

Category I: Program Design, Coordination and Curriculum

Standard 1: 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.

Response:

The Principals Leadership Program at CSUCI has been developed by systematically building on an examination of current research on school leadership, a careful review and application of the Standards of Quality and Effectiveness for Educational Leadership Programs Leading to the Preliminary Administrative Services Credential and a survey of current practice at a variety of universities throughout the United States with special attention to the State of California. In the year 2000, Division A (Administration) of the American Educational Research Association established a Task Force on Developing Research in Educational Leadership. The initial paper prepared by the Task Force is authored by Kenneth A. Leithwood and Carolyn Riehl and was presented in March, 2003 at the annual meeting of AERA. After a systematic review of quantitative and qualitative research on successful school leadership, the paper focuses on the answer to the following question: What is it that “leaders do in order to have influence on technical processes within schools and school systems that results in the accomplishment of intended goals.” (page 3)

The work of Leithwood and Riehl served as a foundation in the development of the Principals Leadership Program because it provides a current summative analysis of research upon which to build a program for entry level administrators. Using a straightforward definition the authors conclude that school leaders serve two functions: “providing direction and exercising influence.” “Thus it may be said that leaders mobilize and work with others to articulate and achieve shared intentions.” (p.7)

The following research-based conclusions about successful school leadership are directly aligned with the Standards of Candidate Competence and Performance of Category III.

In brief, these six summative statements are:

“Leadership has significant effects on student learning, second only to the effects of the quality of curriculum and teachers’ instruction.

Currently, administrators and teacher leaders provide most of the leadership in schools, but other potential sources of leadership exist.

A core set of leadership practices form the 'basics' of successful leadership and are valuable in almost all educational contexts.

Setting directions:

- Identifying a vision,
- Creating shared meanings,
- Creating high performance expectations,
- Fostering the acceptance of group goals,
- Monitoring organizational performance
- Communicating

Developing people

- Offering intellectual stimulation
- Providing individualized support
- Providing an appropriate model

Developing the organization

- Strengthening the school culture
- Modifying organizational structure
- Building collaborative processes
- Managing the environment

Successful school leaders respond productively to challenge and opportunities created by the accountability-oriented policy context in which they work

- Creating and sustaining a competitive school
- Empowering others to make decisions
- Providing instructional guidance
- Strategic planning

Successful school leaders respond productively to the opportunities and challenges of educating diverse groups of students

- Building powerful forms of teaching and learning
- Creating strong communities in school
- Expanding the proportion of social capital valued by the school
- Nurturing the development of families educational cultures" (pp. 9-35)

Leithwood and Riehl present the research findings that support each of these claims. The direct and obvious links between this summary of research and the Category III Standards of Competence greatly impacted the development of the program. By responding to the Standards the program aligns directly with current research. The core set of leadership practices provides an alternative statement of the standards and provided program developers, and thereby the candidates to be served, with a program firmly rooted in the research base of school leadership.

Michelle Young, Executive Director of the University Council for Educational Administration provides an agenda to support reform in the preparation of school administrators. (Young, and Peterson, 2002). In the article she defines the goal of school leadership development programs and then goes on to present a plan for achieving this goal. "Given that there are a variety of programs, most would agree that they underlying goal and orientation of leadership preparation programs is the development of competent and pedagogically oriented leaders committed to the successful education of all children." (p. 8). This goal cannot be achieved by any single entity. "This will require that the stakeholders come together, seek a mutual and comprehensive understanding of our context and the stakeholders that work within it, build common ground and shared goals, and work collaboratively toward their realization." (p. 13)

With a clear focus on creating instructional leaders, CSUCI has set out to build a program that responds to the needs of its primary stakeholders: the schools of Ventura County, and then more broadly, the State of California. The partnership of CSUCI and local schools has guided the development of the program and will continue to support and influence the entire program "From its conceptualization through the recruitment and selection of students, course delivery, mentoring, field internships, supervision and evaluation." (p. 12) To this end, stakeholders from Ventura County School Districts and from the Ventura County Superintendents Office have been involved in identifying the need for the program, establishing the broad conceptual framework, and then working in partnership with the faculty of CSUCI in developing the courses and establishing the program parameters.

The Standards of Quality and Effectiveness for Educational Leadership Preparation Programs Leading to the Preliminary Administrative Services Credential serve as the foundation of the CSUCI program from the initial steps of conceptual development to the actual course development. Following approval of the standards in May, 2003, an electronic copy was obtained from the Commission Offices. Standards were then reviewed broadly as a guide for program development. Once the preliminary program plan and course structure was identified, the standards were placed within each course based on course descriptions. Course syllabi developers then worked directly from the standards. When the initial course syllabi were completed, a review of the standards was again completed to determine that all standards were addressed in appropriate courses. Course syllabi developers then presented the proposed syllabi to the collective group, identified standard priorities and searched for both overlap and spiral reinforcement. The standards have then guided the program from its initial creation and will continue to define what candidates should know and be able to do upon receiving recommendation for the Preliminary Administrative Services Credential.

The third influence on the program design and development resulted from a survey of current program designs and course syllabi from selected university programs.

Using the resources of the Internet, supported by telephone and /or personal interviews, a survey of programs was completed. Universities from throughout the United States included the University of Wisconsin, University of Minnesota, Ohio State University, University of Texas, Rutgers University, Vanderbilt, Harvard and Columbia. Within the

State of California, a broad sample of California State University programs was examined on the Internet as was California Lutheran, Claremont Graduate University, and Pepperdine University.

The planning process included assistance and support from the Director of the Principals Leadership Institute at UCLA, the Head of the Department of Educational Administration at CSU Fullerton, and the Director of the Principals Leadership Institute at UC Berkeley. The Department Head of Educational Leadership at San Jose State University was also helpful in approving the use of the San Jose State candidate assessment design as a foundation for the CSUCI assessment design.

This survey, coupled with shared documents and direct advice, grounded the CSUCI program development in the reality of preparing and delivering a quality educational leadership program. The support included program overview and philosophy, organizational materials, course syllabi, handbooks, and professional guidance. CSUCI wishes to specifically acknowledge the extraordinary professional support of Bruce Newlin, UCLA; Louise Adler, CSU Fullerton; Lynda Tredway, UC Berkeley; and Barbara Gottesman, San Jose State University

- 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.**

Response

The essential principles which ground the CSUCI program are summarized in the Key Characteristics of the Principals Leadership Program which were identified by the program development committee and adopted by the Education Faculty of CSUCI.

Key Characteristics of the Principals Leadership Program

1. Directly aligned with the Mission of CSUCI
 - place students at the center of the educational experience
 - facilitate learning within and across disciplines through integrative approaches
 - emphasize experiential and service learning
 - graduate students with multicultural and international perspectives
2. Founded on the Core Values that characterize the entire Education Program
 - continuous improvement is essential to our lives
 - collaboration and inclusion are central to our work
 - service to the university and to the community
 - teaching all children, regardless of their learning situation is everyone's responsibility
 - critical reflection and inquiry are an integral part of our professional responsibility

- responsibility for acknowledging, affirming, and responding to linguistic, ethnic, and special needs resides with everyone
- 3. Based on the California Commission on Teacher Credentialing Standards of Quality and Effectiveness for Educational Leadership Programs leading to the Preliminary Administrative Services Credential (CCTC)
- 4. Built on a Cohort Model
 - continuous enrollment is the expectation
 - clearly defined sequence of integrated courses
- 5. Primary focus is on “real world” instructional leadership
 - all aspects of leadership are viewed through the lens of student learning
- 6. Clearly identified instructional model
 - standards based in program, content and assessment
 - adult learning principles
 - problem-based learning
 - cooperative learning
 - constructivist learning theory
 - application and demonstration of learning
 - clearly links theory to practice and practice to theory
- 7. Sustained reflection and personal dialogue on critical issues
 - culture, race, ethnicity, language, gender
 - equity, social justice and democracy
 - internalized personal demands of leadership
 - personal challenges of the role of the principal
- 8. Structured field experiences created through partnerships with school districts
- 9. Site-based action research Masters project
- 10. Integrated assessment based on clearly defined standards and criteria leading to informed recommendations for the Preliminary Administrative Services Credential

Each of the characteristics was carefully developed and contributes to a program that is Aligned with the mission and values of CSUCI, focused on the Standards of the Commission and directed at the primary goal, preparing instructional leaders who will be successful in directing and influencing the schools of Ventura County in serving the needs of all children.

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.

Response: The program design forms a set of carefully planned learning experiences.

Summer Session I (2004)

EDUC 605 Education in a Diverse Society	3
EDPL 610 Foundations of Curriculum Instruction and Assessment	3
EDUC 615 Principles of Educational Research	3
EDPL 631 Professional Development/Fieldwork I	1
Total	10

Fall Semester (2004)

EDPL 620 Instructional Leadership of the Collaborative Inclusive School	3
EDPL 621 Law and School Management	3
EDPL 631 Professional Development/Fieldwork I	1
Total	7

Spring Semester (2005)

EDPL 622 School Finance and Principles of Applied Leadership	3
EDPL 623 Understanding and Influencing Organizations in Diverse Communities	3
EDPL 632 Professional Development/Fieldwork II	2
Total	8

Summer Session II (2005)

EDPL 624 Human Resource Management in Education Settings	3
EDPL 625 Building a Collaborative, Inclusive Learning Community	3
EDPL 632 Professional Development/ Fieldwork II	2
EDUC 616 Research Project *	1
Total	9

Total Program	34
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*Continuous Registration of One Credit Per Term Required Until Research Project is Complete

The course sequence is designed to support the following characteristics:

- First and foremost the principal provides leadership in support of all children
- Teaching and learning is the center piece of the program
- All aspects of leadership are viewed through the lens of student learning
- Applied action research is integrated into the program
- Field experiences are linked to the course work of each term
- On-going formative assessment of progress toward meeting standards
- Cohort organization supports the work of each candidate and provides an environment of sustained reflection and personal dialogue

Course developers were guided by the Principles of Adult Learning adapted from John Goodlad. (Goodlad, John I. (1990) Teachers for Our Nation's Schools. San Francisco, CA: Jossey-Bass.)

“Adults prefer learning situations which:
Are practical and problem centered
Promote their positive self-esteem
Integrate new ideas with existing knowledge
Show respect for the individual learner
Capitalize on their experience
Allow choice and self-direction”

These principles, which are consistent with the mission and values of CSUCI, will guide program and staff in all relationships with candidates. In addition, the Key Characteristics of the Principals Leadership Program identify an instructional model that includes the most effective instructional strategies. For example the program will build on the research based design of cooperative learning (Johnson, and Johnson) as well as the innovative approach of problem-based learning, (Bridges) and thereby link the content of instructional effectiveness with the lived experience of the courses. Candidates will in fact use the experience of the classes coupled with their experiences in schools to reflect and deepen their understanding of teaching and learning.

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.

Response:

The program will build on the multi-media technology resources of CSUCI. These resources are identified in the response to Common Standards 2: Resources. Course instructors will demonstrate the use of technology to support instruction and communication within the cohort group. Through field work placements candidates will see the role and uses of technology within a variety of school districts. Within the school districts of Ventura County there is continuum ranging from great access and high levels of use to reduced access and lower levels of use. Candidates in the cohort group will be able to share the experiences of their field placement in the seminars to see the positive benefits of effective use of technology to support instruction, decision-making, data management and communication.

The following courses will address the use of technology with specific applications:
Foundations of Curriculum Instruction and Assessment: data management, data based decision-making in support of instruction and assessment

Instructional Leadership: uses of technology to support instruction, data based instructional design, and uses of technology to support professional development

School Finance and Applied Leadership: use of technology to support financial planning, budget development and management of resources.

Human Resource Management in Education Settings: use of technology to manage staffing and employment procedures

Building Collaborative and Inclusive Schools: uses of technology (strengths and limitations) in communicating with staff, parents, and the community

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.

Response:

The Principals Leadership Program will build on the multi-media technology resources of CSUCI. These resources are identified in the response to Common Standards 2: Resources. As members of the academic community at CSUCI, candidates and instructors will have direct access to these resources to conduct research using all of the journals, web sites, and databases available through the library at CSUCI. Staff at the CSUCI library and the technology services department provide the support, as needed to orient both instructors and candidates to the wealth of information and the technological tools of the university. As a new university, CSUCI is committed to providing the academic community with a 21st Century library that integrates technology and electronic resources in support of all its programs.

Candidates will be provided opportunities to use the technology of CSUCI in conducting research, preparing presentations, and analyzing data.

In conjunction with the Teacher Education Department, candidates will also have access to faculty who are involved in the use of technology to support instruction across a broad range of programs, disciplines, and levels. Included in this resource are opportunities to learn about applications with special education programs.

The use of technology within the coursework and field work of the program includes the use of "Blackboard" within specific courses the use of e-mail and chat groups to support the cohort group throughout the entire program, and opportunities to interact with school personnel from a variety of school districts who creating new applications for technology within a variety of school districts .

The following courses will address the use of technology to improve instruction:

Foundations of Curriculum Instruction and Assessment: technology to support curriculum delivery, instruction and student learning

Instructional Leadership of the Principal: developing instructional skills of teachers

Building a Collaborative and Inclusive School: technology to support all learners including assistive technology

Professional Development and Field Work: presentations on exemplary uses of instructional technology in selected school districts and classrooms

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.

Response:

The program structure is designed to support each candidate in completing the program within the four terms of the program. The cohort organizational structure provides a social support system that enables each candidate to work collaboratively with colleagues in completing the requirements of the program in a timely manner.

The Professional Development and Field Work has been scheduled as a common course that continues throughout the program to support candidates from term to term and to provide a system of formative assessment that assures immediate feedback for each candidate.

The instructor of the Professional Development and Field Work course also serves as an advisor for each candidate and is the University faculty member who monitors the progress of each candidate over the course of the program. This faculty member chairs the summative assessment team which makes the final recommendation for a credential. Course work, field experience and portfolio development are all integrated into the continuing experience of the program from orientation to concluding evaluation. While individual learning schedules will be possible in order to respond to unique life circumstances, it is the clear expectation that all candidates move through the program in sequence as a member of the cohort. When this is not possible, candidates will join a second cohort in future years to complete program requirements.

1(f) Coursework and field experiences 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.

