (Standards – all)

6. Compare and contrast leadership styles in selected situations, case studies and literature; (Standards 2, 6, 5)

7. Identify and apply tactical and strategic planning processes in real life situations such as a case study; (Standards 1, 2, 3, 5, 6)

8. Define types of power and analyze the uses of power in working with individuals and groups in real life situations; (Standards 4, 5, 6)

9. Use knowledge of research-based processes to develop a strategy to lead individuals and groups toward accomplishment of common goals and objectives; (Standards 1, 2, 4, 6)

10. Use collaborative, collegial planning to develop a vision to reflect sound educational philosophy and a plan to articulate this vision; (Standards 1, 4, 6)

11. Make appropriate application of technology in systems improvement. (Standards 1, 2, 4)

12. Become reflective practitioners of effective communication, systems theory, organization, problem-solving and collaborative decision-making. (Standards – all)

Major Study Units

A 3 unit class reflects 45 hours of class time for 3 units of credit. It may be taught in a semester or term configuration.

The following units are suggested as a plan for covering the required course objectives listed above. The instructor should replace this section with his/her plan for presenting the course content.

Action Learning Cycle 1: Organizational Theory

- Organizational Theory
- Evolution of organizational structure
- Concepts of leadership
- Analyzing case studies
- Leadership and power

Action Learning Cycle 2: Personal Leadership Style
Analyzing personal leadership style
The leadership brain
Leading with emotional intelligence
School climate
Development and articulation of vision

Action Learning Cycle 3: Leadership Strategies

Administrative role in group processes
Sharing leadership
Decision-making processes and techniques
Structure for analysis

Managing change
Strategies for staff development
Principles of adult learning
  Strategic planning workshop
  Short term and long range planning workshop
  Conflict management workshop
  Consensus building workshop

The Instructor reserves the right to make changes to the Course Outline.

PERFORMANCE ASSESSMENT

Benchmark Assignments – to be included in the Field Experience Portfolio after grading.

These assignments must be successfully completed by all students.

These Benchmark Assignments are to be considered part of the grade for this class. The Instructor will grade them and then the candidate is to archive them in the portfolio section for this class. The Benchmark may be used as one of the 3 fieldwork projects for this class.

Course Benchmark: Improve your leadership style by:
  • Analyzing your leadership style using an instrument suggested by your instructor,
  • Summarize what you think you have learned about yourself from the analysis,
  • List the areas where you appear weak and plan activities that will help you build greater strength,
  • Develop a timeline for completing these activities,
  • Include information from this experience in a Summative Reflective Essay.

Embedded Technology Benchmark: Prepare and present a Power Point Presentation for your workshop presentation in class.
**Methods of Evaluation for determining achievement of required learnings**

With the arrival of an older and more diverse student body, instructors are confronted with the task of addressing a different set of needs in the classroom. Not only do these students want to draw upon their previous experience but they usually come to class ready and motivated to learn. In addition, they are self-directed and may be motivated to learn for real life needs as well as self-satisfaction. They are often goal oriented and problem solvers and bring with them a need to know why they are learning something. This has led to the emergence of a different theory for the teaching of adults. These conditions make it important for faculty to be aware of a learning process that accommodates rather than alienates students.

(Excerpted from *Advanced Teaching Strategies* by Donald Grieve)

Examples of appropriate strategies include jigsaw, role plays, debates, group projects, community building, advanced organizers, KWL charts, Venn diagrams, and cooperative/collaborative learning.

- **Readings:** The assigned readings are designed to prepare the candidate for the work to be done in class each week. Completion of the readings will be assessed through class participation.

- **Case studies:** Case studies will be used to apply themes and strategies to real life administrative situations. Most of these will be done in collaborative groups.

- **Journals:** Journals will be kept for the purpose of becoming reflective practitioners of administrative skills.

- **Structured analysis:** Examination, analysis and graphic representation of a structure with a specific purpose within the school system
  - Prepare an organizational chart for your school district
  - Prepare a chart depicting the decision-making structure in your district

- **Online research:** Students will do online research related to aspects of leadership.

- **Cooperative/collaborative groups**
  - Book seminars: Group analysis and discussion of an assigned book in a structured setting
  - Jigsaw groups: Structured presentation of researched material to an assigned group by a candidate
  - Presentation groups: Cooperative research and workshop presentation on an assigned topic to the rest of the class.

- **Related Projects:**
  - *Develop and present to a faculty group a plan for improving school climate.*
  - *Conduct all or part of a regular faculty meeting under the supervision of the principal or his/her designee.*
  - *Evaluate your leadership style using two or more well-accepted assessment instruments.*
  - *Interview a district curriculum administrator and write a critique for your site administrator of some aspect of the district’s long-range curriculum planning.*
o * Describe and recommend to a building administrator a rational or quantitative decision-making process that can be used with selected school problems.

o * Conduct a community scan and develop a five-year plan which would reflect the educational needs of your district.

o * Utilizing a school consensus model build a school plan reflective of a vision, mission, objectives, activities and continuous improvement components.

o * Utilize appropriate technology to report your work in one or more of the above activities.

*Suggested Field Experience Portfolio Artifact

*Assessment Plan

The attached rubric should be completed for each student in each class. It is to be included as part of the Field Experience Portfolio.

For graduate work at the University of La Verne the grade for acceptable and satisfactory performance is a B (3.0). This implies that the graduate students must perform at an above average level, compared to undergraduate standards. It also implies that C- and D grades are unacceptable in graduate work. (See 2005-2006 University of La Verne Catalog, p. 49)

A suggested Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95</td>
</tr>
<tr>
<td>A-</td>
<td>92</td>
</tr>
<tr>
<td>B+</td>
<td>89</td>
</tr>
<tr>
<td>B</td>
<td>84</td>
</tr>
<tr>
<td>B-</td>
<td>81</td>
</tr>
<tr>
<td>C+</td>
<td>78</td>
</tr>
<tr>
<td>C</td>
<td>73</td>
</tr>
</tbody>
</table>

The instructor should add his/her own schedule for grading assignments specific to the class.

***** ***** ***** ***** ***** ***** ***** *****

Recommended Readings


Applicant must meet the following criteria:

- Average score of 3 or higher
- A score of 1 in any area requires that the assignment be revise/edited and resubmitted.

<table>
<thead>
<tr>
<th>Benchmark Components</th>
<th>4 = Exceptional</th>
<th>3 = Adequate = meets standards</th>
<th>2 = Emerging</th>
<th>1 = Not present</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Plan</td>
<td>All required items are included, with a significant number of additions. Items clearly demonstrate that the desired learning outcomes for the semester/term have been achieved. The student has gained a significant understanding of the concepts and applications.</td>
<td>All required items are included with a few additions. Items clearly demonstrate most of the desired learning outcomes for the semester/term. The student has gained a general understanding of the concepts and applications.</td>
<td>All required items are included. Items demonstrate some of the desired learning outcomes for the semester/term. The students has gained some understanding of the concepts and attempts to apply them.</td>
<td>A significant number of the required items are missing. Items do not demonstrate basic learning outcomes for the term. The student has limited understanding of the concepts.</td>
<td>A significant number of the required items are missing. Items do not demonstrate basic learning outcomes for the term. The student has limited understanding of the concepts.</td>
</tr>
<tr>
<td>Organization</td>
<td>Candidate presents information in logical, interesting sequence which reader can follow.</td>
<td>Candidate presents information in logical sequence which reader can follow.</td>
<td>Reader has difficulty following document because information has little logical order.</td>
<td>Document cannot be understood because there is no sequence of information</td>
<td>Document cannot be understood because there is no sequence of information</td>
</tr>
<tr>
<td>Purpose and idea development</td>
<td>Effectively conveys the purpose of the assignment through stating and maintaining a complex controlling idea. Uses language appropriate to the audience and context. Supports conclusions with evidence.</td>
<td>Effectively conveys the purpose of the assignment and maintains the controlling idea. Supports conclusions with evidence.</td>
<td>Establishes but does not develop the topic. Does not consistently maintain controlling idea. Presents little evidence to support conclusions.</td>
<td>Document lacks purpose. Little evidence of a controlling idea. Unable to relate evidence to major ideas.</td>
<td>Document lacks purpose. Little evidence of a controlling idea. Unable to relate evidence to major ideas.</td>
</tr>
<tr>
<td>Reflection</td>
<td>Writing thoughtful and analytical, making clear connections between theory and practice</td>
<td>Writing sometimes thoughtful, sometimes making clear connections between theory and practice.</td>
<td>The writing is rarely thoughtful, making few connections between theory and practice.</td>
<td>No or few reflections. Writing brief and lacks elaboration</td>
<td>No or few reflections. Writing brief and lacks elaboration</td>
</tr>
<tr>
<td>Writing conventions</td>
<td>Practice</td>
<td>Content partially clear and significant; some punctuation, grammar and spelling errors; formatting present but not strong. Material presented in typed format. Some evidence of APA style.</td>
<td>Content is awkwardly expressed, lacking alignment with requirements of the assignment. Many grammar, spelling and/or punctuation errors. Formatting is confusing or material is not presented in typed format. No evidence of APA style.</td>
<td></td>
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<tr>
<td>Writing exceptionally clear, concise and significant; very few difficulties with grammar, punctuation and spelling. The formatting adds to the meaning, the material was presented in typed format. APA style used where appropriate.</td>
<td>Content clear, concise and significant. Few grammar, punctuation and spelling errors. Formatting clear and understandable. Material presented in type format. APA style used where appropriate.</td>
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</table>
UNIVERSITY OF LA VERNE  
School of Education and Organizational Leadership  
Preliminary Administrative Services Credential Program

Course Outline and Syllabus Template  

Educational Management 573  
Contemporary Issues in California Schools  
3 units (Graduate Credit)

CPSEL Standards for Administrative Services Credential  
This course meets or partially meets Standard 1 – Shared Vision of Learning, Standard 2 –  
Culture of Teaching and Learning, Standard 3 – Management of the School, Standard 4 –  
Working with Diverse Families and Communities, Standard 5 – Personal Ethics and  
Standard 6 – Political, Social, Legal and Cultural Understanding.

Note: Individual instructors complete the asterisked (*) components of the syllabus template. All other  
components are prescribed by the University, the Department Chair, or the Program Chair and must be  
included on each instructor’s course outline as provided.

Bulletin Course Description

This course will cover a study of the changing demographics and issues in the California school population.

Program Relationship

This course is in the area of concentration for those students choosing to earn a Masters’ Degree and/or the Preliminary Administrative Services Credential.

Prerequisites

None

Required Texts

The instructor must use the texts on this approved list.

Education Week. www.edweek.org/


Texts may be purchased at the ULV Bookstore:  
Telephone: 909.593.8962  Email: ulvbookstore@fheg.follett.com

***** ***** *****
COURSE CONTENT

Goals

The purpose of this course is to present and understand the diverse population served by the California schools and current issues.

Course Outline

The course syllabus developed by the instructor should include the following:

1. Identify, understand and respond to diversity in the community including cultures, ethnic, and individuals with disabilities;
2. Examine appropriate use of resources, including technology to address the diverse needs of the community;
3. Explore cultural patterns and their potential for school involvement;
4. Collaborate with families and community members;
5. Mobilize community resources;
6. Understand how to facilitate parent involvement and parent education to support student success;
7. Identify appropriate instructional practices, leadership and conflict management in the diverse communities;
8. Effectively communicate information on a regular and predictable basis;
9. Understand the principles of English language development (ELD) and specially designed academic instruction in English (SDAIE);
10. Implementation of procedures to maintain safe schools in a changing society.

Evidence of Learning Objectives (Outcomes)

By the end of the course, students will:

1. Examine personal and popular attitudes toward people of different cultures, ethnic backgrounds, including individuals with disabilities; (Standards 4, 6)

2. Identify the needs of diverse populations that impact the school and appropriate resources including technology available to address these needs; (Standards 1, 3)

3. Identify and apply diverse cultural patterns and mechanisms for school involvement and enrichment to improvement of the educational program; (Standards 1, 4)

4. Understand the impact instructional practices and administrative decisions have on students of different genders, races, ability levels, language or cultural background, religious affiliations, ethnic groups, health status and sexual orientation; (Standards 1, 2, 4)
5. Examine principles of second language development (SLD), specially designed academic instruction in English (SDAIE) to accommodate language diversity; (Standards 2, 3, 4)

6. Identify and apply methods of communication on a regular and predictable basis with a community with diverse cultural and ethnic backgrounds; (Standard 4)

7. Understand the impact on schools of violence in the community, gangs, and strategies for safe schools; (Standard 3)

8. Be aware of the resources of counseling and physiological services for dealing with a diverse student body. (Standard 4)

Units of Study

A 3 unit class reflects 45 hours of class time for 3 units of credit. It may be taught in the semester or term format.

Because of the nature of this topic, the instructor is encouraged to supplement this outline and the text material with current topics and materials.

Unit 1: Timeline for change, 1900 – Future
Variables that force change:
  ➢ Economic,
  ➢ Social,
  ➢ Demographic,
  ➢ Political,
  ➢ Educational,
  ➢ Technological

The purpose of schooling

Unit 2: Basic theoretical issues:
  ➢ The basis for schooling
  ➢ Current curricular issues
  ➢ Current instructional issues

Unit 3: Fundamental issues:
  ➢ Schools and citizenship,
  ➢ Diversity,
  ➢ Religion,
  ➢ Federal governance,
  ➢ High stakes assessment

Unit 4: Current specific issues
  ➢ The role of the courts,
  ➢ Educational options: charter schools, home schooling, full inclusion, school size, bilingual education
➤ Student affairs: school violence, homework, computer instruction
➤ Teacher affairs: merit pay, alternative teacher training

The instructor reserves the right to make changes to the course outline.

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PERFORMANCE ASSESSMENT

Benchmark Assignments – to be included in the Field Experience Portfolio after grading.

These assignments must be completed successfully by all students.

Benchmark Assignment

These benchmark assignments are to be considered part of your grade for this class. Your instructor will grade them and then you are to archive them in your portfolio. The Benchmark may be used as one of your 3 fieldwork projects for this class.

Course Benchmark: Identify an area discussed in class. Using Glickman’s ideas as presented in Revolutionizing America’s Schools:
• Identify an area where your school needs renewal
• Write a strategic plan to renew your school in the area you have identified
• Present your plan in the form of a proposal to one of the administrators at your school who is familiar with the problem
• The proposal should include:
  ➢ An overview of a selected topic. E-mail this to the instructor for this course
  ➢ A rationale for implementing the program. E-mail this to the instructor for this course.
  ➢ Goals and objectives
  ➢ An outline indicating the involvement of staff, students, parents and community
  ➢ Prepare an oral presentation using Power Point.

Embedded technology benchmark: Perform an online search on the topic selected above

*Methods of Evaluation for determining achievement of required learnings

The following section presents suggested strategies for assessing candidate performance in this class. The Instructor should replace it with his/her plan for assessing candidate performance in this class. Only the Benchmark Assignment and Technology Benchmark are required.
Readings: The assigned readings are designed to prepare the candidate for the work to be done in class each week. Completion of the readings will be assessed through class participation.

Debates: Students will research and debate opposing views of controversial issues.

Case studies: Case studies will be used to apply themes and strategies to real life administrative situations. Most of these will be done in collaborative groups.

Journals: Journals will be kept for the purpose of becoming reflective practitioners of administrative skills.

Structured analysis: Examination, analysis and graphic representation of a structure with a specific purpose within the school system.

Online research

Cooperative/collaborative groups
- Book seminars: Group analysis and discussion of an assigned book in a structured setting
- Jigsaw groups: Structured presentation of text material to an assigned group by a candidate
- Presentation groups: Cooperative research and workshop presentation on an assigned topic to the rest of the class.

Related Projects:
- *Identify the needs of diverse populations that are represented at the school and develop a directory of available services to address these needs. Review with site administrator.
- *Analyze the ethnic composition of your school community and interview persons from two or more minority groups to determine their perceptions of the school’s educational process. Present your findings to the site administrator.
- *Review and critique your district’s public relations/marketing program including written publications, school programs, etc., and develop recommendations for improvement. Discuss these recommendations with a district-level administrator.
- *Review the goals and activities of advisory groups or site councils and analyze similarities and differences and present your findings to the administrator in charge of that program.
- *Review community resource needs of the school attendance area and recommend a plan to the administrator for delivery of services.
- *Identify the various cultures within the community and plan a series of activities to highlight and enrich the school environment by involving these cultures.
- *Identify three groups or forces which have a major influence on your school or district and discuss with your principal the nature of the influence.
- *Develop and publish a school-to-community newspaper or principal's newsletter.
- Review community to school or school to community communication networks. Share findings and recommendations with principal.
- Utilize data bases from technology to enhance your reports.

* Suggested Field Experience Portfolio Artifact

*Assessment Plan

For graduate work at the University of La Verne the grade for acceptable and satisfactory performance is a B (3.0). This implies that the graduate students must perform at an above average level, compared to undergraduate standards. It also implies that C- and D grades are unacceptable in graduate work. (See 2006-2007 University of La Verne Catalog, p. 49)

Grading Scale:
A = 92 to 100
A- = 90 to 92
B+ = 87 to 89
B = 80 to 86
B- = 77 to 79
C+ = 73 to 75
C = 73 to 72

Assignment value:
Position paper = 25 pts.
Class contribution = 25 pts.
Preparation journal = 15 pts.
Benchmark assignment = 35 pts.

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Recommended Readings

Voices From the Inside, The Institute for Education in Transformation at the Claremont Graduate School.


Revised 10/20/06
UNIVERSITY OF LA VERNE
School of Education and Organizational Leadership

Preliminary Administrative Services Credential Program

Course Outline and Syllabus Template

Educational Management 576
Organizational Management and School/Community Relations
3 units (Graduate Credit)

CPSEL Standards for Administrative Services Credential
This course meets or partially meets Standard 2 – Culture of Teaching and Learning,
Standard 3 – Management of the School, Standard 4 – Working with Diverse Families and
Communities, Standard 5 – Personal Ethics and Leadership Capacity, and Standard 6 –
Political, Social, Legal and Cultural Understanding.

Note: Individual instructors complete the asterisked (*) components of the syllabus. The
template will be emailed to you. A copy of your completed course outline is to be emailed to
Program Chair Dr. Patt Ensey at pensey@ulv.edu. ALL other components will be prescribed by
the University, the Department Chair, or the Program Chair and must be included on each
Instructor’s syllabus as provided.

Bulletin Course Description

This course will cover the principles and practices of public school management,
development of a management point of view for leadership and community involvement
in the safe and productive operations of public schools.

Program Relationship

This course is in the area of concentration for those students choosing to earn a
Masters’ Degree and/or the Preliminary Administrative Services Credential.

Prerequisites

None

Required Texts

You in Schools about School Administration. Lancaster, PA: Technomic
Publishing Company, Inc.

OR

French, W. & Bell, C. (Sixth ed.) Organization Development; Behavioral Science
Interventions for Organization Development. New Jersey: Prentice-Hall.

AND
Course Content

Goals

The purpose of this course is to acquaint students with the concepts and procedures of managing public schools and community involvement in their operation.

Course Outline

The course syllabus developed by the instructor should include the following:

1. Developing, implementing and evaluating goals, priorities, policies and practices;
2. The use of data collection procedures in school management;
3. Principles of management of office, plant and ancillary services;
4. Presenting various communications models, systems management, organization, problem-solving and collaborative decision-making;
5. Procedures for conflict management and resolution;
6. Procedures for time management and stress management;
7. The roles of the school, school board members, parents and the general community in the educational process, including historical and philosophical forces;
8. Identifying and working collaboratively with community influence groups to provide integrated services, including:
   a. ethnic, racial and other minority groups;
   b. private sector organizations and foundations that affect the school program.
9. Democratic techniques and procedures for working with community agencies, school site councils and other quasi-governance bodies;
10. Principles of effective communication, systems management, organization, problem-solving and collaborative decision-making
Evidence of Learning Objectives (Outcomes)

By the end of the course, students will:

1. Demonstrating options for use of personnel when planning staffing and grading patterns to improve the educational program; (Standard 3)

2. Understand and utilize categorical aid programs, including state and federal programs, when planning for student improvement; (Standard 1, 3, 6)

3. Establish goals and objectives for instruction in harmony with district policies and state mandates; (Standard 1, 2, 6)

4. Demonstrate the use of computers in office management, including master scheduling; (Standard 3)

5. Apply principles of management to office staffing, organizing, and encouragement of ancillary services; (Standard 5)

6. Understand the effective uses of communication in managing a public school; (Standard 5, 6)

7. Resolve conflicts with students, staff, parents and community; (Standard 5)

8. Understand and employ strategies for stress management; (Standard 5)

9. Demonstrate the effective and efficient uses of time in managing the public school; (Standard 5)

10. Understand the important and useful role of parents and other adults in supporting the public school; (Standard 4, 6)

11. Identify special interest groups and organizations who can assist the school in defining its purpose and achieving its objectives; (Standard 4)

12. Work positively with the media; (Standard 4)

13. Understand basic principles of organizational theory, culture and practice; (Standard 3)

14. Apply principles of effective communication, systems management, organization, problem-solving and collaborative decision-making. (Standard 5)

Major Study Units:

A 3 unit class reflects 45 hours of class time for 3 units of credit. The course may be presented in semester or term format.
The following units are suggested as a plan for covering the required course objectives listed above. The Instructor should replace this section with his/her plan for presenting the course content.

Unit 1: Organizational Theory
- Principles of effective communication
- Systems management
- Organizational theory
- Problem solving
- Collaborative decision making

Unit 2: Management Skills
- Developing, implementing, evaluating goals, priorities, policies, practices
- Using data collection procedures in school management
- Communications models
- Strategies for application of
  - problem solving,
  - organizational theory
  - collaborative decision making
- Conflict management and resolution
- Time management
- Stress management

Unit 3: Community Relations
- Roles of school and community in the educational process
  - Historical forces
  - Philosophical forces
- Working collaboratively with community groups to provide integrated services
  - Ethnic, racial, other minority
  - Private sector organizations and foundations
- Working with community agencies, school site-councils and other quasi-governance bodies.

The Instructor reserves the right to make changes to the Course Outline.

*****  *****  *****  *****  *****  *****  *****  *****  *****

Performance Assessment

Benchmark Assignments – to be included in the Field Experience Portfolio after grading.

These assignments must be successfully completed by all students.
Benchmark Assignment - this assignment must be successfully completed by all students.

These benchmark assignments are to be considered part of your grade for this class. Your instructor will grade them and then you are to archive them in your portfolio. The Benchmark may be used as one of your 3 fieldwork projects for this class.

Course benchmark: Use the template below to do an environmental scan of a district and school of your choice. Present your findings in a case study. The case study should be written in narrative style using charts where necessary. The main body of the case study should not exceed 15 pages. Appendices should not exceed 5 pages. The study should include the following:

PART I: DISTRICT LEVEL

1. Brief history of the district
2. Grade configurations within the district
3. Organizational chart (line-staff relationships, functions of district administrative support staff)
4. Brief summary of budget
   ➢ Total size of budget
   ➢ Sources of funding ($ from federal, state or other resources)
   ➢ Percentage spent on personnel (salary, fringe benefits, retirement)
   ➢ Other data that you may wish to provide
5. Evidence of long-range planning
6. District staff development programs
7. Demographics of district (include any changes with associated problems)
8. Major issues in the district (e.g., funding, declining enrollment, expanding enrollment, reduction in force, facilities, union activity)
9. Composition of Board (e.g., education, occupation, tenure)
10. Evidence of community support (e.g., educational foundations, PTA strength, community-based committees)
11. Innovative curriculum and instructional practices
12. Attend one school board meeting (attach agenda) and state your reaction to it

PART II: SCHOOL LEVEL

1. Brief history of the school
2. Grade configuration of school
3. Organizational chart (line-staff relationships, functions of administrative support staff)
4. Certified and classified staffing patterns (number of regular teachers, resource teachers, special education teachers, counselors, psychologists, student activities and student government advisors, health workers, instructional aides, clerical and custodial personnel)
5. Funding sources and Ss
   ➢ District
   ➢ State and categorical funding sources and program target groups
6. Evidence of long-range planning
7. Staff development programs
8. Innovative curriculum and instructional practices
9. School discipline plan
10. Summary of recent state test scores, rankings, state reviews

PART III: EVALUATION/CONCLUSIONS
(Minimum of 1 ½ pages)

1. Specifically, what did you learn from this project? What are your conclusions?
2. What applications can you make from this project to assist you in your future role as an academic leader?

Embedded Technology benchmark: Prepare a weekly staff bulletin for your faculty. Transmit it to your instructor via email.
Methods of Evaluation for determining achievement of required learnings

The following section presents suggested strategies for assessing candidate performance. The instructor should replace it with his/her plan for assessing candidate performance in this class. Only the Benchmark Assignment and the Technology Benchmark are required.

With the arrival of an older and more diverse student body, instructors are confronted with the task of addressing a different set of needs in the classroom. Not only do these students want to draw upon their previous experience but they usually come to class ready and motivated to learn. In addition, they are self-directed and may be motivated to learn for real life needs as well as self satisfaction. They are often goal oriented and problem solvers and bring with them a need to know why they are learning something. This has led to the emergence of a different theory for the teaching of adults. These conditions make it important for faculty to be aware of a learning process that accommodates rather than alienates students.

(Excerpted from Advanced Teaching Strategies by Donald Grieve)

Examples of appropriate strategies include jigsaw, role plays, debates, group projects, community building, advanced organizers, KWL charts, Venn diagrams, and cooperative/collaborative learning.

- **Readings**: The assigned readings are designed to prepare the candidate for the work to be done in class each week. Completion of the readings will be assessed through class participation.

- **Written papers**: Analyze three discipline plans. Develop a plan for your school.

- **Position paper**: Suggested topics
  - How you as an administrator will treat community stakeholder groups with fairness and respect
  - How to sustain safe, efficient, clean, well maintained and productive school environment
  - The responsibility of a leader to use his/her influence for the good of students.

- **In-basket assignments**: Suggested topics: school operations, patterns, processes that support student learning

- **Journals**: Journals will be kept for the purpose of becoming reflective practitioners of administrative skills.

- **Class presentations**: Report findings of support services surveys

- **Structured analysis**: Examination, analysis and graphic representation of a structure with a specific purpose within the school system. Suggested topic: Examine, analyze and prepare a graphic representation of a structure with specific purpose within a system related to a school management topic. For example: monitoring and supervision of faculty and staff, monitoring and evaluating the instructional program.
> **Communications:**

  o Design and publish a newsletter giving current information and featuring a family or community group.
  o Prepare a booklet of community resources.

> **In service:** Plan a parent inservice that supports student success

> **Cooperative/collaborative groups**

  o Book seminars: Group analysis and discussion of an assigned book in a structured setting.
  o Jigsaw groups: Structured presentation of text material to an assigned group by a candidate.
  o Presentation groups: Cooperative research and workshop presentation on an assigned topic to the rest of the class.

> **Related projects:**

  o Identify three types of advisory committee or councils in your district.
    Attend at least one meeting of each group and prepare a critique on their relationships and contributions to the school district.
  o Read articles on school/business partnerships and develop a written critique of partnerships in your school or district in relation to these articles.
  o Study computerized school-based management information systems and discuss their usage with your building administrator.
  o Provide leadership to a staff committee charged by the principal with resolving a management problem.
  o Meet with the school site classified staff and develop a plan for improving some aspect of their operation.
  o Plan, conduct and analyze a staff development meeting. Provide your site administrator with an evaluation of meeting outcomes and ask for his/her feedback.
  o Develop a chart showing decision-making practices in the district. Said chart is to show: (1) issues, (2) actions, (3) decision makers, recommenders and sources for problem identification.
  o Develop a school web page.
  o Write a grant requesting support of a school/community priority.

  o Suggested Field Experience Portfolio artifact.

*Assessment Plan*

**The attached rubric should be completed for each student in each class. It is to be included by the candidate in his/her Field Experience Portfolio.**

For graduate work at the University of La Verne the grade for acceptable and satisfactory performance is a B (3.0). This implies that the graduate students must perform at an above average level, compared to undergraduate standards. It also implies that C- and D grades are unacceptable in graduate work. (See 2005-2006 University of La Verne Catalog, p. 49)
A suggested Grading Scale:

A    =    95    to    100
A-   =    92    to    94
B+   =    89    to    91
B    =    84    to    88
B-   =    81    to    83
C+   =    78    to    80
C    =    73    to    77

The instructor should add his/her own schedule for grading assignments specific to the class.

*****  *****  *****  *****  *****  *****  *****  *****

**Recommended Reading**

The Instructor may revise this list to meet the needs of his/her class instruction:


Applicant must meet the following criteria:
- Average score of 3 or higher
- A score of 1 in any area requires that the assignment be revised and resubmitted.

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<tr>
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<td></td>
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<td>Average score</td>
</tr>
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UNIVERSITY OF LA VERNE  
School of Organizational Leadership  

Administrative Services Credential Program  

Course Outline and Syllabus Template  

Educational Management 577  
Fiscal Resource and Policy  
3 units (Graduate Credit)  

<table>
<thead>
<tr>
<th>CPSEL Standards for Administrative Services Credential</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course meets or partially meets Standard 3 – Management of the School, Standard 4 – Working with Diverse Families and Communities, and Standard 6 – Political, Social, Legal and Cultural Understanding.</td>
</tr>
</tbody>
</table>

Note: Individual instructors complete the asterisked (*) components of the syllabus. The template will be emailed to you. A copy of your completed Course Outline is to be emailed to the Program Chair Dr. Patt Ensey at pensey@ulv.edu. ALL other components will be prescribed by the University, the Department Chair, or the Program Chair and must be included on each Instructor's syllabus as provided.

Bulletin Course Description  

This course emphasizes the relationship among public policy, governance and schooling as well as management of fiscal resources and business services in California public education.

Program Relationship  

This course is in the area of concentration for those students choosing to earn a Masters’ Degree and/or the Preliminary Administrative Services Credential.

Prerequisites  

None  

Required Texts  

The instructor must use the texts on this list.


Texts may be purchased at the ULV Bookstore:  
Telephone: 909.593.8962 Email: ulvbookstore@fheg.follett.com  

***** ***** ***** ***** ***** ***** *****
Course Content

Goals

The purpose of this course is to acquaint the student with the role of policy formation, policy implementation and financial aspects of public education in California.

Course Outline

The course syllabus developed by the instructor will include the following:

1. Fundamental concepts of authority, power and influence;
2. The governing roles of federal, state and local agencies;
3. Functions of school boards and district administrations in governance and policy making;
4. The roles of professional organizations, including unions;
5. The roles of fiscal and business management in public schools;
6. Management of school budget and school facilities to include:
   a. Current sources and types of funding;
   b. District level and site level funding and budgeting;
   c. Implications of human and fiscal resource planning in school management;
   d. Optimum scheduling of school facilities;
7. Function of interagency and interdisciplinary cooperation;
8. Working with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning;
9. Examine the context within which the school operates;
10. Align fiscal, human and material resources with the school plan;
11. Appropriate resources for addressing language diversity.

Evidence of Learning Objectives (Outcomes)

By the end of the course, students will:

1. Understand authority, power and how it may influence governance of education; (Standard 5, 6)

2. Evaluate the roles of professional organizations in development of policy; (Standard 6)

3. Identify the role of business management in public school administration; (Standard 3, 4, 5)

4. Understand the functions of school boards and district administration in overall governance and policy development for public schools in California; (Standard 6)

5. Demonstrate ability to develop and manage: (Standard 3)
   a. A school budget;
b. School facilities.

6. Understand the need for interagency and interdisciplinary cooperation.
   (Standard 4, 5)

**Major Study Units**

A 3 unit course reflects 45 hours of class time for 3 semester units of credit. Course may be taught in semester or term format.

The following units are suggested as a plan for covering the required course objectives listed above. **The instructor should replace this section with his/her plan for presenting the course content.**

**Unit 1:** Theme: Relationship of budget to program
   - School philosophy
   - Definition and purpose of a budget
   - How the budget support the school’s program
   - Importance of philosophy and program

**Unit 2:** Theme: How to read a budget printout
   - What do all of those numbers mean?
   - Explanation of Standardized Account Code Structure
   - Associated accounting terms
     - Budgeted amounts
     - Encumbrances
     - Pre-encumbrances
     - Disencumbrances
     - Abatement
   - Use of spreadsheet and internet

**Unit 3:** Theme: Condition of the Education budget in California – authority, power, influence
   - Using the Education Code on the internet
   - Building a budget for your own school or department
     - Where to begin?
     - Whom to involve
     - What to expect
     - Dividing up the money
   - Risk management
     - Liability
     - Workers’ Compensation Program
   - Saving money for your district and capturing it for your school
     - Mandated costs
     - Utilities
     - Staffing
     - Supplies

**Unit 4:** Theme: Developing a budget
   - Steps to be taken prior to budget development
- Steps in budget development
- Accounting for a reserve (unbudgeted expenditures)

**Unit 5: Theme: Student Body Finance**
- Accounting procedures for student organizations
  - How to make sure that your ASB operates legally
  - How to make sure that you and your staff stay out of jail
- Watching out for fraud and the dangers of class transactions

**Unit 6: Guided Discussion (of emailed articles):**
- Government Code 54226
- Household/District Budget
- Free Public Education (Charging Fees)
- Starting the Year
- Lab Notebooks
- From the Gym to the Jury
- Illegal gift of public funds

**Unit 7: Theme: Policy development**
- Policy development at the Federal, State and Local levels
- Policy and the law
- State administration of Federal Law
- Use of California Codes and Regulations
- Local governing board policies and regulations
- CSBA sample codes

**Unit 8: Theme: A History of Revenue Limits**
- Serrano, Proposition 13, Proposition 98, and their impact on revenue limits
- District budget cycle related to State Budget Process and State Budget
- Protecting the fund balance
- Types of districts
- Impact of district size on budgets

**Unit 9: Theme: District level budget issues**
- Estimating the ending balance
- Staffing ratios
- Investments with county treasury
- Difference between cash balance and fund balance
- Cash flow and Tax and Revenue Anticipation Notes (TRANS)
  - Theme: Where does the money come from?
    - Impact of Prop 98 and the deficit factor

**Unit 10 Theme: Working with facilities, maintenance and operations**
- Custodial formula
- Use of school facilities
  - Planning for optimum use
  - Civic Center Act

  Theme: Understanding school data in the real world
How school districts receive and spend their money
- Special education funding
- Home to school transportation funding
- Summer school funding
- Deferred maintenance funding

Unit 11 Theme: Monitoring the budget
- Tracking requisitions
- Using spreadsheets
- Categorical funds
- The Mega-Item and AB 825
- AB1200, AB2756 and the budgeting process
- Capital facilities funding
  - General obligation bonds
  - Mello-Roos Districts
  - Certificates of participation
  - State building program
  - Developer fees
  - Deferred maintenance
  - Redevelopment agencies

The Instructor reserves the right to make changes to the Course Outline.

Performance Assessment

Benchmark Assignments – to be included in the Field Experience Portfolio after grading.

This assignment must be successfully completed by all students.

---

**Benchmark Assignment**

These benchmark assignments are to be considered part of your grade for this class and must be completed by all candidates. Your instructor will grade them and then you are to archive them in your portfolio. The Benchmark may be used as one of your 3 fieldwork projects for this class.

**Course benchmark:** Prepare a budget for a program, department or school using a computer spreadsheet program such as Excel.

**Embedded technology benchmark:** Using a spreadsheet program such as Excel, develop a budget for a program, department or school.
Methods of Evaluation for determining achievement of required learnings

The following section represents suggested strategies for assessing candidate performance. The instructor should replace it with his/her plan for assessing candidate performance in this class. Only the Benchmark Assignment and Technology Benchmark are required.

With the arrival of an older and more diverse student body, instructors are confronted with the task of addressing a different set of needs in the classroom. Not only do these students want to draw upon their previous experience but they usually come to class ready and motivated to learn. In addition, they are self-directed and may be motivated to learn for real life needs as well as self satisfaction. They are often goal oriented and problem solvers and bring with them a need to know why they are learning something. This has led to the emergence of a different theory for the teaching of adults. These conditions make it important for faculty to be aware of a learning process that accommodates rather than alienates students.

(Excerpted from Advanced Teaching Strategies by Donald Grieve)

Examples of appropriate strategies include jigsaw, role plays, debates, group projects, community building, advanced organizers, KWL charts, Venn diagrams, and cooperative/collaborative learning.

- Readings: The assigned readings are designed to prepare the candidate for the work to be done in class each week. Completion of the readings will be assessed through class participation.

- Case studies: Case studies will be used to apply themes and strategies to real life administrative situations. Most of these will be done in collaborative groups.

- Journals: Journals will be kept for the purpose of becoming reflective practitioners of administrative skills.

- Structured analysis: Examination, analysis and graphic representation of a structure with a specific purpose within the school system

- Online research

- Cooperative/collaborative groups
  - Book seminars: Group analysis and discussion of an assigned reading in a structured setting
  - Jigsaw groups: Structured presentation of text material to an assigned group by a candidate
  - Presentation groups: Cooperative research and workshop presentation on an assigned topic to the rest of the class.

- Related Projects:
  - Review the district’s budget preparation calendar and develop a written critique regarding the degree and level of staff development. This review is to include interviews with district and school personnel.
  - Study school-level budget printouts and demonstrate to the principal’s satisfaction an understanding of said printouts.
  - Interview the district’s chief financial officer and assess the current and future fiscal status of the organization.
- Review current year’s major Assembly and Senate education bills and, following interview(s) with district administrators, critiques their local implications.
- Attend a school board meeting and critique the board’s role as policy makers and the superintendent’s role as one who carries out the policy. Discuss the implications with your building principal.
- Review the district’s board policy book and discuss with the building principal the compliance or possible non-compliance of current policies at the school.
- Compare and contrast in a written report the policies and practices of two state or local professional organizations, i.e. ACSA, CTA, CSEA, AFT, etc.
- Develop a matrix of interagency/district collaborations. Highlight the benefits of these collaborations for both the agencies and the school/district.

*Suggested Field Experience Portfolio Artifact

**Assessment Plan

The attached rubric should be completed for each student in each class. It is to be included as part of the Field Experience Portfolio.

For graduate work at the University of La Verne the grade for acceptable and satisfactory performance is a B (3.0). This implies that the graduate students must perform at an above average level, compared to undergraduate standards. It also implies that C- and D grades are unacceptable in graduate work. (See 2005-2006 University of La Verne Catalog, p. 49)

A suggested Grading Scale:

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The instructor should add his/her own schedule for grading assignments specific to the class.

*****  *****  *****  *****  *****  *****  *****

**Recommended Readings

The Instructor may revise this list to meet the needs of his/her class instruction.


UNIVERSITY OF LA VERNE – College of Education and Organizational Leadership  
Preliminary Administrative Services Credential Program  
*Benchmark Assignment (Rubric C)*

**Student**

Name ___________________________  Semester ___________________________  Course ___________________________  Instructor ___________________________

**Applicant must meet the following criteria:**

- Average score of 3 or higher
- A score of 1 in any area requires that the assignment be revise/edited and resubmitted.

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<td>Writing brief and lacks elaboration</td>
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**Average score** ________
UNIVERSITY OF LA VERNE  
School of Organizational Leadership  
Preliminary Administrative Services Credential Program 

Course Outline and Syllabus Template  

Educational Management 578  
School Law  
3 units (Graduate Credit)  

<table>
<thead>
<tr>
<th>CPSEL Standards for Administrative Services Credential</th>
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<tr>
<td>This course meets or partially meets Standard 2 – Culture of Teaching and Learning,</td>
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Note: Individual instructors complete the asterisked (*) components of the syllabus. The template will be emailed to you. A copy of your completed Course Outline is to be emailed to the Program Chair Dr. Patt Ensey at pensey@ulv.edu. ALL other components will be prescribed by the University, the Department Chair, or the Program Chair and must be included on each instructor’s syllabus as provided.

Bulletin Course Description  

This course emphasizes legal aspects of public education, with special emphasis on California.

Program Relationship  

This course is in the area of concentration for those students choosing to earn a Masters’ Degree and/or the Preliminary Administrative Services Credential.

Prerequisites  

None  

Required Texts  

The instructor must use the texts on this approved list.  

AND/OR  


Goals

The purpose of this course is to acquaint the student with federal and state educational laws, regulations and other policies that govern schools.

Course Outline

The course syllabus developed by the instructor should include the following:

1. The current legal framework of American education and public schools, with emphasis on California;

2. Ethics in interpretation and application of laws and policies that govern schools.

3. Tort liability

4. Legal rights and responsibilities of students

5. Legal rights and responsibilities of teachers and other school personnel

6. Landmark court cases that have shaped the character and purpose of public schools, especially in California

7. Ethics in application of educational laws and policies

8. Legalities of school operation within the parameters of federal, state and local laws, policies, regulations and statutory requirements

9. Effective and nurturing practices for establishing student behavior management systems

10. Qualities of personal and professional ethics, integrity, justice and fairness

Course Learning Objectives (Outcomes)

Through the class experiences, readings, assignments and projects, candidates will:

1. Research and apply the current legal framework of education in America, with emphasis on California; (Standards – all)

2. Anticipate the impact of Tort liability; (Standards – all)
3. Understand and communicate the legal rights and responsibilities of students; (Standard 1, 3, 4, 5)

4. Develop a plan for communicating the legal rights and responsibilities of teachers and other school personnel; (Standard 1, 3, 5)

5. Identify and apply landmark court cases that have shaped the character and purpose of public schools, especially in California; (Standards – all)

6. Apply the elements of professional ethics in application of educational laws and policies. (Standard 5)

7. Identify and apply procedures that ensure that the school operates consistently within the parameters of federal, state and local laws, policies, regulations and statutory requirements; (Standard 6)

8. Plan and implement effective and nurturing practices in establishing student behavior management systems. (Standard 3, 4, 5)

9. Model personal and professional ethics, integrity, justice and fairness in their dealings with students, parents and teachers. (Standard 4, 5)

**Major Study Units:**

A 3 unit class reflects 45 hours of class time for 3 units of credit. The class may be taught in semester or term format.

The following units are suggested as a plan for covering the required course objectives listed above. **The instructor should replace this section with his/her plan for presenting the course content.**

**Unit 1:** Topics: General discussion of school law

- **Legal structure of education**
- **Source of education law**
  - Federal judicial system
  - Appeal process
  - Constitutional law
  - State statutes
  - Common law
  - Regulations

**Unit 2:** Topics: Organization of schools

- Duties of school administrators
- Compulsory education
- Admission to school
- Child abuse reporting
  - Pupil records
Definition
Access
Pupil discipline
- Due process
- Suspension
- Expulsion
- Special education effects
- Parent liability for injury
Special Education law

Unit 3: Topics Police on school campus
- Questioning students on school campus
- Summoning police
- Campus control
- Search and seizure

Unit 4: Topics: Separation of church and state
- Equal Access Act
- Prayer in school
- Religious clubs
- Religion in the curriculum
- Holidays and ceremonies

First Amendment rights
- Tort liability
- Definition of tort action
- Defense from tort liability
- District liability insurance
- Minor’s liability insurance
- Liability in athletics

Unit 5: Topics: Personnel relations
- Legal status of certificated personnel
- Tenure
- Collective bargaining

Local school boards

Unit 6: Topics: School finance
- Instructional materials
- Technology including the internet
- Use of school funds/property

Unit 7: Topics: Tort liability of
- School boards
- School officers
- School employees

Unit 8: Topics: Contractual liability of
- School boards
- School employees
Unit 9: Topics: School desegregation
Brown Act

The Instructor reserves the right to make changes to the Course Outline.
Performance Assessment

Benchmark Assignments – to be included in the Field Experience Portfolio after grading.

This assignment must be successfully completed by all students.

Benchmark assignments

These benchmark assignments are to be considered part of your grade for this class. Your instructor will grade them and then you are to archive them in your portfolio. The Benchmark may be used as one of your 3 fieldwork projects for this class.

Course benchmark: Select one of the scenarios presented below. Analyze and discuss the scenario by citing specific case and/or statutory law. The following information should be included in each case study analysis:

- Name of the court(s) involved in the decision (e.g., Court of Appeals, State Supreme Court, Federal District Court, etc.)
- Summary of the facts presented in the dispute.
- The issues in the case, i.e. questions to be decided
- Summary of the ruling of the court
- Summary of the court's rationale for its decision/ruleding
- Implications for the school administration. Indicate how you would respond to a parent, teacher, and/or student in your role as an administrator.
- A 5 entry bibliography of sources you were able to locate on legal search engines and/or electronic data bases.

SCENARIO 1
Sharon Jones, a high school student, informs the Dean of Students, Mrs. Wonderful, that she saw some "white stuff" and money exchanged when locker 238 was opened. What steps should Mrs. Wonderful take in resolving the issue?

SCENARIO 2
Your drama teacher, Mrs Shakespeare, regularly misses her supervision assignments. She stays in her office to work on school plays. She feels that this is a "high" calling in life. She says she was hired to teach, not baby sit. As her principal, you set up a conference to address this issue. What points would you make to her?

Embedded technology benchmark: Prepare an analysis in memo format for your superintendent of an incident at your school which relates to a legal issue (word processing)

*Methods of Evaluation for determining achievement of required learnings
The following section presents suggested strategies for assessing candidate performance. The instructor should replace it with his/her plan for assessing candidate performance in this class. Only the Benchmark Assignment and Technology Benchmark are required.

With the arrival of an older and more diverse student body, instructors are confronted with the task of addressing a different set of needs in the classroom. Not only do these students want to draw upon their previous experience but they usually come to class ready and motivated to learn. In addition, they are self-directed and may be motivated to learn for real life needs as well as self satisfaction. They are often goal oriented and problem solvers and bring with them a need to know why they are learning something. This has led to the emergence of a different theory for the teaching of adults. These conditions make it important for faculty to be aware of a learning process that accommodates rather than alienates students.

(Excerpted from Advanced Teaching Strategies by Donald Grieve)

Examples of appropriate strategies include jigsaw, role plays, debates, group projects, community building, advanced organizers, KWL charts, Venn diagrams, and cooperative/collaborative learning.

- **Readings:** The assigned readings are designed to prepare the candidate for the work to be done in class each week. Completion of the readings will be assessed through class participation.

- **Case analysis:** Case analysis will be used to analyze and apply court cases which have implications for school administrative situations. Some of these will be done in collaborative groups while some will be done individually.

- **Journals:** Journals will be kept for the purpose of becoming reflective practitioners of administrative skills.

- **Online research**

- **Cooperative/collaborative groups**
  - Book seminars: Group analysis and discussion of an assigned reading in a structured setting
  - Jigsaw groups: Structured presentation of text material to an assigned group by a candidate
  - Presentation groups: Cooperative research and workshop presentation on an assigned topic to the rest of the class.

- **Related Projects:**
  - Identify a landmark court case and how it has affected the school/student or community you are working in.
  - Interview a state legislator and write a review of his/her legislative record on school related issues.
  - Review expulsion records of a school for the past 5 years and compare and contrast student violations.
  - Visit an alternative education site where expelled students from the school might be attending. Report your findings in writing to the field experience supervising administrator.
  - Review county and district board of education positions on the use of technology for private, instructional, and student information purposes.
Research three major court rulings that have had significant impact on students in your district and develop a written analysis.

*Suggested Field Experience Portfolio Artifact*

**Assessment Plan**

The attached rubric should be completed for each student in each class. It is to be included as part of the Field Experience Portfolio.

For graduate work at the University of La Verne the grade for acceptable and satisfactory performance is a B (3.0). This implies that the graduate students must perform at an above average level, compared to undergraduate standards. It also implies that C- and D grades are unacceptable in graduate work. (See 2005-2006 University of La Verne Catalog, p. 49)

A suggested Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95</td>
<td>100</td>
</tr>
<tr>
<td>A-</td>
<td>92</td>
<td>94</td>
</tr>
<tr>
<td>B+</td>
<td>89</td>
<td>91</td>
</tr>
<tr>
<td>B</td>
<td>84</td>
<td>88</td>
</tr>
<tr>
<td>B-</td>
<td>81</td>
<td>83</td>
</tr>
<tr>
<td>C+</td>
<td>78</td>
<td>80</td>
</tr>
<tr>
<td>C</td>
<td>73</td>
<td>77</td>
</tr>
</tbody>
</table>

The instructor should add his/her own schedule for grading assignments specific to the class.

*****   *****   *****   *****   *****   *****

**Recommended Reading**

The Instructor may revise this list to meet the needs of his/her class instruction.

### Applicant must meet the following criteria:

- **Average score of 3 or higher**
- **A score of 1 in any area requires that the assignment be revised/edited and resubmitted.**

<table>
<thead>
<tr>
<th>Benchmark Components</th>
<th>4 = Exceptional</th>
<th>3 = Adequate = meets standards</th>
<th>2 = Emerging</th>
<th>1 = Not present</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Case Analysis</strong></td>
<td>All required items are included, with a significant number of additions. Items clearly demonstrate that the desired learning outcomes for the semester/term have been achieved. The student has gained a significant understanding of the concepts and applications.</td>
<td>All required items are included with a few additions. Items clearly demonstrate most of the desired learning outcomes for the semester/term. The student has gained a general understanding of the concepts and applications.</td>
<td>All required items are included. Items demonstrate some of the desired learning outcomes for the semester/term. The student has gained some understanding of the concepts and attempts to apply them.</td>
<td>A significant number of the required items are missing. Items do not demonstrate basic learning outcomes for the term. The student has limited understanding of the concepts.</td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Candidate presents information in logical, interesting sequence which reader can follow.</td>
<td>Candidate presents information in logical sequence which reader can follow.</td>
<td>Reader has difficulty following document because information has little logical order.</td>
<td>Document cannot be understood because there is no sequence of information</td>
<td></td>
</tr>
<tr>
<td><strong>Purpose and Idea development</strong></td>
<td>Effectively conveys the purpose of the assignment through stating and maintaining a complex controlling idea. Uses language appropriate to the audience and context. Supports conclusions with evidence.</td>
<td>Effectively conveys the purpose of the assignment and maintains the controlling idea. Supports conclusions with evidence.</td>
<td>Establishes but does not develop the topic. Does not consistently maintain controlling idea. Presents little evidence to support conclusions.</td>
<td>Document lacks purpose. Little evidence of a controlling idea. Unable to relate evidence to major ideas.</td>
<td></td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>Writing thoughtful and</td>
<td>Writing sometimes</td>
<td>The writing is rarely</td>
<td>No or few reflections.</td>
<td></td>
</tr>
<tr>
<td>Writing conventions</td>
<td>Analytical, making clear connections between theory and practice</td>
<td></td>
<td></td>
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<td>---------------------</td>
<td>-----------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thoughtful, sometimes making clear connections between theory and practice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thoughtful, making few connections between theory and practice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing brief and lacks elaboration</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing conventions</td>
<td>Writing exceptionally clear, concise and significant; very few difficulties with grammar, punctuation and spelling. The formatting adds to the meaning, the material was presented in typed format. APA style used where appropriate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Content clear, concise and significant. Few grammar, punctuation and spelling errors. Formatting clear and understandable. Material presented in type format. APA style used where appropriate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Content partially clear and significant; some punctuation, grammar and spelling errors; formatting present but not strong. Material presented in typed format. Some evidence of APA style.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Content is awkwardly expressed, lacking alignment with requirements of the assignment. Many grammar, spelling and/or punctuation errors. Formatting is confusing or material is not presented in typed format. No evidence of APA style.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Average score**
Assessment Plan

Overall assessment plan for Tier I: Administrative Services Credential Program
Assessment System Model

TP 1: Admissions Foundation Courses
TP 2: Advancement to Candidacy
TP 3: Exit Assessment
TP 4: Follow-up Assessments

Program

Students

Program

Students

Program

Students
Transition Point 1: Admission

- BA/BS Degree GPA 2.5/3.0
- 2 years Experience (3 for Intern)
- 3 Professional References
- Valid California Credential CBEST
- Reflective Essay
Foundation Courses

• Edmt 572: Foundations of Educational Leadership
  – Unifies content of program
  – Presents foundation of leadership theory
  – Serves as orientation to the entire program
  – Key Assessment

• Edmt 574a: Field Experience Orientation
  – Introduces candidate to fieldwork process
  – Establishes sites and supervisors
  – Begins goal setting and identification of projects
Key Assessments

- Knowledge: Edmt 572 Final Examination
- Assessment: Edmt 570 Benchmark
- Planning: Edmt 570 Benchmark
- Diversity: Edmt 573 Benchmark
- Technology: Edmt 574 Portfolio Exhibition
Transition Point 2: Advancement to Candidacy

- Study plan completed with advisor
- Overall GPA 3.0*
- Continuing advisement
- Performance Assessment Rubrics*
- Benchmark Assignment Rubrics*
- Key Assessments (570, 572, 574)
Transition Point 3: Exit Assessment

- Minimum overall GPA of 3.0
- Portfolio (including packet for certification)
- Portfolio Showcase
- Reflective essay
- Key Assessments
Transition Point 4: Follow-up Assessments

- Candidate program surveys
- Employer program surveys
- Licensure form and instructions
Instructor’s Evaluation Responsibilities

- Letter grade (Online)
- Performance Assessment Rubric (Overall class performance)
- Benchmark Assignment Rubric (Benchmark Assignment performance)
- Technology Benchmark successful completion
<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student Number</th>
<th>Performance Rubric score (average)</th>
<th>Benchmark Rubric score (average)</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Forms of assessment

- Rubric scored Benchmark Assignments
- Rubric scored essays
- Interview
- Performance Assessment rubrics
- GPA
- Portfolio
UNIVERSITY OF LA VERNE – College of Education and Organizational Leadership
Preliminary Administrative Services Credential Program
Reflective Essay for Admission (Rubric A)

<table>
<thead>
<tr>
<th>Essay Components</th>
<th>4 = exceeds expectations</th>
<th>3 = meets expectations</th>
<th>2 = minimally meets expectations</th>
<th>1 = does not meet expectations</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Conventions</td>
<td>Writing exceptionally clear, concise and significant; Very few difficulties with grammar, punctuation and spelling; the formatting adds to the meaning; the materials was presented in typed format</td>
<td>Content clear, concise and significant; Few grammar, punctuation, and spelling errors; formatting clear and understandable; Material presented in typed format.</td>
<td>Content partially clear and significant; some punctuation, grammar and spelling errors; formatting present but not strong; material presented in typed format.</td>
<td>Content is awkwardly expressed, lacking alignment with requirements of the essay; many grammar, spelling and/or punctuation errors; formatting confusing or material is not presented in typed format.</td>
<td></td>
</tr>
<tr>
<td>Self-reflection</td>
<td>Demonstrates a clear awareness of self as a student and educator with a strong commitment to continuous improvement</td>
<td>Demonstrates awareness of self as a student and an educator with a commitment to continuous improvement.</td>
<td>Demonstrates awareness of self as a student and an educator with an understanding of a need for continuous improvement.</td>
<td>Unclear awareness of self as a student and educator and no intent on continuous improvement; reflections weak, lack depth</td>
<td></td>
</tr>
<tr>
<td>Commitment to future personal growth</td>
<td>Clearly identifies professional expectations and future goals in relation to administrative role.</td>
<td>Identifies professional expectations and future goals in relation to the administrative role.</td>
<td>Identifies professional expectations and future goals but not in a clear manner.</td>
<td>No professional expectations or future goals identified</td>
<td></td>
</tr>
<tr>
<td>Commitment to educating all children for success</td>
<td>Articulates a very broad view of diversity, recognizes how preconceptions were changed, presents commitment to educating all children in diverse classrooms.</td>
<td>Articulates a broader view of diversity, identifies preconceptions that changed, identifies the need to educate all children in diverse classrooms; generally lacks depth</td>
<td>Articulates an understanding of diversity, recognizes a need to educate all children; narrow view of diversity</td>
<td>Does not demonstrate an understanding of diversity, or the need to educate all children in diverse classrooms; immature view</td>
<td></td>
</tr>
</tbody>
</table>
Preliminary Administrative Services Credential Program

Resume and Reflective Essay for Entrance into the Preliminary Administrative Services Credential Program

Resume: Please staple your professional resume to your reflective essay.

Reflective Essay: In responding to the essay prompts below, we want you to be reflective in your writing. That means that in addition to describing an experience or activity, you go into some depth explaining what made it meaningful to you. Think deeply about how the experiences reflect your learning as a future administrator, your relationships with your colleagues, and your rapport with diverse communities.

Your essay should be typed, and it should consist of three parts. You should write two to three paragraphs for each part.

Accomplishment

In this section analyze an experience you consider a personal accomplishment. First, briefly describe the experience. Then discuss why you consider the experience an accomplishment for you. Think deeply about how the experience affects your learning as a future educational leader, your relationships with other people and your growing understanding of school leadership.

Diversity

Issues of diversity are increasingly affecting teachers, teaching and learning in schools. In this section, we want to learn about your views relating to people different from yourself.

First, choose an experience (or relationship) and briefly describe it so that readers will understand the context of the situation. Then, discuss what you learned from the experience. What preconceptions did you bring to the experience? How were your beliefs or attitudes changed because of the experience?

Commitment

In this section you have the opportunity to present yourself as someone who is committed to teaching, learning and working to improve student performance. Choose an experience that demonstrates that you have the type of commitment to lead in an educational setting. Briefly describe the experience and then reflect upon it so that we can learn how the experience demonstrates your commitment to becoming an administrator. Include in this section your statement of purpose for entering this program.

Evalutative Criteria

This essay will be assessed for:

- **writing conventions** including composition (including organization and vocabulary), spelling, grammar, typing, punctuation, and usage;
- **accomplishments** including thorough explanation of the situation, in-depth reflections, arguments and positions and strong connections between examples and details and yourself;
- **diversity** including description and in-depth reflections, a broad view of diversity, how preconceptions were changed and the commitment to all children in diverse classrooms.
- **commitment** including a purposeful commitment to teaching and learning, experience as lifelong learner and personal change clearly articulated.

Adapted from the University of Nebraska
<table>
<thead>
<tr>
<th>Process</th>
<th>General/expressions Generated by and Gestures and Postures</th>
<th>Message and Visual</th>
<th>Message delivered</th>
<th>Support of the communication messages are congenial and mediated by gestural responses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language in Use</td>
<td>Oral-language</td>
<td>Smiling, gestures, and eye contact facilitate communication.</td>
<td>Messages are delivered clearly and effectively.</td>
<td>Communication is effective and fluid.</td>
</tr>
<tr>
<td>Listening</td>
<td>Accuracy of activity</td>
<td>Message received correctly.</td>
<td>Basic understandability.</td>
<td>Understanding of content.</td>
</tr>
<tr>
<td>Leadership</td>
<td>Leadership</td>
<td>Leadership and guidance skills are displayed.</td>
<td>Supportive of the goals and objectives.</td>
<td>Goals and objectives are supported.</td>
</tr>
<tr>
<td>Disposition/Initiative</td>
<td>Strong</td>
<td>Clarity of expression and motivation.</td>
<td>Confidence and energy.</td>
<td>Confidence and energy.</td>
</tr>
</tbody>
</table>

**Section 1: Instructional Goals for Professional Habits**

- Return to student to be added to portfolio.
- Have a minimum score of 3 in each area.
- Obtain a total score of 3 or better and
- Student should meet the following criteria:

---

**Student Name**

**Course/Faculty** Performance Assessment (Rubric D)

UNIVERSITY OF LA VERNE - College of Education and Organizational Leadership
Processing

Document (Word)

Prepare a program for your department or school

Spreadsheet

Excel, develop a budget for

Instructor via email

Prepare a weekly staff bulletin for your faculty. Submit it to your class

Perform an information search on an issue discussed in class

Prepare a PowerPoint presentation to use for staff development

Memo using Word

Prepare a summary of a classroom observation or a discipline

Interpret data regarding student performance from a spreadsheet

Technology Benchmark Assignments

Course

More detailed instructions can be found in the course syllabus.

More detailed instructions can be found in the course syllabus.

Analyze and discuss a provided set of scenarios according to the information provided for a program or school

Develop a budget for a program, department or school

Prepare an environmental scan for a school

Write an effective essay

Identify a problem at your school dealing with a current issue

Develop a plan for improvement

Develop a plan for improvement of your leadership skills

Develop your professional portfolio

Develop a 1-year plan for improving student achievement

Benchmark Assignments

Projects for that class. Grades for the class will be determined by the instructor. It should be part of the designated class and graded by the instructor. It should be completed during the semester of registration for the course. Assessment design for administrative services candidates. The Benchmark assignments are intended to function as part of the formal
<table>
<thead>
<tr>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 = Excellent</td>
</tr>
<tr>
<td>3 = Good and exceeds requirements</td>
</tr>
<tr>
<td>2 = Meeting requirements</td>
</tr>
<tr>
<td>1 = Not Present</td>
</tr>
</tbody>
</table>

Applicant must meet the following criteria:

- A score of 1 in any area requires that the assignment be revisited and resubmitted.
- Average score of 2 or above.