Response:

The course development team has specifically designed courses with a variety of instructional strategies all of which are consistent with the instructional model identified in the Key Characteristics of the Principals Leadership Program. In reviewing each course, the program development team reviewed course content as well as instructional

strategies. It is the clear intention of the program to model instructional excellence that is aligned with the principles of adult learning outlined above. Consistent with CSUCI policy and practice, courses will be evaluated by candidates at the conclusion of each term to determine the effectiveness of instruction. Modification in course design and instructional assignments will be made based on the feedback of candidates. The presentation of course content related to opportunities to learn and practice the competencies of Category III is demonstrated in the response to Standard 6, where multiple courses are aligned with the content standards. Opportunities to practice and become effective as entry-level administrators are identified in the response Category III Standards 10-15. The design of the Professional Development and Field Work course which extends over the entire program requires each candidate to self-assess on each candidate competency, share the assessment with the supervising administrator, and then collaboratively work with the supervising administrator to design field experiences and evidence of success that will support the candidate in developing entry level competency. The course syllabus for the Professional Development and Field Work and the Principals Leadership Program Field Work Handbook clearly identify the requirement that each candidate is to participate in field experiences in at least two school settings. "Field experiences are to be completed at two different levels (e.g., elementary and middle; or middle and high school) and in at least one school district other than the one in which the candidate is employed. Candidates are to have experience in sites which represent the diversity of the Ventura County Schools." (Principals Leadership Program Field Work Handbook: Conditions for Participation in Field Work)

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.

Response:

CSUCI is not seeking approval of an internship program leading to the Preliminary Administrative Services Credential.

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.

Response:

The comprehensive assessment process is built into the design of the program. Candidates will begin to learn about the assessment process during the orientation in the first term of the program. The Professional Development and Field Work course includes the formative assessment component which is directly linked to Category III Standards. This design requires each candidate to complete a self-assessment against all standards, document prior experience, develop a professional development plan, present this plan to the supervising administrator, carry out the professional development plan and assess progress at the conclusion of each term. Candidates integrate competency development from courses at the conclusion of each term using validation from course instructors as the criteria for completed work. The Professional Development Plan is organized around each of the Category III Standards and is used by each candidate as a record of progress toward a positive recommendation for the credential. The Principals Leadership Program Field Work Handbook included in the appendix of this document indicates that the formative assessment process is integrated into the Professional Development and Field Work course. The University faculty member serving in the role of Professional Development and Field Work Supervisor will work collaboratively with the supervising administrator to review each candidates progress at the end of each term and intervene to assure successful participation in the assessment process.

The summative assessment plan for each candidate, outlined in detail in Standard 9, provides for multiple measures of candidate competency all focused on the specific standards 10-15. The assessment plan includes the following: a documented individual professional development plan jointly managed by the candidate and the supervising administrator and supported by seminars led by the university coordinator. This plan is focused directly on the Category III competencies in Standards 10-15 and requires pre-assessment as well as assessment at the conclusion of the program showing growth through planned field experiences. Successful completion of all required course which have embedded in them the learning opportunities specified in Standard 6 and candidate competencies in Standards 10-15. A summary within a portfolio of accomplishments that demonstrates competence as an entry level school principal in each of the six competency areas: Vision of Learning, Student Learning and Professional Growth, Organizational Management for Student Learning, Working with Diverse Families and Communities, Personal Ethics and Leadership Capacity, and Political, Social Economic, Legal and Cultural Understanding. In this summative document candidates are required to present evidence from field experiences and demonstrate understanding of the competency through written reflection. Candidates will also be assessed, across all areas of competency, by the supervising administrator who has worked with the candidate throughout the program. The supervising administrator will present a summary recommendation to the university coordinator assessing competency in all six areas with a final recommendation regarding eligibility for a preliminary administrative services credential. The university coordinator will then make a final recommendation for each candidate. Summative assessment requirements and materials are included in the appendix of this document.

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.

Response

The CSUCI Principals Leadership Program will build on the partnerships of the CSUCI Teacher Education Program. From a foundational perspective CSUCI has developed a strong partnership with the Office of the Ventura County Superintendent of Schools.

Working with and through Dr. Chuck Weis, Ventura County Superintendent, CSUCI has established partnerships with individual school districts and with key personnel from the VCSS. This partnership has lead to the creation of the University Preparatory School, a charter school located within the Pleasant Valley School District that is administered through a strong partnership with Ventura County Schools. The Principals Leadership Program Design Committee includes Dr. Howard Hamilton, Superintendent of the Pleasant Valley School District, Dr. Tom McCoy, Principal of Hueneme High School, Oxnard Union High School District, Dr. Denise Danne, Director of Human Resources, Ventura County Schools, Linda Ngarupe, Principal of University Preparatory School along with CSUCI faculty members Dr. Lillian Vega-Castaneda, Dr. Merilyn Buchanan, Dr. Maria Denney, Dr. Arlene Miro, and Dr. Joan Karp.

The partnership agreement of the CSUCI Principal Leadership Program and the Ventura County Schools is included in the appendix of this document and provides the terms and agreements that are binding on all parties to the agreement.

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.

Response

The Principals Leadership Program Field Work Handbook defines the goals of the field experience and the expectations for both the school district supervising

administrators who serve as mentors and the CSUCI representative who serves as coordinator of field experiences. The partnership supports the active involvement of candidates working in partnership with the supervising administrator in completing the learning experiences that are defined in the mutually developed professional development plan. The involvement in a broad range of activities throughout the community will be supported by the partnerships that CSUCI maintains throughout Ventura County. As the program grows, additional partnerships will be developed to support the Principals Leadership Program.

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 and resolution of program issues and candidate needs.

Response:

In the development phase of the CSUCI Principals Leadership Program the Program Design Committee establishing the of the field experience plan.

The work of this committee is reviewed and approved by the education faculty.

Immediately after candidates are admitted to the program in the spring of 2004 supervising administrators from appropriate school districts will be identified and this inaugural group of supervising administrators will build on the work of the design committee and review, revise, and define the expectations and procedures for the first cohort. This group of school district supervising administrators will then meet at the end of each term throughout the first year of the program to resolve issues and strengthen the professional development/field experience program. At the conclusion of the first year and in each subsequent year, school district supervising administrators will meet with CSUCI Principals Leadership Program representatives to strengthen and improve the programs for the next cohort.

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.

Response

CSUCI has established an initial record of strong, positive and respectful partnerships with the school districts of Ventura County and with the Office of the Superintendent of Ventura County Schools. This partnership led to the creation of University Preparatory School as charter school that serves as a professional development school for CSUCI. The school is staffed by outstanding teachers who are on-leave from districts throughout the county. This school serves as a laboratory of innovation for the CSUCI Education Department and also as a center of support for teachers from a variety of school districts.

The Program Design Committee for the Principals Leadership Program has built on this partnership tradition and has defined the key program characteristics, the organizational structure and the course content of the program. The relationships of the partners will support the implementation of the program.

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.

Response

The Program Design Committee developed all of the program policies pertaining to recruitment, selection, advisement and curriculum development as they prepared the program recommendation designated as the New Certificate Proposal that was presented for review and approval to the Education Department and then to the University Curriculum Committee, the University Senate and the Administration of CSUCI.

The Program Design Committee will continue to address each of the above program components (delivery of instruction, selection, preparation of field experience supervisors, and assessment and verification of administrator competence.)

The design of field experiences, the selection and preparations of field experiences is a responsibility of the partnership of Ventura County School Districts and CSUCI.

The Principals Leadership Program Field Work Handbook lays out the responsibilities of the school district supervising administrators and the university coordinator.

The assessment design, both formative and summative, includes responsibilities for both members of the partnership. Verification of administrator competence is made by the representative of CSUCI with direct input from the supervising administrator who completes a detailed assessment on all candidate performance competencies set forth in Standards 10-15 and also a summary assessment on each of the broad competencies.

The Program Design Committee will continue to function throughout the program preparing for the first cohort in the spring of 2004 and evaluating the program throughout the first year of implementation and in each following year. Based the evaluation data program components will be modified to improve program quality.

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

Response

The Principals Leadership Program is being developed in response to the needs of Ventura County School Districts. CSUCI, the Ventura County Superintendent of Schools, and the Ventura County School Superintendents recognize the need for outstanding school leaders who will serve as principals within the schools of the county. Within the limits of very stretched personnel and tight finances, the partners are deeply committed to supporting the Principals Leadership Program. Even without the resource of state support CSUCI has dedicated the time and resources to develop this program through the Office of Extended Education. The school district members of the Program Design Committee have generously given of their time and talent to develop the program and to support its implementation. The Superintendents of the Ventura County Schools recognize the importance of administrator preparation and have not wavered in their willingness to support the program by providing Program Design Committee members, by offering feedback and support during the development of the program and by working in partnership with CSUCI to create and sustain high quality field experiences in the school districts they lead.

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 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.

Response

The Principals Leadership Program is explicitly designed to support each candidate in the development of a professional perspective. In a recent paper prepared for the Task Force for the Development of an Agenda for Future Research on Educational Leadership, Prestine and Nelson conclude that "...knowing involves active participation in social communities, engagement in meaningful practice, and access to resources that enhance and aid participation." (Prestine and Nelson, 2003) For this reason the Principals Leadership Program is organized as a tightly structured cohort group that has as a focus the development of professional perspective.

The Principals Leadership Program is built on the belief that experience as members of a successful learning community will support the candidates in experiencing the value of such communities and recognizing the conditions that support such a community. Research has identified five common characteristics of successful learning communities: shared values, reflective dialogue, deprivatization of practice, focus on students learning, and collaboration. Using the cohort model the Principals Leadership Program will be integrating each of these characteristics into policies and practices. Through the common courses and seminars, the structured professional development and field work the candidates will participate in a learning community that maintains its focus on developing leadership to support student learning. These are the underlying experiences of the Principals Leadership Program through which the candidates will experience and learn to build successful learning communities.

Support Within Courses

Education in a Diverse Society grounds the program in the 'context of contemporary school issues in California as the course explores the communities that make up the school districts in which the candidates will work as school leaders.

Foundations in Curriculum, Instruction, and Assessment directly supports the candidates in reflecting on the relationships between theory and practice concerning leadership, teaching and learning. This course provides candidates with the knowledge and skills needed to apply, model and analyze curriculum with special attention given to the standards-based accountability system being implemented in the schools of California. Candidates develop the data based decision-making skills as they learn to use both qualitative and quantitative data to guide instructional decisions.

Principles of Educational Research supports candidates in learning to use data effectively and apply research appropriately to guide instructional decisions.

Instructional Leadership of the Collaborative School gives candidates the opportunity to apply the theories of curriculum, instruction, assessment to the real life challenges of providing leadership as a principal charged with building a successful learning community.

School Finance and Applied Leadership enables candidate to learn to align resources with student learning priorities.

Professional Development and Fieldwork courses which are scheduled throughout the program, strongly support candidates in developing professional perspective with specific focus on the Standards of Candidate Competence and Performance. These courses, which provide a base for the cohort group throughout the program, require each candidate to personally assess competence in relationship to each standard in Category III 10-15 and then, working with direction and support from a supervising administrator, prepare and implement a professional development plan to develop the competencies that are not already in place through prior experience. The program concludes with an assessment that again focuses on eligibility for the credential and also the identification of professional goals to pursue after leaving the program.

- 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, planning for and implementing short- and long-term professional development strategies to improve the overall performance of all students.

Response

Foundations of Curriculum and Instruction provides candidates with an understanding of state-adopted academic content standards and the role of the principal in supporting their successful implementation.

Instructional Leadership of the Collaborative Inclusive School enables candidates to develop an understanding of the nature of instructional leadership and the responsibilities

of an administrator with respect to monitoring student performance. In this course candidates also develop an understanding of the role of the principal providing leadership for the Special Education program with specific attention to the program decisions that are made within the IEP process.

Understanding and Influencing Organizations enables candidates to learn to develop and implement short and long term professional development strategies to improve student performance. Candidates will explore the strategies and tools needed to positively impact the school culture in support of success for all students.

Instructional Leadership of the Collaborative Inclusive School and Human Resource Management in Diverse Schools requires candidates to develop the skills needed supervise instructional faculty and staff. Candidates will learn to pre-conference, observe teaching and learning and conduct post-conferences.

The Professional Development and Field Work course requires candidates to individually assess their own knowledge and skill related to Standard 11 (Student Learning and Professional Growth), which is directly linked to the content of this standard, and work with the supervising administrator to develop and implement field experiences that align with the competencies identified in the specific elements of Standards 11.

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

Response

The response provided to Standard 6 (6a-6f) with specific reference to courses and field work in the program shows the coherent recurring review and the opportunities for discussion and analysis of the foundations of the program.

A review of the matrix of standards placed in courses demonstrates the recurring opportunities for review, discussion, and deepening analysis of the underlying themes of this program. As identified in the Key Characteristics statement, these foundational issues are grounded in the core values of all education programs at CSUCI and in the unique priorities of this leadership program. Among these foundation issues are the following:

- continuous improvement is essential to your life,
- teaching all children, regardless of their learning situation is everyone's responsibility,
- critical reflection and inquiry are an integral part of professional responsibility
- responsibility for acknowledging, affirming, and responding to linguistic, ethnic, and special needs resides with everyone.

Building on these values is the focus for growing into an understanding of instructional

leadership as both a professional and moral imperative of the role and responsibility of the school principal. Citing a paper presented at the 1999 meeting of AERA by Joseph Murphy, Peter Hill identifies the essential knowledge needed by principals.

“ Placing school improvement at the centre of the profession ensures that the job of head (principal) is pedagogically and educationally grounded, and ties directly to the core business of schooling. It requires heads who have a solid knowledge of the learning process and of the conditions under which students learn in the school setting. It also places a premium on knowledge about educational change and school improvement. In short it emphasizes the role of the head as knowledge manager with respect to the core business of the school, namely teaching and learning in a context of change and the ongoing imperative of improvement.” (Hill, Peter 2002, What Head Teachers Need to Know about Teaching and Learning. www.ncsl.org.uk/)

This focus on the learning process and the role of the principal as instructional leader is addressed in each course in the program. Even the course in **Law and School Management** addresses the role of the law in supporting schools that are truly equitable in providing an educational opportunities for all students. The role of Federal and State laws in guiding the decisions of the principal are at their core focused on serving all students through a school community that values and respect each and all learners.

The **Professional Development and Fieldwork** course provides learning opportunities that support the review and reflection upon the foundational themes of the program. The consistent seminar leader for the Professional Development and Field Work course maintains contact with the cohort throughout the program. As identified in the Course Syllabus for Professional Development and Field Work, the seminar content systematically reviews each of the standards of candidate competence. Cohort members will share their learning from field experiences and integrate the course work with the specific field work challenges and opportunities. Candidates can also develop a deeper understanding of the theory embedded in the standards of competence and the challenges of applying this theory in the daily practice of school administration as revealed through the variety of field experiences within the cohort group.

The cohort structure supports candidates taking courses in carefully planned sequence. The initial focus on the learners begins in **Education in a Diverse Society**. The overview of curriculum, instruction and assessment is provided in the first term of the program. The program then moves on to direct application of the foundational issues in the course **Instructional Leadership in the Collaborative Inclusive School**. The focus on teaching and learning is maintained as candidates explore the role of principal as instructional leaders. In the course **Understanding and Influencing Organizations**, candidates move on to develop an understanding of the organizational culture of the school and strategies for developing and maintaining a school culture that effectively supports learning for all students. This focus on developing and maintaining a school culture that effectively supports learning for all students continues in the **Building a Collaborative and Inclusive School Community**.