---

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
<th>Name</th>
</tr>
</thead>
</table>

UNIVERSITY OF LA VERNE - College of Education and Organizational Leadership
<table>
<thead>
<tr>
<th>Practice</th>
<th>Theory and Practice</th>
<th>Theory and Practice</th>
<th>Theory and Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>No or few connections between theory and practice</td>
<td>Connection between theory and practice</td>
<td>Connection between theory and practice</td>
<td>Connection between theory and practice</td>
</tr>
<tr>
<td>Writing sometimes making clear and thoughtful</td>
<td>Writing sometimes making clear and thoughtful</td>
<td>Writing sometimes making clear and thoughtful</td>
<td>Writing sometimes making clear and thoughtful</td>
</tr>
<tr>
<td>1 = Not present</td>
<td>2 = Emerging</td>
<td>3 = Adequate (meets expectations)</td>
<td>4 = Exceeds expectations</td>
</tr>
</tbody>
</table>

Fieldwork Log (Public D)
Preliminary Administrative Services Credential Program

UNIVERSITY OF LA VERNE - COLLEGE OF EDUCATION AND ORGANIZATIONAL LEADERSHIP
<table>
<thead>
<tr>
<th>Score</th>
<th>(1) = Not Present</th>
<th>(2) = Emerging</th>
<th>(3) = Adequate (meets) standards</th>
<th>(4) = Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

- Have a minimum score of 2 in each area
- Obtain an average score of 3 or higher and credit will be awarded for the Cumulative Essay if the student meets the following criteria:

---

**Cumulative Essay (Qualit)**

Pre-Final Pre- whore Services Credential Program

UNIVERSITY OF LA VERNE College of Education and Organizational Leadership
### Average Score

<table>
<thead>
<tr>
<th>Exceptional (5)</th>
<th>Exceptional (5)</th>
<th>Exceptional (5)</th>
<th>Exceptional (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech is clear and articulate.</td>
<td>Speech is clear and articulate.</td>
<td>Speech is clear and articulate.</td>
<td>Speech is clear and articulate.</td>
</tr>
<tr>
<td>No corrections needed.</td>
<td>No corrections needed.</td>
<td>No corrections needed.</td>
<td>No corrections needed.</td>
</tr>
<tr>
<td>Must demonstrate knowledge of skills and competencies.</td>
<td>Must demonstrate knowledge of skills and competencies.</td>
<td>Must demonstrate knowledge of skills and competencies.</td>
<td>Must demonstrate knowledge of skills and competencies.</td>
</tr>
<tr>
<td>Must meet all requirements.</td>
<td>Must meet all requirements.</td>
<td>Must meet all requirements.</td>
<td>Must meet all requirements.</td>
</tr>
<tr>
<td>Minimum score of 2 in each area.</td>
<td>Minimum score of 2 in each area.</td>
<td>Minimum score of 2 in each area.</td>
<td>Minimum score of 2 in each area.</td>
</tr>
<tr>
<td>Obtain an average score of 3 or higher and</td>
<td>Obtain an average score of 3 or higher and</td>
<td>Obtain an average score of 3 or higher and</td>
<td>Obtain an average score of 3 or higher and</td>
</tr>
<tr>
<td>Credit will be awarded for the presentation section of the Field Experience (EDM 574).</td>
<td>Credit will be awarded for the presentation section of the Field Experience (EDM 574).</td>
<td>Credit will be awarded for the presentation section of the Field Experience (EDM 574).</td>
<td>Credit will be awarded for the presentation section of the Field Experience (EDM 574).</td>
</tr>
</tbody>
</table>

---

**Field Experience Portfolio Presentation (Public)**

Premier Administrative Services Credential Program

UNIVERSITY OF LA VERNE – COLLEGE OF EDUCATION AND ORGANIZATIONAL LEADERSHIP

---

**Student Name**

---

**Date**
<table>
<thead>
<tr>
<th>Overall Impact</th>
<th>Portfolio Impact</th>
<th>Personal Reflection</th>
<th>Mechanisms</th>
</tr>
</thead>
<tbody>
<tr>
<td>The portfolio demonstrates the student's skills and knowledge in an emerging or advanced level.</td>
<td>The portfolio demonstrates the student's skills and knowledge in a developed level.</td>
<td>Reflection is descriptive and insightful.</td>
<td>There are no errors in spelling and punctuation.</td>
</tr>
<tr>
<td>The portfolio helps to define and demonstrate the student's skills.</td>
<td>The portfolio helps to define and demonstrate the student's skills.</td>
<td>Reflection includes personal and professional development.</td>
<td>Grammar and punctuation are correct.</td>
</tr>
<tr>
<td>The portfolio contains all the required elements.</td>
<td>The portfolio contains all the required elements.</td>
<td>Reflection includes personal and professional development.</td>
<td>Grammar and punctuation are correct.</td>
</tr>
<tr>
<td>The portfolio is fully organized.</td>
<td>The portfolio is fully organized.</td>
<td>Reflection includes personal and professional development.</td>
<td>Grammar and punctuation are correct.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average Score</th>
<th>Empties</th>
<th>Partially</th>
<th>Incomplete</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = Not Present</td>
<td>2 = Emerging</td>
<td>3 = Developing</td>
<td>4 = Exceeds Expectations</td>
<td>5 = Fully Developed</td>
</tr>
</tbody>
</table>

**Portfolio Rubric - Rubric G**

Preliminary Administrative Services Credential Program

**Student Name: [Student Name]**

**Date: [Date]**

Portfolio will be awarded for the Field Experience Portfolio if the student meets the following criteria:

- 2 = Emerging
- 3 = Developing
- 4 = Exceeds Expectations
- 5 = Fully Developed

*Student will be graded on the average score of 2 in each area.*

**University of La Verne - College of Education and Organizational Leadership**
<table>
<thead>
<tr>
<th>EDMT 572: Key Assessment - Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GENERAL PRESENTATION</strong> - Candidate is asked to respond to a reflective writing prompt and two essay questions requiring application of leadership theory and techniques</td>
</tr>
<tr>
<td>Not Present</td>
</tr>
<tr>
<td>Does not address the question(s); states no relevant arguments; no evident main idea; some errors in information</td>
</tr>
<tr>
<td>CONTENT</td>
</tr>
<tr>
<td>REASONING, ARGUMENTATION</td>
</tr>
<tr>
<td>ORGANIZATION</td>
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University of La Verne
Preliminary Administrative Services Credential Program
Preparing self-renewing, caring and innovative leaders
dedicated to excellence in serving diverse communities.

Student Field Experience Action Plan
Guide
Edmt. 574
“Field Experience in Educational Management”
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University of La Verne
Professional Administrative Services Credential Program

It is the goal of the University of La Verne's Professional Administrative Services Credential Program to train scholarly practitioners for the 21st Century. Therefore, graduates of the program will experience a strong theory base moving into exploration of real problems in on-going organizational settings. The curriculum is both applied and current in order to provide a focus on current and relevant issues.

For more than two decades the University of La Verne's Educational Administration Faculty has worked with regional practitioners and researchers to provide a program that will continue to improve the skills and knowledge base that are needed for school leadership in the 21st Century.

- For years educational leaders have discussed the importance of being proactive rather than reactive. Leaders need to be prepared for personal and institutional change. This change must reflect a knowledge of systems.

- Educators work inside an open system. Expectations and demands for production and performance come from all directions, both inside and outside the organization.

- Influences upon the school system from outside the schools take the form of federal and state legislatures that are strongly influenced by business and communication. Influences from within come from the teaching profession and university schools of education.

- Emphasis is on the cultural context of learning as it is reflected in activities such as professional development, site based management, and restructuring and redesign of the school and curriculum to reflect the increasingly diverse needs of an ever-changing student body.

The conceptual frameworks of organizational change and systems thinking provide the conceptual grounding of the Professional Administrative Services Credential Program at the University of La Verne. The mission statement of the University and vision of the Department of Educational Leadership provides the contextual framework.

- Schooling for the 21st Century—Educational leaders need to develop systems that are responsive to their publics, both internal and external. They will need the skills, theory base, and ability to reshape schools that
are responsive to the emerging needs of their communities. They must be prepared to transform systems that address the political, cultural, and social changes taking place.

- Educational Leadership—Leaders for the 21st Century need to understand and implement planning for continuous improvement of their educational systems. They need to be interactive and to influence the private and public sector for social policy development. They must create and work within networks to bring about collaboration and strategic organizational change.

Acknowledgements

Many people provided input on this document. The candidates who were enrolled in Field Experience in the last 5 years provided many ideas for ease of interpretation of the fieldwork manual. Field Experience instructors Pat Whitman, Maryetta Ferre, Betty Granger, Lynne McDowell Tom Gemma, and Mark Roberts provided many suggestions for organization and structure of the field experience program. And last, but far from least, thank you to Advisory Council members Lois Klien, Paul Taylor, Pat Whitman and Juli Harrison for the many hours they spent revising and updating Appendix B, the activities list.
UNIVERSITY OF LA VERNE  
School of Education and Organizational Leadership  

Preliminary Administrative Services Credential Program  

Course Outline and Syllabus  
Educational Management 574  
Field Experience in Educational Management  
3 Units (Graduate Credit)  

CCTC Program Application Standards for Administrative Services Credential  
This course meets or partially meets Standard 7 – The Nature of Field Experiences,  
Standard 8 – Guidance, Assistance and Feedback, and Standard 9 – Assessment  
of Candidate Competence  

Course Description  

This course will include intensive experiences in both day-to-day functions of  
administrators and in long-term policy design and implementation.  

Goal  
The purpose of this course is to allow the candidate to participate in significant field  
experiences designed to facilitate the application of theoretical concepts in practical  
settings.  

Course Outline  
The Students Handbook for Field Experience is the course syllabus. The Learning  
Objectives, Assessment Plan (including a technology self-assessment inventory),  
and Evaluation Process are included in this Student Handbook for Field Experience.  

Required Text  

Press.  

Moving Leadership Standards into Everyday Work. (2003) San Francisco:  
WestEd.  

Program Relationship  
The course is in the area of concentration for those students choosing to earn a  
Master's Degree and/or the Preliminary Administrative Services Credential.
Introduction to Field Experience

REQUIREMENTS
- Applied for admission to program and University
- Teaching or service credential
- 2 years experience (3 years for Internship)
- Passed the CBEST
- Enrolled in content classes
- Genuine aspirations to become an administrative leader
- Commitment to logical course of preparation

To accomplish great things, we must Dream as well as act.
- Anatole France

What we have to learn to do, we learn by doing.
- Aristotle

RATIONALE
- Establish a bond between theory and practice
- In-depth exploration of administration as a career
- Real and continuous responsibilities
- Direct supervision of practicing administrator and University Supervisor
- Willingness to work collaboratively
- Ability to benefit from direction

FOCUS on CALIFORNIA STANDARDS
- Shared vision of learning
- Culture for student learning and professional growth
- Organization and resource management
- Collaboration with diverse families and communities
- Personal ethics and leadership capacity
- Political, social, economic, legal, and cultural understanding

Climb high
Climb far
Your goal the sky
Your aim the star.
- Hopkins Memorial Steps
  Williams College
GETTING STARTED

1. Read the entire Field Experience Handbook.
2. Class related communication will be done by email.
3. Your Documentation Log is due each semester.
4. A local school administrator must be willing to supervise and mentor you during the field experience.
5. The Site Supervisor and University Supervisor must approve the Field Experience Action Plan.
6. Any changes made to the Action Plan must be approved by the Site Supervisor and the University Supervisor.

TIME ALLOCATIONS

1. Each semester consists of 1 semester credit. 3 semester credits of Field Experience are required for the Tier I credential at ULV.
2. You are required to attend field experience meetings and any other meetings scheduled by your University Supervisor.
3. At least half of your Field Experience projects must be at a school where at least 20% of the pupils are of racial/ethnic groups other than that of the candidate.
4. Half of the Field Experience projects must be done at the elementary level and half at the secondary level.
Organizational Guidelines for Field Assessment

1. The candidate must have applied to the La Verne Preliminary Administrative Services Credential Program.

2. The candidate must secure approval from a building administrator for a proposed Field Experience Action Plan (FEAP) specifying administrative responsibilities and activities.

3. The candidate must send a copy of the proposed activities to the university field supervisor for approval.

4. Each FEAP will be initiated in triplicate with copies for the candidate, the site administrator, and the field experience supervisor.

5. While the candidate is provided adequate time to perform field experiences during the day, some activities, by necessity, occur after school or in the evening. Therefore, the candidate should be prepared to serve similar hours as a practicing school administrator.

6. The on-site supervising administrator will evaluate the candidate’s work as it is completed. All materials must be assembled into a portfolio which is due at the end of the final field experience course.

7. The on-site supervising administrator will evaluate the candidate’s performance and observed competencies at the end of the course on the form provided in this guide.

8. The candidate’s portfolio and all required forms will be submitted to the university field supervisor for submission to the university. It should contain the following sections:

   - Forms for Certification Packet
   - Culminating Reflective essay
   - Reflections, artifacts and Benchmark Assignments for each class project.
   - Rubric for each class
   - Documentation Logs
Edmt. 574—Course Outline

This course is designed to provide the candidate with field experience in educational leadership. The course will focus on matching theory to practice by conducting activities of leadership; financial management; human resource management; maintaining and improving school/community; governance and policy; management of curriculum, instruction, and assessment; strategies of conflict resolution and collaboration; and managing change in light of contemporary issues. The field experiences are designed to provide the candidate with intensive experiences both in day-to-day functions of administrators and in long-term policy design and implementation.

I Major Tasks

A. Step 1: Complete the self assessment documents in Leadership Skills and Technology. Identify the sites (one elementary and one secondary) at which you will do your field experience and the administrators who will mentor you.

APPLICABLE FORMS: Form 1: Self Assessment Based on the ISLLC Standards
Form 2 Technology Self-Assessment Tool
Form 3: Self-Assessment Summary
Form 4: Site Approval Form
Form 5: Qualifications of Site Supervisor

B. Step 2: With your mentors, develop a Field Experience Action Plan and have it approved by your university supervisor. The Action Plan includes projects that pertain to the classes you are taking that semester. (This will include one activity at the elementary level, one at the secondary level and the Benchmark assignment for the classes you are taking that semester.)

APPLICABLE FORMS: Form 6: Action Plan
Form 7: Variance of Program Petition

C. Step 3: Work on your projects compiling a field experience notebook that includes the artifacts from your activities. In addition, maintain a Documentation Log containing daily and weekly notations of the activities listed above that have been verified by the on-site supervising administrator at each site. Such activities must include performance at both the designated grade levels. (See Appendixes D and E)

APPLICABLE FORMS: Form 8: Documentation Log 574a
D. **Step 4:** When all projects are completed, compile your final portfolio included on the Summative Checklist (Appendix B).

**APPLICABLE FORMS:** All of the above  
Form 12: Site Supervisor Evaluation Form  
Form 13: University Supervisor Evaluation Form

E. **Step 5:** Prepare and present your Oral Fieldwork Presentation. Arrange a time with your University Supervisor to give your presentation.

II General Guidelines

The design and implementation of a successful field experience program incorporates the following:

A. Thoughtful and cooperative planning in selecting activities within the constraints of the school/office assigned.

B. Taking advantage of the unique opportunities inherent in the school/office assignment.

C. The selection of activities that will be mutually beneficial to the ULV students, the school, and the district.

D. The selection of activities that assure ULV students of new experiences and new insights regarding the domains and functions of school administration.

E. The selection of activities that help develop skills to:
   1. make sound decisions,
   2. motivate others,
   3. show initiative,
   4. accept responsibility,
   5. relate ethically and effectively to others,
   6. make program innovations,
   7. develop leadership,
   8. organize schools to maximize learning.

F. The avoidance of undue specialization or concentration of time and work in any one activity, project, or assignment.

G. The avoidance of activities in which the student is already experienced.
H. Selection of activities that reflect areas of growth indicated on self-assessment inventories (Forms 1 and 2).

III. Grading

A. Registration for Edmt 574 is spread over 3 semesters/terms beginning with the first semester/term that the candidate is enrolled in the program. The class is valued at one (1) unit per semester/term. The classes are numbered 574a, 574b, and 574c.

B. Upon conclusion of 574a the candidate is to submit his/her “Field Experience Log” for that semester/term. The University Supervisor is to verify that the number or hours spent working on the fieldwork goals for that semester/term totals a minimum of 45 hours exclusive of the Benchmark Assignments. The projects do not have to be complete at this point. The supervisor then gives the candidate a grade of CR (Credit) for that semester.

C. Again the University Supervisor verifies that a minimum of 45 hours has been logged during that semester/term. Projects still do not have to be complete but should show progress. A grade of CR (Credit) is then given for that semester.

D. Upon conclusion of the semester/term of registration for 574c, a grade of CR (credit) should be given if the candidate has completed all requirements for the Portfolio including the presentation and the reflective essay. All other candidates should be given a grade of IP (in progress) which will allow them additional time to complete the assignment as it has in the past. If the student does not successfully complete the portfolio, including the presentation and reflective essay, within the time allowed by the University he/she should receive a permanent grade of NCR if not cleared within one year following the term of registration (University of La Verne Catalog, 2007-2008).

Grading Schema

<table>
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<tr>
<th>SEMESTER ONE</th>
<th>SEMESTER 2</th>
<th>SEMESTER 3</th>
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<tbody>
<tr>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
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<tr>
<td>45 hours logged</td>
<td>45 hours logged</td>
<td>Continue until completed</td>
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<tr>
<td>Grade: NCR or CRD</td>
<td>Grade: NCR or CRD</td>
<td>Grade IP until completed</td>
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<td>changing to NCR or CR</td>
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<td>1 year to complete</td>
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10
STEP 1: ORIENTATION

Initial Required Documents
Due the first month of the program

Form 1: Self Assessment Based on the ISLLC Standards

Form 2: Technology Self-assessment Tool

Form 3: Self-assessment Summary

Form 4: Site Approval Form - Demographics

Form 5: Qualifications of Site Administrator and Resume – must be fully credentialed
Self-Assessment Based on the ISLLC Standards

The followings is a self-assessment of your knowledge, skills, and dispositions as tied to the six ISLLC Standards – what every school administrator should know and be able to do. The purpose of this self-assessment is to give you an idea of your strengths and weaknesses as you prepare your practicum action plan. This should guide you in the selection of “other” practicum activities to strengthen your administrative skills.

Below is a list of the six ISLLC Standards. Under each standard, the knowledge, performances, and the dispositions are included.

☐ Rate your knowledge base on a scale of 1-5 with 5 being “very strong knowledge base” and 1 being “very weak knowledge base.”

☐ Rate your current ability to execute the performances on a scale of 1-5 with 5 being “very able to execute” and 1 being “not able to execute.”

☐ On the dispositions, rate your belief in the disposition with 5 being “very strongly believe” and 1 being “do not believe.”

Standard 1: A school administrator is an educational leader who promotes the success of all students facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Visionary Leadership)

Knowledge: The administrator has knowledge and understanding of

____ K 1.1 Learning goals in a pluralistic society
____ K 1.2 The principles of developing and implementing strategic plans
____ K 1.3 Systems theory
____ K 1.4 Information sources, data collection, and data analysis strategies
____ K 1.5 Effective communications
____ K 1.6 Effective consensus-building and negotiation skills

Performances: The administrator is able to facilitate processes and engage in activities ensuring that:

____ P 1.1 The vision and mission of the school are effectively communicated to staff, parents, students, and community members.
____ P 1.2 The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities.
____ P 1.3 The core beliefs of the school vision are modeled for all stakeholders.
____ P 1.4 The vision is developed with and among stakeholders.
The contributions of school community members to the realization of the vision are recognized and celebrated.

Progress toward the vision and mission is communicated to all stakeholders.

The school community is involved in school improvement efforts

The vision shapes the educational programs, plans, and activities

The vision shapes the educational programs, plans, and actions

An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.

Assessment data related to student learning are used to develop the school vision and goals.

Relevant demographic data pertaining to students and their families are used in developing the school mission and goals.

Barriers to achieving the vision are identified, clarified, and addressed.

Needed resources are sought and obtained to support the implementation of the school mission and goals.

Existing resources are used in support of the school vision and goals.

The vision, mission, and implementation plans are regularly monitored, evaluated, and revised.

Disposition: The administrator believes in, values, and is committed to

The educability of all students

A school vision of high standards of learning

Continuous school improvement

The inclusion of all members of the school community

Ensuring that students have the knowledge, skills, and values needed to become successful adults

A willingness to continuously examine one's own assumptions, beliefs, and practices

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development. (Instructional Leadership)

Knowledge: The administrator has knowledge and understanding of

Student growth and development

Applied learning theories

Applied motivational theories

Curriculum design, implementation, evaluation, and refinement

Principles of effective instruction

Measurement, evaluation, and assessment strategies

Diversity and its meaning for educational programs

Adult learning and professional development models

The change process for systems, organizations, and individuals
K 2.10 The role of technology in promoting student learning and professional growth.
K 2.11 School cultures and instructional program conducive to student learning and staff professional development.

Performances: The administrator is able to facilitate processes and engage in activities ensuring that:

P 2.1 All individuals are treated with fairness, dignity, and respect.
P 2.2 Professional development promotes a focus on student learning consistent with the school vision and goals.
P 2.3 Students and staff feel valued and important.
P 2.4 The responsibilities and contributions of each individual are acknowledged.
P 2.5 Barriers to student learning are identified, clarified, and addressed.
P 2.6 Diversity is considered in developing learning experiences.
P 2.7 Life long learning is encouraged and modeled.
P 2.8 There is a culture of high expectations for self, student, and staff performance.
P 2.9 Technologies are used in teaching and learning.
P 2.10 Student and staff accomplishments are recognized and celebrated.
P 2.11 Multiple opportunities to learn are available to all students.
P 2.12 The school is organized and aligned for success.
P 2.13 Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined.
P 2.14 Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies.
P 2.15 The school culture and climate are assessed on a regular basis.
P 2.16 A variety of sources of information is used to make decisions.
P 2.17 Student learning is assessed using a variety of techniques.
P 2.18 Multiple sources of information regarding performance are used by staff and students.
P 2.19 A variety of supervisory and evaluation models is employed.
P 2.20 Pupil personnel programs are developed to meet the needs of students and their families.

Dispositions: The administrator believes in, values, and is committed to

D 2.1 The fundamental purpose of schooling
D 2.2 The proposition that all students can learn
D 2.3 The variety of ways in which students can learn
D 2.4 Life long learning for self and others
D 2.5 Professional development as an integral part of school improvement
D 2.6 The benefits that diversity brings to the school community
D 2.7 A safe and supportive learning environment
D 2.8 Preparing students to be contributing members of society
D 2.9 The partnership and collaboration with and among staff
Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. (Organizational Leadership)

Knowledge: The administrator has knowledge an understanding of

- K 3.1 Theories and models of organizations and the principles of organizational development
- K 3.2 Operational procedures at the school and district level
- K 3.3 Principles and issues relating to school safety and security
- K 3.4 Human resources management and development
- K 3.5 Principles and issues relating to fiscal operations of school management
- K 3.6 Principles and issues relating to school facilities and use of space
- K 3.7 Legal issues impacting school operations
- K 3.8 Current technologies that support management functions

Performances: The administrator is able to facilitate processes and engage in activities ensuring that:

- P 3.1 Knowledge of learning, teaching, and student development is used to inform management decisions.
- P 3.2 Operational procedures are designed and managed to maximize opportunities for successful learning.
- P 3.3 Emerging trends are recognized, studied, and applied as appropriate.
- P 3.4 Operational plans and procedures to achieve the vision and goals of the school are in place.
- P 3.5 Collective bargaining and other contractual agreements related to the school are effectively managed.
- P 3.6 The school plant, equipment, and support systems operate safely, efficiently, and effectively.
- P 3.7 Time is managed to maximize attainment of organizational goals.
- P 3.8 Potential problems and opportunities are identified.
- P 3.9 Problems are confronted and resolved in a timely manner.
- P 3.10 Financial, human and material resources are aligned to the goals of schools.
- P 3.11 The school acts entrepreneurially to support continuous improvement.
- P 3.12 Organizational systems are regularly monitored and modified as needed.
- P 3.13 Stakeholders are involved in decisions affecting schools.
- P 3.14 Responsibility is shared to maximize ownership and accountability.
- P 3.15 Effective problem-framing and problem-solving skills are used.
- P 3.16 Effective conflict resolution skills are used.
- P 3.17 Effective group-process and consensus-building skills are used.
- P 3.18 Effective communication skills are used.
- P 3.19 There is effective use of technology to manage school operations.
P 3.20 Fiscal resources of the school are managed responsibly, efficiently, and effectively.
P 3.21 A safe, clean, and aesthetically pleasing school environment is created and maintained.
P 3.22 Human resource functions support the attainment of school goals.
P 3.23 Confidentiality and privacy of school records are maintained.

Dispositions: The administrator believes in, values, and is committed to:

- D 3.1 Making management decisions to enhance learning and teaching
- D 3.2 Taking risks to improve schools
- D 3.3 Trusting people and their judgments
- D 3.4 Accepting responsibility
- D 3.5 High quality standards, expectations, and performances
- D 3.6 Involving stakeholders in management processes
- D 3.7 A safe environment

Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. (Collaborative Leadership)

Knowledge: The administrator has knowledge and understanding of:

- K 4.1 Emerging issues and trends that potentially impact the school community
- K 4.2 The conditions and dynamics of the diverse school community
- K 4.3 Community resources
- K 4.4 Community relations and marketing strategies and processes
- K 4.5 Successful models of school, family, business, community, government, and higher education partnerships

Performances: The administrator is able to facilitate processes and engage in activities ensuring that:

- P 4.1 High visibility, active involvement, and communication with the larger community are a priority.
- P 4.2 Relationships with community leaders are identified and nurtured.
- P 4.3 Information about family and community concerns, expectations, and needs is used regularly.
- P 4.4 There is outreach to different businesses, religious, political, and service agencies and organizations.
- P 4.5 Credence is given to individuals and groups whose values and opinions may conflict.
- P 4.6 The school and community serve one another as resources.
- P 4.7 Available community resources are secured to help the school solve problems and achieve goals.
- P 4.8 Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.
P 4.9 Community youth family services are integrated with school programs.
P 4.10 Community stakeholders are treated equitably.
P 4.11 Diversity is recognized and valued.
P 4.12 Effective media relations are developed and maintained.
P 4.13 A comprehensive program of community relations is established.
P 4.14 Public resources and funds are used appropriately and wisely.
P 4.15 Community collaboration is modeled for staff.
P 4.16 Opportunities for staff to develop collaborative skills are provided.

**Dispositions:** The administrator believes in, values, and is committed to:

- D 4.1 Schools operating as an integral part of a larger community
- D 4.2 Collaboration and communication with families
- D 4.3 Involvement of families and other stakeholders in school decision-making processes
- D 4.4 The proposition that diversity enriches the school
- D 4.5 Families as partners in the education of their children
- D 4.6 The proposition that families have the best interests of their children in mind
- D 4.7 Resources of the family and community needing to be brought to bear on the education of students
- D 4.8 An informed public

**Standard 5:** A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner. *(Ethical Leadership)*

**Knowledge:** The administrator has knowledge and understanding of:

- K 5.1 The purpose of education and the role of leadership in modern society
- K 5.2 Various ethical frameworks and perspectives on ethics
- K 5.3 The values of the diverse school community
- K 5.4 Professional codes and ethics
- K 5.5 The philosophy and history of education

**Performances:** The administrator is able to facilitate processes and engage in activities ensuring that:

- P 5.1 Examines personal and professional values.
- P 5.2 Demonstrates a personal and professional code of ethics.
- P 5.3 Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.
- P 5.4 Serves as a role model.
- P 5.5 Accepts responsibility for school operations.
- P 5.6 Considers the impact of one's administrative practices on others.
- P 5.7 Uses the influence of the office to enhance the educational program rather than for personal gain.
- P 5.8 Treats people fairly, equitably, and with dignity and respect.
P 5.9 Protects the rights and confidentiality of students and staff.
P 5.10 Demonstrates appreciation for and sensitivity to the diversity in the school community.
P 5.11 Recognizes and respects the legitimate authority of others.
P 5.12 Examines and considers the prevailing values of the diverse school community.
P 5.13 Expects that others in the school community will demonstrate integrity and exercise ethical behavior.
P 5.14 Opens the school to public scrutiny.
P 5.15 Fulfills legal and contractual obligations.
P 5.16 Applies laws and procedures fairly, wisely, and considerately.

**Disposition:** The administrator believes in, values, and is committed to

**D 5.1** The ideal of the common good
**D 5.2** The principles in the Bill of Rights
**D 5.3** The right of every student to a free, quality education
**D 5.4** Bringing ethical principles to the decision-making process
**D 5.5** Subordinating one's own interest to the good of the school community
**D 5.6** Accepting the consequences for upholding one's principles and actions
**D 5.7** Using the influence of one's office constructively and productively in the service of all students and their families
**D 5.8** Development of a caring school community

**Standard 6:** A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. (Political Leadership)

**Knowledge:** The administrator has knowledge and understanding of:

**K 6.1** Principles of representative governance that undergird the system of American schools
**K 6.2** The role of public education in developing and renewing a democratic society and an economically productive nation
**K 6.3** The law as related to education and schooling
**K 6.4** The political, social, cultural, and economic systems and processes that impact schools
**K 6.5** Models and strategies of change and conflict resolution as applied to the larger political, social, cultural, and economic contexts of schooling
**K 6.6** Global issues and forces affecting teaching and learning
**K 6.7** The dynamics of policy development and advocacy under our democratic political system
**K 6.8** The importance of diversity and equity in a democratic society

**Performances:** The administrator is able to facilitate processes and engage in activities ensuring that:
P 6.1 The environment in which schools operate is influenced on behalf of students and their families.
P 6.2 Communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate.
P 6.3 There is ongoing dialogue with representatives of diverse community groups.
P 6.4 The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.
P 6.5 Public policy is shaped to provide quality education for students.
P 6.6 Lines of communication are developed with decision makers outside the school community.

**Dispositions:** The administrator believes in, values, and is committed to

D 6.1 Education as a key to opportunity and social mobility
D 6.2 Recognizing a variety of ideas, values, and cultures
D 6.3 Importance of a continuing dialogue with other decision makers affecting education
D 6.4 Actively participating in the political and policy-making affecting education
D 6.5 Using legal systems to protect student rights and improve student opportunities
Technology Self-Assessment Tool
Developed by Massachusetts Department of Education and
Massachusetts Educational Technology Advisory Council

Rank your proficiency on each item of the survey: 1 = fully proficient, 2 = developing, or 3 = no
opportunity to develop this skill. Complete the survey twice, once at the beginning of your Field
Experience and again at the end. The column on the left is provided for your responses. Mark
them in different colors of ink to indicate the pre- and post-test.

1. Basic Technology Skills:

Educational leaders demonstrate technology proficiency and apply technology to enhance their
professional practice and to increase their own productivity and that of others.

<table>
<thead>
<tr>
<th>I know how to</th>
<th>Perform Basic Operations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Start up and shut down a computer system and peripherals; open and close files; navigate with scroll bars, mouse, and special keys.</td>
</tr>
<tr>
<td></td>
<td>Manage files: save, locate, and organize files on a local computer and remote network spaces.</td>
</tr>
<tr>
<td></td>
<td>Resolve commonly occurring technology problems (e.g. printer jam, ink cartridge replacement, and frozen computer screen).</td>
</tr>
<tr>
<td></td>
<td>Operate and connect peripheral devices, such as printers and projectors.</td>
</tr>
</tbody>
</table>

  **Use Productivity Tools**

  Use the editing and formatting features of a work processing program (e.g. centering, spacing, fonts, margins, copy and paste, spell check).
  Create an original spreadsheet, entering simple formulas (e.g. various number formats, sums and percentages).
  Use functions of a spreadsheet such as sort, filter, find and calculate.
  Perform simple operations in a database (e.g. browse, sort, search, delete, add data, and define field formats).
  Create a simple multimedia presentation using a design template.

  **Use Email**

  Create and send email messages: open, save, print, and delete messages.
  Send, receive, open, and save files attached to email messages. Understand the risks associated with opening attachments from unknown sources.
  Create an address book in an email program.

  **Use the Internet**

  Access the Internet and use search strategies to locate information such as curriculum standards, grant information, educator licensing (CTC), Virtual Education Space, California Department of Education, etc.
  Bookmark website or add them to favorites and organize them into folders for future reference.
  Conduct scholarly research on the web.

  **Use Technology for Professional Practice**

  Create a report or complete a form using a word processing application.
  Use databases and spreadsheets for analysis and decision-making.
  Use email to communicate with students, staff, parents and the community.
  Use technology for sustained, job-related professional development.
  Use presentation tools to communicate with students, staff, parents, and the community.
  Use computer applications for record keeping, data analysis, and research.
Leadership Skills

Educational leaders inspire a shared vision and plan for comprehensive integration of technology in their schools. They ensure the implementation of their technology plan. The integration of technology includes curricular design, instructional strategies, and learning environments that maximize teaching and learning.

<table>
<thead>
<tr>
<th>As a Leader, I...</th>
<th>Provide Leadership and Vision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oversee and direct the development of a technology plan that is aligned with the school improvement plan.</td>
<td></td>
</tr>
<tr>
<td>Communicate the goals, objectives, and needs of the technology plan to all staff members, the school committee, and the public.</td>
<td></td>
</tr>
<tr>
<td>Ensure that systems are in place for gathering data to formatively evaluate the technology plan and to use this data for decision-making.</td>
<td></td>
</tr>
<tr>
<td>Search for emerging technologies and evaluate their potential uses in the district.</td>
<td></td>
</tr>
<tr>
<td>Maintain currency and competency in the use of technology in order to model these practices for the staff.</td>
<td></td>
</tr>
</tbody>
</table>

**Lead in the use of Technology in Teaching and Learning**

- Recognize, identify and promote exemplary uses of technology in instruction.
- Provide for equitable access (across the district and within school buildings) to technologies that enhance learning and facilitate productivity for staff and students.
- Provide high quality professional development opportunities and ongoing support to promote the use of technology in instruction and to increase student technology literacy.
- Provide for assistive technologies and related professional development to meet the diverse needs of individual students. Ensure that staff understand how universal design strategies can promote access to the general curriculum for all students.

**Provide Support, Management and Operations**

- Make informed budget decisions on the financial needs of the technology plan, including adequate staffing and other resources needed to support the technology infrastructure.
- Leverage federal, state, local, and private resources to meet the objectives of the technology plan.
- Develop and implement policies to ensure compatibility of the district’s technology resources.
- Ensure that the schools have adequate technology support to maintain the equipment in a timely manner.

**Lead in the Use of Technology for Assessment and Evaluation**

- Assess and evaluate technology resources and uses for teaching and learning, communication, and productivity.
- Assess student and staff technology literacy and provide instruction and professional development based on the results of the analysis.
- Support the use of technology to collect and analyze data to improve instructional practice and student learning.
3. Social, Legal, and Ethical Issues:

Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.

<table>
<thead>
<tr>
<th>As a Leader, I...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish and maintain technology acceptable use policies, addressing issues such as online safety, access to appropriate sites on the Internet, copyright law, etc. Communicate these policies to staff and students and ensure that they adhere to these policies.</td>
</tr>
<tr>
<td>Ensure that staff and students adhere to the Children's Internet Protection Act (CIPA) regulations.</td>
</tr>
<tr>
<td>Establish and implement a policy to ensure proper licensing and documentation for all software used.</td>
</tr>
<tr>
<td>Establish policies and procedures to protect the rights and confidentiality of students and staff.</td>
</tr>
<tr>
<td>Promote healthy and environmentally safe practices in the use of technologies.</td>
</tr>
<tr>
<td>Provide equitable access to technology resources so that every student engages in technology-rich learning experiences.</td>
</tr>
</tbody>
</table>
Self Assessment Essay

This is the first task you are to undertake in the Field Experience process. It is also part of the Benchmark Assignment for Edmt 572: Foundations of Educational Leadership. The purpose is for you to identify your strengths and weaknesses as a leader. Be honest with yourself in your reflection. Once you have examined your areas of weakness and skills which are improving, you will be ready to consider the projects for your Action Plan which will enable you to build strength as a leader.

- Analyze your weaknesses as indicated by the two self assessment inventories which you completed.
- Analyze the areas in which you are improving but are not yet strong.
- Examine the suggested activities in Appendix B.
- Describe the types of activities you could do which would help you to grow in leadership ability.
- Develop a growth plan for yourself while you are enrolled in Field Experience.
- Present it in essay format following the format outlined in Edmt 572 Benchmark instructions which you will see on the next page.

The self-assessment essay is to be updated each semester with reflections on your progress toward your goals and your professional growth as an educational leader. Upon completion of all field experience assignments the essay will once again be revised to become your Culminating Reflective Essay.

This essay is to be included in the Certification Packet in your Portfolio.
Reflective Essay

Rationale

A Reflective essay is essentially your thoughts on a subject – specifically what you have learned. It provides a thoughtful analysis of the work you have completed. This is a flashback in the process of exploring some problem thinking over what you have learned from it.

Reflection means thoughtfully considering and meditating on a topic. The root meaning of reflect is to “bend back,” and one meaning appropriate for our purposes is “to think quietly and calmly.” When “reflective writing” is assigned, what is suggested is a combination of calm, quiet thinking with a retrospective focus—looking back over time and considering its meaning and significance in connection with your experience. Reflective writing is a route to self-knowledge, as well as a genre in which writers share personal insights with others.

Process

• Part I: Analyze your responses to the questionnaires suggested in class by doing the following:

  1. If the questionnaire includes instructions for interpretation, follow them. If it does not, identify the three highest responses and the three lowest. Make two or three statements about what you think this tells you about yourself.
  2. Compare the results across the questionnaires
     - State the results: look for areas of relative strength and relative weakness.
     - Interpret the results: what information does this give you about yourself?
  3. Reread the essays you have written while studying your leadership characteristics. Look through them carefully and write out the most prominent ideas. Analyze the weak and strong aspects of your work that you have identified.
  4. Look back at the areas where you are weak and outline ways of improving them. Include this outline in your Benchmark Assignment document.

Product

  1. Part II: Leadership Vision essay

    1. Write a 5 – 7 page paper that explains the major goals of your vision of yourself as an educational leader. Components could be how you wish to behave, what you wish to accomplish, how you wish to be perceived, something else that you generate, or some combination.
2. Be certain that your paper has a clear and explicit thesis stating your vision for yourself in summary form and containing the vital components. Remember, the thesis establishes your direction for the balance of the paper.

3. The body of your paper will support the thesis by explaining why the components you have chosen are important to you and how they fit together. You may use readings, class experiences, and your own professional experiences to support the points you make in the body of the paper.

4. Be sure to conclude your paper by restating your thesis and explaining where the thoughts from this paper lead from here.

5. Points to consider: (1) be concrete, (2) stick to the point, and (3) give bright explanations.
Site Supervisor/Mentor Information Materials

Field Experience is one of the most important aspects of the total credential program. It should provide the candidate with a general knowledge of administration through planned observation and practical experience in each of the Domains of Competence and Performance required by CCTC. These must be verifiable experiences planned collaboratively by the student, the site supervisor/mentor, and the university supervisor.

Field experience refers to the performance of actual on-the-job tasks or work assignments selected for their training value in preparing prospective school leaders. Candidates participate in significant field experiences that are designed to provide experience with the application of theoretical concepts in a practical setting. Field experiences include experiences both in the day-to-day functions of the administrator and in longer-term policy design and implementation. Activities must be related to the California Professional Standards for Professional Leaders. In some cases, verifiable observation carefully documented may supplement or be substituted for actual performance. For examples of activities and a listing of commission standards, see University of La Verne Student Field Experience Action Plan Guide (Edmt. 574) Appendixes D and E.

The student must take the responsibility of organizing his/her time so both the student and the school of assignment may profit by the field experience plan. Candidates and their mentors may arrange the times and locations of the field experience to optimize the candidates’ experiences. Quality of experiences is far more important than working a set number of hours.

Credit Requirements

All students must enroll in at least three units of Edmt. 574. They will have 5 semesters in which to complete their work. If students do not complete their work in the allotted time, they have the option of enrolling for an additional unit of Edmt. 574 and working for an additional semester.

Information for Site Supervisors/Mentors

For field experience to be successful, the selection of a site supervisor/mentor and the site placement for the field experience are critically important. These decisions should be the result of a collaborative effort among the candidate, the school district, and the university.

This collaborative process must ensure the potential for a successful experience through the joint approval of the candidate, the candidate’s mentor, and the university instructor. The site supervisor/mentor must be certified and experienced in school administration and qualified in supervision. Data about the
qualifications of the mentors is collected on the form titled, "Qualifications of Field Experience Mentor," which is collected before the field experience can begin. The site placement must be an exemplary, well-managed school or district office. A significant aspect of the professional preparation of educational leaders is that which provides actual on-the-job experience under the immediate supervision of a practicing school administrator and the general direction of a college or university instructor.

The site supervisor's mentor's responsibilities include:

- Helping to create a support system for candidates for the administrative credential,
- Planning the field experience activities in collaboration with the candidate and the university supervisor.
- Conferring with the candidate on a regular basis with respect to your expectations, advice, and assessment of the candidate's work. Mentoring should reflect the candidate's changing needs as s/he progresses through the program.
- Assuming that the planned field experience activities are balanced to provide
  a) an awareness of a full range of administrative responsibilities,
  b) both site- and district-level functions,
  c) experiences with diverse populations across the two semesters of field experience.
- Verifying that the candidate has completed the activities, and
- Evaluating the effectiveness with which the field experiences were accomplished.

The candidate, to the extent that qualifications permit, should actually play the role of an assistant administrator in the areas assigned and contribute to better instruction, personnel administration, community relations, business services, or other school functions.

It is true that mentoring of a candidate seeking such experience will take some time, but it is also true that the candidate can become an efficient right arm of the supervisor in making administration more complete and effective.

All professionals owe something to the perpetuation of their profession. Perhaps the greatest contribution that an administrator can make in this direction is the sharing of years of training and experience with a student in training. Through assisting these candidates, the rich experience of an administrator will result in better instruction for pupils, and increasing excellence in the practice of educational leadership.
Roles and Responsibilities of the Site Supervisor/Mentor

- Willingly serves as a coach to a credential candidate
- Facilitates professional development of the candidate
- Helps the candidate establish professional connections and develop his/her career
- Provides the opportunity to apply newly acquired skills
- Provides knowledge and expertise on a wide range of issues
- Provides feedback on the candidate's work
- Provides moral support
- Acts as a role model
- Interacts with the candidate with humor, flexibility and generosity
- Provides guidance, counsel, and advisement
- Works collaboratively with the university instructor assigned to the candidate

Roles and Responsibilities of the Candidate Being Monitored

- Seeks out and interacts with mentor
- Discusses goals
- Receives guidance on career issues
- Uses time with mentor effectively by asking questions and discussing concerns and interests
- Identifies own needs/goals and formulates an action plan for accomplishing these
- Takes responsibility and initiative for own learning/development
- Actively seeks challenging assignments and greater responsibility
- Receptive to coaching/utilizing the mentor's feedback
- Maintains regular contact with the university instructor

Recognition and Evaluation

Evaluation of mentors is accomplished through interviews, student feedback, planned activities, and support. Mentors will be recognized by:

- Receipt of free materials/documents
- Invitations to attend Ed.D. Road Shows and seminar presentations
- Consultant/presenter opportunities for the University of La Verne's Preliminary and Professional Administrative Services Credential Programs
University of La Verne
Edmt. 574 – Field Experience in Educational Management

Candidate's Name ___________________________ School District ___________________________

Date ___________________________ ULV Field Experience Instructor ___________________________

Site ___________________________ Grade Levels ___________________________

Address ___________________________ Telephone No. ___________________________

City, Zip Code ___________________________

On-Site Supervisor ___________________________ Title ___________________________

Candidate's Name ___________________________ School District ___________________________

Date ___________________________ ULV Field Experience Instructor ___________________________

Site ___________________________ Grade Levels ___________________________

Address ___________________________ Telephone No. ___________________________

City, Zip Code ___________________________

On-Site Supervisor ___________________________ Title ___________________________

****

Candidate's Name ___________________________ School District ___________________________

Date ___________________________ ULV Field Experience Instructor ___________________________

Site ___________________________ Grade Levels ___________________________

Address ___________________________ Telephone No. ___________________________

City, Zip Code ___________________________

On-Site Supervisor ___________________________ Title ___________________________

Ethnicity of Student Population – at least 20% of the student body at one site must be of
different racial or ethnic background than the candidate

<table>
<thead>
<tr>
<th>Ethnic Origin</th>
<th>Site % Of Population</th>
<th>Site % Of Population</th>
<th>Site % Of Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caucasian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latino/Mexican American</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

On-Site Supervisor's Signature ___________________________ Date ___________________________

On-Site Supervisor's Signature ___________________________ Date ___________________________
Preliminary Administrative Services Credential  
(Tier 1)

Qualifications of Field Experience Mentor/Site Supervisor

Name of Credential Candidate: ________________________________

1) Name of Field Experience Mentor/Site Supervisor  
_______________________________

2) Position: _________________________________

3) School/Site: _________________________________

4) District: _________________________________

5) Clear Professional Credential?  ____ yes  ____ no

6) Resume/Vita attached?  ____ yes  ____ no

7) Years of Administrative Experience ______
   Elementary ______  Secondary ______  District-wide ______

8) During the Field Experience you will be asked to:
   - Serve as a coach to the credential candidate.
   - Facilitate professional development of the candidate.
   - Help the candidate establish professional connections and develop his/her career.
   - Provide opportunity to apply newly acquired skills.
   - Provide knowledge and expertise on a wide range of issues.
   - Provide feedback on the candidate's work.
   - Provide moral support.
   - Act as a role model.
   - Interact with the candidate with humor, flexibility, and generosity.
   - Provide guidance, counsel, and advisement.
   - Work collaboratively with the University supervisor assigned to the candidate.

Please sign below to acknowledge your willingness and ability to meet these qualifications.

______________________________
Signature
STEP 2: DEVELOP YOUR ACTION PLAN

With your mentors and University Supervisor develop a Field Experience Action Plan related to the self assessment essay which you wrote. The projects you choose should relate to the classes you are taking this semester. You will repeat collaborative goal setting every semester to match the classes in which you are enrolled.

Form 6: Action Plan – for classes taken to that point

Form 7: Change of Program Petition – use only if there is is change in agreed-upon goals
How to Plan and Select Fieldwork Activities

Fieldwork activities must be planned so the candidate applies theoretical learning in practical, real-life settings. These experiences must provide for intensive day-to-day functions of administration. In addition, they must reflect long-term policy design and implementation.

The field experiences must reflect work with diverse populations and are expected to take place in a variety of settings. The field experience activities should be developed in cooperation with the on-site supervising administrator and must meet with the approval of the university instructor.

Field experience candidates will write a minimum of three (3) measurable activities for each of the seven (7) courses that encompass the Preliminary Administrative Services Program—a total of 21 activities (or objectives) in all. The activities may be:

1. Selected from the sample activities found in Appendix D and/or E, or
2. Individually designed by the candidate utilizing Appendixes D and E as a guide.

Some activities may be common for a variety of sites. Look for activities that require a variety of skills to complete and that provide a rich experience in a particular area of administration.

Procedures to Follow When Requesting an Activity Change

Occasionally it becomes necessary for a candidate to change an activity after both the site supervisor and the university field supervisor have approved it. When this occurs, the candidate must submit the new activity to both the site supervisor and the university field supervisor, along with the reason for requesting the change, for approval before beginning to work on the new activity.

Forms

All forms found in this Field Guide must be completed and submitted with the portfolio upon completion of all field experiences.

Preparing Your Portfolio

Each student is required to prepare a portfolio that will demonstrate his/her accomplishment of all 21 objectives. The portfolio should contain a "write-up" for each objective. A sample format of how write-up for an objective might be prepared is provided on the next page of this guide.
University of La Verne
Edmt. 574: Field Experience In Educational Management
Action Plan

Use this form to list the administrative tasks selected (see Appendix B) and approved by all parties.

Site

__________________________________________________________________________

Course Titles

Edmt. 570—Curriculum, Instruction and Assessment
1. Benchmark:
2. Elementary:
3. Secondary:

Edmt. 571—Human Resource Administration
4. Benchmark:
5. Elementary:
6. Secondary:

Edmt. 572—Educational Leadership
7. Benchmark:
8. Elementary:
9. Secondary:

Edmt. 573—Contemporary Issues in California Schools
10. Benchmark:
11. Elementary:
12. Secondary:

Edmt. 576—Organizational Management and School Community Collaboration
13. Benchmark:
14. Elementary:
15. Secondary:

Edmt. 577—Fiscal Resources and Policy
16. Benchmark:
17. Elementary:
18. Secondary:
Site

Course Titles

Edmt. 578—School Law
19. Benchmark:
20. Elementary:
21. Secondary:

How I plan to stay in touch with my university instructor:

- Attend monthly class meetings
- Maintain “Documentation Log” and submit it for grading each semester

Field Experience activities have met the following requirements:

1. Variety of sites
2. Day-to-day administrative functions
3. Long-term policy design and implementation
4. Realistic settings

Candidate’ Signature

Date

On-Site Supervising Administrator’s Signature

Date

On-Site Supervising Administrator’s Signature

Date

University Field Experience Instructor’s Signature

Date
CHANGE OF PROGRAM PETITION

If you find it necessary to make changes in your Field Experience once you have begun you must petition and have the approval of your Site Supervisor and your University Supervisor to make the change.

Candidate

Address

Telephone________ Email

Nature of change

________________________________________________________________

________________________________________________________________

________________________________________________________________

Justification of Request

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

Student’s Signature

Site Supervisor

University Supervisor

Approved________ Date________

Comments

________________________________________________________________

________________________________________________________________

________________________________________________________________

35
STEP 3: WORK ON YOUR PROJECTS

Work on your projects compiling a field experience notebook that includes artifacts from your activities.

Form 8: Documentation Log 574 – 45 hours submitted each semester

Form 9: Sample Objective 1 – complete 1 per project

Form 10: Evaluation of Projects – completed by Site supervisor
<table>
<thead>
<tr>
<th>Fieldwork Goal</th>
<th>Date</th>
<th>Activity</th>
<th>Reflection</th>
<th>Hours</th>
</tr>
</thead>
</table>

Sample Objective 1
1. Review a state framework and develop a form that could be used for evaluating textbooks in that subject area.

Summary: Student’s description of the activity should be written in sufficient detail to enable a reader of the portfolio to have no difficulty in determining the steps the student followed to complete the activity.

Reflection: What did you discover? How will this help you in the future? If the activity did not go well, what would you do differently next time. If the activity was a great success, what made it so?

Along with the write-up, students should include any pertinent artifacts that help to demonstrate their involvement and completion of the activity (e.g., copies of meeting agendas, forms created, minutes of meetings, copies of slide show presentations, etc).

A Student Timeline and Checklist are provided (Form 11 and Appendix A) in this guide. This Timeline/Checklist lists the tasks in the order in which they should be accomplished. Use the “Date to be Completed by” column to establish a timeline for. Use the “Activity Completed” column to check off each activity as it is completed.
University of La Verne
Program in Educational Management
Evaluation of Projects

(This is a sample form. Please prepare two copies listing your elementary objectives on one form and your secondary objectives on the other.)

Name of Administrative Trainee ___________________________ Date _________________

Name of Supervising Administrator (site) ____________________________

Position ___________________________ Employer ___________________________

The Field Experience affords an administrative trainee an opportunity to demonstrate professional competency in the area of educational management. Please assist us in our effort to evaluate and improve our program by completing this form. Indicate the degree to which the student has met the expectations for an entry level school administrator.

<table>
<thead>
<tr>
<th>Please indicate the degree to which the candidate has met expectations for an entry level school administrator.</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Minimally meets expectations</th>
<th>Does not meet expectations</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. List here your activities from Form 6</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. List here your activities from Form 6</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. List here your activities from Form 6</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4 List here your activities from Form 6</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5 List here your activities from Form 6</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6 List here your activities from Form 6</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7 List here your activities from Form 6</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Comments:

________________________________________________________________________

Recommendations for continued professional experiences:

________________________________________________________________________

Site Supervisor's Signature _______________________________________________

Date ___________________________
STEP 4: COMPILE YOUR PORTFOLIO

Through the portfolio, candidates document learning experiences related to the six California Professional Standards for Educational Leaders. As well, the portfolio highlights candidate's reflections on their professional growth.

Form 11: Site Supervisor Evaluation Form - Candidate

Form 12: University Supervisor Evaluation Form – Candidate

Form 13: Summative Portfolio Checklist- Site Supervisor
Edmt 574 The Portfolio

The portfolio serves as communication tooland is used in the final appraisal of the candidate's fieldwork

What is in the portfolio?

The portfolio should begin with a table of contents listing the following required items:

- The certification packet – this packet should contain all of the forms you have used from this handbook. They should be completed and signed. This packet will be removed from the portfolio and kept on file in the credentials office at the University. Reviewers from WASC, CTCC, and NCATE will have access to these files when conducting a review of the program.

- Course rubrics – You should maintain a file of all course rubrics which instructors have give to you at the conclusion of your classes.

- Fieldwork tasks – The portfolio must include documentation of each fieldwork task including the reflection and all artifacts. These should be arranged by class. The Benchmark assignment from each class is to be included as one of the three tasks.

- Documentation logs – All documentation logs are to be arranged in chronological order and included.

- Culminating essay – The final reflective essay is to be rubric scored by the University Fieldwork Supervisor and the Program Chair and included in the certification packet.

What is the Portfolio Showcase?

Each candidate will present his/her portfolio to the University Supervisor. When possible other student may be present.

The candidate is to prepare and deliver a succinct 15 minute presentation of the portfolio. An additional 15 minutes will be scheduled for questions from the supervisor and fellow students.

Do not attempt to discuss all of the items in the portfolio. Instead, focus upon two to three tasks that were most significant to their learning. Be prepared to discuss other portfolio items in response to questions.

What is the Culminating Reflective Essay?
The Culminating Reflective Essay is a revision/response to the Self Assessment Essay which you wrote at the beginning of the program. In the Self Assessment Essay you sent some goals for growth which you should have been working on in your coursework and your Fieldwork projects.

In the Culminating Reflective Essay you should reflect on the progress you have made in these identified areas and any other of the standards. The format should be similar to the Self Assessment Essay.
University of La Verne
Preliminary Administrative Services Credential Program

Field Experience Site Supervisor Evaluation Form

Name of Site Supervisor: ________________________________

Name of Candidate: ________________________________ Date: ____________

Cluster: ____________________________________________

Please indicate your assessment of your University of La Verne Field Experience Site Supervisor’s strength(s) and area(s) of potential growth by responding to the following categories:

Area(s) of Commendation:

____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

Area(s) of Recommendation:

____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
University of La Verne
Preliminary Administrative Services Credential Program

University Supervisor Evaluation Form

Name of Instructor: ________________________________

Candidate’s Name: ________________________________ Date: ________________

Cluster: ________________________________________

Please indicate your assessment of your University of La Verne Field Experience Instructor’s strength(s) and area(s) of potential growth by responding to the following categories:

Area(s) of Commendation:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Area(s) of Recommendation:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL
Summative Portfolio Checklist – to be completed by University Supervisor

Candidate’s Name ___________________________ Date __________

The following items are required for the final summative program check completed by the Program Chair. When completed this form and the accompanying documentation should be sent to the Program Chair, who will forward it to the Credentials Analyst. Completed packets should be archived in the Program Office.

_______ Standards Inventory and Computer Literacy Inventory (Forms 1, p. 12 and 2, p.20)

_______ Self Assessment Essay (p. 23)

_______ Portfolio Form 4 Demographics (p. 29)

_______ Site Supervisor’s Qualifications (Form 5, p. 30)

_______ Portfolio Form 6 Action Plan – Goals (Form 6, p.33)

_______ Date of site orientation contact ____________(Form 6, p.34)

_______ Documentation Logs a/b/c (Form 8, p.37) and Rubric D

_______ Form 10 for each school: Site Supervisor’s Verification of Candidate Competencies (p. 39)

_______ Form 12 Candidate’s evaluation of Site Supervisor (p. 43)

_______ Form 13 Candidate’s evaluation of University Supervisor (p. 44)

_______ Form 11 University Instructor’s Verification of Student Competencies and Grade Sheet (p. 45)

_______ Culminating Reflective Essay (p. 42 )

_______ Portfolio Exhibition (Appendix, Rubric F)

_______ Portfolio (Appendix F, Rubric G)

_______ Grade point at conclusion of required credential classes

_______ University Grade Change Form

This candidate has successfully completed requirements for the Preliminary Administrative Services Certificate or Credential

Fieldwork Supervisor’s signature ___________________________ Date _____

Program Chair ___________________________ Date __________
# Student Timeline and Checklist

<table>
<thead>
<tr>
<th>Date to be Completed</th>
<th>Activity</th>
<th>Activity Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elementary and Secondary Site Supervisor identified; signatures and proof of clear administrative credential obtained for Qualifications of Field Experience Mentor/ Site Supervisor Form.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demographic information obtained, Form 4, completed, and site supervisors' signatures obtained.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete self assessments in Leadership and Technology</td>
<td></td>
</tr>
<tr>
<td><strong>Step 2:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>List of objectives for classes being taken that semester developed, listed on Form 6, and approved by:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• University Instructor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Applicable Site Supervisors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Copies of the signed form should be given to each on-site administrator and to the university instructor. Candidate should also keep a copy.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <em>Must be repeated each semester</em></td>
<td></td>
</tr>
<tr>
<td><strong>Step 3:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Objectives completed, discussed with site supervisor, and site supervisor's signature obtained. Students must maintain a Documentation Log (see Form 8 in the Action Plan Guide). Set up the form on your computer and maintain the log for each objective as you work on that objective.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Objective 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Objective 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Objective 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Objective 4</td>
<td></td>
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<tr>
<td></td>
<td>• Objective 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Objective 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Objective 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Objective 8</td>
<td></td>
</tr>
</tbody>
</table>
Create two Form 3s listing your elementary objectives on one form and your secondary objectives on the other. Ask each site supervisor to assess your work and sign the forms.

Step 4: Compile your portfolio

Complete a Form 13 for each of your site supervisors.

Complete a Form H for your ULV supervisor.

Step 5: Arrange for your Portfolio Showcase

Assemble your portfolio and all of your forms and appendixes and submit to your ULV instructor.

As soon as your portfolio has been graded, call the Credentials Analyst for your program (see below) for instructions on filing for your certificate (if you do not have an administrative position) or your credential (if you have been hired for an administrative position).

La Verne Campus
Maria Reyes
909.392.6743

Regional Centers Administration
Claire Coleman
909.593.3511, x5424
Sample Field Experience Activities

While you are expected to use technology to prepare your reports and forms, you are allowed only one technology objective (i.e., using a particular type of software to prepare a report) from this list.

Edmt. 570—Curriculum, Instruction, and Assessment

1. Critically analyze a school’s assessment instruments (including test scores) and develop and prioritize a list of strengths and weaknesses.

2. Develop a change strategy for improving an instructional program in a school and present it to the principal for his/her critique.

3. Review a state framework and develop a form that could be used for evaluating textbooks in that subject area.

4. Examine a written curriculum in your school, i.e., course of study or curriculum guide. Compare it with the state framework for that subject area and develop a written critique for the principal on how the written curriculum could be rewritten so as to be a better match with the framework.

5. Develop a curriculum plan for meeting the needs of diverse learners.

6. Analyze and critique for a site administrator the current role of parents/community in the school’s curriculum development program.

7. Incorporate technology into one or more of the above activities.

Edmt. 571—Human Resource Administration

1. Review and critique the district’s policies and procedures for affirmative action, including analysis of hiring practices and staff composition.

2. Review the district’s teacher evaluation policy, procedures, and practices, and critique in relation to its implementation for improving/supervising personnel.

3. Compare and contrast the district’s certificated and classified contracts.

4. Summarize in writing the school district’s recruitment and assignment policies and practices, drawing from written district publications and interview with district and site administrators.
Edmt. 571—Human Resource Administration (continued)

5. Study the concept of non-confrontational negotiations (win-win, mutual interest, etc.), and discuss pros and cons for use in the local district with your district’s personnel administrator and present the findings to your school principal.

6. Utilize technology databases to analyze staffing for past, present, and future district/school needs.

Edmt. 572—Educational Leadership

1. Develop and present to a faculty group an instructional plan for improving school climate.

2. Conduct all or part of a regular faculty meeting under the supervision of the principal or his/her designee.

3. Evaluate your leadership style using two or more well-accepted assessment instruments.

4. Interview a district curriculum administrator and write a critique for your site administrator of some aspect of the district’s long-range curriculum planning.

5. Describe and recommend to a building administrator a rational or quantitative decision-making process that can be used with selected school problems.

6. Conduct a community scan and develop a five-year plan that would reflect the educational needs of your district.

7. Utilizing a school consensus model, build a school plan reflective of a vision, mission, objectives, activities, and continuous improvement components.

8. Utilize appropriate technology in one or more of the above activities to report your work.

Edmt. 573—Contemporary Issues in California Schools

1. Identify the needs of diverse populations that are represented at the school and develop a directory of available services to address these needs. Review with site administrator.

2. Analyze the ethnic composition of your school community and interview persons from two or more minority groups to determine their perceptions of the school's educational process. Present your findings to your principal.
Edmt. 573—Contemporary Issues in California Schools (continued)

3. Review and critique your district's public relations/marketing program including written publications, school programs, etc., and develop recommendations for improvements. Discuss these recommendations with a district-level administrator.

4. Review the goals and activities of advisory groups or site councils and analyze similarities and differences and present to the administrator in charge of that program.

5. Review community resource needs of the school attendance area and recommend a plan to the administrator for delivery of services.

6. Identify the various cultures within the community and plan a series of activities to highlight and enrich the school environment by involving these cultures.

7. Identify three groups of forces that have a major influence on your school or district and discuss with your principal the nature of the influence.

8. Develop and publish a school-to-community newspaper or a principal's newsletter.


10. Utilize databases from the technology to enhance your reports.

Edmt. 576—Organizational Management and Collaboration

1. Identify three types of advisory committee or councils in your district, attend at least one meeting of each group, and prepare a critique on their relationships and contributions to the school district.

2. Read articles on school/business partnerships, and develop a written critique of partnerships in your school or district in relation to these articles.

3. Study computerized school-based management information systems and discuss their usage with your building administrator.

4. Provide leadership to a staff committee charged by the principal with resolving a management problem.
5. Meet with school-site, classified staff and develop a plan for improving some aspect of their operation.

6. Plan, conduct, and analyze a staff development meeting. Provide your site administrator with an evaluation of meeting outcomes and ask for his/her feedback.

Edmt. 576—Organizational Management and Collaboration (continued)

7. Develop a chart showing decision-making practices in the district. Said chart is to show 1) issues, 2) actions, 3) decision makers, 4) recommenders, and 5) sources for problem identification.

8. Develop a school web page.

9. Write a grant requesting support of a school/community priority.

Edmt. 577—Fiscal Resource Management and Policy Development

1. Review the district’s budget preparation calendar and develop a written critique regarding the degree and level of staff development. This review is to include interviews with district and school personnel.

2. Study school-level budget printouts and demonstrate to principal’s satisfaction an understanding of said printouts.

3. Interview the district’s chief financial officer and assess the current and future fiscal status of the organization.

4. Review current year’s major Assembly and Senate Education bills and, following interview(s) with district administrators, critique their local implications.

5. Attend a school board meeting and critique the board’s role as policy makers and the superintendent’s role as one who carries out the policy. Discuss the implications with your building principal.

6. Review the district’s board policy book and discuss with the school principal the compliance or possible non-compliance of current policies at the school.

7. Compare and contrast in a written report the policies and practices of two state or local professional organizations, i.e., ACSA, CTA, CSEA, AFT, etc.