The program plan also supports the integration of action research focused on teaching and learning. **Principles of Educational Research** is taught in the first term. Candidates then select topics for research and complete their research project over the course of the program using the cohort learning community to support their research on issues that directly involve the work of the school principal.

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 candidate learns to make informed decisions about teaching, learning and instructional leadership.**

Response

The plan for implementing this standard is embedded in the courses **Professional Development and Field Work** and in the Principals Leadership Program Fieldwork Handbook which are included in the appendix.

Initial review, reflection and analysis on each candidates current level and experience in leadership is integrated into the **Professional Development and Fieldwork** course. Each candidate will conduct the review and analysis, share the results with the Supervising administrator and with the university coordinator. The findings of this review will be used by the candidate, working with the supervising administrator, to develop the professional development plan for the first term. Subsequent reviews will conducted at the end of each term. The Standards of Candidate Competence and Performance become the criteria through which candidates examine their own leadership practices. The **Professional Development and Field Work** course will also provide a forum for candidates to discuss and grow in their understanding of teaching, learning, and instructional leadership.

In addressing the need for educational reform, Hargreaves and Fink www.ncsl.org.uk/ make the following insightful recommendation that can easily be applied to learning at all levels.

“Learning for understanding is not just a cognitive and psychological matter, though. Deep learning and teaching are also cultural and emotional processes. They entail contextualizing students’ learning in what they have learned before, in what other teachers are also teaching them, and in student’s own cultures and lives. This deep contextualization of learning gets students engaged in it, is a cultural and not just a cognitive task.”

Creating and maintaining this context and culture of learning is precisely the instructional goal of the Principals Leadership Program. The cohort structure is designed to provide a safe environment in which candidates learn to share experiences as teachers, learners, and as candidates preparing for positions of school leadership. Candidates will have the opportunity to participate in a sustained individual relationship with an experienced, highly qualified school administrator, and also to share in the experiences of the entire cohort group in the courses and seminars of the program.

Program 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 program prepares candidates to provide all students and their parents and guardians equitable access to the school, including the curriculum and other programmatic supports in the school. Through coursework and fieldwork, candidates examine their personal attitudes toward race, gender and socio-economic status; learn about ways to examine and confront issues around race, equity and diversity; and take leadership roles in discussions about equity, diversity and access. Candidates know the protections afforded by Education Code Chapter 587, Statutes of 1999 and learn how to work to ensure educational equity for all members of the school community. The program includes a series of planned experiences in which candidates learn to identify, analyze and minimize personal and institutional bias.

Response:

The Mission of CSU Channel Islands supports Standard 4:

California State University Channel Islands Mission

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

The Core Values of the CSUCI Education Programs support Standard 4:

**“Collaboration and inclusion are central to our work
Teaching all children, regardless of their learning situation is everyone’s responsibility.
Critical reflection and inquiry are an integral part of our professional responsibility
Responsibility for acknowledging, affirming, and responding to linguistic, ethnic, and special needs resides with everyone.”**

Grounded in the Mission of CSUCI and guided by the Core Values of the Education Program, the Principals Leadership Program is directly aligned with the expectations set forth in Standard 4. The Program Design Team has been strongly influenced by the need of each candidate to reflect upon the principles of educational equity and diversity and their implementation in schools. Implementation of the standard begins with personal reflection, dialogue and what some have called “Courageous Conversations.”

Teaching All Children

Gloria Ladson Billings, in Crossing Over to Canaan provides a research based critique of teacher education that easily translates into the challenges facing a program preparing school principals.

“Today’s teachers (*substitute principals*) walk into urban (*substitute Ventura County Schools*) classrooms with children who represent an incredible range of diversity.

“Who are the teachers (principals) capable of transcending the labels and categories to support excellence among all students? Haberman calls them star teachers; (*star principals*) and I call them dreamkeepers.” (Ladson- Billings p. 16)

Reflective Practice

In responding to this question, Ladson-Billings quickly identifies “reflective practice” as a key strategy. If the school principal is to lead a school in which all children are successful, the first step is engage all children and the gifts and challenges they bring to school.

Examination of personal attitudes toward race, ethnicity, culture, gender, and socio-economic status begins in the first term of the program introduced in the course **Education in a Diverse Society** and continues in each course with special attention within the **Professional Development and Fieldwork** course that runs throughout the program. This personal journey is not a one-time experience or a discussion but a life-long exploration of equity, diversity and access to educational opportunities. Teacher attitudes and even more so, principal attitudes have a profound impact on the culture of student achievement in the school.

“ In the end, if teachers (*principals*) believe that students cannot achieve at high levels, that their backgrounds are riddled with deficiencies, and that multicultural education is a frill that cannot help them to learn, the result will be school reform strategies that have little hope for success. On the other hand if teachers (*principals*) begin by challenging the social inequities that inevitably place some students at a disadvantage over others, if they struggle against institutional policies and practices that are unjust; if they begin with the strengths and talents of students and their families; if they undergo a process of personal transformation based on their own identities and experiences; and finally if they engage colleagues in a collaborative and imaginative encounter to transform their own practices and their schools to achieve equal and high-quality education for all students, then the outcome is certain to be a more positive one than is currently the case.” Sonia Nieto (1999) as quoted in Cummins, Jim (2001) Negotiating Identities: Education for Empowerment in a Diverse Society. Los Angeles, CA: California Association for Bilingual Education.

Equity, Diversity Access Serve as the Foundation of Principals Leadership Program

Standard 4 takes the program beyond the narrow definition of learning as primarily defined and measured in summary test scores and creates a deeper moral purpose and aligns with the qualities of a principled instructional leader. “One cannot have social justice without socially just learning, constructed through the processes and ethic of

democratic community." Maxine Greene (1988) captures this optimistic and holistic view of pedagogy grounded in social justice and democratic community when she concludes that being a citizen of the free world is "having the capacity to choose, the power to act to attain one's purposes, and the ability to help transform a world lived in common with others" (cited in Furman, Gail, and Shields, Carolyn M. How Educational Leaders Promote and Support Social Justice and Democratic Community in Schools? (2003) Paper presented at the 2003 Annual Meeting of AERA p. 23.) This is precisely the challenge of leadership identified in Standard 4.

Program Elements for Standard 4: Equity, Diversity and Access

4(a) The program prepares candidates to effectively lead a school site by increasing the knowledge of the 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.

Response:

Education in a Diverse Society (EDUC 605.)

A sample of objectives for this course shows the following direct alignment:

Understanding of the historical experience of major racial, religious, and ethnic groups in American schools and schooling in California

Recognize the goals and aspirations of diverse family and community groups

Understanding of the intersection of multilingual and multicultural education including sociolinguistics, and intercultural communication as well as their implications for practice; and connection to appropriate learning contexts

Knowledge of 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 including linguistic diversity and special needs students

Knowledge of the relationship between federal, state, and local policy and practice with respect to multicultural/multilingual education and the legal implications of serving students with special needs

Strategies for articulating and implementing a shared vision for the entire school community that incorporates all students and incorporates equity and diversity

Education in a Diverse Society (EDUC 605) continued

Students will prepare a “Community Description” based on some aspect of cultural diversity. Write beyond the ‘observable’ to address deeper notions on culture.

Given what I have learned about this community, what I can plan for as individual preparing for positions of school leadership?

Foundations of Curriculum Instruction and Assessment (EDPL 610)

Translate your vision of teaching and learning into a shared vision that can be implemented and supported by your school community.

Based on research and class discussions, formulate strategies and present a paper describing how you will implement the shared vision at your site.

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students participate in a Problem Based Learning Assignment that develops parent involvement.

Students will use available site data to complete a “School Community Profile” for a given school site.

Students will complete a paper using the educational experiences and perspectives of a person different than themselves.

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.

Response:

Foundations of Curriculum and Instruction (EDPL 610)

Develop a 3 year plan using site-based multiple measures that describes strategies and methods to improve learning of all students including subgroups.

Calibrate student assignments to state content standards and develop a plan for improvement.

Develop a curriculum audit with recommendations that leads to increased student learning.

Using the collected data, develop programs for staff on differentiated instructional strategies that will be supported in the “taught” curriculum.

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)

Students will complete a collaborative project designed to implement a standards based instructional plan in either an elementary, middle, or high school.

Students will research their current school site's academic improvement plan and understand the process through which it was developed; Students will then author a position paper on how they would redesign the process to include input from all stakeholders, effective implementation, and a monitoring system for the academic improvement plan.

Professional Development/Fieldwork I (EDPL 631)

Professional Development /Fieldwork II (EDPL 632)

Students complete a self-assessment on all Standards of Candidate Competence and Performance and then, working with the support and direction of a supervising administrator, design an individualized learning plan to develop competency in each of the standards. The professional development plan integrates learning from course work, field work, and independent study. The professional development and field work plan continues throughout the entire 15 months of the Principals Leadership Program.

4(c) The program design includes the study and discussion of the 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.

Response:

Education in a Diverse Society (EDUC 605)

This standard is addressed as the major focus of the course evident in objectives, readings, assignments and classroom activities.

Foundations in Curriculum Instruction and Assessment (EDPL610)

Using the collected data, develop programs for staff on differentiated instructional strategies that will be supported in the “taught” curriculum.

Building Collaborative Inclusive Learning Communities. (EDPL 625)

Students will research their current school site's academic improvement plan and understand the process through which it was developed; students will then author a position paper on how they would redesign the process to include input from all stakeholders, effective implementation, and a monitoring system for the academic improvement plan.

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.

Response:

Education in a Diverse Society (EDUC 605)

Community Description

Readers' Workshop Leadership Presentation

Introspection A: social and cultural and personal "locations"

Introspection B: "affective" response to issues of diversity

Introspection C: implications of what you believe/feel

Law and School Management ,(EDPL 621)

The students will discuss scenarios of real life issues dealing with campus safety and potential tort liability for both school district and individual employees.

Scenarios will be reviewed which provide for examination of student deportment as well as EC 4900 which covers suspension, expulsion, and exclusion of students.

School Finance and Applied Leadership (EDPL 622)

A review of the legal and practical implications of the Americans with Disabilities Act as pertains to both students and employees shall be reviewed. Each student will be provided a basic review of the role of proper maintenance and operations to maintain a safe and clean learning environment.

The concept of supplanting shall be discussed as well as the pros and cons of contracting out for services.

Students shall be exposed to the legal aspects of inappropriate student supervision, such as non certificated supervision, improper touching, how to defuse student arguments/fights, non adherence to duty schedules, and staff to student sexual misconduct. Specific examples of legal exposure to specific school districts and personnel in the county shall be reviewed.

Each student will learn about the relationship between the "three legged stool" of support for teaching: Teachers, Community and Parents. A focus on the power of parental support will be provided.

Specific examples and ideas will be presented on how to incorporate community support in the educational endeavor.

The power of the "Village" in the educational endeavor will be reviewed. Specific and concrete ideas will be provided on how to gain parental and community support in the educational process. For example, specific methods

for gaining free community school support, focused parental involvement in each child's schooling, etc.

**Human Resource Management in Education Settings (EDPL 624)
Equity/Diversity Assignment**

Building Collaborative Inclusive Learning Communities. (EDPL 625)

Students will participate in a Problem Based Learning assignment that develops parent involvement.

Students will use available site data to complete a "School/Community Profile" for a given school site.

Students will complete a paper using the educational experiences and perspective of a person different than themselves.

Students will make an oral presentation on the components of a successful Safe school plan.

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.

Response:

The cohort design of the program was selected to provide the opportunity and environment in which candidates can examine their stated and implied personal attitudes and expectations as specified in this standard. The ability of candidates to assume positions of leadership and create access to the curriculum and programs of the school that maintain high expectations is developed through a personal examination of attitudes and expectations and culminates in the application of skills to carefully assess equity and access in a school setting and construct a plan to support the achievement of all students in all aspects of the school program. Through personal exploration, interaction with colleagues, faculty and mentors, in classes and fieldwork, each candidate will address this element.

Education in a Diverse Society (EDUC 605)

Introspection A: social and cultural and personal "locations"

Introspection B: "affective" response to issues of diversity

Introspection C: implications of what you believe/feel

Foundations of Curriculum and Instruction (EDPL 610)

Develop a 3 year plan using site-based multiple measures that describes strategies and methods to improve learning of all students including subgroups.

Describe universal access to learning strategies that support and enhance student learning. Apply universal access to assistive technology.

Professional Development and Field Work (EDPL 631 and 632)
Students complete a self-assessment on all Standards of Candidate Competence and Performance and then, working with the support and direction of a supervising administrator, design an individualized learning plan to develop competency in each of the standards. The professional development plan integrates learning from course work, field work, and independent study. The professional development and field work plan continues throughout the entire 15 months of the Principals Leadership Program. Students meet in monthly seminars to reflect upon and debrief field work experiences of the members of the cohort group. The university coordinator facilitates each of these seminars and uses the experiences of cohort members to promote the personal examination of stated and implied personal attitudes and expectations about race, ethnicity, culture, sexual orientation, religion and socio-economic status.

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.**

Response:

As stated in the response to element 4 (e), the cohort design coupled with the content of the courses supports this element.

Education in the Diverse Society (EDUC 605)

The learning objectives of this course include:

Understanding of the meaning (including the causes and effects) of racism, sexism and other forms of bias; knowledge of individual response to these forms of bias.

Foundations of Curriculum and Instruction (EDPL 610)

Develop a 3 year plan using site-based multiple measures that describes strategies and methods to improve learning of all students including subgroups.

Describe universal access to learning strategies that support and enhance student learning.

Law and School Management

Students will analyze a range of supreme court cases which have established

precedent for state statute and operational policies with which to conduct school business. Students will become expert at abstracting court cases into their relevant components.

A range of legal issues appropriate to successful conducting school business will be a focus of the course. Particular emphasis shall be placed on equal opportunity for physically and emotionally disabled, gender, race, sexual orientation and language. Landmark court cases in each area shall be reviewed in detail.

Legal precedent for a FAPE (Free and Appropriate Education) shall be reviewed with an eye to assuring that students understand the legal implications of equity for all.

**Human Resource Management in Education Settings
Equity/Diversity Assignment**

School Finance and Applied Leadership (EDPL 622)

Students will be afforded the opportunity to provide higher level thinking and analysis of specific scenarios with positive critique from both classmates and the instructor. An excerpt from "Eye to Eye" with Connie Chung dealing with student sexual harassment shall be used as a springboard to discussion.

Building Collaborative Inclusive Learning Communities.

Students will complete a paper using the educational experiences and perspective of a person different than themselves.

4(g) The program develops each candidate's capacity to recognize students' 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 full access to the curriculum and opportunities to engage in extracurricular and co-curricular activities.

Response:

Foundations of Curriculum Instruction and Instruction (EDPL 610)

Develop a 3 year plan using site-based multiple measures that describes strategies and methods to improve learning of all students including subgroups.

Calibrate student assignments to state content standards and develop a plan for improvement.

Using the collected data, develop programs for staff on differentiated instructional strategies that will be supported in the “taught” curriculum. Develop a curriculum audit with recommendations that leads to increased student learning.

Describe universal access to learning strategies that support and enhance student learning.

Respond to state and national reform efforts that focus on standards movements and high expectations and how they contribute to your shared vision.

Instructional Leadership of the Collaborative Inclusive School (EDPL620)

Students will complete a collaborative project designed to implement a standards

based instructional plan in either an elementary, middle, or high school.

Students will observe classroom instruction for the purpose of evaluating the effectiveness of standards based instruction and the California Standards for the Teaching Profession (CSTP).

Students will interview teachers they consider to be exemplary to hear their perspective on the role of evaluation, professional development, parent involvement, school culture, and administration.

Law and School Management (EDPL621)

A range of legal issues appropriate to successful conducting school business will be a focus of the course. Particular emphasis shall be placed on equal opportunity for physically and emotionally disabled, gender, race, sexual orientation and language. Landmark court cases in each area shall be reviewed in detail.

Legal precedent for a FAPE (Free and Appropriate Education) shall be Reviewed with an eye to assuring that students understand the legal implications of equity for all.

School Finance and Applied Leadership (EDPL 622)

Students will complete a paper using the educational experiences and perspective of a person different than themselves.

Building Collaborative, Inclusive Learning Communities (EDPL 625)

Students will research their current school site’s academic improvement plan and understand the process through which it was developed; Students will then author a position paper on how they would redesign the process to include input from all stakeholders, effective implementation, and a monitoring system for the academic improvement plan.

4(h) The program develops each candidate’s understanding of the legal and financial implications of serving students with special needs.

Response:

This element is first addressed by the prerequisite that each candidate complete advanced coursework or a component of an induction program focusing on Special Education.

Law and School Management (EDPL621)

A range of legal issues appropriate to successful conducting school business will be a focus of the course. Particular emphasis shall be placed on equal opportunity for physically and emotionally disabled, gender, race, sexual orientation and language. Landmark court cases in each area shall be reviewed in detail.

Legal precedent for a FAPE (Free and Appropriate Education) shall be Reviewed with an eye to assuring that students understand the legal implications of equity for all.

Program Standard 5: Role of Schooling in a Democratic Society

The professional leadership preparation program provides each candidate with an opportunity to examine the principles of democratic education from a historical and policy perspective. The program prepares each candidate to understand the role of the school in preparing students as future citizens and to identify and analyze the variety of ideas and forces in society that contribute to a democratic society. The program prepares administrators who understand their responsibility in developing and nurturing public support, family participation, community engagement, labor relations and preparing students for the challenges of the future. The program includes the study of how historical and philosophical forces, as well as policy decisions and prevailing practices, have an impact on schooling

Response

Struggle for Free and Democratic Society

Standard Five: Role of Schooling in a Democratic Society is directly linked to Standard Four: Equity, Diversity and Access. From its very start, universal public education has been as the major support system to maintain a democratic society. Horace Mann could proclaim that “The public school is the greatest discovery made by man,” but the challenge of living up to the promise of this miracle is evident in the history of schools in our country.

This history of American Curriculum chronicled by scholars such as Herbert Kleibard reveals a path that parallels the search for a truly democratic society in America. (Kleibard, Herbert M. (1995) The Struggle for the American Curriculum. New York, NY: Routledge. The struggle to define the form and content of the curriculum is deeply involved with the growing commitment to educate all students. This struggle, filled with conflicts involving among other issues: race, gender, ethnicity, class and religion, has been impacted by national study groups, political and labor movements, and Supreme Court Decisions.

Candidates in the program will explore this history from a policy and historical perspective in the **Foundations of Curriculum Instruction and Assessment.(EDPL 610)** This exploration will focus on the history of the current issues that confront schools today; the struggle for equity, diversity and access to curriculum that in many cases has been only available to the advantaged.

Moral Leadership of the School Principal

“We believe that leading and learning are fundamentally moral activities whose ethical and ideological bases are constructed in and by the community that comes together in each school. Each is dynamic, constantly being re-examined, challenged, and reconstructed taking into account changes in social, cultural, economic, and political context within which schooling occurs at a given time and place.” Furman and Shields (2003)

Constructing Democratic Schools

In closing their paper these authors turn to Lisa Delpit who points to the challenge that faces the candidate in the Principals Leadership Program. To constantly construct deeply democratic and socially just communities requires constant dialogue:

“To do so takes a very special kind of listening, listening that requires not only open eyes and ears, but open hearts and minds. We do not really see through our eyes or hear through our ears, but through our beliefs. To put our beliefs on hold is to cease to exist as ourselves for a moment—and that is not easy. It is painful as well, because it means turning yourself inside out, giving up your own sense of who you are, and being willing to see yourself in the unflattering light of another’s angry gaze. It is not easy but it is the only way to learn what it might feel like to be someone else and the only way to start dialogue.” (as cited by Furman and Shields from Delpit, Lisa. (1990) The Silenced Dialogue: Power and Pedagogy in Educating Other People’s Children. Cambridge, MA: Harvard Educational Press)

Through this dialogue in the Principals Leadership Program, candidates will explore the role of schooling in a democratic society and begin to develop the skills needed to carry this dialogue into the schools that choose them for leadership.

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

Response:

Education in a Diverse Society (EDUC 605)

Community Description

Readers’ Workshop Leadership Presentation

Foundations of Curriculum Instruction and Assessment (EDPL 610)

Translate your vision of teaching and learning into a shared vision that can be implemented and supported by your school community.

Based on research and class discussions, formulate strategies and present a paper describing how you will implement the shared vision at your site.

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)

Students will complete a paper on the purpose of K-12 education.

Law and School Management (EDPL 621)

A thorough review of relevant statutes and policies, both federal, state and local, will be provided using a variety of teaching modalities, i.e.—thought papers, group scenarios of real life situations, readings, discussion, role playing, etc.

Students will analyze a range of supreme court cases which have established precedent for state statute and operational policies with which to conduct school

business. Students will become expert at abstracting court cases into their relevant components.

School Finance and Applied Leadership (EDPL 622)

Students will read and discuss the politics of education, ranging from the micro view of local district politics to the macro view of state and national politics. Students shall learn of the power of lobbying local legislators to developing enabling legislation for specific issues.

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will complete a paper using the educational experiences and perspective of a person different than themselves.

Students will interview two school board members to better understand their role in school governance and their role as community representatives.

Professional Development and Fieldwork. (EDPL 631 and 632).

The dialogue begun in these courses will continue throughout the program as issues of curriculum, instruction, assessment, school law, finance, human resources and community building are explored in the subsequent courses.

5(b) The program includes 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 schools.

Response:

Education in a Diverse Society (EDUC 605)

Community Description

Readers' Workshop Leadership Presentation

Law and School Management (EDPL 621)

A range of legal issues appropriate to successful conducting of school business will be a focus of the course. Particular emphasis shall be placed on equal opportunity for physically and emotionally disabled, gender, race, sexual orientation and language. Landmark court cases in each area shall be reviewed in detail.

Students will be provided the opportunity to interview district and site level practitioners to receive current feedback on the reality of educational leadership. The experience will be provided by classroom guests as well as on site interviews.

School Finance and Applied Leadership (EDPL 622)

Students will read and discuss the politics of education, ranging from the micro view of local district politics to the macro view of state and national politics.

Students shall learn of the power of lobbying local legislators to developing enabling legislation for specific issues.

Building Collaborative Inclusive Learning Communities. (EDPL 625)

Students will research their current school site's academic improvement plan and understand the process through which it was developed; Students will then author a position paper on how they would redesign the process to include input from all stakeholders, effective implementation, and a monitoring system for the academic improvement plan.

Students will participate in a Problem Based Learning assignment that develops parent involvement.

5(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.**

Response:

Education in a Diverse Society (EDUC 605)

This course includes the following objective:

“Knowledge of 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 including linguistic diverse and special needs students.”

Law and School Management (EDPL 621)

A thorough review of relevant statutes and policies, both federal, state and local, will be provided using a variety of teaching modalities, i.e.—thought papers, group scenarios of real life situations, readings, discussion, role playing, etc.

Students will analyze a range of supreme court cases which have established precedent for state statute and operational policies with which to conduct school business. Students will become expert at abstracting court cases into their relevant components.

School Finance and Applied Leadership. (EDPL 622)

Students will read and discuss the politics of education, ranging from the micro view of local district politics to the macro view of state and national politics.

Specific and concrete ideas will be provided on how to gain parental and community support in the educational process. For example, specific methods for gaining free community school support, focused parental involvement in each child's schooling, etc.

Specific examples and ideas will be presented on how to incorporate community support in the educational endeavor.

Specific examples will be provided on how to establish community partnerships, i.e.: a community vision setting meeting and reciprocal agreements with various community organizations such as Recreation and Parks, City Government, County Government, Chamber of Commerce, Boys and Girl's Club, Law Enforcement, establishing a 501 C(3) Foundation, etc.

Building Collaborative, Inclusive Learning Communities (EDPL 625)

Students will participate in a Problem Based Learning assignment that develops parent involvement

5(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.

Response:

Education in Diverse Society (EDUC 605)

This course includes the following objective:

“Knowledge of 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 including linguistic diverse and special needs students.”

Law and School Management (EDPL 621)

A range of legal issues appropriate to successful conducting of school business will be a focus of the course. Particular emphasis shall be placed on equal opportunity for physically and emotionally disabled, gender, race, sexual orientation and language. Landmark court cases in each area shall be reviewed in detail.

Students will analyze a range of supreme court cases which have established precedent for state statute and operational policies with which to conduct school business. Students will become expert at abstracting court cases into their relevant components.

School Finance and Applied Leadership. (EDPL 622)

Legal precedent for a FAPE (Free and Appropriate Education) shall be reviewed with an eye to assuring that students understand the legal implications of equity for all.

5(e) The program provides each candidate with 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 the site administrator in monitoring and implementing these provisions of law.

Response:

Candidates are required to complete, as a prerequisite, advanced coursework or a component of an induction program focusing on Special Education.

Law and School Management, (EDPL 621)

A range of legal issues appropriate to successful conducting school business will be a focus of the course. Particular emphasis shall be placed on equal opportunity for physically and emotionally disabled, gender, race, sexual orientation and language. Landmark court cases in each area shall be reviewed in detail.

Legal precedent for a FAPE (Free and Appropriate Education) shall be reviewed with an eye to assuring that students understand the legal implications of equity for all.

Building Collaborative Inclusive Learning Communities (EDPL 625)

The role of the principal in developing an inclusive school in response to the federal, state, and local laws and policies will be included in the field experiences linked to this course. Local Special Education Administrators will be used a classroom resource.

Professional Development and Field Work (EDPL 631 and 632)

Because of the significant role of the principal in Special Education each candidate will be required to have field experiences in the application of Special Education laws, rules and procedures within the context of the school. The relationship of these laws as an application of due process will be explored in the context of democratic, inclusive schooling. Special Education will also be integrated into the seminars that are part of the Professional Development and Field Work courses.

5(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.**

Response:

Human Resource Management (EDPL 624)

In Basket Activity – “Principal’s Role in Site HR Management”

Equity/Diversity Assignment

Legal Analyses #1, #2

Interest-based Problem Solving Assignment

Bargaining Unit Agreement Critique

Readings – Rebore, Chapters 9, 10

School Finance and Applied Leadership (EDPL 622)
A thorough discussion of contracts, including collective bargaining agreements, will be explored. Students will also be exposed to basic fundamentals of privacy as relates to confidential information and student records.

5(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.**

Response:

Education in a Diverse Society (EDUC 605)

Community Description

Readers' Workshop Leadership Presentation

School Finance and Applied Leadership (EDPL 622)

Each student will learn about the relationship between the “three legged stool” of support for teaching: Teachers, Community and Parents. A focus on the power of parental support will be provided.

The power of the “Village” in the educational endeavor will be reviewed. Specific and concrete ideas will be provided on how to gain parental and community support in the educational process. For example, specific methods for gaining free community school support, focused parental involvement in each child’s schooling, etc.

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will participate in a Problem Based Learning assignment that develops parent involvement.

Students will use available site data to complete a “School/Community Profile” for a given school site.

Professional Development and Field Work (EDPL 631 and 632)

Candidates are required to become involved in a variety of diverse schools throughout Ventura County during their field experiences.

Instructional Leadership

Program 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 in Category III. The role of the instructional leader is central to the functioning of an effective school, and thus the program provides multiple, systematic opportunities for the candidate to connect theory to practice and develop the knowledge, skill and disposition to foster effective teaching in the service of student achievement. The program curriculum prepares each candidate to view all aspects of leadership through the lens of student learning. The program includes comprehensive, systematic formative and summative assessments that address the full range of competencies described in Category III

PROGRAM OPPORTUNITIES

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.

Education in a Diverse Society (EDUC 605)

Course topic: Leadership and visioning in a diverse setting/school wide context

Foundations of Curriculum Instruction and Assessment (EDPL 610)

Develop a philosophy of teaching and learning for your future site, formulate them into coherent statements that will translate into a vision that is shared and supported by the educational community.

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)

Students will complete a personal leadership story

Students will complete a collaborative project designed to implement a standards based instructional plan in either an elementary, middle, or high school.

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will research their current school site's academic improvement plan and understand the process through which it was developed; Students will then author a position paper on how they would redesign the process to include input from all stakeholders, effective implementation, and a monitoring system for the academic improvement plan.

Professional Development/Fieldwork I (EDPL 631)

Professional Development /Fieldwork II (EDPL 632)

Students complete a self-assessment on all Standards of Candidate Competence and Performance and then, working with the support and direction of a supervising administrator, design an individualized learning plan to develop competency in each of the standards. The professional development plan integrates learning from course work, field work, and independent study. The professional development and field work plan continues throughout the entire 15 months of the Principals Leadership Program.

6(a)(1) The program provides an opportunity for the candidate to develop and refine a personal vision of education and instruction and provides multiple opportunities for the candidate to engage in reflection, develop ways to engage self and others in reflective activities, and addresses the need for reflection across the program.

Education in a Diverse Society (EDUC 605)

Introspection A: social and cultural and personal “locations”

Introspection B: “affective” response to issues of diversity

Introspection C: implications of what you believe/feel

Readers’ Workshop Leadership Presentation

Foundations of Curriculum Instruction and Assessment (EDPL 610)

Translate your vision of teaching and learning into a shared vision that can be implemented and supported by your school community.

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)

Students will complete a personal leadership story

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

Readings and Discussions

Group Presentation - on selected reading topic

School Case Study

Leadership Paper

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will complete a paper using the educational experiences and perspective of a person different than themselves.