8. Develop a matrix of interagency/district collaborations. Highlight the benefits of these collaborations for both the agencies and the school/district.
Edmt. 578—School Law

1. Identify a landmark court case and how it has affected the school/student or community in which you work.

2. Interview a state legislator and write a review of his/her legislative record on school-related issues.

3. Review expulsion records of the school for the past five years and compare and contrast student violations.

4. Visit an alternative education site where expelled students from the school might be attending. Report your findings to the field experience supervisor/mentor.

5. Review county and district board of education positions on the use of technology for private, instructional, and student information purposes.

6. Research three major court rulings that have had significant impact on students in your district and develop a written analysis.
California Professional Standards for Leaders

*Inherent in these standards is a strong commitment to cultural diversity and the use of technology as a powerful tool.*

**Standard 1**
A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

1.1 Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.

1.2 Communicate the shared vision so the entire school community understands and acts on the school's mission to become a standards-based education system.

1.3 Use the influence of diversity to improve teaching and learning.

1.4 Identify and address any barriers to accomplishing the vision.

1.5 Shape school programs, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision.

1.6 Leverage and marshal sufficient resources, including technology, to implement and attain the vision for all students and all subgroups of students.

**Standard 2**
A school administrator is an educational leader who promotes the success of the students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

2.1 Shape a culture in which high expectations are the norm for each student as evident in rigorous academic work.

2.2 Promote equity, fairness, and respect among all members of the school community.

2.3 Facilitate the use of a variety of appropriate content-based learning materials and learning strategies that:
   - Recognize students as active learners
   - Value reflection and inquiry
   - Emphasize the quality versus the amount of students' application and performance
   - Utilize appropriate and effective technology

2.4 Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards.
2.5 Provide opportunities for all members of the school community to develop and use skills in collaboration, distributed leadership, and shared responsibility.
2.6 Create an accountability system grounded in standards-based teaching and learning.
2.7 Utilize multiple instruments to evaluate student learning in an ongoing process focused on improving the academic performance of each student.

Standard 3
A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

3.1 Sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.
3.2 Utilize effective and nurturing practices in establishing student behavior management systems.
3.3 Establish school structures and processes that support student learning.
3.4 Utilize effective systems management, organizational development, and problem-solving and decision-making techniques.
3.5 Align fiscal, human, and material resources to support the learning of all subgroups of students.
3.6 Monitor and evaluate the program and staff.
3.7 Manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.

Standard 4
A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

4.1 Recognize and respect the goals and aspirations of diverse family and community groups.
4.2 Treat diverse community stakeholder groups with fairness and respect.
4.3 Incorporate information about family and community expectations into school decision-making and activities.
4.4 Strengthen the school through the establishment of community, business, institutional, and civic partnerships.
4.5 Communicate information about the school on a regular and predictable basis through a variety of media.
4.6 Support the equitable success of all students and all subgroups of students by mobilizing and leveraging community support services.
Standard 5
A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

5.1 Model personal and professional ethics, integrity, justice, and fairness, and expect the same behavior from others.
5.2 Protect the rights and confidentiality of students and staff.
5.3 Use the influence of the office to enhance the education program, not personal gain.
5.4 Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.
5.5 Demonstrate knowledge of the standards-based curriculum and the ability to integrate and articulate programs throughout the grades.
5.6 Demonstrate skills in decision-making, problem solving, change management, planning, conflict management, and evaluation.
5.7 Reflect on personal leadership practices and recognize their impact and influence on the performance of others.
5.8 Engage in professional and personal development.
5.9 Encourage and inspire others to higher levels of performance, commitment, and motivation.
5.10 Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.

Standard 6
A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

1.1 Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
1.2 Influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students.
1.3 Ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.
1.4 Generate support for the school by two-way communication with key decision-makers in the school community.
1.5 Collect and report accurate records of school performance.
1.6 View oneself as a leader of a team and also as a member of a larger team.
1.7 Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement.
Coursework for the Preliminary Administrative Services Credential

Edmt. 570—Curriculum, Instruction, and Assessment

Course Topics:

1. Identify major historical movements in American curriculum and instruction.
2. Identify the appropriate roles of pupils, staff, school organizations, parents, and community in curriculum development, and evaluation.
3. Apply procedures of curriculum development, implementation, and evaluation.
4. Understand the elements of curriculum supervision at the site and district levels.
5. Recognize the impact of technology on the educational program and how that technology can support instructional improvement and administrative decision-making.
6. Understand the concepts and procedures related to ancillary student services.
7. Identify ethnic, racial, cultural, and gender factors in selecting and presenting curriculum material and in meeting the needs of diverse learners.
8. Understand the nature of multimedia technologies for improvement of the instructional program.
9. Identify instruments to facilitate improvement of the educational program.
10. Evaluate their competence in using technological tools.
11. Analyze appropriate staff development opportunities consistent with curricular and instructional needs.

Edmt. 571—Human Resource Administration

Course Topics:

1. General concepts and principles of human resource administration.
2. Fundamentals of affirmative action, recruitment, selection, assignment, and dismissal of staff.
3. Essentials of documentation and file building, including progressive discipline.
4. Principles and processes for supervision and evaluation of certificated and classified staff.
5. Personnel relations, to include:
   a. Fundamentals of collective bargaining,
   b. Interpreting employment contracts,
   c. Working with a variety of formal and informal employee groups.
6. Laws relating to classified and certificated personnel.
7. Utilize technology databases to analyze staffing for past, present, and future district/school needs.

**Edmt. 572—Educational Leadership**

Course Topics:

1. Concepts of leadership.
2. The administrator's role in group processes, including self-evaluation procedures, fundamentals of human relations, professional ethics, and developing/maintaining good interpersonal relationships.
3. Inter- and intra-organizational decision-making processes and techniques.
4. Concepts and procedures related to total development of a school climate that promotes pupil learning.
5. Fundamentals of short-term and long-range planning.
7. Development and articulation of a vision based on development of a sound educational philosophy.
8. Utilize appropriate technology in one or more of the above activities to report your work.

**Edmt. 573—Contemporary Issues in California Schools**

Course Topics:

1. Identify and understand diversity in the community including cultures, ethnicity, and individuals with disabilities.
2. Examine appropriate use of resources to address the diverse needs of the community.
3. Explore cultural patterns and their potential for school involvement.
4. Identify appropriate instructional practices, leadership, and conflict management in the diverse communities.
5. Understand the principles of second language development (SLD) and specially designed academic instruction in English (SDAIE).
6. Implementation of procedures to maintain safe schools in a changing society.
7. Utilize electronic databases to enhance your reports.

**Edmt. 576—Organizational Management and School-Community Collaboration**

Course Topics:

1. Developing, implementing, and evaluating goals, priorities, policies, and practices.
2. The use of data collection procedures in school management.
3. Principals of management of office, plant, and ancillary services.
4. Presenting various communication models.
5. Procedures for conflict management and resolution.
6. Procedures for time management and stress management.
7. The roles of the school, school board members, parents, and the general community in the educational process, including historical and philosophical forces.
8. Identifying and working collaboratively with community influence groups to provide integrated services, including:
   a. Ethnic, racial, and other minority groups,
   b. Private sector organizations and foundations that affect the school program.
9. Democratic techniques and procedures for working with community agencies, school site councils, and other quasi-governance bodies.
10. Studying computerized, school-based management information systems and discussing their usage with the building administrator.

**Edmt. 577—Fiscal Resources and Policy**

Course Topics:

1. Fundamental concepts of authority, power, and influence.
2. The governing roles of federal, state, and local agencies.
3. Functions of school boards and district administrations in governance and policy making.
4. The roles of professional organizations, including unions.
5. The roles of fiscal and business management in public schools.
6. Management of school budget and school facilities to include:
   a. Current sources and types of funding
   b. District level and site level funding and budgeting
   c. Implications of human and fiscal resource planning in school management
   d. Optimum scheduling of school facilities
7. Function of interagency and interdisciplinary cooperation.

**Edmt. 578—School Law**

Course Topics:

1. Understand the current legal framework of education in America, with emphasis on California.
2. Understand tort liability.
3. Understand legal rights and responsibilities of students.
4. Understand the legal rights and responsibilities of teachers and other school personnel.
5. Identify landmark court cases that have shaped the character and purpose of public schools, especially in California.
6. Examine ethics in application of educational laws and practices.
7. Review county and district board of education positions on the use of technology for private, instructional, and student information purposes.
BENCHMARK ASSIGNMENTS

Benchmark assignments are intended to function as part of the formative assessment design for Administrative Services Credential candidates. The assignment should be completed during the semester of registration for the designated class and graded by that instructor. It should be part of the grade for the class and it should become part of the Portfolio for fieldwork projects for that class.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>BENCHMARK ASSIGNMENTS*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edmt 570</td>
<td>Develop a 1 year plan for improving student achievement</td>
</tr>
<tr>
<td>Edmt 571</td>
<td>Develop your professional portfolio</td>
</tr>
<tr>
<td>Edmt 572</td>
<td>Develop a plan for improvement of your leadership skills</td>
</tr>
<tr>
<td>Edmt 573</td>
<td>Identify a problem at your school dealing with a current issue. Develop a plan for improvement.</td>
</tr>
<tr>
<td>Edmt 574</td>
<td>Reflective essay</td>
</tr>
<tr>
<td>Edmt 576</td>
<td>Prepare an environmental scan for a school</td>
</tr>
<tr>
<td>Edmt 577</td>
<td>Develop a budget for a program, department or school</td>
</tr>
<tr>
<td>Edmt 578</td>
<td>Analyze and discuss a provided set of scenarios according to the prescribed instructions.</td>
</tr>
</tbody>
</table>

* More detailed instructions can be found in the course syllabus.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TECHNOLOGY BENCHMARK ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edmt 570</td>
<td>Interpret data regarding student performance from a <strong>spreadsheet</strong></td>
</tr>
<tr>
<td>Edmt 571</td>
<td>Prepare a summary of a classroom observation or a disciplinary memo using <strong>word processing</strong></td>
</tr>
<tr>
<td>Edmt 572</td>
<td>Prepare a <strong>Power Point</strong> presentation to use for staff development</td>
</tr>
<tr>
<td>Edmt 573</td>
<td>Perform an <strong>online information search</strong> on an issue discussed in class</td>
</tr>
<tr>
<td>Edmt 576</td>
<td>Prepare a weekly staff bulletin for your faculty. Transmit it to your instructor via <strong>email</strong>.</td>
</tr>
<tr>
<td>Edmt 577</td>
<td>Using a <strong>spreadsheet program such as Excel</strong>, develop a budget for a program, department or school</td>
</tr>
</tbody>
</table>
| Edmt 578 | Prepare an analysis in memo format for your superintendent of an incident at your school which relates to a legal issue. (**word processing**)

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APPENDIX F

RUBRICS C - G
### UNIVERSITY OF LA VERNE – College of Education and Organizational Leadership

**Preliminary Administrative Services Credential Program**  
**Fieldwork Log (Rubric D)**

<table>
<thead>
<tr>
<th>Expectations</th>
<th>4 = Exceeds Expectations</th>
<th>3 = Adequate (meets standards)</th>
<th>2 = Emerging</th>
<th>1 Not present</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct number of activities identified, process described for completing goal appropriate</td>
<td>Includes 3 completed projects per class; methodology appropriate; some long-term, some short-term goals; half goals at elementary, half at secondary</td>
<td>Includes 3 completed projects per class; mostly short-term goals, grade levels not balanced,</td>
<td>Does not include 3 completed projects per class or has projects from only one grade level.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of Writing Conventions</td>
<td>Very few difficulties with grammar, punctuation, and spelling; formatting adds to clarity and meaning; material presented in typed format</td>
<td>Few grammar, punctuation, and spelling errors; formatting clear and understandable; material presented in a type format</td>
<td>Some grammar, punctuation and spelling errors; formatting present but not strong; material presented in a typed format</td>
<td>Many grammar, punctuation, or spelling errors; the formatting is confusing; not presented in typed format</td>
<td></td>
</tr>
<tr>
<td>Reflection</td>
<td>Writing thoughtful and analytical, making clear connections between theory and practice</td>
<td>Writing sometimes thoughtful, making clear connections between theory and practice</td>
<td>The writing is rarely thoughtful, making few connections between theory and practice</td>
<td>No or few reflections; writing brief and lacks elaboration</td>
<td></td>
</tr>
</tbody>
</table>

**Average score:**
UNIVERSITY OF LA VERNE – College of Education and Organizational Leadership
Preliminary Administrative Services Credential Program

Portfolio Rubric – Rubric G

Student Name ___________________________ Date ________ Supervisor ______________

Credit will be awarded for the Field Experience Portfolio if the student meets the following criteria:

➢ Obtains an average score of 3 or higher and

➢ Has a minimum score of 2 in each area.

<table>
<thead>
<tr>
<th>Portfolio Components</th>
<th>4 = Exceeds Expectations</th>
<th>3 = Adequate (meets standards)</th>
<th>2 = Emerging</th>
<th>1 = Not Present</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENTS</td>
<td>Portfolio contains all of the required material developed completely and clearly</td>
<td>Portfolio contains most of the required material</td>
<td>Portfolio contains some of the required material</td>
<td>Portfolio contains little of the required material</td>
<td></td>
</tr>
<tr>
<td>CHOICE OF DOCUMENTATION</td>
<td>Samples show student progress and knowledge of CPSELS</td>
<td>Samples show student progress and some knowledge of CPSELS</td>
<td>Samples show some student progress and some knowledge of CPSELS</td>
<td>Random selection of documents. No knowledge of CSELS displayed</td>
<td></td>
</tr>
<tr>
<td>ORGANIZATION</td>
<td>Portfolio is completely and neatly organized. Sections are clearly labeled so that the reader can easily find things.</td>
<td>Portfolio is well organized. The reader has little difficulty finding things.</td>
<td>Portfolio is fairly well organized. The reader may have some difficulty finding things.</td>
<td>Portfolio shows some attempt at organization. A reader has difficulty finding things.</td>
<td></td>
</tr>
</tbody>
</table>

| MECHANICS            | There are no errors in spelling, punctuation or grammar. | There are few errors in spelling, punctuation or grammar. | Errors in grammar, punctuation or grammar are evident through out. | Numerous errors in grammar, punctuation or grammar are evident through out. |       |
| PERSONAL REFLECTION  | All Reflections include personal reactions that are descriptive and insightful and relate to the stated assignment and standard. | Most of the Reflections include personal reactions that are descriptive and insightful and relate to the stated assignment and standard. | Some of the Reflections include personal reactions that are descriptive and insightful and relate to the stated assignment and standard. | Few of the Reflections include personal reactions that are insightful and relate to the stated assignment and standard. |       |
| OVERALL PORTFOLIO IMPACT | The portfolio demonstrates well the student's skills, abilities and knowledge to potential employers. | The portfolio helps to demonstrate the student's skills, abilities and knowledge to potential employers. | The portfolio does little to demonstrate the student's skills, knowledge and abilities to potential employers. | The portfolio does not demonstrate the student's skills, abilities and knowledge to potential employers. | Average score _______ |
Culminating Essay (Rubric E)

Credit will be awarded for the culminating essay if the student meets the following criteria:

- Obtains an average score of 3 or higher and
- Have a minimum score of 2 in each area

<table>
<thead>
<tr>
<th>Essay Components</th>
<th>(4) = exceeds expectations</th>
<th>(3) = Adequate (meets standards)</th>
<th>(2) = Emerging</th>
<th>(1) = Not Present</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge, skills, and experiences</td>
<td>Demonstrates knowledge and skills in relationship to the content standards and the impact these classes had on them</td>
<td>Demonstrates full explanation of the knowledge, skills, and experiences learned throughout the program</td>
<td>Demonstrates partial explanation of the knowledge, skills and experiences learned throughout the program.</td>
<td>Does not demonstrate knowledge, skills, or experiences learned throughout the program.</td>
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<tr>
<td>Self-reflection on expectations and needs for future growth</td>
<td>Clearly identifies professional expectations and future goals in relationship to national and state standards for school administration</td>
<td>Identifies professional expectations and future goals in relationship to national and state standards for school administration.</td>
<td>Identifies professional expectations and future goals, but not in a clear manner in relationship to national and state standards for school administration.</td>
<td>No professional expectations or future goals identified in relationship to national and state standards for school administration.</td>
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<tr>
<td>What student learned about self as a person and as a professional</td>
<td>Demonstrates a clear awareness of personal growth as a student and an educator with a strong commitment to continuous improvement</td>
<td>Demonstrates awareness of personal growth as a student and an educator with a commitment to continuous improvement</td>
<td>Demonstrates awareness of personal growth as a student and an educator with an understanding of a need for continuous improvement</td>
<td>Unclear awareness of personal growth and no intent on continuous improvement.</td>
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<tr>
<td>Presented Ideas in logical Sequence</td>
<td>Content is exceptionally clear, concise, and significant</td>
<td>Content is clear, concise, and significant</td>
<td>Content is partially clear and significant.</td>
<td>Content is awkwardly expressed, lacking alignment with the content requirements of the presentation.</td>
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<tr>
<td>Use of writing Conventions</td>
<td>Very few difficulties with grammar, punctuation, and spelling errors; the formatting adds to the meaning; the material is presented in a typed format.</td>
<td>Few grammar, punctuation, and spelling errors; formatting clear and understandable; material presented in typed format.</td>
<td>Some grammar, punctuation and spelling errors; formatting present but not strong; material presented in typed format.</td>
<td>Many grammar, punctuation or spelling errors; formatting confusing or material is not presented in typed format.</td>
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Average Score: ___
Credit will be awarded for the **presentation section** of the Field Experience (Edmt 574) if the student meets the following criteria:

- Obtains an average score of 3 or higher and
- Have a minimum score of 2 in each area.

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<th>Presentation Components</th>
<th>(4) = Exceeds Expectations</th>
<th>(3) = Adequate (meets standards)</th>
<th>(2) = Emerging</th>
<th>(1) = Not Present</th>
<th>Score</th>
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<td>Knowledge, skills and experiences</td>
<td>Demonstrates the knowledge and skills in relationship to the content standards and the impact the credential classes had on them</td>
<td>Demonstrates full explanation of the knowledge, skills and experiences learned throughout the program</td>
<td>Demonstrates partial explanation of the knowledge, skills and experiences learned throughout the program</td>
<td>Does not demonstrate knowledge, skills or experiences learned throughout the program</td>
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<td>No professional expectations or future goals identified in relationship to national and state standards for school administration</td>
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<tr>
<td>What student learned about self as a person and as a beginning school administrator</td>
<td>Demonstrates awareness of personal growth as a student and as a school administrator with a strong commitment to continuous improvement</td>
<td>Demonstrates awareness of personal growth as a student and a school administrator</td>
<td>Demonstrates awareness of personal growth as a student or beginning administrator with a commitment to continuous improvement</td>
<td>Unclear awareness of personal growth</td>
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<tr>
<td>Oral presentation</td>
<td>Speaks clearly and at a suitable pace; content is exceptionally clear, concise, and significant; time (15-20 minutes) allocated exceptionally well</td>
<td>Speaks clearly and at a suitable pace; content is clear, concise and significant; time (10-14 minutes or over the maximum time) allocated well</td>
<td>Speech unclear and/or not at suitable pace; content partially clear and significant; time (5-8 minutes) allocated appropriately</td>
<td>Spoken presentation difficult to understand; content awkwardly presented; less than 5 minutes in length; time insufficiently allocated</td>
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University of La Verne
Preliminary Administrative Services
Credential Program
Preparing self-renewing, caring and innovative leaders dedicated to excellence in serving diverse communities.

Knowledge • Service • Vision

Student Field Experience Action Plan Guide
Edmt. 574
Handbook for On-site Supervisors
Preliminary Administrative Services Credential Program

Fieldwork Site Supervisor’s Handbook
2008 – 2009

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Dean, College of Education and Organizational Leadership

Barbara Poling, Ed.D.
Associate Dean, College of Education and Organizational Leadership

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Interim Chair, Organizational Leadership

Patricia Ensey, Ed. D.
Program Chair, Preliminary Administrative Services Credential and M.Ed.

Maria Reyes
Credentials Analyst
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University of La Verne
Professional Administrative Services Credential Program

It is the goal of the University of La Verne's Professional Administrative Services Credential Program to train scholarly practitioners for the 21st Century. Therefore, graduates of the program will experience a strong theoretical base moving into exploration of real problems in on-going organizational settings. The curriculum is both applied and current in order to provide a focus on current and relevant issues.

For more than two decades the University of La Verne's Educational Administration Faculty has worked with regional practitioners and researchers to provide a program that will continue to improve the skills and knowledge base that are needed for school leadership in the 21st Century.

- For years educational leaders have discussed the importance of being proactive rather than reactive. Leaders need to be prepared for personal and institutional change. This change must reflect a knowledge of systems.

- Educators work inside an open system. Expectations and demands for production and performance come from all directions, both inside and outside the organization.

- Influences upon the school system from outside the schools take the form of federal and state legislatures that are strongly influenced by business and communication. Influences from within come from the teaching profession and university schools of education.

- Emphasis is on the cultural context of learning as it is reflected in activities such as professional development, site based management, and restructuring and redesign of the school and curriculum to reflect the increasingly diverse needs of an ever-changing student body.

The conceptual frameworks of organizational change and systems thinking provide the conceptual grounding of the Preliminary Administrative Services Credential Program at the University of La Verne. The mission statement of the University and vision of the Department of Educational Leadership provides the contextual framework.
Schooling for the 21st Century—Educational leaders need to develop systems that are responsive to their publics, both internal and external. They will need the skills, theory base, and ability to reshape schools that are responsive to the emerging needs of their communities. They must be prepared to transform systems that address the political, cultural, and social changes taking place.

Educational Leadership—Leaders for the 21st Century need to understand and implement planning for continuous improvement of their educational systems. They need to be interactive and to influence the private and public sector for social policy development. They must create and work within networks to bring about collaboration and strategic organizational change.
To: On-site Fieldwork Supervisors

From: Patricia Ensey, Ed.D.
Program Chair, Preliminary Administrative Credential Program and
M.Ed.

Re: Supervision of Fieldwork Candidate

Thank you for agreeing to share your professional time and expertise to act as an
on-site supervisor for our graduate student during the supervised fieldwork
experience component of the University of La Verne Preliminary Administrative
Services Credential Program. Your commitment to the development of
competent professional school leaders is appreciated.

The field experience component of our program is designed to provide
opportunities to apply the theory from the classroom to real life situations in the
schools under the direction of an experienced professional administrator. The
field experience also serves as an opportunity for the candidate to demonstrate
Knowledge, skill, and dispositions required by the California Commission on
Teacher Credentialing in the California Professional Standards for Educational
Leaders.

This handbook is designed to provide you with information about the program,
state requirements, and the expectations for the school leadership candidate, the
on-site supervisor and the university supervisor.

You will have periodic contact with the university supervisor, but do not hesitate
to call on me at (909) 593-3511, x4385. if you have questions or concerns.
Thank you again for your time, expertise, and dedication to the youth of
California and the development of highly qualified school leaders to serve them.
Organizational Guidelines for Field Assessment

1. The candidate must have been admitted to the La Verne Preliminary Administrative Services Credential Program.

2. The candidate will register for 1 unit of Field Experience each semester, beginning with their first semester in the program, until he/she has accumulated a total of 3 semester units. Field experience activities should reflect the classes being taken that semester/term.

3. At the conclusion of each of the first two semesters/terms, the candidate will submit his/her Documentation Log with a minimum of 45 hours of work on fieldwork projects accounted for. The grade (CR or NC) for that semester/term will be based upon meeting of this requirement. The third semester/term a grade of IP will be given until the candidate completes the remainder of the Field Experience requirements. The IP grade must be cleared within one year (see ULV Catalog, p. 49) or continuous enrollment at one unit per semester/term will be required.

4. The candidate must secure approval from his/her Site Supervisors for a proposed Field Experience Action Plan (FEAP) specifying administrative responsibilities and activities.

5. Activities must be developed by the candidate in collaboration with his/her Site Supervisors and the University Supervisor and approved by all involved.

   Each FEAP will be initiated in triplicate with copies for the candidate, the site administrator, and the field experience supervisor.

6. While the candidate is provided adequate time to perform field experiences during the day, some activities, by necessity, occur after school or in the evening. Therefore, the candidate should be prepared to serve similar hours as a practicing school administrator.

7. The on-site supervising administrators will evaluate the candidate’s work as it is completed on the form provided (Form 2). All materials must be assembled into a portfolio which is due at the end of the final field experience course.

8. The on-site supervising administrators will evaluate the candidate’s performance and observed competencies at the end of the course on the form provided in this guide.
9. Upon completion of the agreed upon projects the candidate's portfolio, the reflective essay, an oral presentation and all required forms will be submitted to the university field supervisor for submission to the university.

This course is designed to provide the candidate with a culminating field experience in educational management. The course will focus on matching theory to practice by conducting activities of leadership; financial management; human resource management; maintaining and improving school/community; governance and policy; management of curriculum, instruction, and assessment; strategies of conflict resolution and collaboration; and managing change in light of contemporary issues. The field experiences are designed to provide the candidate with intensive experiences both in day-to-day functions of administrators and in long-term policy design and implementation.

Major tasks include:

- A Field Experience Action Plan developed by on-site supervising administrators and the candidate, and approved by the university. The Action Plan includes opportunities to conduct activities that pertain to the topics listed above at a variety of school levels/sites (i.e., elementary, junior high or high school, etc.).

- The compiling of a field experience notebook that includes daily and weekly notations of the activities listed above that have been verified by the on-site supervising administrator at each site. Such activities must include performance at both the designated grade levels but do not necessarily have to be equal in distribution.

- The documentation of those activities actually performed as verified by the on-site supervisor (administrator) and accepted by the university (Appendix A).

The design and implementation of a successful field experience program incorporates the following:

- Thoughtful and cooperative planning in selecting activities within the constraints of the school/office assigned.

- Taking advantage of the unique opportunities inherent in the school/office assignment.

- The selection of activities that will be mutually beneficial to the ULV students, the school, and the district.
- The selection of activities that assure ULV students of new experiences and new insights regarding the domains and functions of school administration.

- The selection of activities that help develop skills to:
  1. make sound decisions,
  2. motivate others,
  3. show initiative,
  4. accept responsibility,
  5. relate ethically and effectively to others,
  6. make program innovations,
  7. develop leadership,
  8. organize schools to maximize learning.

- The avoidance of undue specialization or concentration of time and work in any one activity, project, or assignment.

- The avoidance of activities in which the student is already experienced.

- Selection of activities that reflect areas of growth indicated on self-assessment inventories
Expectations of the On-Site Supervisor

Field Experience is one of the most important aspects of the total credential program. It should provide the candidate with a general knowledge of administration through planned observation and practical experience in each of the Domains of Competence and Performance required by CCTC. These must be verifiable experiences planned collaboratively by the student, the site supervisor/mentor, and the university supervisor.

Field experience refers to the performance of actual on-the-job tasks or work assignments selected for their training value in preparing prospective school leaders. Candidates participate in significant field experiences that are designed to provide experience with the application of theoretical concepts in a practical setting. Field experiences include experiences both in the day-to-day functions of the administrator and in longer-term policy design and implementation. Activities must be related to the California Professional Standards for Professional Leaders. In some cases, verifiable observation carefully documented may supplement or be substituted for actual performance. For examples of activities and a listing of commission standards, see University of La Verne Student Field Experience Action Plan Guide (Edmt. 574) Appendixes D and E.

The student must take the responsibility of organizing his/her time so both the student and the school of assignment may profit by the field experience plan. Candidates and their mentors may arrange the times and locations of the field experience to optimize the candidates' experiences. Quality of experiences is far more important than working a set number of hours.

Credit Requirements

All students must enroll in at least three units of Edmt. 574. They will have five semesters in which to complete their work. If students do not complete their work in the allotted time, they have the option of enrolling for an additional unit of Edmt. 574 and working for an additional semester.

Information for Site Supervisors/Mentors

For field experience to be successful, the selection of a site supervisor/mentor and the site placement for the field experience are critically important. These decisions should be the result of a collaborative effort among the candidate, the school district, and the university.

This collaborative process must ensure the potential for a successful experience through the joint approval of the candidate, the candidate's mentor, and the university instructor. The site supervisor/mentor must be fully credentialed and experienced in school administration and qualified in supervision. Data about the qualifications of the mentors is collected on the form titled, "Qualifications of Field
Experience Mentor,” which is collected before the field experience can begin. The site placement must be an exemplary, well-managed school or district office. A significant aspect of the professional preparation of educational leaders is that which provides actual on-the-job experience under the immediate supervision of a practicing school administrator and the general direction of a college or university instructor.

The site supervisor’s mentor’s responsibilities include:

- Helping to create a support system for candidates for the administrative credential,
- Planning the field experience activities in collaboration with the candidate and the university supervisor.
- Conferring with the candidate on a regular basis with respect to the mentor’s expectations, advice, and assessment of the candidate’s work. Mentoring should reflect the candidate’s changing needs as s/he progresses through the program.
- Assuming that the planned field experience activities are balanced to provide
  a) an awareness of a full range of administrative responsibilities,
  b) both site- and district-level functions,
  c) experiences with diverse populations across the semesters of field experience.
- Verifying that the candidate has completed the activities, and
- Evaluating the effectiveness with which the field experiences were accomplished.

The candidate, to the extent that qualifications permit, should actually play the role of an assistant administrator in the areas assigned and contribute to better instruction, personnel administration, community relations, business services, or other school functions.

It is true that mentoring of a candidate seeking such experience will take some time, but it is also true that the candidate can become an efficient right arm of the supervisor in making administration more complete and effective.

All professionals owe something to the perpetuation of their profession. Perhaps the greatest contribution that an administrator can make in this direction is the sharing of years of training and experience with a student in training. Through assisting these candidates, the rich experience of an administrator will result in better instruction for pupils, and increasing excellence in the practice of educational leadership.

Roles and Responsibilities of the Site Supervisor/Mentor

- Willingly serves as a coach to a credential candidate
• Facilitates professional development of the candidate
• Helps the candidate establish professional connections and develop his/her career
• Provides the opportunity to apply newly acquired skills
• Provides knowledge and expertise on a wide range of issues
• Provides feedback on the candidate’s work
• Provides moral support
• Acts as a role model
• Interacts with the candidate with humor, flexibility and generosity
• Provides guidance, counsel, and advisement
• Works collaboratively with the university instructor assigned to the candidate
Roles and Responsibilities of the Candidate Being Monitored

The University expects the administrative candidate will:

- Take responsibility for identifying and interacting with mentors at sites appropriate to his/her interests as well as the University's program and State credential requirements;

- Take responsibility for initiating meetings with the on-site supervisor, to discuss goals, complete necessary paperwork and document hours and activities;

- Become aware of, and operate within the standards, procedures, and policies of the school/district/agency;

- Develop increased competency and provide services to students and staff;

- Seek assistance from on-site supervisors and/or university supervisor when dealing with unfamiliar, difficult or high-risk situations;

- Participate in regularly scheduled group meetings and complete all in-class and homework assignments;

- Conduct him/herself in a professional manner and adhere to the code of ethics of the educational leadership profession;

- Complete all required documentation and the portfolio;

- Maintain regular contact with the university instructor
Roles and Responsibilities of University Supervisor

The University Supervisor of Fieldwork will:

- Provide assistance to the educational leadership candidate in identifying appropriate placement sites and approve all sites and supervisors;

- Provide assistance and support to the school leadership trainee in maintaining appropriate documentation;

- Conference with each Site Supervisor and the candidate regarding the selection of activities;

- Conduct group meeting for all candidates, giving them an opportunity to enhance skills, to share experiences, and to discuss practical applications of leadership theories and experiences.