Professional Development/Fieldwork I (EDPL 631)

Professional Development /Fieldwork II (EDPL 632)

Students complete a self-assessment on all Standards of Candidate Competence and Performance and then, working with the support and direction of a supervising administrator, design an individualized learning plan to develop competency in each of the standards. The professional development plan integrates learning from course work, field work, and independent study. The professional development and field work plan continues throughout the entire 15 months of the Principals Leadership Program.

6(a)(2) The program provides an opportunity for the candidate to learn how to develop and implement a shared vision and goals that place student and adult learning at the center of instructional leadership.

Education in a Diverse Society (EDUC 605)

Introspection C: implications of what you believe/feel

Research paper/presentation

Foundations of Curriculum Instruction and Assessment (EDPL 610)

Based on research and class discussions, formulate strategies and present a paper describing how you will implement the shared vision at your site.

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)

Students will complete a collaborative project designed to implement a standards based instructional plan in either an elementary, middle, or high school.

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

Readings and Discussions

Group Presentation - on selected reading topic

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will research their current school site's academic improvement plan and understand the process through which it was developed; Students will then author a position paper on how they would redesign the process to include input from all stakeholders, effective implementation, and a monitoring system for the academic improvement plan.

Professional Development/Fieldwork I (EDPL 631)

Professional Development /Fieldwork II (EDPL 632)

Students complete a self-assessment on all Standards of Candidate Competence and Performance and then, working with the support and direction of a supervising administrator, design an individualized

learning plan to develop competency in each of the standards. The professional development plan integrates learning from course work, field work, and independent study. The professional development and field work plan continues throughout the entire 15 months of the Principals Leadership Program.

6(a)(3) The program provides an opportunity for the candidate to learn how to establish, support, and maintain high expectations and standards for the academic and social development of all students, the performance of staff and the contributions of all adults in the service of the shared vision of the school community.

Education in a Diverse Society (EDUC 605)

Introspection C: implications of what you believe/feel
Research paper/presentation

Foundations of Curriculum Instruction and Assessment (EDPL 610)

Respond to state and national reform efforts that focus on standards movements and high expectations and how they contribute to your shared vision.

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)
Students will complete a paper on the purpose of K – 12 education.

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

Readings and Discussions

Group Presentation - on selected reading topic

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will research their current school site's academic improvement plan and understand the process through which it was developed; Students will then author a position paper on how they would redesign the process to include input from all stakeholders, effective implementation, and a monitoring system for the academic improvement plan.

Professional Development/Fieldwork I (EDPL 631)

Professional Development /Fieldwork II (EDPL 632)

Students complete a self-assessment on all Standards of Candidate Competence and Performance and then, working with the support and direction of a supervising administrator, design an individualized learning plan to develop competency in each of the standards. The professional development plan integrates learning from course work, field work, and independent study. The professional development and

field work plan continues throughout the entire 15 months of the Principals Leadership Program.

6(a)(4) The program provides an opportunity for the candidate to engage in multiple and systematic opportunities to practice various methods of effective communication that support the implementation of the vision of the school community and the infusion of the vision in the instructional program.

Education in a Diverse Society (EDUC 605)

Introspection B: “affective” response to issues of diversity

Introspection C: implications of what you believe/feel

Readers’ Workshop Leadership Presentation.

Research paper/presentation.

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)

Students will complete a collaborative project designed to implement a standards based instructional plan in either an elementary, middle, or high school.

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

Readings and Discussions

Group Presentation - on selected reading topic

Research Paper

Presentation of Research paper

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will participate in a Problem Based Learning assignment that develops parent involvement.

Professional Development/Fieldwork I (EDPL 631)

Professional Development /Fieldwork II (EDPL 632)

Students complete a self-assessment on all Standards of Candidate Competence and Performance and then, working with the support and direction of a supervising administrator, design an individualized learning plan to develop competency in each of the standards. The professional development plan integrates learning from course work, field work, and independent study. The professional development and field work plan continues throughout the entire 15 months of the Principals Leadership Program.

6(a)(5) The program provides an opportunity for the candidate to learn and apply strategies for guiding, motivating, delegating, and building consensus among the diverse constituencies in the school and community to develop, articulate, implement and steward a shared vision of teaching and learning.

Education in a Diverse Society (EDUC 605)

Introspection A: social and cultural and personal “locations”

Introspection B: “affective” response to issues of diversity

Introspection C: implications of what you believe/feel

Community Description

Readers’ Workshop Leadership Presentation

Research paper/presentation

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)

Students will complete a collaborative project designed to implement a standards based instructional plan in a either elementary, middle, or high school

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

Readings and Discussions

Group Presentation - on selected reading topic

Research Paper

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will research their current school site’s academic improvement plan and understand the process through which it was developed. Students will then author a position paper on how they would redesign the process to include input from all stakeholders, effective implementation, and a monitoring system for the academic improvement plan.

Professional Development/Fieldwork I (EDPL 631)

Professional Development /Fieldwork II (EDPL 632)

Students complete a self-assessment on all Standards of Candidate Competence and Performance and then, working with the support and direction of a supervising administrator, design an individualized learning plan to develop competency in each of the standards. The professional development plan integrates learning from course work, field work, and independent study. The professional development and field work plan continues throughout the entire 15 months of the Principals Leadership Program.

PROGRAM OPPORTUNITIES

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 student learning and staff professional growth. Coursework and fieldwork focus on the implementation of state adopted academic content standards, frameworks and instructional materials as well as assessment and accountability systems.

Education in a Diverse Society (EDUC 605)

This course focuses on advocating, nurturing, and sustaining a school culture that supports student achievement for all students. The course outline supports this focus on the culture of teaching and learning in the social context of California schools.

Foundations of Curriculum Instruction and Assessment (EDPL 610)

Demonstrate use of all California frameworks and standards by alignment of materials and assessment systems including CHSEE and NCLB.

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)

Students will observe classroom instruction for the purpose of evaluating the effectiveness of standards based instruction and the California Standards for the Teaching Profession (CSTP).

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

This standard is the major focus of the course.

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will research their current school site's academic improvement plan and understand the process through which it was developed. Students will then author a position paper on how they would redesign the process to include input from all stakeholders, effective implementation, and a monitoring system for the academic improvement plan

Human Resource Management in Education Settings (EDPL 624)

Induction Candidate Interviews

Staff Development Needs Assessment

Observation Project

Legal Case Analyses

Readings/Quiz – Rebore, Chapters 1, 2, 6

Professional Development/Fieldwork I (EDPL 631)

Professional Development /Fieldwork II (EDPL 632)

Students complete a self-assessment on all Standards of Candidate Competence and Performance and then, working with the support and direction of a supervising administrator, design an individualized learning plan to develop competency in each of the standards. The professional development plan integrates learning from course work, field work, and independent study. The professional development and field work plan continues throughout the entire 15 months of the Principals Leadership Program.

6(b)(1) The program provides an opportunity for the candidate to 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.

Foundations of Curriculum Instruction and Assessment (EDPL 610)

Calibrate student assignments to state content standards and develop a plan for improvement.

Develop a curriculum audit with recommendations that leads to increased student learning.

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)

Students will complete a collaborative project designed to implement a standards based instructional plan in a either elementary, middle, or high school.

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will research their current school site's academic improvement plan and understand the process through which it was developed. Students will then author a position paper on how they would redesign the process to include input from all stakeholders, effective implementation, and a monitoring system for the academic improvement plan.

Professional Development/Fieldwork I (EDPL 631)

Professional Development /Fieldwork II (EDPL 632)

Students complete a self-assessment on all Standards of Candidate Competence and Performance and then, working with the support and direction of a supervising administrator, design an individualized learning plan to develop competency in each of the standards. The professional development plan integrates learning from course work, field work, and independent study. The professional development and field work plan continues throughout the entire 15 months of the Principals Leadership Program.

6(b)(2) The program provides an opportunity for the candidate to become a critical consumer of educational research and to use research and site based data to design, implement, support, evaluate, and improve instructional programs and to drive the professional development of staff.

Education in a Diverse Society (EDUC 605)

Readers' Workshop Leadership Presentation.

Research paper/presentation.

Foundations of Curriculum Instruction and Assessment (EDPL 610)

Develop a curriculum audit with recommendations that leads to increased student learning.

Investigate commercial and district programs that assist in managing data; determine which serves your requirements and develop a plan for implementation.

Principles of Educational Research (EDUC 615)

Candidates will read, analyze, and synthesize educational research from a variety of sources.

Candidates will present an in-class research proposal.

Masters Project (EDUC 616)

Candidates will carry out a Master's research project (EDUC 616)

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)

Students will complete a collaborative project designed to implement a standards based instructional plan in a either elementary, middle, or high school

Students will complete a paper on the purpose of K-12 education

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

Readings and Discussions

Group Presentation - on selected reading topic

Research Paper

Presentation of Research paper

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will research their current school site's academic improvement plan and understand the process through which it was developed. Students will then author a position paper on how they would redesign the process to include input from all stakeholders, effective implementation, and a monitoring system for the academic improvement plan

Professional Development/Fieldwork I (EDPL 631)
Professional Development /Fieldwork II (EDPL 632)

Students complete a self-assessment on all Standards of Candidate Competence and Performance and then, working with the support and direction of a supervising administrator, design an individualized learning plan to develop competency in each of the standards. The professional development plan integrates learning from course work, field work, and independent study. The professional development and field work plan continues throughout the entire 15 months of the Principals Leadership Program.

6(b)(3) The program provides an opportunity for the candidate to study and apply their knowledge of diverse learning styles and differentiated instruction strategies that address the needs of all learners and staff.

Education in a Diverse Society (EDUC 605)
Introspection C: implications of what you believe/feel
Research paper/presentation.

Foundations of Curriculum Instruction and Assessment (EDPL 610)
Using the collected data, develop programs for staff on differentiated instructional strategies that will be supported in the “taught” curriculum.

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)
Students will observe classroom instruction for the purpose of evaluating the effectiveness of standards based instruction and the California Standards for the Teaching Profession (CSTP)

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)
Readings and Discussions
Group Presentation - on selected reading topic
School Case Study

Building Collaborative Inclusive Learning Communities (EDPL 625)
Students will research their current school site’s academic improvement plan and understand the process through which it was developed. Students will then author a position paper on how they would redesign the process to include input from all stakeholders, effective implementation, and a monitoring system for the academic improvement plan

Professional Development/Fieldwork I (EDPL 631)
Professional Development /Fieldwork II (EDPL 632)

Students complete a self-assessment on all Standards of Candidate Competence and Performance and then, working with the support and

direction of a supervising administrator, design an individualized learning plan to develop competency in each of the standards. The professional development plan integrates learning from course work, field work, and independent study. The professional development and field work plan continues throughout the entire 15 months of the Principals Leadership Program.

6(b)(4) The program provides an opportunity for the candidate to use data, including the use of technological applications, and to develop, manage, and evaluate strategies to improve student achievement.

**Education in a Diverse Society (EDUC 605)
Research paper/presentation**

**Foundations of Curriculum Instruction and Assessment (EDPL 610)
Compare and contrast at least 3 commercial programs and district programs that assist in managing data and write an implementation plan.**

**Principles of Educational Research (EDUC 615)
Candidates will demonstrate skills in designing an independent research project.**

**Master's Project (EDUC 616)
Candidates will complete an independent applied research project.**

**Instructional Leadership of the Collaborative Inclusive School (EDPL 620)
Students will complete a collaborative project designed to implement a standards based instructional plan in either an elementary, middle, or high school.**

**Understanding and Influencing Organizations in Diverse Communities (EDPL 623)
Research Paper
Presentation of Research paper**

**Building Collaborative Inclusive Learning Communities (EDPL 625)
Students will use available site data to complete a "School/Community Profile" for a given school site.**

**Professional Development/Fieldwork I (EDPL 631)
Professional Development /Fieldwork II (EDPL 632)
Students complete a self-assessment on all Standards of Candidate Competence and Performance and then, working with the support and direction of a supervising administrator, design an individualized learning plan to develop competency in each of the standards. The professional development plan integrates learning from course work, field work, and independent study. The professional development and**

field work plan continues throughout the entire 15 months of the Principals Leadership Program.

6(b)(5)The program provides an opportunity for the candidate to 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.

**Instructional Leadership of the Collaborative Inclusive School (EDPL 620)
Students will complete a paper on the purpose of K-12 education**

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

Readings and Discussions

Group Presentation - on selected reading topic

Human Resource Management in Education Settings (EDPL 624)

Staff Development Needs Assessment

Adult Learning Brief Paper

Readings – Rebore, Chapter 6

CSTP Teaching Activity Exercise

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will research their current school site's academic improvement plan and understand the process through which it was developed. Students will then author a position paper on how they would redesign the process to include input from all stakeholders, effective implementation, and a monitoring system for the academic improvement plan

Professional Development/Fieldwork I (EDPL 631)

Professional Development /Fieldwork II (EDPL 632)

Students complete a self-assessment on all Standards of Candidate Competence and Performance and then, working with the support and direction of a supervising administrator, design an individualized learning plan to develop competency in each of the standards. The professional development plan integrates learning from course work, field work, and independent study. The professional development and field work plan continues throughout the entire 15 months of the Principals Leadership Program.

6(b)(6) The program provides an opportunity for the candidate to 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.

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)
Students will complete a collaborative project designed to implement a standards based instructional plan in either an elementary, middle, or high school.

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

Readings and Discussions

Group Presentation - on selected reading topic

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will participate in a Problem Based Learning assignment that develops parent involvement.

PROGRAM OPPORTUNITIES

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.

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will research their current school site's academic improvement plan and understand the process through which it was developed. Students will then author a position paper on how they would redesign the process to include input from all stakeholders, effective implementation, and a monitoring system for the academic improvement plan.

School Finance and Applied Leadership (EDPL 622)

Various models of leadership shall be discussed, including Goleman's Emotional Intelligence, Covey's Principle Centered Decision Making, and Bennis's differentiation between Leadership and Management.

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

Organizational theory is the major focus of the course evident throughout.

Human Resource Management in Education Settings (EDPL 624)

Legal Analysis #1

In Basket Activity – “Principal’s Role in Site HR Management”

Readings/Quiz – Reboore , Chapters 1, 2

Professional Development/Fieldwork I (EDPL 631)

Professional Development /Fieldwork II (EDPL 632)

Students complete a self-assessment on all Standards of Candidate Competence and Performance and then, working with the support and direction of a supervising administrator, design an individualized learning plan to develop competency in each of the standards. The professional development plan integrates learning from course work, field work, and independent study. The professional development and field work plan continues throughout the entire 15 months of the Principals Leadership Program.

6(c)(1) The program provides an opportunity for the candidate to 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.