- Be available to each leadership trainee and site supervisor for consultation;

- Provide feedback and evaluation of the candidate's demonstrated skills on an ongoing basis.
Planning Fieldwork Activities

Fieldwork activities must be planned so the candidate applies theoretical learning in practical, real-life settings. These experiences must provide for intensive day-to-day functions of administration. In addition, they must reflect long-term policy design and implementation.

The field experiences must reflect work with diverse populations and are expected to take place in a variety of settings. The field experience activities should be developed in cooperation with the on-site supervising administrator and must meet with the approval of the university instructor.

Field experience candidates will write a minimum of three (3) measurable activities for each of the seven (7) courses that encompass the Preliminary Administrative Services Program—a total of 21 activities (or objectives) in all. The activities may be:

1. Selected from the sample activities found in Appendix D and/or E, or
2. Individually designed by the candidate utilizing Appendixes D and E as a guide.

Some activities may be common for a variety of sites. Look for activities that require a variety of skills to complete and that provide a rich experience in a particular area of administration.

Procedures to Follow When Requesting an Activity Change

Occasionally it becomes necessary for a candidate to change an activity after both the site supervisor and the university field supervisor have approved it. When this occurs, the candidate must submit the new activity to both the site supervisor and the university field supervisor, along with the reason for requesting the change, for approval before beginning to work on the new activity.

Forms

All forms found on at the end of this Field Guide must be completed and submitted with the portfolio upon completion of all field experiences.

Preparing Your Portfolio

Each student is required to prepare a portfolio that will demonstrate his/her accomplishment of all 21 objectives. The portfolio should contain a "write-up" for each objective. A sample format of how write-up for an objective might be prepared is provided on the next page of this guide.
Sample Field Experience Activities

While you are expected to use technology to prepare your reports and forms, you are allowed only one technology objective (i.e., using a particular type of software to prepare a report) from this list.

Edmt. 570—Curriculum, Instruction, and Assessment

1. BENCHMARK (required): Develop a year-long plan for improving student achievement. Your plan should include:
   • An analysis of the school climate for change,
   • An analysis of all available data,
   • An analysis of prevailing classroom practices,
   • Suggestions for improvement and
   • A plan for staff development including a timeline.

2. Critically analyze a school's assessment instruments (including test scores) and develop and prioritize a list of strengths and weaknesses.

3. Develop a change strategy for improving an instructional program in a school and present it to the principal for his/her critique.

4. Review a state framework and develop a form that could be used for evaluating textbooks in that subject area.

5. Examine a written curriculum in your school, i.e., course of study or curriculum guide. Compare it with the state framework for that subject area and develop a written critique for the principal on how the written curriculum could be rewritten so as to be a better match with the framework.

6. Develop a curriculum plan for meeting the needs of diverse learners by:
   • Identifying the diverse groups in your school community and their needs.
   • Gather any data and statistics available (for example: test scores, attendance, discipline). Identify instructional needs from this data.
   • Inventory instructional materials currently being used to see if they match identified needs
   • Research teaching materials addressing the groups' characteristics.

Edmt. 571—Human Resource Administration

1. BENCHMARK (Required) Develop you Professional Employment Portfolio. It should include:
   • A professional chronological resume
• Cover letter for a school administrative position
• 1 page reflective essay stating your philosophy of school administration
• An artifact that illustrates what you consider to be one of your greatest successes as an educator

2. Review and critique the district’s policies and procedures for affirmative action, including analysis of hiring practices and staff composition.

3. Review the district’s teacher evaluation policy, procedures, and practices, and critique in relation to the California Standards for the Teaching Profession and its implementation for improving/supervising personnel.

4. Compare and contrast the district’s certificated and classified contracts.

5. Study the concept of non-confrontational negotiations (win-win, mutual interest, etc.), and discuss pros and cons for use in the local district with your district’s personnel administrator. Summarize the characteristics of each. State a position on which concept works best and justify your position.

6. Analyze staffing patterns for past, present, and future district/school needs. Analyze staffing allocation for a school site for:
   • Formula
   • Increasing/decreasing enrollment
   • Scheduling constraints
   • Credentialed constraints
   • Master schedule considerations (ex. team teaching, collaboration, etc.)

Edmt. 572—Educational Leadership

1. BENCHMARK (Required) Improve your leadership style by:
   • Analyze your leadership style by using an instrument suggested by your instructor or the one which accompanies the text for this class.
   • Summarize what you think you have learned about yourself from the analysis.
   • List the areas where you appear weak and plan activities that will help you build greater strength.
   • Develop a timeline for completing these activities.
   • Include information from this experience in your Summative Reflective Essay at the end of your fieldwork portfolio.

2. Assess the climate in a school. Develop and present to a faculty group a collaborative plan for improving school climate.
3. Identify the problem areas in a staff or faculty meeting. Research norms and strategies for successful meetings. Plan and conduct all or part of a faculty meeting under the supervision of the principal or his/her designee using some of the strategies you found in your research.

3. Interview a district curriculum administrator and write a critique for your site administrator of some aspect of the district's long-range curriculum planning.

4. Describe and recommend to a building administrator a rational or quantitative decision-making process that can be used with selected school problems.
   - Identify a problem area
   - Research norms and strategies for successful decision making
   - Prepare a written recommendation and discuss it with the administrator

5. Conduct a community scan including demographic data, technology level, socio-economic status, educational level, and community resources (public agencies and businesses). Develop a list of five goals for your school that would reflect the educational needs of your district.

6. Analyze your school plan for indicators of: vision, mission, objectives, activities, and continuous school improvement. Utilizing a school consensus model, Using a school consensus model, plan next steps for updating and revision of the existing plan.

7. Attend a school board meeting and critique the board's role as policy makers and the superintendent's role as one who carries out the policy. Discuss the implications and balance of power with your building principal

Edmt. 573—Contemporary Issues in California Schools

1. BENCHMARK (Required) Identify an area discussed in class.
   - Identify an area where your school needs renewal.
   - Write a strategic plan to renew your school in the area you have identified.
   - Present your plan to one of the administrators at your school who is familiar with the problem.
   - The proposal should include:
     a. An overview of the selected topic
     b. A rationale for implementing the program
     c. Goals and objectives
     d. An outline indicating the involvement of staff, students, parents and community
   - Prepare an oral presentation for the class including Power Point.
2. Identify the needs of diverse populations that are represented at the school and develop a directory of available services to address these needs. Review with site administrator.

3. Analyze the ethnic composition of your school community and interview persons from two or more minority groups to determine their perceptions of the school's educational process including universal access, fairness, and recognition of diversity. Present your findings to your principal in a written report including direct quotations from interviewees.

4. Review and critique your district's public relations/marketing program including written publications, school programs, etc., and develop recommendations for improvements. Discuss these recommendations with a district-level administrator.

5. Review the goals and activities of advisory groups or site councils and analyze similarities and differences and present to the administrator in charge of that program.

6. Review community resource needs of the school attendance area and recommend a plan to the administrator for delivery of services.

7. Identify the various cultures within the community and plan a series of activities to highlight and enrich the school environment by involving these cultures.

8. Identify three groups of forces that have a major influence on your school or district and discuss with your principal the nature of the influence.

9. Develop and publish a school-to-community newspaper or a principal's newsletter.


11. Form a committee composed of staff and parents to work with you to organize a multicultural fair/performance that celebrates the ethnic diversity of the school by doing the following:
   - Identify the ethnic groups in the school community and research their celebrations with an emphasis on performance
   - Invite staff and parents to participate in planning the fair/performance
   - Prepare and send out agendas for meetings to those who will participate
   - Conduct meetings to plan the fair
   - Finalize the group's work and discuss with staff
   - Present the fair/performance
Edmt. 574—Field Experience

1. **BENCHMARK (Required)** At the conclusion of your Field Experience you are to write a 5 to 7 page reflective essay on the knowledge, skills and dispositions you have acquired in the Preliminary Administrative Services Credential Program. You should also include your expectations and need for further growth as well as what you have learned about yourself as a person and as a professional during the program.

Edmt. 576—Organizational Management and Collaboration

1. **BENCHMARK (Required)** Prepare a case study of a district and school of your choice. The case study should be written in narrative form using charts where necessary. Start the case study by gathering data. Then you may conduct interviews with appropriate school officials. See the course outline for specific requirements of the assignment.

2. Identify three types of advisory committee or councils in your district, attend at least one meeting of each group, and prepare a critique on their relationships and contributions to the school district.

3. Read articles on school/business partnerships, and develop a list of characteristics of good partnerships. Critique in writing the partnerships in your school or district in relation to these characteristics.

4. Research characteristics and capabilities of computerized school-based management information systems. Compare and contrast your findings with what is currently in use in your school or district on the following points:
   - Ease of use
   - Capabilities
   - Functions
   - Data retrieval

Recommend and justify changes you think need to be made.

5. Provide leadership to a staff committee charged by the principal with resolving a management problem.
   - Identify the problem
• Research problem solving models
• Choose one appropriate for this situation
• Establish a timeline

6. Meet with school-site, classified staff and develop a plan for improving some aspect of their operation.

7. Plan, conduct, and analyze a staff development meeting. Provide your site administrator with an evaluation of meeting outcomes and ask for his/her feedback.

8. Develop a school web page or enhance an existing one. Identify successful strategies by researching successful web pages.

9. Write a grant requesting support of a school/community priority.

Edmt. 577—Fiscal Resource Management and Policy Development

1. **BENCHMARK** *(Required)* Prepare a budget for a program, department or school using a computer spreadsheet program such as Excel.

2. Monitor the spending each month for the budget you prepared in your Benchmark Assignment above. At the end of the year prepare a written summary assessing the success, shortcomings or failure of your budget.

3. Review the district’s budget preparation calendar and develop a written critique regarding the degree and level of staff involvement. Identify factors that would influence budgets positively and negatively. This review is to include interviews with district and school personnel.

4. Study school-level budget printouts and demonstrate to principal’s satisfaction an understanding of site printouts, sources of funding, restrictions, supplementing vs. supplanting, etc.

5. Interview the district’s chief financial officer and assess the current and future fiscal status of the organization. Include: salaries, major projects, required reserves, positive declaration, COLA, and lottery.

6. Review current year’s major Assembly and Senate Education bills and, following interview(s) with district administrators, critique their local implications.

7. Review the district’s board policy book and discuss with the school principal the compliance or possible non-compliance of current policies at the school.
Differentiate between ed code, board policy, and administrative regulations. Review policies related to (1) discipline, (2) advisory groups, and (3) child abuse reporting. Evaluate in relation to compliance at the site level.

8. Compare and contrast in a written report the policies and practices of two state or local professional organizations, i.e., ACSA, CTA, CSEA, AFT, etc. Include areas of involvement, levels of political influence, and power.

9. Develop a matrix of interagency/district collaborations. Highlight the benefits of these collaborations for both the agencies and the school/district. Examples: emergency services, mental health, Child Protective Services and health services.

Edmt. 578—School Law

1. BENCHMARK (Required) Identify a problem you see in your school. Research cases which are related to the problem. Analyze one of the cases using the following points:
   
   - Title and year
   - Level or type of court
   - Background summary of case
   - Legal issue – federal, state, constitutional issue or statute
   - Holdings(s)/ court decision(s)
   - Legal doctrine/legal reasoning of court
   - Significance/importance/implications/generalizability of the decision in regard to future actions of educators

2. Identify a landmark court case and how it has affected the school/student or community in which you work.

3. Interview a state legislator and write a review of his/her legislative record on school-related issues.

4. Review expulsion and suspension records of the school for the past five years and compare and contrast student violations. Explain the process/ steps used by the district/school to assure due process.

5. Visit an alternative education site where expelled students from the school might be attending. Report your findings related to learning opportunities, climate, school vision and purpose to the field experience supervisor/mentor.

6. Review county and district board of education policies on the use of technology for private, instructional, and student information purposes by staff and students.
7. Research three major court rulings that have had significant impact on students in your district and develop a written analysis of each. Explain the impact in your district.

8. Inservice the security staff (including playground supervisors) in the legal parameters of search and seizure including parent contact, proper procedure, discipline repercussions.

9. Research differences among penal code, education code, and board policy on common issues. Prepare a chart showing the similarities and differences. Create a parent handbook related to student and parent conduct.

10. Plan and present staff development for teachers on the basics of the law related to response of school employees related to student conduct and concerns.
California Professional Standards for Leaders

Inherent in these standards is a strong commitment to cultural diversity and the use of technology as a powerful tool.

Standard 1
A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

1.1 Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.
1.2 Communicate the shared vision so the entire school community understands and acts on the school's mission to become a standards-based education system.
1.3 Use the influence of diversity to improve teaching and learning.
1.4 Identify and address any barriers to accomplishing the vision.
1.5 Shape school programs, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision.
1.6 Leverage and marshal sufficient resources, including technology, to implement and attain the vision for all students and all subgroups of students.

Standard 2
A school administrator is an educational leader who promotes the success of the students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

2.1 Shape a culture in which high expectations are the norm for each student as evident in rigorous academic work.
2.2 Promote equity, fairness, and respect among all members of the school community.
2.3 Facilitate the use of a variety of appropriate content-based learning materials and learning strategies that:
   - Recognize students as active learners
   - Value reflection and inquiry
   - Emphasize the quality versus the amount of students' application and performance
   - Utilize appropriate and effective technology
2.4 Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards.
2.5 Provide opportunities for all members of the school community to develop and use skills in collaboration, distributed leadership, and shared responsibility.

2.6 Create an accountability system grounded in standards-based teaching and learning.

2.7 Utilize multiple instruments to evaluate student learning in an ongoing process focused on improving the academic performance of each student.

**Standard 3**
A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

3.1 Sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.

3.2 Utilize effective and nurturing practices in establishing student behavior management systems.

3.3 Establish school structures and processes that support student learning.

3.4 Utilize effective systems management, organizational development, and problem-solving and decision-making techniques.

3.5 Align fiscal, human, and material resources to support the learning of all subgroups of students.

3.6 Monitor and evaluate the program and staff.

3.7 Manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.

**Standard 4**
A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

4.1 Recognize and respect the goals and aspirations of diverse family and community groups.

4.2 Treat diverse community stakeholder groups with fairness and respect.

4.3 Incorporate information about family and community expectations into school decision-making and activities.

4.4 Strengthen the school through the establishment of community, business, institutional, and civic partnerships.

4.5 Communicate information about the school on a regular and predictable basis through a variety of media.

4.6 Support the equitable success of all students and all subgroups of students by mobilizing and leveraging community support services.
Standard 5
A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

5.1 Model personal and professional ethics, integrity, justice, and fairness, and expect the same behavior from others.
5.2 Protect the rights and confidentiality of students and staff.
5.3 Use the influence of the office to enhance the education program, not personal gain.
5.4 Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.
5.5 Demonstrate knowledge of the standards-based curriculum and the ability to integrate and articulate programs throughout the grades.
5.6 Demonstrate skills in decision-making, problem solving, change management, planning, conflict management, and evaluation.
5.7 Reflect on personal leadership practices and recognize their impact and influence on the performance of others.
5.8 Engage in professional and personal development.
5.9 Encourage and inspire others to higher levels of performance, commitment, and motivation.
5.10 Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.

Standard 6
A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

1.1 Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
1.2 Influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students.
1.3 Ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.
1.4 Generate support for the school by two-way communication with key decision-makers in the school community.
1.5 Collect and report accurate records of school performance.
1.6 View oneself as a leader of a team and also as a member of a larger team.
1.7 Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement.
<table>
<thead>
<tr>
<th>DEPT.</th>
<th>COURSE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<td><strong>Credential and Master's Degree</strong></td>
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<tr>
<td>Edmt.</td>
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<td>Curriculum, Instruction &amp; Assessment</td>
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<td>Edmt.</td>
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<td>Human Resource Administration</td>
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<td>Edmt.</td>
<td>573</td>
<td>Contemporary Issues in California Schools</td>
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<td>Edmt.</td>
<td>574b,c</td>
<td>Fieldwork Experience (1 per semester for a total of 2)</td>
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<td>Edmt.</td>
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<td>School Law</td>
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Appendix A

Preliminary Administrative Services Credential
(Tier 1)

Qualifications of Field Experience Mentor/Site Supervisor

Name of Credential Candidate: ________________________________

1) Name of Field Experience Mentor/Site Supervisor
   ________________________________

2) Position: ________________________________

3) School/Site: ________________________________

4) District: ________________________________

5) Clear Professional Credential?  _____ yes  _____ no

6) Resume/Vita attached?  _____ yes  _____ no

7) Years of Administrative Experience _____
   Elementary _____  Secondary _____  District-wide _____

8) During the Field Experience you will be asked to:
   - Serve as a coach to the credential candidate.
   - Facilitate professional development of the candidate.
   - Help the candidate establish professional connections and develop his/her career.
   - Provide opportunity to apply newly acquired skills.
   - Provide knowledge and expertise on a wide range of issues.
   - Provide feedback on the candidate’s work.
   - Provide moral support.
   - Act as a role model.
   - Interact with the candidate with humor, flexibility, and generosity.
   - Provide guidance, counsel, and advisement.
   - Work collaboratively with the University supervisor assigned to the candidate.

Please sign below to acknowledge your willingness and ability to meet these qualifications.

__________________________________________
Signature
University of La Verne
Edmt. 574 - Field Experience in Educational Management

Candidate’s Name ___________________________ School District ___________________________
Date ___________________________ ULV Field Experience Instructor ___________________________
Site ___________________________ Grade Levels ___________________________
Address ___________________________ Telephone No. ___________________________
City, Zip Code ___________________________ Title ___________________________

On-Site Supervisor ___________________________ Title ___________________________

Candidate’s Name ___________________________ School District ___________________________
Date ___________________________ ULV Field Experience Instructor ___________________________
Site ___________________________ Grade Levels ___________________________
Address ___________________________ Telephone No. ___________________________
City, Zip Code ___________________________ Title ___________________________

On-Site Supervisor ___________________________ Title ___________________________

Candidate’s Name ___________________________ School District ___________________________
Date ___________________________ ULV Field Experience Instructor ___________________________
Site ___________________________ Grade Levels ___________________________
Address ___________________________ Telephone No. ___________________________
City, Zip Code ___________________________ Title ___________________________

On-Site Supervisor ___________________________ Title ___________________________

Ethnicity of Student Population

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<th>Ethnic Origin</th>
<th>Site % Of Population</th>
<th>Site % Of Population</th>
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</tr>
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<td></td>
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</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
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<td></td>
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<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>Latino/Mexican American</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

On-Site Supervisor’s Signature ___________________________ Date ________________

On-Site Supervisor’s Signature ___________________________ Date ________________

On-Site Supervisor’s Signature ___________________________ Date ________________
FIELDWORK ACTIVITY PLAN

Use this form to list the administrative tasks selected (see Appendix D and/or E) and approved by all parties.

Site __________________________________________________________

Course Titles

Edmt. 570—Curriculum, Instruction and Assessment
   1.
   2.
   3.

Edmt. 571—Human Resource Administration
   4.
   5.
   6.

Edmt. 572—Educational Leadership
   7.
   8.
   9.

Edmt. 573—Contemporary Issues in California Schools 10.
   10.
   11.
   12.

Edmt. 576—Organizational Management and School Community Collaboration
   13.
   14.
   15.

Edmt. 577—Fiscal Resources and Policy
   16.
   17.
   18.
Site

Course Titles
Edmt. 578—School Law
19.
20.
21.

How I plan to stay in touch with my university instructor:

Field Experience activities have met the following requirements:

1. Variety of sites
2. Day-to-day administrative functions
3. Long-term policy design and implementation
4. Realistic settings

Candidate's Signature

Date

On-Site Supervising Administrator's Signature

Date

On-Site Supervising Administrator's Signature

Date

University Field Experience Instructor's Signature

Date
CHANGE OF PROGRAM PETITION

If you find it necessary to make changes in your Field Experience once you have begun you must petition and have the approval of your Site Supervisor and your University Supervisor to make the change.

Candidate______________________________________________

Address______________________________________________

Telephone_________________________ Email_________________________

Nature of change__________________________________________

________________________________________________________________

________________________________________________________________

Justification of Request_______________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

Student’s Signature__________________________________________

Site Supervisor______________________________________________

University Supervisor_________________________________________

Approved_______________________ Date_______________________

Comments__________________________________________________

________________________________________________________________
PROJECT ASSESSMENT

(This is a sample form. Please prepare two copies listing your elementary objectives on one form and your secondary objectives on the other.)

Name of Administrative Trainee ____________________________ Date ________________

Name of Supervising Administrator (site) ____________________________

Position ____________________________ Employer ____________________________

The Field Experience affords an administrative trainee an opportunity to demonstrate professional competency in the area of educational management. Please assist us in our effort to evaluate and improve our program by completing this form. Indicate the degree to which the student has met the expectations for an entry level administrator.

<table>
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<th>Activities</th>
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<th>Agree</th>
<th>Undecided</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
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<td>1</td>
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<td>3</td>
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<td>5</td>
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<tr>
<td>2. List here your activities from Form 1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>3. List here your activities from Form 1</td>
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<td>7. List here your activities from Form 1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</table>

Comments:
________________________________________________________________________
________________________________________________________________________

Recommendations for continued professional experiences:
________________________________________________________________________
________________________________________________________________________

Site Supervisor's Signature

34
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<tr>
<th>Fieldwork Goal</th>
<th>Date</th>
<th>Activity</th>
<th>Reflection</th>
<th>Hours</th>
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</table>


University of La Verne
Preliminary Administrative Services Credential Program

Field Experience Site Supervisor Evaluation Form

Name of Site Supervisor: __________________________

Name of Candidate: __________________________ Date: ____________

Cluster: __________________________

Please indicate your assessment of your University of La Verne Field Experience Site Supervisor’s strength(s) and area(s) of potential growth by responding to the following categories:

Area(s) of Commendation:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Area(s) of Recommendation:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
University of La Verne
Preliminary Administrative Services Credential Program

Field Experience Instructor Evaluation Form

Name of Instructor: ____________________________

Candidate's Name: ____________________________ Date: __________

Cluster: ______________________________________

Please indicate your assessment of your University of La Verne Field Experience Instructor's strength(s) and area(s) of potential growth by responding to the following categories:

Area(s) of Commendation:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Area(s) of Recommendation:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
College of Education and Organizational Leadership

Preparing self-renewing, caring, and innovative leaders dedicated to excellence in serving diverse communities

University of La Verne

Knowledge • Service • Vision

University Instructor’s Handbook
2008 - 2009
Preliminary Administrative Services Credential Program
Preliminary Administrative Services Credential Program

University Instructor's Handbook
2008 – 2009

Mark Goor, Ph.D.
Dean, College of Education and Organizational Leadership

Barbara Poling, Ed.D.
Associate Dean, College of Education and Organizational Leadership

William Bearley, Ed.D.
Department Chair, Organizational Leadership

Patricia Ensey, Ed. D.
Program Chair, Preliminary Administrative Services Credential

Maria Reyes
Credentials Analyst, La Verne Campus

Juline Behrens, M.A.
Director, RCA, Educational Programs

Judy Henson, M.A.
Associate Director, RCA, Educational Programs

Claire Coleman, M.A.
Credentials Analyst, RCA
University of La Verne
Preliminary Administrative Services Credential Program

It is the goal of the University of La Verne’s Preliminary Administrative Services Credential Program to train scholarly practitioners for the 21st Century. Therefore, graduates of the program will experience a strong theory base moving into exploration of real problems in ongoing organizational settings. The curriculum is both applied and current in order to provide a focus on current and relevant issues.

For more than two decades the University of La Verne’s Educational Administration Faculty has worked with regional practitioners and researchers to provide a program that will continue to improve the skills and knowledge base that are needed for school leadership in the 21st Century.

- For years educational leaders have discussed the importance of being proactive rather than reactive. Leaders need to be prepared for personal and institutional change. This change must reflect a knowledge of systems.

- Educators work inside an open system. Expectations and demands for production and performance come from all directions, both inside and outside the organization.

- Influences upon the school system from outside the schools take the form of federal and state legislatures that are strongly influenced by business and communication. Influences from within come from the teaching profession and university schools of education.

- Emphasis is on the cultural context of learning as it is reflected in activities such as professional development, site based management, and restructuring and redesign of the school and curriculum to reflect the increasingly diverse needs of an ever-changing student body.

The conceptual frameworks of organizational change and systems thinking provide the conceptual grounding of the Preliminary Administrative Services Credential Program at the University of La Verne. The mission statement of the University and vision of the Department of Educational Leadership provides the contextual framework.

- Schooling for the 21st Century—Educational leaders need to develop systems that are responsive to their publics, both internal and external. They will need the skills, theory base, and ability to reshape schools that are responsive to the emerging needs of their communities. They must be prepared to transform systems that address the political, cultural, and social changes taking place.
Educational Leadership—Leaders for the 21st Century need to understand and implement planning for continuous improvement of their educational systems. They need to be interactive and to influence the private and public sector for social policy development. They must create and work within networks to bring about collaboration and strategic organizational change.
Introduction and Program Rationale

The faculty of the College of Education and Organizational Leadership appreciates your interest in the University of La Verne’s program of preparation for the Preliminary Administrative Service Credential. This handbook is designed to describe for you the nature of the program, to answer some of the questions you have regarding it, and to address concerns you may have about the requirements for the recommendation of the issuance of the Preliminary Administrative Services Credential.

Our program is designed to conform to the new requirements of the California Commission on Teacher Credentialing and to prepare candidates for successful completion of the Preliminary Administrative Services Credential. The Commission’s new requirements and ULV’s program, are designed to be responsive to the needs of the new practicing school administrator, candidate-driven, and individualized while, at the same time covering the required knowledge base and addressing ongoing and future changes within the various systems of School Administration. Field experience projects are intended to bring instruction from the classroom to application level in the real world of school leadership.

If you have further questions about the program, please call or write:

Patricia Ensey, Ed.D.
Chair, Preliminary Administrative Services Credential Program
College of Education and Organizational Leadership
University of La Verne
1950 Third Street
La Verne, CA 91909
909.593.3511, x 4385
951.683.2193
Fax 951.683.2250
E-mail: pensey@ulv.edu
Program Options and Requirements

Students entering the program have four program options from which to choose:

OPTION 1: To obtain both the M.Ed. in Educational Management and the Preliminary Administrative Services Credential (33 semester hours), or

OPTION 2: To obtain the Preliminary Administrative Services Credential only (24 hours of semester credit), or

OPTION 3: To obtain one of the above while serving in an internship, or

OPTION 4: To obtain the M.Ed. only (33 semester hours).

ALL STUDENTS (M.ED. AND CREDENTIAL ONLY) TAKE THE FOLLOWING:

Induction (4 semester/term units)

Edmt 572 Foundations of Educational Leadership* 3 SH
Edmt 574 Field Experience, a 1 SH

Area of Concentration (20 semester/term units)

Edmt 570 Curriculum, Instruction and Assessment 3 SH
Edmt 571 Human Resource Administration* 3 SH
Edmt 573 Contemporary Issues in California Schools 3 SH
Edmt 574 Field Experience, b c (1 per semester) 2 SH
Edmt 576 Organizational Management and School/Community Relations 3 SH

Edmt 577 Fiscal Resources and Policy* 3 SH
Edmt 578 School Law* 3 SH

THE FOLLOWING CLASSES ARE TAKEN BY MASTER’S STUDENTS:

Core classes (6 semester hours)

Educ 501 Educational Assessment 3 SH
Prerequisite to Educ 504
Educ 504 Methods of Research 3 SH
Prerequisite: Educ 501
Prerequisite to Educ 596

Culminating Activity (3 semester hours)

Educ 596 Graduate Seminar 3 SH
Prerequisite: Advancement to Candidacy

*ULV offers an Administrative Internship Credential program to those who meet specific requirements and obtain the recommendations and obtain the recommendations of the program chair. To be eligible for the Internship Credential, a student must have completed at ULV the 12 units of Tier I coursework asterisked above or the online Induction Seminar, presented a letter from the employing district requesting the internship Credential Program for that student; and have three (3) years of full time experience in teaching, pupil personnel services, health or library services.
INTERNSHIP

University of La Verne
1950 3rd Street, La Verne, CA 91750
(909) 593-3511, Ext. 4385
FAX (909) 392-2700

Administrative Services Credential Internship Program
in Cooperation with Approved Participating Public School Districts

The Administrative Services Credential Preparation Program provided by the University of La Verne, offers an Internship Program leading to a recommendation of a candidate for the Administrative Services Internship Credential Program (ASCIP), in cooperation with approved participating public school districts.

The Internship Program provides an opportunity for selected, qualified individuals to be employed as a full- or part-time administrators in approved participating public school districts and concurrently meet the University's requirements in professional education. The ASCIP is for the graduate student who has had considerable educational experience and has demonstrated the potential to function successfully as a school administrator in grades K-12, but who has not completed the professional education courses required for the credential. The Internship requirements are consistent with the Preliminary Administrative Services Credential training program, but permits the student to be eligible for the ASCIP if the candidate:

1. Has been accepted into the Preliminary Administrative Services Credential Preparation Program at the University,
2. Has completed a minimum of 12 semester units of Core Administrative preparation courses (Edmt. 571, 572, 577, and 578), or assigned sections of the online Internship Seminar,
3. Has been selected and offered employment as a school administrator by his/her participating school district.

Admission Criteria for the ASCIP at the University

To be admitted to the ASCIP, a candidate must have been admitted to the University's Graduate Program and the Preliminary Administrative Services Credential Program. Each applicant for the ASCIP must:

1. Complete the prescribed prerequisite courses for the ASCIP or the online Internship Seminar;
2. Possess a current valid teaching credential or Certificate of Clearance verifying personal identification and good moral character;
3. Present verification of 3 years full-time teaching experience;
4. Present evidence of having passed the California Basic Educational Skills Test (CBEST);
5. Submit a letter from the employing school district indicating that the school District intends to employ the applicant as a school administrator and
6. Complete the application process for the Administrative Internship Credential with the California Commission on Teacher Credentialing.

If a school district is interested in learning more about this program, please contact:

Patricia Ensey, Ed.D., Chair, Preliminary Administrative Services Credential at (909) 593-3511, ext. 4385/Fax (909)392-2700, E-mail pensey@ulv.edu.
Program Design

Tier I: Preliminary Administrative Services Credential

College of Education and Organizational Leadership
UNIVERSITY OF LA VERNE

Structural Design
Syllabus Design

- Sections that should not be changed: there are several sections in the syllabus that should not be changed.
- Sections that you need to insert: every instructor is free to design the delivery and activities of his/her class.

Sections that should not be changed

- Heading
- Standards (in box)
- Course Description
- Approved Textbooks
- Course Content
- Benchmark Assignment

Sections you need to insert

- Contact Information
- Major study units (should become your Course Schedule)
- Methods of Evaluation (must include Benchmark)
- Assessment Plan (must include Performance Rubric)
- General Guidelines
- Recommended Readings
Instructor's Responsibilities

- Use the electronic template of the syllabus which will be emailed to you
- When finished, email the completed syllabus to pencey@ulv.edu
- Provide a complete copy of the syllabus to every student
- Go over the entire syllabus at the first class meeting
Responsibilities of the University Instructor

Adult Learning Principles

- Goals should be realistic and important to the candidate
- The candidate should be in control of his/her own learning
- Activities should be relevant and related to the candidate's needs
- Plan concrete applications of theory
- Provide feedback on results of efforts
- Accommodate candidate diversity
- Support follow-up for transfer into daily practice

From North Central Regional Educational Laboratory

Housekeeping

There are a variety of tasks that you need to manage. The first is the completion of all paperwork necessary for employment. The University cannot issue paychecks to anyone who has not submitted all required documentation.