Human Resource Management in Education Settings (EDPL 624)

Critiques –Job Brochures/Ads

Advertising Assignments

CSTP Teaching Activity Exercise

BTSA Readings

Observation Project

Evaluation Language/Performance Remediation Plans Assignment

Professional Development/Fieldwork I (EDPL 631)

Professional Development /Fieldwork II (EDPL 632)

Students complete a self-assessment on all Standards of Candidate Competence and Performance and then, working with the support and direction of a supervising administrator, design an individualized learning plan to develop competency in each of the standards. The professional development plan integrates learning from course work, field work, and independent study. The professional development and field work plan continues throughout the entire 15 months of the Principals Leadership Program.

6(c)(2) The program provides an opportunity for the candidate to learn and practice effective methods for working with certificated and classified staff with disabilities.

School Finance and Applied Leadership (EDPL 622)

A review of the legal and practical implications of the Americans with Disabilities Act as pertains to both students and employees shall be reviewed.

Human Resource Management in Education Settings (EDPL 624)

Legal Case Analyses #1, #2

Readings – Rebore, Chapters 2, 10

Equity/Diversity Assignment

Professional Development/Fieldwork I (EDPL 631)

Professional Development /Fieldwork II (EDPL 632)

Students complete a self-assessment on all Standards of Candidate Competence and Performance and then, working with the support and direction of a supervising administrator, design an individualized learning plan to develop competency in each of the standards. The professional development plan integrates learning from course work, field work, and independent study. The professional development and field work plan continues throughout the entire 15 months of the Principals Leadership Program.

6(c)(3) The program provides an opportunity for the candidate to learn how to evaluate the effectiveness of an instructional program through the use of data and accountability systems.

Foundations of Curriculum Instruction and Assessment (EDPL 610)

Develop a curriculum audit by analyzing the recommended curriculum, the written curriculum, the supported curriculum, the taught curriculum, the assessed curriculum and the learned curriculum.

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)

Students will observe classroom instruction for the purpose of evaluating the effectiveness of standards based instruction and the California Standards for the Teaching Profession (CSTP).

School Finance and Applied Leadership (EDPL 622)

A guest speaker shall demonstrate the power of spread sheet programs such as Excel as well as the power of making data driven decisions as relates to program and funding capabilities.

Professional Development/Fieldwork I (EDPL 631)

Professional Development /Fieldwork II (EDPL 632)

Students complete a self-assessment on all Standards of Candidate Competence and Performance and then, working with the support and direction of a supervising administrator, design an individualized learning plan to develop competency in each of the standards. The professional development plan integrates learning from course work, field work, and independent study. The professional development and field work plan continues throughout the entire 15 months of the Principals Leadership Program.

6(c)(4) The program provides an opportunity for the candidate to apply the principles of effective communication, systems management, organization, problem-solving and collaborative decision-making skills.

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)

Students will complete a collaborative project designed to implement a standards based instructional plan in either an elementary, middle, or high school.

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will research their current school site's academic improvement plan and understand the process through which it was developed. Students will then author a position paper on how they would redesign the process to include input from all stakeholders, effective implementation, and a monitoring system for the academic improvement plan.

School Finance and Applied Leadership (EDPL 622)

School Finance and Applied Leadership (EDPL 622)

Students will be provided the opportunity to do critical thinking and communication through scenarios, discussion, and group problem solving.

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

Readings and Discussions

Group Presentation - on selected reading topic

School Case Study

Leadership Paper

Research Paper

Presentation of Research paper

Professional Development/Fieldwork I (EDPL 631)

Professional Development /Fieldwork II (EDPL 632)

Students complete a self-assessment on all Standards of Candidate Competence and Performance and then, working with the support and direction of a supervising administrator, design an individualized learning plan to develop competency in each of the standards. The professional development plan integrates learning from course work, field work, and independent study. The professional development an field work plan continues throughout the entire 15 months of the Principals Leadership Program.

6(c)(5) The program provides an opportunity for the candidate to learn how to 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.

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)

Students will complete a collaborative project designed to implement a standards based instructional plan in either an elementary, middle, or high school.

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will research their current school site's academic improvement plan and understand the process through which it was developed. Students will then author a position paper on how they would redesign the process to include input from all stakeholders, effective implementation, and a monitoring system for the academic improvement plan.

School Finance and Applied Leadership (EDPL 622)

Students will be exposed to the power and process of strategic planning, through a thorough discussion of various models of budget development,

including historical or incremental budget development, zero based budgeting (ZBB), planned program budgeting systems (PPBS) and site based budgeting (SBB).

Understanding and Influencing Organizations in Diverse Communities (EDPL623)

Research Paper

Professional Development/Fieldwork I (EDPL 631)

Professional Development /Fieldwork II (EDPL 632)

Students complete a self-assessment on all Standards of Candidate Competence and Performance and then, working with the support and direction of a supervising administrator, design an individualized learning plan to develop competency in each of the standards. The professional development plan integrates learning from course work, field work, and independent study. The professional development and field work plan continues throughout the entire 15 months of the Principals Leadership Program.

6(c)(6) The program provides an opportunity for the candidate to develop an 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.

Law and School Management (EDPL 621)

The students will discuss scenarios of real life issues dealing with campus safety and potential tort liability for both school district and individual employees.

Professional Development/Fieldwork I (EDPL 631)

Professional Development /Fieldwork II (EDPL 632)

Students complete a self-assessment on all Standards of Candidate Competence and Performance and then, working with the support and direction of a supervising administrator, design an individualized learning plan to develop competency in each of the standards. The professional development plan integrates learning from course work, field work, and independent study. The professional development and field work plan continues throughout the entire 15 months of the Principals Leadership Program.

6(c)(7) The program provides an opportunity for the candidate to 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 these processes.

Human Resource Management in Education Settings (EDPL 624)

Interest-based Problem Solving Assignment

Bargaining Unit Agreement Critique

Legal Analyses #1,#2

Readings – Reboore, Chapter 9

Professional Development/Fieldwork I (EDPL 631)

Professional Development /Fieldwork II (EDPL 632)

Students complete a self-assessment on all Standards of Candidate Competence and Performance and then, working with the support and direction of a supervising administrator, design an individualized learning plan to develop competency in each of the standards. The professional development plan integrates learning from course work, field work, and independent study. The professional development and field work plan continues throughout the entire 15 months of the Principals Leadership Program.

6(c)(8) The program provides an opportunity for the candidate to examine management with respect to establishing, implementing and maintaining student behavior management systems that demonstrate adherence to equity, legal and policy requirements.

Law and School Management (EDPL 621)

Scenarios will be reviewed which provide for examination of student deportment as well as EC 4900 which covers suspension, expulsion, and exclusion of students.

Professional Development/Fieldwork I (EDPL 631)

Professional Development /Fieldwork II (EDPL 632)

Students complete a self-assessment on all Standards of Candidate Competence and Performance and then, working with the support and direction of a supervising administrator, design an individualized learning plan to develop competency in each of the standards. The professional development plan integrates learning from course work, field work, and independent study. The professional development and field work plan continues throughout the entire 15 months of the Principals Leadership Program.

6(c)(9) The program provides an opportunity for the candidate to 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.

School Finance and Applied Leadership (EDPL 622)

Students shall be taught a standard budget development process along with

key elements of a budget, including object codes, restricted and unrestricted, categorical, reserve, etc., all aligned with district goals and objectives.

Human Resource Management in Education Settings (EDPL 624)

Equity/Diversity Assignment

In Basket Activity – “Principal’s Role in Site HR Management”

Readings – Reboore, Chapters 1, 2

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will research their current school site’s academic improvement plan and understand the process through which it was developed. Students will then author a position paper on how they would redesign the process to include input from all stakeholders, effective implementation, and a monitoring system for the academic improvement plan.

Professional Development/Fieldwork I (EDPL 631)

Professional Development /Fieldwork II (EDPL 632)

Students complete a self-assessment on all Standards of Candidate Competence and Performance and then, working with the support and direction of a supervising administrator, design an individualized learning plan to develop competency in each of the standards. The professional development plan integrates learning from course work, field work, and independent study. The professional development and field work plan continues throughout the entire 15 months of the Principals Leadership Program.

PROGRAM OPPORTUNITIES

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; recognize the goals and aspirations of diverse families; respond to diverse community interests and needs; and mobilize community resources in the service of student achievement. In this regard, the program offers the candidate an opportunity to examine and evaluate their attitudes toward people of different races, cultures, and ethnic backgrounds as well as examine their attitudes toward sexual orientation and individuals with disabilities so they will be able to be an effective leader in a diverse setting and value individuals from different family structures, religions, races, cultures, socio-economic status and ethnic backgrounds, and treat them with fairness and respect.

Education in a Diverse Society (EDUC 605)

This standard is the major focus of the course evident in objectives, readings, assignments and classroom activities.

School Finance and Applied Leadership (EDPL 622)

Students shall be exposed to and asked to practice some basic data systems including Excel, SASA and basic web page posting of student assignments.

Human Resource Management in Education Settings (EDPL 624)

Equity/Diversity Assignment

CSTP Teaching Activity Exercise

Legal Analyses #1, #2

Readings – Rebore, Chapter 2

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will participate in a Problem Based Learning assignment that develops parent involvement

Professional Development/Fieldwork I (EDPL 631)

Professional Development /Fieldwork II (EDPL 632)

Students complete a self-assessment on all Standards of Candidate Competence and Performance and then, working with the support and direction of a supervising administrator, design an individualized learning plan to develop competency in each of the standards. The professional development plan integrates learning from course work, field work, and independent study. The professional development and field work plan continues throughout the entire 15 months of the Principals Leadership Program.

6(d)(1) The program provides an opportunity for the candidate to learn how to incorporate family and community expectations in school decision-making and activities.

Education in a Diverse Society (EDUC 605)

Community Description.

Research paper/presentation

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

School Case Study

Research Paper

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will participate in a Problem Based Learning assignment that develops parent involvement

Professional Development/Fieldwork I (EDPL 631)

Professional Development /Fieldwork II (EDPL 632)

Students complete a self-assessment on all Standards of Candidate Competence and Performance and then, working with the support and direction of a supervising administrator, design an individualized learning plan to develop competency in each of the standards. The professional development plan integrates learning from course work, field work, and independent study. The professional development and field work plan continues throughout the entire 15 months of the Principals Leadership Program.

6(d)(2) The program provides an opportunity for the candidate to learn how to establish community partnerships that will benefit the students, teachers, families, and school community and be able to mobilize and leverage community resources for the equitable access of all students and groups of students.

Education in a Diverse Society (EDUC 605)

Readers' Workshop Leadership Presentation

School Finance and Applied Leadership. (EDPL 622)

Students will discuss on the politics of education, ranging from the micro view of local district politics to the macro view of state and national politics.

Specific and concrete ideas will be provided on how to gain parental and community support in the educational process. For example, specific methods for gaining free community school support, focused parental involvement each child's schooling, etc.

Specific examples and ideas will be presented on how to incorporate community support in the educational endeavor.

Specific examples will be provided on how to establish community partnerships, i.e.: a community vision setting meeting and reciprocal agreements with various community organizations such as Recreation and Parks, City Government, County Government, Chamber of Commerce, Boys and Girl's Club, Law Enforcement, establishing a 501 C(3) Foundation.

**Building Collaborative Inclusive Learning Communities (EDPL 625)
Students will participate in a Problem Based Learning assignment that develops parent involvement**

Professional Development/Fieldwork I (EDPL 631)

Professional Development /Fieldwork II (EDPL 632)

Students complete a self-assessment on all Standards of Candidate Competence and Performance and then, working with the support and direction of a supervising administrator, design an individualized learning plan to develop competency in each of the standards. The professional development plan integrates learning from course work, field work, and independent study. The professional development and field work plan continues throughout the entire 15 months of the Principals Leadership Program.

6(d)(3) The program provides an opportunity for the candidate to understand how to facilitate parent involvement and parent education activities that support students' success.

Education in a Diverse Society (EDUC 605)

Readers' Workshop Leadership Presentation

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

**School Case Study
Leadership Paper**

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will participate in a Problem Based Learning assignment that develops parent involvement

Professional Development/Fieldwork I (EDPL 631)

Professional Development /Fieldwork II (EDPL 632)

Students complete a self-assessment on all Standards of Candidate Competence and Performance and then, working with the support and direction of a supervising administrator, design an individualized learning plan to develop competency in each of the standards. The professional development plan integrates learning

from course work, field work, and independent study. The professional development and field work plan continues throughout the entire 15 months of the Principals Leadership Program.

6(d)(4) The program provides multiple opportunities for the candidate to learn how to effectively communicate information about the school on a regular and predictable basis through a variety of media and modes.

Education in a Diverse Society (EDUC 605)

Community Description

Readers' Workshop Leadership Presentation

School Finance and Applied Leadership (EDPL 622)

Students will be exposed to basic principles of dealing with the media, i.e.: legal rights of the media in the event of a crisis or major news story, dealing with negative publicity after the fact.

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

Readings and Discussions

Group Presentation - on selected reading topic

School Case Study

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will use available site data to complete a "School/Community Profile" for a given school site.

Professional Development/Fieldwork I (EDPL 631)

Professional Development /Fieldwork II (EDPL 632)

Students complete a self-assessment on all Standards of Candidate Competence and Performance and then, working with the support and direction of a supervising administrator, design an individualized learning plan to develop competency in each of the standards. The professional development plan integrates learning from course work, field work, and independent study. The professional development and field work plan continues throughout the entire 15 months of the Principals Leadership Program.

6(d)(5) The program provides an opportunity for the candidate to 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.

**Education in a Diverse Society (EDUC 605)
Readers' Workshop Leadership Presentation**

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)
Students will interview teachers they consider to be exemplary to hear their perspective on the role of evaluation, professional development, parent involvement, school culture, and administration.

Building Collaborative Inclusive Learning Communities (EDPL 625)
Students will complete a paper using the educational experiences and perspective of a person different than themselves.

Professional Development/Fieldwork I (EDPL 631)

Professional Development /Fieldwork II (EDPL 632)

Students complete a self-assessment on all Standards of Candidate Competence and Performance and then, working with the support and direction of a supervising administrator, design an individualized learning plan to develop competency in each of the standards. The professional development plan integrates learning from course work, field work, and independent study. The professional development and field work plan continues throughout the entire 15 months of the Principals Leadership Program.

6(d)(6) The program provides opportunities for each candidate to examine their personal attitudes and actions toward persons of different races, socio-economic status, cultures, religions and ethnic backgrounds as well as their attitudes toward sexual orientation and individuals with disabilities and reflect upon how their attitudes and actions support or diminish the goal to ensure that all students receive equitable access to education.

Education in a Diverse Society (EDUC 605)

Introspection A: social and cultural and personal “locations”

Introspection B: “affective” response to issues of diversity

Introspection C: implications of what you believe/feel

Community Description

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

Readings and Discussions

Group Presentation - on selected reading topic

Leadership Paper

Building Collaborative Inclusive Learning Communities (EDPL 625)
Students will complete a paper using the educational experiences and perspective of a person different than themselves.