Prepare your Course Outline according to the online Course Syllabus. These will be sent to you via e-mail. When you have finalized your Course Outline, please send an electronic copy to the program chair, Patt Ensey at pensey@ulv.edu. Records for accreditation are to be maintained electronically. Be sure to plan to address all of the course content mentioned in the Course Standards. You are required to use the listed textbooks, but of course you are encouraged to supplement them with additional materials, books and journal articles.

Once the final date for registration has passed, do not allow students who do not appear on your official class list to remain in class. Do not allow them to take examinations and do not accept any assignments from them. If you or the students have any questions please notify the chair, RCA director or advisor.

If you have questions about University policies or procedures you will find the catalog available online at ulv.edu.

Instruction and Content

It is your responsibility to prepare the course syllabus according to the standard format and to email copies of it to pensey@ulv.edu and to Juline Behrens. It is also required that you use the basic texts which have been selected by the Program Chair with the assistance of course instructors.
It is also your responsibility to facilitate parts of the required assessment system, notably the Benchmark Assignments, the Course Rubric, assignment of a letter grade for each course, and if the course which you teach has an assigned Key Assessment, it is your responsibility to assess that assignment and report results using the rubric and format posted on Task Stream. Courses assigned Key Assessments are 570, 572, 573, 577 and 574.

Always be fully prepared for your class sessions. Utilize a variety of instructional and technological strategies. Blackboard is available to you and should be used if you wish to communicate with students electronically. Official ULV sites are the only ones which should be used for your classes due to confidentiality issues. You may put up to four (4) of your class sessions online. Please remember that technology is particularly appropriate for input of information. The active learning which should follow is best done in person.

An extensive list of suggested evaluation techniques is included in the Course Syllabus. You may use any of them you like, but we encourage you to vary the technique according to the nature of the content.

**Assessment and Grading**

You have been assigned a ULV email which you must activate. To do so you need your identification number. This number will be provided to you when you are hired.

Be sure to know when grades are due and submit all of them on time. Due dates can be found online under “Registrar” and “Calendars”. Incomplete (Inc), in progress (IP), and grade changes must all be submitted on a Grade Change Form which you can obtain by calling Graduate Services on main campus and RCA at the regional centers. If you are going to give a student an incomplete, please read the pertinent catalog section and complete the required contract form which can be found online. If enrollment in your class dips below the required minimum, it will be necessary for students to complete the directed study form which must then be submitted to the chair for approval.

The computer requires that all grades be submitted before student reports can be run so if you do not submit grades on time it holds up everyone.

Each class instructor is responsible for a Technology Benchmark assignment in an area of technology which has application in school administration. You are responsible for providing instruction on the topic assignment to your course. Please be prepared to do so.

A new rubric has been developed as part of the new Assessment Plan. You are required to complete one for each student in your class. It covers professional and content behavior. It is suggested that your complete the rubric as a basis for
the letter grade which you provide to the registrar. Be sure that the rubric supports the letter grade. The rubric is to be returned to the candidate for inclusion in his/her Field Experience Portfolio. Scores from these rubrics are to be archived in the data base under construction in preparation for WASC/CCTC/NCATE accreditation visits. To this end you will be sent a form electronically where you should enter your rubric scores and return them to pensey@ulv.edu. You should keep copies of all materials related to grading for at least one year.

**Presentation software as a teaching tool improves instruction by:**
- Building a knowledge base for class discussion or as reinforcement of your presentation,
- Increasing the comprehension level on key concepts,
- Analyzing complex material through data utilization, and
- Assessing instructional quality through summary.
UNIVERSITY OF LA VERNE
Preliminary Administrative Services Credential Program
Required Textbooks, 2008 – 2009 (Revised 11/12/08)

Edmt 570: Curriculum, Instruction and Assessment


Edmt 571: Human Resource Administration


Edmt 572: Educational Leadership


**Edmt 573: Contemporary Issues in California Schools**

*Education Week.* (Online at [www.edweek.org](http://www.edweek.org))


*Pocket Guide to APA Format.* American Psychological Association

**Edmt 574: Field Experience**


**Edmt 576: Organizational Management and School/Community Relations**


OR


AND


Edmt 577: Fiscal Resource and Policy


*****

Edmt 578: School Law


AND/OR


Changing a textbook. Instructors on all campuses are expected to use the books listed above as the basic text for the class. This is one way that we have to assure that students cover all of the program objectives for each class. However, if you become aware of a text that you think would be an improvement in the implementation of the course standards, there is a process by which we can change the textbook for a course.

- Make the Program Chair aware of the alternate choice by filling out the attached form.
- A review committee, appointed by the Chair, will review the suggested book for applicability to the course standards. The committee will be composed of the professor who teaches the course in question on the La Verne campus, an adjunct who teaches the class at an RCA site, and the Chair.
- The review committee will recommend one of the following:
  - Adopt the new text as the primary text for the course,
  - Add the suggested text as an alternate to the already adopted text,
  - Place the text on the additional reading list for the course, or
- Reject the book for use in the class.
UNIVERSITY OF LA VERNE
College of Education and Organizational Leadership
Preliminary Administrative Services Credential and M.Ed.

Request for Consideration of Alternate Textbook

Instructor ________________________________________________

Course ________________________________________________

Title of Current Text ____________________________________

COMPLETE INFORMATION ON REPLACEMENT TEXT:

Author ________________________________________________

Title ________________________________________________

Copyright/Edition ______________________________________

Publisher _____________________________________________ ISBN __________________

I would like to use this text ____ in place of, ____ in addition to currently approved text.

Reason _______________________________________________

_____________________________________________________

How does this text meet the outcomes for the course? ________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

Office: _____ Accept, _____ Alternate, _____ Reading List, _____ Reject
Assessment Plan

Overall assessment plan for Tier 1 Administrative Services Credential Program

Assessment System Model

Transition Point 1: Admission
Foundation Courses

- Edmt 572: Foundations of Educational Leadership
  - Unifies content of program
  - Presents foundation of leadership theory
  - Serves as orientation to the entire program
  - Key Assessment
- Edmt 574a: Field Experience Orientation
  - Introduces candidate to fieldwork process
  - Establishes sites and supervisors
  - Begins goal setting and identification of projects

Key Assessments

- Knowledge: Edmt 572 Final Examination
- Assessment: Edmt 570 Benchmark
- Planning: Edmt 570 Benchmark
- Diversity: Edmt 573 Benchmark
- Technology: Edmt 574 Portfolio Exhibition

Transition Point: 2 Advancement to Candidacy

- Study plan completed with advisor
- Overall GPA 3.0*
- Continuing advisement
- Performance Assessment Rubrics*
- Benchmark Assignment Rubrics*
- Key Assessments (570, 572, 574)
Transition Point 3: Exit Assessment

- Minimum overall GPA of 3.0
- Portfolio (including packet for certification)
- Portfolio Showcase
- Reflective essay
- Key Assessments

Transition Point 4: Follow-up Assessments

- Candidate program surveys
- Employer program surveys
- Licensure form and instructions

Instructor’s Evaluation Responsibilities

- Letter grade (Online)
- Performance Assessment Rubric (Overall class performance)
- Benchmark Assignment Rubric (Benchmark Assignment performance)
- Technology Benchmark successful completion
### Reporting

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<th>Student Name</th>
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<th>Performance Rubric score (average)</th>
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### Forms of assessment

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ASSESSMENT DESIGN

Benchmark Assignments

The following assignments are required of all students and are to be included in the Fieldwork Portfolio:

Edmt 570: Curriculum, Instruction and Assessment

Course Benchmark: Develop a year-long plan for improving student achievement in your school. Your plan should include:
- An analysis of the school climate for change
- An analysis of all available data
- Articulate a vision statement based upon data
- An analysis of prevailing classroom strategies
- Suggestions for improvement
- Plan for staff development
- Identify barriers to achieving the goals
- A timeline and budget
- Communication plan

Embedded Technology Benchmark: Interpret student performance data from a spreadsheet.

Edmt 571: Human Resource Administration

Course Benchmark: Develop your Professional Employment Portfolio. It should include:
- A professional chronological resume
- Three up to date letters of recommendation
- Cover letter for a school administrative position
- 1 page reflective essay stating your philosophy of school administration
- An artifact that illustrates what you consider to be one of your greatest successes as an educator.

Embedded Technology benchmark: Prepare a summary of a classroom observation or a disciplinary memo using word processing
Edmt 572: Educational Leadership

**Course Benchmark:** Improve your leadership style by:
- Analyzing your leadership style using an instrument suggested by your instructor,
- Summarize what you think you have learned about yourself from the analysis,
- List the areas where you appear weak and plan activities that will help you build greater strength,
- Develop a timeline for completing these activities,
- Include information from this experience in a Summative Reflective Essay

**Embedded Technology Benchmark:** Prepare and present a Power Point Presentation for your workshop presentation in class.

-----

Edmt 573: Contemporary Issues in California Schools

**Course Benchmark:** Identify an area discussed in class. Using Glickman's ideas as presented in *Revolutionizing America's Schools*:
- Identify an area where your school needs renewal
- Write a strategic plan to renew your school in the area you have identified
- Present your plan in the form of a proposal to one of the administrators at your school who is familiar with the problem
- The proposal should include:
  - An overview of a selected topic. E-mail this to the instructor for this course
  - A rationale for implementing the program. E-mail this to the instructor for this course.
  - Goals and objectives
  - An outline indicating the involvement of staff, students, parents and community
  - Prepare an oral presentation using Power Point.

**Embedded technology benchmark:** Perform an online search on the topic selected above
Edmt 576: Organizational Management and School/Community Relationship

Course benchmark: Prepare a case study of a district ad school of your choice. The case study should be written in narrative style using charts where necessary. The main body of the case study should not exceed 15 pages. Appendices should not exceed 5 pages. The study should include the following:

PART I: DISTRICT LEVEL

1. Brief history of the district
2. Grade configurations within the district
3. Organizational chart (line-staff relationships, functions of district administrative support staff)
4. Brief summary of budget
   - Total size of budget
   - Sources of funding ($ from federal, state or other resources)
   - Percentage spent on personnel (salary, fringe benefits, retirement)
   - Other data that you may wish to provide
5. Evidence of long-range planning
6. District staff development programs
7. Demographics of district (include any changes with associated problems)
8. Major issues in the district (e.g., funding, declining enrollment, expanding enrollment, reduction in force, facilities, union activity)
9. Composition of Board (e.g., education, occupation, tenure)
10. Evidence of community support (e.g., educational foundations, PTA strength, community-based committees)
11. Innovative curriculum and instructional practices
12. Attend one school board meeting (attach agenda) and state your reaction to it

PART II: SCHOOL LEVEL

1. Brief history of the school
2. Grade configuration of school
3. Organizational chart (line-staff relationships, functions of administrative support staff)
4. Certificated and classified staffing patterns (number of regular teachers, resource teachers, special education teachers, counselors, psychologists, student activities and student government advisors, health workers, instructional aides, clerical and custodial personnel)
5. Funding sources and $s
   - District
   - State and categorical funding sources and program target groups
6. Evidence of long-range planning
7. Staff development programs
8. Innovative curriculum and instructional practices
9. School discipline plan
10. Summary of recent state test scores, rankings, state reviews

PART III: EVALUATION/CONCLUSIONS
(Minimum of 1 ½ pages)

1. Specifically, what did you learn from this project? What are your conclusions?
2. What applications can you make from this project to assist you in your future role as an academic leader?

Embedded Technology benchmark: Prepare a weekly staff bulletin for your faculty. Transmit it to your instructor via email.

*****

Edmt 577: Fiscal Resources and Policy

These benchmark assignments are to be considered part of your grade for this class and must be completed by all candidates. Your instructor will grade them and then you are to archive them in your portfolio. The Benchmark may be used as one of your 3 fieldwork projects for this class.

Course benchmark: Prepare a budget for a program, department or school using a computer spreadsheet program such as Excel.

Embedded technology benchmark: Using a spreadsheet program such as Excel, develop a budget for a program, department or school

*****

Edmt 578: School Law

These benchmark assignments are to be considered part of your grade for this class. Your instructor will grade them and then you are to archive them in your portfolio. The Benchmark may be used as one of your 3 fieldwork projects for this class.

Course benchmark: Select one of the scenarios presented below. Analyze and discuss the scenario by citing specific case and/or statutory law. The following information should be included in each case study analysis:

- Name of the court(s) involved in the decision (e.g., Court of Appeals, State Supreme Court, Federal District Court, etc.)
- Summary of the facts presented in the dispute.
- The issues in the case, i.e. questions to be decided
- Summary of the ruling of the court
- Summary of the court’s rationale for its decision/ruling
- Implications for the school administration. Indicate how you would respond to a parent, teacher, and/or student in your role as an administrator.
• A 5 entry bibliography of sources you were able to locate on legal search engines and/or electronic data bases.

SCENARIO 1
Sharon Jones, a high school student, informs the Dean of Students, Mrs. Wonderful, that she saw some "white stuff" and money exchanged when locker 238 was opened. What steps should Mrs. Wonderful take in resolving the issue?

SCENARIO 2
Your drama teacher, Mrs Shakespeare, regularly misses her supervision assignments. She stays in her office to work on school plays. She feels that this is a "high" calling in life. She says she was hired to teach, not baby sit. As her principal, you set up a conference to address this issue. What points would you make to her?

Embedded technology benchmark: Prepare an analysis in memo format for your superintendent of an incident at your school which relates to a legal issue (word processing)

KEY ASSESSMENTS

There are 5 areas of competence identified for key assessment: (1) assessment of student performance, (2) planning for improved student performance, (3) leadership theories and practices, (4) diversity, and (5) technology. All programs in the College of Education and Organizational Leadership have designed assessments in these areas and will be gathering archival data through the new Task Stream system.

In the Tier I program, some of these assignments are part of existing Benchmark Assignments and others are stand alone assignments. The technology data is reported as part of the Performance Assessment in each class.
CALIFORNIA PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (CPSELS)

Inherent in these standards is a strong commitment to cultural diversity and the use of technology as a powerful tool. A school administrator is an educational leader who promotes the success of all students by:

**STANDARD 1**
Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

1.1 Develop a shared vision
1.2 Plan and implement activities around the vision
1.3 Allocate resource to support the vision

**STANDARD 2**
Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

2.1 Develop school culture and ensure equity
2.2 Guide the instructional program
2.3 Guide professional growth of staff
2.4 Create and utilize accountability systems

**STANDARD 4**
Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

4.1 Collaborate to incorporate the perspective of families and community partners
4.2 Establish and manage linkage between the site and the larger community context
4.3 Engage and coordinate support from agencies outside the school

**STANDARD 5**
Modeling a personal code of ethics and developing professional leadership capacity.

5.1 Maintain ethical standards of professionalism
5.2 Guide sound action and decision-making using pertinent, state-of-the-art methods
5.3 Model reflective practice and continuous growth
5.4 Sustain professional commitment and effort

**STANDARD 3**
Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

3.1 Ensure a safe school environment
3.2 Create an infrastructure to support an effective learning environment
3.3 Manage the school learning-support system
3.4 Monitor and evaluate the program and staff

**STANDARD 6**
Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

6.1 Engage with the policy environment to support school success
6.2 Interact with stakeholders
6.3 Incorporate input from the public
Course Objectives

Edmt. 570: Curriculum, Instruction and Assessment

Research and apply major philosophies and learning theories in American
curriculum and instruction to contemporary instructional patterns; (Standard
2)

Develop a collaborative, collegial plan to facilitate the development, articulation,
implementation and stewardship of a vision of learning that is shared and
supported by the school community; (Standard 1)

Identify and apply strategies for advocating, nurturing and sustaining a school
culture and instructional program conducive to learning for all students;
(Standard 2)

Identify the appropriate roles of pupils, staff, school organizations, parents and
community in curriculum development and evaluation; (Standards 4 & 6)

Identify and apply procedures of standards-based curriculum development,
implementation and evaluation to a real life school wide situation; (Standards
2 & 3)

Use the elements of standards-based curriculum to supervise and to monitor at
the site and district levels, to include: (Standards 2, 4 & 5)

➢ Alternate designs for curriculum,
➢ Cognitive development and instructional strategies
➢ Assessment approaches
➢ Strategies that promote equity among diverse student populations
➢ Concepts and procedures related to ancillary student services;

Anticipate the impact of technology on the educational program and apply
technology to support instructional improvement and administrative decision
making; (Standard 2)

Identify ethnic, racial, cultural and gender factors in selecting and presenting
curriculum material and in meeting the needs of diverse learners; (Standards
1 & 6)

Identify and apply multimedia technologies to curriculum and instruction for
improvement of the instructional program; (Standards 1 & 2)

Identify and apply multiple assessment measures to facilitate improvement of the
educational program; (Standard 1)

Plan and implement appropriate staff development opportunities consistent with
curricular and instructional needs. (Standard 2)

Develop a plan for communicating information about the school on a regular and
predictable basis through a variety of media and modes. (Standard 5)
Edmt. 571: Human Resource Administration

Research and apply the general concepts and principles of human resource administration; (Standard 3)

Explain, using specific examples, how affirmative action affects human resource administration; (Standard 2, 3, 6)

Use collaborative, collegial planning to design and deliver methods for working with staff with disabilities; (Standards 3, 5)

Identify and apply the procedures of recruitment, selection, induction, retention and evaluation of Certified and Classified personnel; (Standards 1, 2, 3, 6)

Use knowledge of the role of collective bargaining and management of master contracts to manage legal and contractual agreements in ways that foster a professional work environment; (Standard 3)

Apply grievance procedures to personnel matters; (Standard 3)

Analyze school climate and apply appropriate strategies for its improvement; (Standards 1, 3)

Design and demonstrate non-evaluative techniques to improve instruction; (Standards 1, 2, 5)

Use knowledge of the various types of staff supervision models to sustain a safe, efficient, productive school environment that nurtures student learning and support professional growth; (Standards 2, 3)

Use knowledge of how employees are motivated and how to sustain high job satisfaction to maximize employee performance and student achievement; (Standards – all)

Identify and apply effective practices for maintaining documentation and file building; (Standards 3, 5, 6)

Understand and apply the requirements relating to credentialing laws, including assignment authorizations; (Standards 3, 5, 6)

Design and apply technological resources appropriately to improve resource systems. (Standards 3, 4, 5)

Edmt. 572: Educational Leadership

Identify and apply the concepts of leadership; (Standards – all)

Analyze his/her own cognitive style and clarify its implication for leadership; (Standards 2, 3, 5, 6)
Identify and evaluate leadership skills in working with groups which facilitate a productive school culture/climate; (Standards 1, 2, 5, 6)

Identify and analyze the relationship of leadership styles to decision making strategies and situations; (Standards 3, 5)

Apply knowledge of the process skills which facilitate individual and group decision making in simulated situations; (Standards – all)

Compare and contrast leadership styles in selected situations, case studies and literature; (Standards 2, 6, 5)

Identify and apply tactical and strategic planning processes in real life situations such as a case study; (Standards 1, 2, 3, 5, 6)

Define types of power and analyze the uses of power in working with individuals and groups in real life situations; (Standards 4, 5, 6)

Use knowledge of research-based processes to develop a strategy to lead individuals and groups toward accomplishment of common goals and objectives; (Standards 1, 2, 4, 6)

Use collaborative, collegial planning to develop a vision to reflect sound educational philosophy and a plan to articulate this vision; (Standards 1, 4, 6)

Make appropriate application of technology in systems improvement. (Standards 1, 2, 4)

Become reflective practitioner of effective communication, systems theory, organization, problem-solving and collaborative decision-making. (Standards – all)

Edmt. 573: Contemporary Issues in California Schools

Examine personal and popular attitudes toward people of different cultures, ethnic backgrounds, including individuals with disabilities; (Standards 4, 6)

Identify the needs of diverse populations that impact the school and appropriate resources including technology available to address these needs; (Standards 1, 3)

Identify and apply diverse cultural patterns and mechanisms for school involvement and enrichment to improvement of the educational program; (Standards 1, 4)

Understand the impact instructional practices and administrative decisions have on students of different genders, races, ability levels, language or cultural background, religious affiliations, ethnic groups, health status and sexual orientation; (Standards 1, 2, 4)
Examine principles of second language development (SLD), specially designed academic instruction in English (SDAIE) to accommodate language diversity; (Standards 2, 3, 4)

Identify and apply methods of communication on a regular and predictable basis with a community with diverse cultural and ethnic backgrounds; (Standard 4)

Understand the impact on schools of violence in the community, gangs, and strategies for safe schools; (Standard 3)

Be aware of the resources of counseling and physiological services for dealing with a diverse student body. (Standard 4)

Edmt. 576: Organizational Management and School/Community Relations

Demonstrating options for use of personnel when planning staffing and grading patterns to improve the educational program (Standard 3)

Understand and utilize categorical aid programs, including state and federal programs, when planning for student improvement; (Standard 1, 3, 6)

Establish goals and objectives for instruction in harmony with district policies and state mandates; (Standard 1, 2, 6)

Demonstrate the use of computers in office management, including master scheduling; (Standard 3)

Apply principles of management to office staffing, organizing, and encouragement of ancillary services; (Standard 5)

Understand the effective uses of communication in managing a public school; (Standard 5, 6)

Resolve conflicts with students, staff, parents and community; (Standard 5)

Understand and employ strategies for stress management; (Standard 5)

Demonstrate the effective and efficient uses of time in managing the public school; (Standard 5)

Understand the important and useful role of parents and other adults in supporting the public school; (Standard 4, 6)

Identify special interest groups and organizations who can assist the school in defining its purpose and achieving its objectives: (Standard 4)

Work positively with the media; (Standard 4)

Understand basic principles of organizational theory, culture and practice; (Standard 3)
Apply principles of effective communication, systems management, organization, problem-solving and collaborative decision-making. (Standard 5)

**Edmt. 577: Fiscal Resource and Policy**

- Understand authority, power and how it may influence governance of education; (Standard 5, 6)
- Evaluate the roles of professional organizations in development of policy; (Standard 6)
- Identify the role of business management in public school administration; (Standard 3, 4, 5)
- Understand the functions of school boards and district administration in overall governance and policy development for public schools in California; (Standard 6)
- Demonstrate ability to develop and manage: (Standard 3)
  a. A school budget;
  b. School facilities.
- Understand the need for interagency and interdisciplinary cooperation. (Standard 4, 5)

**Edmt. 578: School Law**

- Research and apply the current legal framework of education in America, with emphasis on California; (Standards – all)
- Anticipate the impact of Tort liability; (Standards – all)
- Understand and communicate the legal rights and responsibilities of students; (Standard 1, 3, 4, 5)
- Develop a plan for communicating the legal rights and responsibilities of teachers and other school personnel; (Standard 1, 3, 5)
- Identify and apply landmark court cases that have shaped the character and purpose of public schools, especially in California; (Standards – all)
- Apply the elements of professional ethics in application of educational laws and policies. (Standard 5)
- Identify and apply procedures that ensure that the school operates consistently within the parameters of federal, state and local laws, policies, regulations and statutory requirements; (Standard 6)
- Plan and implement effective and nurturing practices in establishing student behavior management systems. (Standard 3, 4, 5)
- Model personal and professional ethics, integrity, justice and fairness in their dealings with students, parents and teachers. (Standard 4, 5)
Assessment Design

The overall plan for evaluation of a candidate's performance in the Preliminary Administrative Services Credential program is organized to include formative and summative assessment of knowledge, skills, dispositions and student learning (see Appendix A). NCATE refers to them as Transition Points.

- TP 1: Admission Assessment
- TP 2: Advancement to Candidacy
- TP 3: Program Exit Assessment
- TP 4: Follow-up assessments

Course instructors will play a vital role in the evaluation process for Transition Points 2 and 3. Each class requires Benchmark and Technology Benchmark assignments. These assignments are explained in this manual (pp 11-14) and in each course syllabus. These assignments are to be completed in each class, graded by the instructor of that class, and reported to the program chair electronically. Students are to include these assignments in their Field Experience portfolios.

In addition, key assessments have been identified in the areas of assessment of student performance, planning for performance improvement, technology, diversity and leadership. These assessments are given in a variety of classes:

- Edmt 570: Assessment of student performance*  
  Description: Stage 1 of the Benchmark Assignment
- Edmt 572: Leadership  
  Description: Final examination administered in class
- Edmt 573: Diversity  
  Description: Final examination in the form of a research paper
- Edmt 577: Planning  
  Description: Benchmark assignment
- Edmt 574: Technology  
  Description: Verification of having met Technology Benchmark on each course performance rubric

Students are to submit these assignments for grading on Task Stream. The instructor is to grade the assignments on Task Stream and submit the results to the program archives on Task Stream.

In addition a rubric (Rubric B) for assessing student performance in each class has been developed. It assesses professional competencies as well as performance in class content and assignments. The instructor is to complete a rubric for each student and provide it to the student for inclusion in the Field Experience Portfolio. The rubric should correlate with the letter grade given for the class.
It will be the responsibility of the Field Experience instructor to account for all required assessment documents when he/she assesses the portfolio and showcase presentation.

The Program Chair will perform the assessment of admission documents and the final packet of Portfolio documents. The Chair will recommend the student for the Preliminary Credential if all requirements have been satisfied.

**GRADING**

Registration for Edmt 574 is now spread over 3 semesters/terms beginning with the first semester/term that the candidate is enrolled in the program. The class is valued at one (1) unit per semester/term. The classes are numbered 574a, 574b, and 574c. The fieldwork supervisor should meet with the class once a month.

Upon conclusion of 574a the candidate is to submit his/her “Field Experience Log” for that semester/term. The University Supervisor is to verify that the number or hours spent working on the fieldwork goals for that semester/term totals a minimum of 45 hours exclusive of the Benchmark Assignment. The projects do not have to be complete at this point. The supervisor then gives the candidate a grade of CR (Credit) for that semester.

Upon conclusion of 574b, the candidate submits his/her “Field Experience Log” for 574b. Again the University Supervisor verifies that a minimum of 45 hours, exclusive of the Benchmark Assignment, has been logged during that semester/term. Projects still do not have to be complete but should show progress. A grade of CR (Credit) is then given for that semester.

Upon conclusion of the semester/term of registration for 574c, a grade of CR (credit) should be given if the candidate has completed all requirements for the Portfolio including the presentation and the reflective essay. All other candidates should be given a grade of IP (in progress) which will allow them additional time to complete the assignment as it has in the past. If the student does not successfully complete the portfolio, including the presentation and reflective essay, within the time allowed by the University he/she should receive a permanent grade of NCR if not cleared within one year following the term of registration (University of La Verne Catalog, 2007-2008). Students who have not completed their fieldwork within that timeframe may petition for continuous enrollment. They continue working with the same supervisor.
Applying for the Certificate or Credential

Upon conclusion of the credential classes it is imperative that the candidates apply for:

- The Certificate – if the student does not yet have a position that requires the Preliminary Administrative Services Credential, he/she must apply for the Certificate which is valid for 5 years.
- The Credential – if the student has a position that requires the Preliminary Administrative Services Credential, he/she must apply for the Credential. The Credential is good for five (5) years. By the end of the five years, he/she must have completed a Professional Administrative Services Credential Program (Tier II).
- The University will not recommend a candidate for the certificate or the credential if his/her course work is more than five (5) years old.

Assistance with Certificate or Credential filing is available from:

**Main Campus Candidates**
Maria Reyes
Credentials Analyst
(909) 392 – 6743

**Regional Centers Campuses**
Claire Coleman
Credentials Analyst
(909) 593-3511, ext. 5424
### University of La Verne - College of Education and Organizational Leadership

**Preliminary Administrative Services Credential Program**

**Performance Assessment (Rubric B)**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date/Course</th>
<th>Instructor</th>
</tr>
</thead>
</table>

Student should meet the following criteria:
- Obtain a total score of 9 or higher in Section 1 and a score of 7 or higher in Section 2.
- Four of the five areas in section one and three of the four areas in section two must be considered at or above level 2 and
- Have a minimum score of 1 in each area.
- Return to student to be added to Portfolio

#### Section 1: Institutional Goals for Professional Habits

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Exceptional (4 pts)</th>
<th>Adequate/Adequate Standards (2 pts)</th>
<th>Emerging (2 pts)</th>
<th>Not Present (1 pts)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punctuality/Organization</td>
<td>Arrives on time; fulfills schedule requirements; consistently prepared for class; assignments prepared on time; paperwork is well organized</td>
<td>Arrives on time; fulfills schedule requirements; consistently prepared for class; required paperwork well organized</td>
<td>Arrives on time; is developing organizational habits</td>
<td>Frequent absences and/or late arrivals to class; several missing assignments; frequently unprepared for class; little evidence of organization</td>
<td></td>
</tr>
<tr>
<td>Attitude/Initiative</td>
<td>Demonstrates commitment and enthusiasm for educational leadership; goes beyond minimum expectations of the class experience</td>
<td>Demonstrates commitment and enthusiasm for educational leadership</td>
<td>Approaches the class experience with routine expectations and output</td>
<td>Approaches the class experience with little commitment; does not evidence a commitment to educational leadership</td>
<td></td>
</tr>
</tbody>
</table>

#### Section 2: Professional Communication

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Exceptional (4 pts)</th>
<th>Adequate/Adequate Standards (2 pts)</th>
<th>Emerging (2 pts)</th>
<th>Not Present (1 pts)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Attends to fellow students; listens without interruption or interjection; smoothly transitions when need to move on with lecture or activity</td>
<td>Attends to fellow students and instructor most of the time; transitions smoothly most of the time</td>
<td>Progress seen in listening to instructors and fellow students and in transitioning</td>
<td>Continues to interrupt; has difficulty moving from one task to the next</td>
<td></td>
</tr>
<tr>
<td>Oral Language In Use</td>
<td>Grammatically correct structures are exhibited in both presentation and conversation</td>
<td>Few errors in grammar; Material clearly presented and easily understood</td>
<td>Aware of need to improve grammar; consciously trying to improve grammar and organization</td>
<td>Many errors in grammar; material presented in difficult manner to understand</td>
<td></td>
</tr>
<tr>
<td>Body Language</td>
<td>Spoken message and visual message are congruent and supportive of the communication process</td>
<td>Movement and gestures generally enhance delivery</td>
<td>Insufficient movement and/or awkward gestures</td>
<td>Physical expression not a match with spoken message</td>
<td></td>
</tr>
</tbody>
</table>
UNIVERSITY OF LA VERNE – College of Education and Organizational Leadership
Preliminary Administrative Services Credential Program
Benchmark Assignment (Rubric C)

Student
Name ___________________________ Semester ________ Course ________ Instructor _______________________

Applicant must meet the following criteria:
> Average score of 3 or higher
> A score of 1 in any area requires that the assignment be revise/edited and resubmitted.