Professional Development/Fieldwork I (EDPL 631)
Professional Development /Fieldwork II (EDPL 632)
Students complete a self-assessment on all Standards of Candidate Competence and Performance and then, working with the support and direction of a supervising administrator, design an individualized learning plan to develop competency in each of the standards. The professional development plan integrates learning from course work, field work, and independent study. The professional development and field work plan continues throughout the entire 15 months of the Principals Leadership Program.

PROGRAM OPPORTUNITIES

6(e) **Personal Ethics and Leadership Capacity.** The program provides an opportunity for the candidate to examine, practice and model a personal code of ethics, including protecting the rights and confidentiality of students, staff and families. The program provides an opportunity for the candidate to practice professional leadership capacity, including shared decision-making, problem-solving and conflict management and foster those skills in others. The program provides an opportunity for the candidate to examine site and district responsibilities with regard to students with special needs. The program develops each candidate's ability to effectively act as a spokesperson for the school to the extended school community. The candidate has multiple opportunities to model personal and professional ethics, integrity, justice and fairness and receive feedback from the program and peers; reflect on personal leadership beliefs and practices and recognize their impact and influence on the performance of others; and develop mechanisms for sustaining personal motivation, commitment, energy, and health by learning to balance professional and personal responsibilities.

Education in a Diverse Society (EDUC 605)

Readers Workshop

Introspections A, B,C.

Community Description

Research paper/presentation

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

This standard is supported throughout the organizational development course especially in its focus on personal leadership, beliefs and practices.

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)

Students will complete a collaborative project designed to implement a standards based instructional plan in either an elementary, middle, or high school.

School Finance and Applied Leadership (EDPL 622)

An exploration of the research showing the strong correlation between academic success and consistent, strong parental involvement shall be provided.

Human Resource Management in Education Settings (EDPL 624)

Legal Analyses #1, #2

CSTP Teaching Activity Exercise

Readings – Rebore, Chapter 10

Building Collaborative Inclusive Learning Communities (EDPL 625)
Students will participate in a Problem Based Learning assignment that develops parent involvement

Professional Development/Fieldwork I (EDPL 631)
Professional Development /Fieldwork II (EDPL 632)

6(e)(1) The program provides an opportunity for the candidate to engage in decision-making, problem-solving, change management, planning, conflict management, and evaluation and reflect upon the learning from these opportunities for practice in course work and field work.

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)
Students will complete a collaborative project designed to implement a standards based instructional plan in either an elementary, middle, or high school.

School Finance and Applied Leadership (EDPL 622)
Scenarios related to how to deal with change, conflict management, and various high risk decisions will be explored. The video the “Lunch Date” will be shown to stimulate discussion.

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

Readings and Discussions

Group Presentation - on selected reading topic

School Case Study

Research Paper

Presentation of Research paper

Professional Development/Fieldwork I (EDPL 631)

Professional Development /Fieldwork II (EDPL 632)

Students complete a self-assessment on all Standards of Candidate Competence and Performance and then, working with the support and direction of a supervising administrator, design an individualized learning plan to develop competency in each of the standards. The professional development plan integrates learning from course work, field work, and independent study. The professional development and field work plan continues throughout the entire 15 months of the Principals Leadership Program.

6(e)(2) The program provides an opportunity for the candidate to learn how to communicate decisions based on relevant data and research about effective teaching and learning, leadership, management practices, equity, and access.

Education in a Diverse Society (EDUC 605)

Community Description.

Research paper/presentation

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)

Students will complete a collaborative project designed to implement a standards based instructional plan in either a elementary, middle, or high school.

School Finance and Applied Leadership (EDPL 622)

Students will be afforded the opportunity to provide higher level thinking and analysis of specific scenarios with positive critique from both classmates and the instructor. An excerpt from “Eye to Eye” with Connie Chung dealing with student sexual harassment shall be used as a springboard to discussion.

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

Research Paper

Presentation of Research paper

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will research their current school site's academic improvement plan and understand the process through which it was developed. Students will then author a position paper on how they would redesign the process to include input from all stakeholders, effective implementation, and a monitoring system for the academic improvement plan.

Professional Development/Fieldwork I (EDPL 631)

Professional Development /Fieldwork II (EDPL 632)

Students complete a self-assessment on all Standards of Candidate Competence and Performance and then, working with the support and direction of a supervising administrator, design an individualized learning plan to develop competency in each of the standards. The professional development plan integrates learning from course work, field work, and independent study. The professional development and field work plan continues throughout the entire 15 months of the Principals Leadership Program.

6(e)(3) The program provides an opportunity for the candidate to 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.

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)
Students will complete a collaborative project designed to implement a standards based instructional plan in either an elementary, middle, or high school.

Building Collaborative Inclusive Learning Communities (EDPL 625)
Students will participate in a Problem Based Learning assignment that develops parent involvement.

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

Readings and Discussions

Group Presentation - on selected reading topic

Professional Development/Fieldwork I (EDPL 631)

Professional Development /Fieldwork II (EDPL 632)

Students complete a self-assessment on all Standards of Candidate Competence and Performance and then, working with the support and direction of a supervising administrator, design an individualized learning plan to develop competency in each of the standards. The professional development plan integrates learning from course work, field work, and independent study. The professional development and field work plan continues throughout the entire 15 months of the Principals Leadership Program.

6(e)(4) The program provides an opportunity for the candidate to learn how to utilize technology in the service of fostering effective and timely communication with all members of the school community.

School Finance and Applied Leadership (EDPL 622)

The pros and cons of a well written district and school website as a communication vehicle shall be demonstrated and explored.

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

Readings and Discussions

Group Presentation - on selected reading topic

Research Paper

Presentation of Research paper

Building Collaborative Inclusive Learning Communities (EDPL 625)
Students will participate in a Problem Based Learning assignment that develops parent involvement
Students will use available site data to complete a “School/Community Profile” for a given school site.

Professional Development/Fieldwork I (EDPL 631)
Professional Development /Fieldwork II (EDPL 632)
Students complete a self-assessment on all Standards of Candidate Competence and Performance and then, working with the support and direction of a supervising administrator, design an individualized learning plan to develop competency in each of the standards. The professional development plan integrates learning from course work, field work, and independent study. The professional development and field work plan continues throughout the entire 15 months of the Principals Leadership Program.

PROGRAM OPPORTUNITIES

6(f) **Political, Social, Economic, Legal and Cultural Understanding.** The program provides an opportunity for the candidate to learn about interconnections between schools and political, societal, economic, legal and cultural influences, and to understand, respond to, and influence the larger political, social, economic, legal and cultural context of schools and leadership. The program content should 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. The candidate has an opportunity to learn how to view himself or herself as a leader of a team and as a member of a team by engaging in course work and field work that provides opportunities to both lead and work collaboratively.

Education in a Diverse Society (EDUC 605)

Community Description

Readers Workshop Leadership Presentation

Research Paper/presentation

Law and School Management (EDPL 621)

Opportunities shall be provided students to assess collaborative leadership through authentic assessment by way of real life scenarios, class projects, class feedback and critique, and guest speakers. A group project shall be required which places the student in a group leadership environment and requires critical thinking and creative problem solving.

School Finance and Applied Leadership (EDPL 622)

A group project shall provide the student with the opportunity to provide both study and teach leadership and gain an appropriate critique of various components of leadership and motivation.

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

The course includes a focus on leadership and team membership and provides opportunities to both lead and work collaboratively in class presentations. The Leadership Paper and School Case Study also support this standard.

Human Resource Management in Education Settings (EDPL 624)

Legal Case Analyses #1, #2

Equity/Diversity Assignment

CSTP Teaching Activity Exercise

Readings – Rebore Chapters 1, 10

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will research their current school site's academic improvement plan and understand the process through which it was developed. Students will then author a position paper on how they would redesign the process to include input from all stakeholders, effective implementation, and a monitoring system for the academic improvement plan.

Professional Development/Fieldwork I (EDPL 631)

Professional Development /Fieldwork II (EDPL 632)

Students complete a self-assessment on all Standards of Candidate Competence and Performance and then, working with the support and direction of a supervising administrator, design an individualized learning plan to develop competency in each of the standards. The professional development plan integrates learning from course work, field work, and independent study. The professional development and field work plan continues throughout the entire 15 months of the Principals Leadership Program.

6(f)(1) The program provides an opportunity for the candidate to 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.

Law and School Management (EDPL 621)

Students will be required to visit a school board meeting to evaluate the function of policy relative to achieving district goals in the operation of a school district. A thorough understanding the Ralph M. Brown Act, as it applies to public meeting laws shall be a focus of review.

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will make an oral presentation on the components of a successful safe school plan

Students will use available site data to complete a "School/Community Profile" for a given school site.

Professional Development/Fieldwork I (EDPL 631)

Professional Development /Fieldwork II (EDPL 632)

Students complete a self-assessment on all Standards of Candidate Competence and Performance and then, working with the support and direction of a supervising administrator, design an individualized learning plan to develop competency in each of the standards. The professional development plan integrates learning from course work, field work, and independent study. The professional development and field work plan continues throughout the entire 15 months of the Principals Leadership Program.

6(f)(2) The program provides an opportunity for each candidate to examine the context within which the school operates, including the school district, employee bargaining units, the school board, and other governmental entities and to understand how the policies from several levels of government influence teaching and learning at the school site.

Law and School Management (EDPL 621)

Students will analyze a range of supreme court cases which have established precedent for state statute and operational policies with which to conduct school business. Students will become expert at abstracting court cases into their relevant components.

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will interview two school board members to better understand their role in school governance and their role as community representatives.

Professional Development/Fieldwork I (EDPL 631)

Professional Development /Fieldwork II (EDPL 632)

Students complete a self-assessment on all Standards of Candidate Competence and Performance and then, working with the support and direction of a supervising administrator, design an individualized learning plan to develop competency in each of the standards. The professional development plan integrates learning from course work, field work, and independent study. The professional development and field work plan continues throughout the entire 15 months of the Principals Leadership Program.

6(f)(3) The program provides opportunities for the candidate to 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.

Education in a Diverse Society (EDUC 605)

Readers' Workshop Leadership Presentation

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)

Students will complete a collaborative project designed to implement a standards based instructional plan in either a elementary, middle, or high school.

Law and School Management (EDPL 621)

A range of legal issues appropriate to successfully conducting school business will be a focus of the course. Particular emphasis shall be

placed on equal opportunity for physically and emotionally disabled, gender, race, sexual orientation and language. Landmark court cases in each area shall be reviewed in detail.

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

Readings and Discussions

Group Presentation - on selected reading topic

Human Resource Management in Education Settings (EDPL 624)

CSTP Teaching Activity Exercise

Equity/Diversity Assignment

BTSA Readings

Evaluation Language/ Performance Remediation Plans Assignment

Legal Case Analyses #1, #2

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will make an oral presentation on the components of a successful safe school plan.

Professional Development/Fieldwork I (EDPL 631)

Professional Development /Fieldwork II (EDPL 632)

Students complete a self-assessment on all Standards of Candidate Competence and Performance and then, working with the support and direction of a supervising administrator, design an individualized learning plan to develop competency in each of the standards. The professional development plan integrates learning from course work, field work, and independent study. The professional development and field work plan continues throughout the entire 15 months of the Principals Leadership Program.

6(f)(4) The program provides an opportunity for the candidate to learn about public policies that ensure equitable distribution of resources and support for all groups of students.

Education in a Diverse Society (EDUC 605)

Readers' Workshop Leadership Presentation

Law and School Management (EDPL 621)

Legal precedent for a FAPE (Free and Appropriate Education) shall be reviewed with an eye to assuring that students understand the legal implications of equity for all.

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will research their current school site's academic improvement plan and understand the process through which it was developed; Students will then author a position paper on how they would redesign the process to include input from all stakeholders, effective implementation, and a monitoring system for the academic improvement plan.

Professional Development/Fieldwork I (EDPL 631)

Professional Development /Fieldwork II (EDPL 632)

Students complete a self-assessment on all Standards of Candidate Competence and Performance and then, working with the support and direction of a supervising administrator, design an individualized learning plan to develop competency in each of the standards. The professional development plan integrates learning from course work, field work, and independent study. The professional development and field work plan continues throughout the entire 15 months of the Principals Leadership Program.

6(f)(5) The program provides an opportunity for the candidate to 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.

Education in a Diverse Society (EDUC 605)

Readers' Workshop Leadership Presentation

Research paper/presentation

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

Readings and Discussions

Group Presentation - on selected reading topic

Research Paper

Presentation of Research paper

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will participate in a Problem Based Learning assignment that develops parent involvement.

Professional Development/Fieldwork I (EDPL 631)

Professional Development /Fieldwork II (EDPL 632)

Students complete a self-assessment on all Standards of Candidate Competence and Performance and then, working with the support and direction of a supervising administrator, design an individualized learning plan to develop competency in each of the standards. The professional development plan integrates learning from course work,

field work, and independent study. The professional development and field work plan continues throughout the entire 15 months of the Principals Leadership Program.

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 the day-to-day functions of administrators and in longer-term policy design and implementation.

Preliminary Administrative Services Credential Response

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

Response

Professional Development and Field Work (EDPL 631 and 632) are directly linked to the Standards of Candidate Competence and Performance (10-15) of Category III. The alignment starts with the self-assessment that each candidate completes and then moves into identifying field experiences that support the candidate in developing the competencies that are directly related to the job performance requirements of administrators.

The first page of the Principal Leadership Program Field Work Handbook identifies the following purpose: “Enable each candidate to address the major duties and responsibilities of the school principal” and “Enable each candidate to link course content to the real-life work of the school administrator.”

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

Response

The Principals Leadership Program Field Work Handbook states the following purpose of field work: “Enable each candidate to link the content of course work to the real-life work of school administration.” The Professional Development planning process that uses a self-assessment form that is based on the competencies of Category III requires the candidates to link the knowledge and skill from program courses to the record of progress in meeting the competencies. The handbook on p. 8-9 in the section labeled Planning Forms, directs the candidate to integrate learning from course work into the record of achievement of the competencies. The Professional Development and Field Work course is spread out over the entire program providing the opportunity to integrate course work into the field work and seminars Professional Development and Field Work throughout the entire 15 month program

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.**

Response:

The design and responsibilities for the Professional Development and Field Work course are identified in the Principal Leadership Program Field Work Handbook. School district supervisors serve as the primary mentors for the candidates. The university provides the university coordinator of field work. Working together, the school district supervisor and the university coordinator provide on-site direction to support quality field experiences. The program design also includes a series of seminars (see course description for EDPL 631 and 632) that introduce candidates to the field work and provide monthly forums to support all candidates in their field work.