<table>
<thead>
<tr>
<th>Benchmark Components</th>
<th>4 = Exceptional</th>
<th>3 = Adequate = meets standards</th>
<th>2 = Emerging</th>
<th>1 = Not present</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course content (instructor lists</td>
<td>All required items are included, with a significant number of additions. Items clearly demonstrate that the desired learning outcomes for the semester/term have been achieved. The student has gained a significant understanding of the concepts and applications.</td>
<td>All required items are included with a few additions. Items clearly demonstrate most of the desired learning outcomes for the semester/term. The student has gained a general understanding of the concepts and applications.</td>
<td>All required items are included. Items demonstrate some of the desired learning outcomes for the semester/term. The students has gained some understanding of the concepts and attempts to apply them.</td>
<td>A significant number of the required items are missing. Items do not demonstrate basic learning outcomes for the term. The student has limited understanding of the concepts.</td>
<td></td>
</tr>
<tr>
<td>standards related expectations under the following headings for this assignment):</td>
<td>Knowledge</td>
<td>Planning</td>
<td>Use of assessment</td>
<td>Diversity</td>
<td>Technology</td>
</tr>
<tr>
<td>Candidate presents information in logical, interesting sequence which reader can follow</td>
<td>Candidate presents information in logical sequence which reader can follow.</td>
<td>Reader has difficulty following document because information has little logical order.</td>
<td>Document cannot be understood because there is no sequence of information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose and idea development</td>
<td>Effectively conveys the purpose of the assignment through stating and maintaining a complex controlling idea. Uses language appropriate to the audience and context. Supports conclusions with evidence.</td>
<td>Effectively conveys the purpose of the assignment and maintains the controlling idea. Supports conclusions with evidence.</td>
<td>Establishes but does not develop the topic. Does not consistently maintain controlling idea. Presents little evidence to support conclusions.</td>
<td>Document lacks purpose. Little evidence of a controlling idea. Unable to relate evidence to major ideas.</td>
<td></td>
</tr>
</tbody>
</table>
College of Education and Organizational Leadership

Preparing self-renewing, caring, and innovative leaders dedicated to excellence in serving diverse communities.

UNIVERSITY OF LA VERNE

Knowledge • Service • Vision

Candidate's Handbook
2008 - 2009
Preliminary Administrative Services Credential Program

Preliminary Administrative Services Credential Program

Candidate’s Handbook
2008 – 2009

Mark Goor, Ph.D.
Dean, College of Education and Organizational Leadership

Barbara Poling, Ed.D.
Associate Dean, College of Education and Organizational Leadership

William Bearley, Ed.D.
Interim Chair, Organizational Leadership

Patricia Ensey, Ed. D.
Program Chair, Preliminary Administrative Services Credential and M.Ed.

Maria Reyes
Credentials Analyst
University of La Verne
Preliminary Administrative Services Credential Program

It is the goal of the University of La Verne’s Preliminary Administrative Services Credential Program to train scholarly practitioners for the 21st Century. Therefore, graduates of the program will experience a strong theory base moving into exploration of real problems in on-going organizational settings. The curriculum is both applied and current in order to provide a focus on current and relevant issues.

For more than two decades the University of La Verne’s Educational Administration Faculty has worked with regional practitioners and researchers to provide a program that will continue to improve the skills and knowledge base that are needed for school leadership in the 21st Century.

- For years educational leaders have discussed the importance of being proactive rather than reactive. Leaders need to be prepared for personal and institutional change. This change must reflect a knowledge of systems.

- Educators work inside an open system. Expectations and demands for production and performance come from all directions, both inside and outside the organization.

- Influences upon the school system from outside the schools take the form of federal and state legislatures that are strongly influenced by business and communication. Influences from within come from the teaching profession and university schools of education.

- Emphasis is on the cultural context of learning as it is reflected in activities such as professional development, site based management, and restructuring and redesign of the school and curriculum to reflect the increasingly diverse needs of an ever-changing student body.

The conceptual frameworks of organizational change and systems thinking provide the conceptual grounding of the Preliminary Administrative Services Credential Program at the University of La Verne. The mission statement of the University and vision of the Department of Educational Leadership provides the contextual framework.

- Schooling for the 21st Century—Educational leaders need to develop systems that are responsive to their publics, both internal and external. They will need the skills, theory base, and ability to reshape schools that are responsive to the emerging needs of their communities. They must be
prepared to transform systems that address the political, cultural, and social changes taking place.

- Educational Leadership—Leaders for the 21st Century need to understand and implement planning for continuous improvement of their educational systems. They need to be interactive and to influence the private and public sector for social policy development. They must create and work within networks to bring about collaboration and strategic organizational change.

**Introduction and Program Rationale**

The faculty of the College of Education and Organizational Leadership appreciates your interest in the University of La Verne’s program of preparation for the Preliminary Administrative Service Credential. This handbook is designed to describe for you the nature of the program, to answer some of the questions you have regarding it, and to address concerns you may have about the requirements for the recommendation of the issuance of the Preliminary Administrative Services Credential.

Our program is designed to conform to the new requirements of the California Commission on Teacher Credentialing and to prepare candidates for successful completion of the Preliminary Administrative Services Credential. The Commission’s new requirements and ULV’s program, are designed to be responsive to the needs of the new practicing school administrator, candidate-driven, and individualized while, at the same time covering the required knowledge base and addressing ongoing and future changes within the various systems of School Administration. Field experience projects are intended to bring instruction from the classroom to application level in the real world of school leadership.

By the conclusion of the Preliminary Administrative Services Credential Program, it is expected that all program graduates will be able to promote the success of all students by:

- Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community;
- Advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth;
- Ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment;
- Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;
• Modeling a personal code of ethics and developing professional leadership capacity;
• Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
Program Options and Requirements

Students entering the program have four program options from which to choose:

OPTION 1: To obtain both the M.Ed. in Educational Management and the Preliminary Administrative Services Credential (33 semester hours), or

OPTION 2: To obtain the Preliminary Administrative Services Credential only (24 hours of semester credit), or

OPTION 3: To obtain one of the above while serving in an internship, or

OPTION 4: To obtain the M.Ed. only (33 semester hours).

THE FOLLOWING CLASSES ARE TAKEN BY MASTER'S STUDENTS:

Core classes (6 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 501</td>
<td>Educational Assessment</td>
<td>3 SH</td>
</tr>
<tr>
<td></td>
<td>Prerequisite to Educ 504</td>
<td></td>
</tr>
<tr>
<td>Educ 504</td>
<td>Methods of Research</td>
<td>3 SH</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: Educ 501</td>
<td></td>
</tr>
<tr>
<td>Educ 596</td>
<td>Graduate Seminar</td>
<td>3 SH</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: Advancement to Candidacy</td>
<td></td>
</tr>
</tbody>
</table>

ALL STUDENTS (M.ED. AND CREDENTIAL ONLY) TAKE THE FOLLOWING:

Area of Concentration (24 semester hours)*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edmt 570</td>
<td>Curriculum, Instruction and Assessment</td>
<td>3 SH</td>
</tr>
<tr>
<td>Edmt 571</td>
<td>Human Resource Administration*</td>
<td>3 SH</td>
</tr>
<tr>
<td>Edmt 572</td>
<td>Foundations of Educational Leadership*</td>
<td>3 SH</td>
</tr>
<tr>
<td>Edmt 573</td>
<td>Contemporary Issues in California Schools</td>
<td>3 SH</td>
</tr>
<tr>
<td>Edmt 574a</td>
<td>Orientation to Field Experience</td>
<td>1 SH</td>
</tr>
<tr>
<td>Edmt 574b,c</td>
<td>Field Experience (1 per semester)</td>
<td>2 SH</td>
</tr>
<tr>
<td>Edmt 574i</td>
<td>Intern Seminar (Interns only)</td>
<td>1 SH</td>
</tr>
<tr>
<td>Edmt 576</td>
<td>Organizational Management and School/Community Relations</td>
<td>3 SH</td>
</tr>
<tr>
<td>Edmt 577</td>
<td>Fiscal Resources and Policy*</td>
<td>3 SH</td>
</tr>
<tr>
<td>Edmt 578</td>
<td>School Law*</td>
<td>3 SH</td>
</tr>
</tbody>
</table>

*ULV offers an Administrative Internship Credential program to those who meet specific requirements and obtain the recommendations and obtain the recommendations of the program chair. To be eligible for the Internship Credential, a student must have completed at ULV the 12 units of Tier I coursework as indicated above or the online Induction Seminar (574i); presented a letter from the employing district requesting the Internship Credential Program for that student; and have three (3) years of full time experience in teaching, pupil personnel services, health or library service.
The following documents are required for consideration for admission to the Preliminary Administrative Services Credential Program:

___ 1. Completed Application Form

___ 2. Application fee

___ 3. Make advisory appointment with Program Chair (Dr. Ensey, x4385)

___ 4. 3 letters of recommendation on forms supplied (2 from current school administrators)

___ 5. Official transcripts (undergraduate and graduate)

___ 6. Resume

___ 7. Reflective essay in response to provided prompts (see following page)

___ 8. Copy of current credential

___ 9. Letter or official form indicating length of employment

___ 10. Proof of CBEST passage
OVERVIEW OF THE PROGRAM

1. **Unit Requirement:** Credential only – 24 semester units
   Master's degree – 33 semester units

2. **Degree and credential awarded:** M.Ed. in Educational Management and
   the State of California Preliminary Administrative Services Credential.

3. **M.Ed. Degree Only:** 33 semester units including Educ. 501, 504, and
   596.

4. **Preliminary Administrative Credential Only:** 24 semester units

5. **Number of courses:** Credential only – Eight (8) courses including
   3 units of fieldwork.
   Master's degree – Eleven (11) courses

**Length of program:** Credential only – four semesters, including summer
   M. Ed. – six semesters, including summer

6. **Schedule of Classes:** The program is designed for working
   professionals. On-campus classes are normally offered Monday through
   Thursday from 7:00 – 10:00. Off-campus clusters usually meet one day
   per week Monday through Thursday from 5:00 to 9:00 with some classes
   meeting on Saturday.

7. **Field Experience Requirements:** You are required to participate in Field
   Work every semester/term that you are enrolled in credential classes.
   You should be registered for 1 unit of field experience in each of the first 3
   semesters/terms of the program for a total of 3 units. Semesters 1 and 2
   will be graded on the basis of 45 hours working on field experience
   projects documented. Benchmark Assignments from each class should
   be included in your portfolio. At the conclusion of semester 3 you will be
   given a grade of IP (in progress) and you will have an additional year to
   complete your projects. Projects should be completed in public school
   settings with K-12 students at two of three levels: elementary, or
   secondary (middle, or high school) with half of the projects done in each of
   the settings. At least one of the sites selected should be a diverse setting.

8. **Culminating Activities (Portfolios):** Upon conclusion of the fieldwork
   projects, students demonstrate their knowledge, experiences and/or skills
   gained in the entire program by developing an Exit Portfolio. The Exit
   Portfolio is started during the first course in the program and then added to
   in subsequent courses. (Specific instructions for Fieldwork Activities are
   meeting of the fieldwork class.)
8. **Benchmark Assignments**: Each class requires a Benchmark assignment which has been designed to enrich the class experience and extend theoretical learnings into the real world. These assignments will be graded using a 4 point rubric (see next page). They are to be included in your fieldwork portfolio along with the rubric.

9. **Key assignments**: There are 5 Key Assignments in the program which are designed to assess the areas of knowledge, planning, assessment, diversity and technology.
   - Knowledge of leadership practices is assessed in the Final Examination for Edmt 572.
   - Planning is assessed in the Benchmark Assignment for Edmt 577.
   - Ability to use assessment data to plan instruction is assessed in the Benchmark assignment for Edmt 572.
   - Attitude toward diversity is assessed in the Final Examination for Edmt 373.
   - Technology skills are assessed through the Technology Benchmark assignments in each class. These are compiled in the Fieldwork Portfolio.

10. **Class Performance Rubric** – Upon conclusion of each class you will receive a Class Performance Rubric designed to provide you with feedback regarding different areas of your performance in class. This is designed to supplement the letter grade and to provide you with information for reflection regarding your performance in your journey toward leadership responsibility.

11. **Transferring Course Work**: Sometimes parallel graduate course work may be transferred from an accredited institution of higher learning. In order to be accepted, course work must have been completed with a grade of “B” or better, not be more than five years old, and be graduate level taught from the perspective of the school administrator. No more than 6 units can be transferred.

12. **Program completion**: All coursework must be completed within 5 years.

---

UNIVERSITY OF LA VERNE – College of Education and Organizational Leadership
Preliminary Administrative Services Credential Program

*Benchmark Assignment (Rubric C)*

<table>
<thead>
<tr>
<th>Student</th>
<th>Name</th>
<th>Semester</th>
<th>Course</th>
<th>Instructor</th>
</tr>
</thead>
</table>

Applicant must meet the following criteria:
- Average score of 3 or higher
- A score of 1 in any area requires that the assignment be revise/edited and resubmitted.

<table>
<thead>
<tr>
<th>Benchmark Components</th>
<th>4 = Exceptional</th>
<th>3 = Adequate = meets standards</th>
<th>2 = Emerging</th>
<th>1 = Not present</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course content (instructor lists standards related expectations under the following headings for this assignment):</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Use of assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Diversity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course content is included, with a significant number of additions. Items clearly demonstrate that the desired learning outcomes for the semester/term have been achieved. The student has gained a significant understanding of the concepts and applications.</td>
<td>All required items are included with a few additions. Items clearly demonstrate most of the desired learning outcomes for the semester/term. The student has gained a general understanding of the concepts and applications.</td>
<td>All required items are included. Items demonstrate some of the desired learning outcomes for the semester/term. The students has gained some understanding of the concepts and attempts to apply them.</td>
<td>A significant number of the required items are missing. Items do not demonstrate basic learning outcomes for the term. The student has limited understanding of the concepts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidate presents information in logical, interesting sequence which reader can follow</td>
<td>Candidate presents information in logical sequence which reader can follow</td>
<td>Reader has difficulty following document because information has little logical order.</td>
<td>Document cannot be understood because there is no sequence of information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose and idea development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectively conveys the purpose of the assignment through stating and maintaining a complex controlling idea. Uses language appropriate to the audience and context. Supports conclusions with evidence.</td>
<td>Effectively conveys the purpose of the assignment and maintains the controlling idea. Supports conclusions with evidence.</td>
<td>Establishes but does not develop the topic. Does not consistently maintain controlling idea. Presents little evidence to support conclusions.</td>
<td>Document lacks purpose. Little evidence of a controlling idea. Unable to relate evidence to major ideas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection</td>
<td>Writing</td>
<td>Writing</td>
<td>The writing is</td>
<td>No or few</td>
<td></td>
</tr>
<tr>
<td>Writing conventions</td>
<td>thoughtfulness and analytical, making clear connections between theory and practice</td>
<td>sometimes thoughtful, sometimes making connections between theory and practice.</td>
<td>rarely thoughtful, making few connections between theory and practice.</td>
<td>reflections. Writing brief and lacks elaboration</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing exceptionally clear, concise and significant; few difficulties with grammar, punctuation and spelling. The formatting adds to the meaning, the material was presented in typed format. APA style used where appropriate.</td>
<td>Content clear, concise and significant. Few grammar, punctuation and spelling errors. Formatting clear and understandable. Material presented in type format. APA style used where appropriate.</td>
<td>Content partially clear and significant; some punctuation, grammar and spelling errors; formatting present but not strong. Material presented in typed format. Some evidence of APA style.</td>
<td>Content is awkwardly expressed, lacking alignment with requirements of the assignment. Many grammar, spelling and/or punctuation errors. Formatting is confusing or material is not presented in typed format. No evidence of APA style.</td>
<td></td>
</tr>
</tbody>
</table>

**Average score**

**UNIVERSITY OF LA VERNE - College of Education and Organizational Leadership**

**Preliminary Administrative Services Credential Program**

**Course Performance Assessment (Rubric B)**

Student Name_________________________ Date/Course_________________________ Instructor_________________________

Student should meet the following criteria:

- Obtain a total score of 3 or better and
- Have a minimum score of 3 in each area.
- Return to student to be added to Portfolio

**Section 1: Institutional Goals for Professional Habits**

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Proficient (4 pts)</th>
<th>Developing (3 pts)</th>
<th>Emerging (2 pt)</th>
<th>Does Not Meet Expectations (1 pts)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punctuality/Organization</td>
<td>Arrives on time; fulfills schedule requirements; consistently prepared for</td>
<td>Arrives on time; fulfills schedule requirements; consistently</td>
<td>Arrives on time; is developing organizational habits</td>
<td>Frequent absences and/or late arrivals to class; several</td>
<td></td>
</tr>
<tr>
<td>Class; assignments prepared on time; paperwork is well organized</td>
<td>Prepared for class; required paperwork well organized</td>
<td>Missing assignments; frequently unprepared for class; little evidence of organization</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dispositions/Initiative</strong></td>
<td>Demonstrates commitment and enthusiasm for educational leadership; goes beyond minimum expectations of the class experience</td>
<td>Demonstrates commitment and enthusiasm for educational leadership</td>
<td>Approaches the class experience with routine expectations and output</td>
<td>Approaches the class experience with little commitment; does not evidence a commitment to educational leadership</td>
<td></td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td>Attends to fellow students; listens without interruption or interjection; smoothly transitions when need to move on with lecture or activity</td>
<td>Attends to fellow students and instructor most of the time; transitions smoothly most of the time</td>
<td>Progress seen in listening to instructors and fellow students and in transitioning</td>
<td>Continues to interrupt; has difficulty moving from one task to the next</td>
<td></td>
</tr>
<tr>
<td><strong>Oral Language in Use</strong></td>
<td>Grammatically correct structures are exhibited in both presentation and conversation</td>
<td>Few errors in grammar; Material clearly presented and easily understood</td>
<td>Aware of need to improve grammar; consciously trying to improve grammar and organization</td>
<td>Many errors in grammar; material presented in difficult manner to understand</td>
<td></td>
</tr>
<tr>
<td><strong>Body Language</strong></td>
<td>Spoken message and visual message are congruent and supportive of the communication process</td>
<td>Movement and gestures generally enhance delivery</td>
<td>Insufficient movement and/or awkward gestures</td>
<td>Physical expression not a match with spoken message</td>
<td></td>
</tr>
</tbody>
</table>

**Section 2: Evidence of Meeting Learning Outcomes Contained in Course Syllabus**

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Proficient (4 pts)</th>
<th>Developing (3 pts)</th>
<th>Emerging (2 pts)</th>
<th>Does Not Meet Expectations (1 pt)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Learning Outcomes Addressed</strong></td>
<td>Demonstrates a clear understanding of all learning outcomes described in syllabus and explains how all learning outcomes were achieved</td>
<td>Demonstrates a reasonable understanding of most learning outcomes described in syllabus and explains how all learning outcomes were achieved</td>
<td>Demonstrates partial understanding of some learning outcomes described in syllabus and explains how most of the learning outcomes were achieved</td>
<td>Does not demonstrate an understanding of learning outcomes described in syllabus and does not explain how many of the learning outcomes were achieved</td>
<td></td>
</tr>
<tr>
<td><strong>Use of Writing</strong></td>
<td>Very few</td>
<td>Few grammar,</td>
<td>Some grammar,</td>
<td>Many grammar,</td>
<td></td>
</tr>
</tbody>
</table>

12
<table>
<thead>
<tr>
<th>Conventions</th>
<th>difficulties with grammar, punctuation and spelling errors; the formatting adds to the meaning; the material is presented in a typed format</th>
<th>punctuation, and spelling errors; the formatting is clear and understandable; the material is presented in a typed format</th>
<th>spelling, or punctuation errors; the formatting is present but not strong; the material is presented in a typed writing,</th>
<th>punctuation or spelling errors; the formatting is confusing; the material is not presented in a typed format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selected Evidence of How and to What Extent Learning Outcomes were Met (including artifacts, documents, or work products)</td>
<td>All selections pertinent to all learning outcomes; all selections completed in detail and is of excellent quality; selections include a variety of sources, but are not limited to: personal writings, student presentations, classroom dialogues, assigned readings.</td>
<td>Most selections pertinent to all learning outcomes; most selections completed in detail and of good quality; selections include some of the following sources: personal writings, student presentations, classroom dialogues, assigned readings.</td>
<td>Most selections attempt to address learning outcomes; most selections completed with adequate quality and detail; selections limited/few sources, such as two of the four below: personal writings, student presentations, classroom dialogues, assigned readings.</td>
<td>Selections missing or completed with inadequate quality and detail.</td>
</tr>
<tr>
<td>Self Reflection on Needs for Future Growth</td>
<td>Demonstrates a clear understanding of how learning outcomes will influence personal growth as a student and as an educational leader; demonstrates a strong commitment to staying abreast of changes in the field for both personal and professional growth.</td>
<td>Demonstrates understanding of how learning outcomes will influence personal growth as a student and an educational leader with a commitment to staying abreast of changes in the field for both personal and professional growth.</td>
<td>Demonstrates some understanding of how learning outcomes will influence personal growth as a student and an educational leader with an awareness of a need to be open about continuing education for personal and professional growth.</td>
<td>Unclear awareness of personal growth as a student or an educational leader with limited commitment to continuing education for personal and professional growth.</td>
</tr>
</tbody>
</table>

Technology Benchmark Successfully Completed ____ Instructor Signature __________ Average Score ____
EDMT 570 Curriculum Instruction and Assessment (3). Studies curriculum, instruction and evaluation of instructional programs, assessment of student progress, and the uses of technology for instructional and administrative purposes.

EDMT 571 Human Resource Administration (3). Covers selection, supervision and evaluation of personnel, along with negotiations, conflict resolution, and employee/employer relationships. Strategies for efficient utilization of staff talent and time are also discussed.

EDMT 572 Educational Leadership (3). Examines theoretical assumptions of management with emphasis on analysis of leadership, leadership styles, self-assessment and articulation of a vision consistent with a well developed educational philosophy.

EDMT 573 Contemporary Issues in California Schools (3). Covers changing demographics in California and issues related to meeting educational needs of students in California school systems.

EDMT 574 (a. b. c) Fieldwork Experience (1 unit each). Includes intensive experiences in the day-to-day functions of administrators and in longer term policy design and implementation. CRD/NCR

EDMT 574(i) Internship Seminar (1) Online. Introduces candidates for Internships to basic learnings in the standards. Does not take the place of the four 3 unit core classes in those areas (Edm 571, 572, 577, and 578).

EDMT 576 Organizational Management and School/Community Collaboration (3). Studies the principles and practices of public school management, development of a management point of view for leadership and community involvement in the safe and productive operations of public schools.

EDMT 577 Fiscal Resource Management and Policy Development (3) Emphasizes the relationship among public policy, governance, and schooling, as well as management of fiscal resources and business services in California public education.
EDMT 578 School Law (3). Emphasizes legal aspects of public education, with special emphasis on California.

For the Master's Degree:

In addition to the classes listed above, candidates for the Master's Degree will also be required to take:

EDUC 501 Educational Assessment (3). Presents principles of assessing student educational accomplishment (qualitative and quantitative), including construction and evaluation of educational and psychological assessment Instruments. Includes work with measurement tools.

EDUC 504 Methods of Research (3) Criteria for evaluation of research, critical analysis of representative research reports, study of nature of scientific thinking, survey of methods employed in research, critiques, and assigned projects.

EDUC 596 Graduate Seminar (3) Culminating activity for master's program. Includes, preparation, discussion and evaluation of research papers researched and written by each student. May not be taken as directed study, CRD/NCR only.
INTERNSHIP
University of La Verne
1950 3rd Street, La Verne, CA 91750
(909) 593-3511, Ext. 4385
FAX (909) 392-2700

Administrative Services Credential Internship Program
in Cooperation with Approved Participating Public School Districts

The Administrative Services Credential Preparation Program provided by the University of La Verne, offers an Internship Program leading to a recommendation of a candidate for the Administrative Services Internship Credential Program (ASCIIP), in cooperation with approved participating public school districts.

The Internship Program provides an opportunity for selected, qualified individuals to be employed as a full- or part-time administrators in approved participating public school districts and concurrently meet the University's requirements in professional education. The ASCIP is for the graduate student who has had considerable educational experience and has demonstrated the potential to function successfully as a school administrator in grades K-12, but who has not completed the professional education courses required for the credential. The Internship requirements are consistent with the Preliminary Administrative Services Credential training program, but permits the student to be eligible for the ASCIP if the candidate:

1. Has been accepted into the Preliminary Administrative Services Credential Preparation Program at the University,
2. Has completed a minimum of 12 semester units of Core Administrative preparation courses (Edmt. 571, 572, 577, and 578), or assigned sections of the online Internship Seminar (574i),
3. Has been selected and offered employment as a school administrator by his/her participating school district.

Admission Criteria for the ASCIP at the University

To be admitted to the ASCIP, a candidate must have been admitted to the University's Graduate Program and the Preliminary Administrative Services Credential Program. Each applicant for the ASCIP must:

1. Complete the prescribed prerequisite courses for the ASCIP or the online Internship Seminar;
2. Possess a current valid teaching credential or Certificate of Clearance verifying personal identification and good moral character;
3. Present verification of 3 years full-time teaching experience;
4. Present evidence of having passed the California Basic Educational Skills Test (CBEST);
5. Submit a letter from the employing school district indicating that the school District intends to employ the applicant as a school administrator and
6. Complete the application process for the Administrative Internship Credential with the California Commission on Teacher Credentialing.

If a school district is interested in learning more about this program, please contact:

**Patricia Ensey, Ed.D., Chair, Preliminary Administrative Services Credential**

at (909) 593-3511, ext. 4385/Fax (909)392-2700, E-mail pensey@ulv.edu.

Off campus students enrolled in the School of Continuing Education at (909) 985-0944, Extensions 5320 or 5322.
# UNIVERSITY OF LA VERNE

**PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL MASTER’S DEGREE IN EDUCATIONAL MANAGEMENT**

*Program Planner*

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**NAME**

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**PROGRAM:** 
- Credential only  
- Master’s degree

<table>
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<tr>
<th>DEPT.</th>
<th>COURSE</th>
<th>COURSE TITLE</th>
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<th>SCHEDULE</th>
<th>COMPLETE</th>
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<tr>
<td>Edmt.</td>
<td>572</td>
<td>Foundations of Educational Leadership Orientation to Field Experience</td>
<td>3</td>
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<td>Edmt.</td>
<td>574a</td>
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**Internship Only**

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<tr>
<td>Edmt.</td>
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<td>Intern Seminar</td>
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**Credential and Master’s Degree**

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<td>Edmt.</td>
<td>570</td>
<td>Curriculum, Instruction &amp; Assessment</td>
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<tr>
<td>Edmt.</td>
<td>571</td>
<td>Human Resource Administration</td>
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<td>Edmt.</td>
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<td>Contemporary Issues in California Schools</td>
<td>3</td>
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<tr>
<td>Edmt.</td>
<td>574b</td>
<td>Fieldwork Experience (1 per semester for a total of 2)</td>
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<tr>
<td>Edmt.</td>
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<td>Organizational Management &amp; School/Community Collaboration</td>
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<td>Edmt.</td>
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<td>Fiscal Resource and Policy</td>
<td>3</td>
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<td>Edmt.</td>
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<td>School Law</td>
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**Master’s Degree Only**

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<tr>
<th>DEPT.</th>
<th>COURSE</th>
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<tr>
<td>Educ.</td>
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<td>Educational Assessment</td>
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<tr>
<td>Educ.</td>
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<td>Methods of Research</td>
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<tr>
<td>Educ.</td>
<td>596</td>
<td>Graduate Seminar</td>
<td>3</td>
<td>C/NC</td>
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UNIVERSITY-LEVEL EXPOSITORY WRITING STANDARDS

The ability to express one's ideas effectively is a hallmark of a quality higher education. Writing is, therefore, one of the central activities at the University of La Verne through which students accumulate, communicate and demonstrate learning.

Unless otherwise indicated by the instructor, all writing in University of La Verne classes from postings on electronic bulletin boards and PowerPoint presentations, to personal essays, to formal research papers will be evaluated on the minimal essentials of Standard American English grammar, word choice, spelling and punctuation, and on the integrity, creativity, reasonableness and accuracy of the information's content. Academic expository writing differs from other forms in that it usually:

- Has a topic that is narrow enough in scope to explore in some depth in the space allotted,
- Focuses its presentation by means of a clear statement of purpose (thesis statement, hypothesis or instructor posed question) and logically organized sub-topic paragraphs or sections,
- Utilizes a sentence style that is appropriate for its intended audience,
- Employs arguments that demonstrate principles of sound critical thinking,
- Substantiates abstractions, judgments and assertions with specific illustration, facts and evidence,
- Draws upon research whenever necessary and properly acknowledges the work of others.

Any material not original to the student must be cited in a recognized documentation format such as APA (American Psychological Association), which is appropriate to the social science discipline. Use of information or material from outside sources without proper citation is considered plagiarism and can be grounds for disciplinary action. See the explanation of Academic Integrity below. All written work should be word processed or typed unless otherwise specified and carefully proofread.

ACADEMIC INTEGRITY

As a learning community of scholars, the University of La Verne emphasizes the ethical responsibility of all its members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated. Students are expected to maintain the following standards of integrity:

- All tests, term papers, oral and written assignments, and all other academic efforts are to be the work of the students presenting the material.
• Any use of wording, ideas, or findings of other persons, writers, or researchers requires the explicit citation of the source; use of the exact wording requires "quotation" format.
• Deliberately supplying material to a student for purposes of plagiarism is also culpable.

QUICK ACCESS TO THE ON-LINE WILSON LIBRARY and BLACKBOARD RESOURCES

Access to the Wilson Library on campus is through the University's home page at www.ulv.edu. Click on Wilson Library. Your student number will be required for access.

Access to Blackboard, required by many classes, is through bb.ulv.edu.

ACCESSING YOUR ULV E-MAIL ACCOUNT

If you know your ULV e-mail account name (myname@ulv.edu), skip steps 1-2.

1. Obtain a valid Student ID Number from the Registrar's office (printed on your Student ID card).
2. Find your ULV e-mail address by logging into your personal student records account on the Web:
   • Click on the “MyULV” icon on the ULV home page at http://www.ulv.edu/
   • Click on the “Enter secure area” link
     i. User ID = your Student ID number
     ii. PIN = your birth date in MMDDYY format if this is your first time logging in.
     iii. Note: If you have logged in before and do not remember your PIN, you may reset it by providing the correct answer to your security question, otherwise contact the Registrar's Office at (909) 593-3511, Extension 4001 for assistance.
   • Click on the “Personal Information Menu” link.
   • Click on the “View E-mail Addresses” (if there is no address with an “@ulv.edu” ending, please contact the OTI Help Desk at (909) 593-3511, Extension 4001 for assistance.
3. Be sure to read the ULV Appropriate Use and Information Security/Confidentiality Policy located at h://www.ulv.edu/oit/policy/1-1.pdf prior to logging on to your e-mail account.
4. Once you have your e-mail address, click on the Webmail icon on the ULV home page http://ulv.edu.

5. Log into the ULV e-mail system by entering your user name and password.
   - User = your e-mail account name – e.g. jroberts (you don't need to type the ulv.edu)
   - Password = Student ID number and last 4 digits of your SSN if this is your first time logging in (if the password doesn't work, then try using just your student ID as your password)

6. Change your password! Click on “Options” then on “Change Password.”

7. If you have followed all these steps and still cannot log in, please contact the OTI Help Desk at (909) 593-3511, Extension 4130.