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.**

Response

The Principals Leadership Program Fieldwork Handbook and the course syllabi for Professional Development and Field Work (EDPL 631-632) establish the definition of a required intensive field experience in at least one setting. The clock hour requirement of 120 hours (minimal) states that at least 100 of these hours must in one setting in an intensive experience. Candidates are encouraged to go beyond this minimal requirement to enhance skills and to prepare for future leadership opportunities.

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.**

Response

In the introductory page of the field work handbook the following purpose is identified: "Enable each candidate to experience a variety of school settings and school levels that are representative of Ventura County and more broadly, the State of California." The supervising administrators (in the list of responsibilities) are directed to use their professional contacts "to support the candidate in gaining access to a variety of school sites representative of the diversity of Ventura County Schools. The common expectations require that candidates develop entry level leadership competency through "active involvement in leadership activities with students, parents, and staff representative of the diverse communities of Ventura County.

7(f) **Field experiences include opportunities to deal with long term educational policy issues in the school or district.**

Response

The common expectations of the field work handbook identify active involvement in dealing with a long-term policy issue at the school or site level as an expectation for all candidates. Standard 15 has three elements that deal with public policy issues. (15b, 15d, 15e). Each candidate will self-assess on these three elements, review the assessment with the supervising administrator and then select activities or tasks that enable the candidate to develop entry level competency for each of these three elements. Candidates are required to present a summative report progress in meeting all elements of Standards 10-15 at the conclusion of the program. The supervising administrator also completes an independent assessment on each standard for each candidate

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.

Preliminary Administrative Services Credential Response

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

Response

The Principals Leadership Program is built on a cohort model with a university coordinator who works with the cohort group to provide orientation, guidance, assistance, and feedback throughout the program. The Professional Development and Field Work course meets throughout the program and provides a base of support.

The Principals Leadership Program Field Work Handbook establishes the framework the will provide guidance, assistance and feedback for each candidate throughout the fieldwork experience. Working with representatives of the Ventura County School Districts, the university coordinator will develop a pool of supervising administrators who then will be individually assigned to each candidate. The handbook lays out the responsibilities of the university coordinator and the supervising administrators in supporting each candidate. The responsibilities of the university coordinator provide one piece of a three way partnership. The handbook also identifies responsibilities of the supervising administrator. As a requirement of leadership, the handbook also states clearly that the candidate has a responsibility to be a self-directed learner who actively seeks out guidance, assistance and feedback.

Professional Development and Field Work as a course focuses on all of the competencies identified in Standards 10-15. The self-assessment guides the candidate and the seminars of the course provide continuing opportunities to focus on the competencies. At the conclusion of the program the candidate will review all competencies, the supervising administrator will assess the candidate on all competencies and make a summative recommendation to the university coordinator on the performance level of the candidate with respect to the competencies.

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

Response

The plan to coordinate support and assessment of each candidate is presented in the Principals Leadership Program Field Work Handbook. Coordination is supported by the following provisions:

- Orientation of all candidates to the Professional Development and Field Work course in the introductory seminar
- Careful selection of supervising administrators
- Orientation of supervising administrators
- Visits to each site by the university coordinator each term of the program (fall, spring, summer)
- Review of the professional development plans at the conclusion of each term by the supervising administrator and the university coordinator
- The requirement that the university coordinator is accessible and available to the supervising administrator and candidates to respond to issues as they arise
- Monthly seminars that provide access for all candidates to the university coordinator
- Annual review of the field work experience by candidates, and supervising administrators to strengthen this important component of the program

8(c) The information given to each candidate about their performance accurately and fully describes strengths and weaknesses and provides constructive suggestions for improvement.

Response

The Principals Leadership Program is designed to prepare entry-level administrators. The program design team composed of university faculty and practicing administrators is committed to providing candidates with a program that establishes a professional foundation for each candidate in relationship to the full spectrum of candidate competencies. The Professional Development and Field Work course, extending over the entire program, is built on a professional development model that provides enables the candidate and the supervising administrator to participate in open and honest assessment of the candidate, establish points of evidence to judge strengths and weaknesses, and participate in a goal-setting model which supports continued growth over time. The supervising administrator provides the candidate with constructive suggestions for improvement. Because this is an entry-level program, the Professional Development and Field Work course concludes with an assessment and the

creation of a plan to guide the candidate in reaching the next level of competency in the years which follow completion of the program.

8(d) The final field experience evaluation is made by the program supervisor with the involvement of the supervising administrator and the candidate.

Response

The course syllabus for EDLP 631 and 632 presents the evaluation plan for the field work component of the program.

In summary:

The candidate prepares a portfolio summarizing the professional development and field work experience including a final assessment showing progress on each competency in Standards 10-15.

At the conclusion of the field work the supervising administrator completes an assessment of the candidate on all competencies and presents this assessment with a final evaluation to the university coordinator. The university coordinator uses the information from the candidate and from the supervising administrator coupled with the summative evaluation of the candidates performance in the seminar to determine a final evaluation for the Professional Development and Field Work course. The summative assessment plan requires the candidate to present three pieces of evidence of performance in each of the six Standards of Candidate Competence and Performance. The candidate is also required to complete a reflection paper on each of the six standards demonstrating understanding of the standard and the ability to apply the standard to the work of the school principal.

The university coordinator makes a final recommendation with direct involvement of the supervising administrator and the candidate after a final conference which includes all three parties.

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.

Preliminary Administrative Services Credential Response

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.

At the opening orientation of the Principals Leadership Program candidates will be informed of the assessment design of the program. The formative assessment elements include the following:

Feedback on the assignments, projects, and exams in each course with a final grade assigned at the conclusion of each course. Candidates are required to maintain a B average with no grade below a C+. Candidates who fall below this requirement may be required to withdraw from the program.

Continuous enrollment in the Professional Development and Field Work courses (631 and 632). As outlined in the course syllabi for 631 and 632 and the field work handbook, candidates will receive guidance, support and assistance from the supervising administrator. Self-assessment, goal setting, field experience design and review, and feedback from the supervising administrator and the university coordinator are built into these courses.

At the conclusion of each term, fall and spring, candidates review progress to date with the supervising administrator and establish a revised plan for the coming term. Candidates receive a grade of pass, fail, or needs improvement for each term of the course 631 and 632 prior to the final term of 632.

Candidates integrate from their course work progress toward meeting the competencies by recording the links between course work and the competencies in their professional development plan.

The seminars of the Professional Development and Field Work courses provide opportunities for candidates to receive and offer feedback and suggestions with the members of the cohort as field experiences are shared and standards are explored.

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.

Response

The summative assessment process is included in the last term of the course EDPL Professional Development and Field Work. This course is overseen by the university coordinator and includes direct input from the supervising administrator.

The university coordinator and the supervising administrators are knowledgeable about the standards and work collaboratively in assisting candidates in deepening their understanding of the importance and application of the standards to the work of educational administration.

The summative assessment process is outlined in detail in the document entitled Final Assessment Plan included in the appendix to this document.

The Final Assessment Plan preparation and presentation of a portfolio which includes:

1. Checklist showing completion of program prerequisites and required courses.
2. A self-assessment on Standards of Candidate Competency and Performance showing entry level competency and current competency.
3. Chronology of field work and summary of professional development plan from the courses EDPL 631 and 632.
4. A copy of the completed Supervising Administrators Evaluation Form (see appendix)
4. Completion of summative assessment activity showing evidence of accomplishments that demonstrate competency as an entry level school principal in each of the six competency areas. Candidate is required to provide evidence of learning and experience that demonstrates competency and also prepare a two page reflection paper that demonstrates an understanding of the standard and its application in the work of the school principal.
5. A reflective essay summarizing the strengths of the candidate and areas for continuing growth with a specific professional development plan for the next two years.

The candidate then schedules a meeting with the university coordinator to review the contents of the portfolio and to summarize the preparation for the Preliminary Administrative Services Credential.

Based on a review of the portfolio and the presentation of the candidate, the university coordinator, with direct input from the supervising administrator, will make one of the following recommendations:

- Pass meeting full expectations and recommended for the Preliminary Administration Services Credential
- Pass with specific requirements to be completed within a specified timeline
- Failure with a recommendation to complete EDPL 631-632, specific program courses, or major portions thereof.
- Failure with a recommendation to withdraw from the Principals Leadership Program

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

Response

The assessment is administered by the university coordinator (representing CSUCI) and includes direct input from the supervising administrator as outlined in the field work handbook.

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.

Response

The assessment includes the following:

- the checklist showing completion of course requirements
- the portfolio developed in Professional Development and Field Work (EDPL 631 and 632),
- the field experience journal and self-assessment record over the length of program
- the assessment on the competencies completed by the supervising administrator,
- three pieces of evidence focused directly on each of the six standards with a reflection paper on each standard.
- the Master Research Project,

9(e) The systematic procedures that govern the summative assessment include a defensible process and criteria, such as rubrics, for evaluating performance, an appeal process, and a procedure for candidates to repeat portions of the assessment as needed.

Response

The process for assessment is outlined above in responses to this standard and is included the syllabus for EDPL 631 and 632. Candidates will be presented with the overall assessment plan in the orientation to the program and the process will be reviewed during each term in the courses 631 and 632.

As outlined above and in the syllabus for EDPL 631 and 632 the summative recommendation for the program will be one of the following:

- Pass meeting full expectations and recommended for the Preliminary Administration Services Credential
- Pass with specific requirements to be completed within a specified timeline
- Failure with a recommendation to complete EDPL 631-632, specific program courses, or major portions thereof.
- Failure with a recommendation to withdraw from the Principals Leadership Program

The summative assessment of the Principals Leadership Program may be appealed to the instructor, and if necessary to the Chair of the Education Department.

Final course grades may be appealed to the instructor, then to program coordinator, and if necessary to the University Grade Appeals Committee. The Course Grade Appeals process is outlined on page 31 of the CSUCI Course Catalog.

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.

Response

The university coordinator of the Principals Leadership Program will make the final recommendation for the Preliminary Administrative Services Credential using all of the information on the candidate's competence and performance.

This information includes:

Final grades for all required courses

Recommendation of the supervising administrator
Portfolio and Professional Development Plan from EDPL 631 and 632
Results from the Final Assessment

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

Response

The record of each candidate's summative assessment will be entered into the candidate's file in the Teacher Credential Office and will be maintained by that unit.

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.

Response

At the conclusion of each cohort group all staff members will review the assessment practices and recommend improvements in the program. As outlined in the Principals Leadership Field Work Handbook, each supervising administrator is required to evaluate the professional development and field work component of the program. Candidates are also required to complete course evaluations at the end of each term and a final program evaluation at the conclusion of the program. Data from the supervising administrators and the candidates will be reviewed by the staff to make program improvements.

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.

Response

The candidate will complete the program checklist, providing documentation of each requirement and present the checklist to the university coordinator. The university coordinator will review the list, approve if appropriate, and forward with a recommendation to the Teacher Credential Office. The Teacher Credential will complete the final review to determine eligibility to be recommended to the CCTC for the Preliminary Administrative Services Credential.

CANDIDATE ASSESSMENT

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.

Response:

Each candidate will prepare a summary assessment that demonstrates competency as an entry level school principal in Standard 10, Vision of Learning. The assessment report requires the candidate to present evidence from course work, from the candidate's current assignment and from field work, which demonstrates knowledge and skills (competency) in meeting the standard. Candidates also complete a two page reflection paper that demonstrates understanding of the standard and the ability to apply the requirements of the standard to the work of the school principal. Candidates are required to integrate the elements of Standard 10 into the summary assessment report.

At the conclusion of the program, the supervising administrator completes an independent assessment of the candidate's competency on Standard 10.

- 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.**

Education in a Diverse Society (EDUC 605)

Introspection C: implications of what you believe/feel

Readers' Workshop Leadership Presentation

Research paper/presentation.

Foundations of Curriculum Instruction and Assessment (EDPL 610)

Develop a 3 year plan using site-based multiple measures that describes strategies and methods to improve learning of all students including subgroups.

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)

Students will complete a collaborative project designed to implement a standards based instructional plan in either an elementary, middle, or high school.

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will research their current school site's academic improvement plan and understand the process through which it was developed. Students will then author a position paper on how they would redesign the process to include input from all stakeholders, effective implementation, and a monitoring system for the academic improvement plan

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.

Education in a Diverse Society (EDUC 605)

Introspection C: implications of what you believe/feel

Community Description

Readers' Workshop Leadership Presentation

Research paper/presentation

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)

Students will complete a collaborative project designed to implement a standards based instructional plan in either an elementary, middle, or high school.

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will research their current school site's academic improvement plan and understand the process through which it was developed. Students will then author a position paper on how they would redesign the process to include input from all stakeholders, effective implementation, and a monitoring system for the academic improvement plan

School Finance and Applied Leadership (EDPL 622)

Students will understand the concept of DeJong's triangle as a model of how to establish a vision of what is needed and how to achieve the financial resources to achieve that vision.

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

Research Paper

Presentation of Research paper

Professional Development/Fieldwork I (EDPL 631)

Professional Development /Fieldwork II (EDPL 632)

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.

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)

Students will complete a collaborative project designed to implement a standards based instructional plan in either an elementary, middle, or high school

School Finance and Applied Leadership (EDPL 622)

Students will learn the difference between equipment and/or programs that are within established budget and strategies for raising additional funds to acquire what student deserve but are beyond current budget.

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

Readings and Discussions

Group Presentation - on selected reading topic

Research Paper

Human Resource Management in Diverse Schools (EDPL 624)

In Basket Activity – “Principals’ Role in Site HR Management”

Readings/Quiz – Reborn, Chapters1-2

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

Education in a Diverse Society (EDUC 605)

Introspection B: “affective” response to issues of diversity

Introspection C: implications of what you believe/feel

Research paper/presentation

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)

Students will complete a paper on the purpose of K-12 Education

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will research their current school site’s academic improvement plan and understand the process through which it was developed. Students will then author a position paper on how they would redesign the process to include input from all stakeholders, effective implementation, and a monitoring system for the academic improvement plan

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

Readings and Discussions

Group Presentation - on selected reading topic

School Case Study Research Paper

School Finance and Applied Leadership (EDPL 622)

In developing a group project that meets a common vision, students will identify both the opportunities to achieve the vision as well as specific barriers to be overcome in the development of the plan for achievement.

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

Professional Development/Fieldwork I (EDPL 631)

Professional Development /Fieldwork II (EDPL 632)

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

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)

Students will complete a collaborative project designed to implement a standards based instructional plan in either an elementary, middle, or high school

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will research their current school site's academic improvement plan and understand the process through which it was developed. Students will then author a position paper on how they would redesign the process to include input from all stakeholders, effective implementation, and a monitoring system for the academic improvement plan

School Finance and Applied Leadership (EDPL 622)

The group project shall align all relevant aspects of developing a strategy for accomplishing an agreed upon vision, including integration, articulation and consistency with the vision. Demonstration of alignment shall be accomplished through a written report.

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

Readings and Discussions

Group Presentation - on selected reading topic

School Case Study

Professional Development/Fieldwork I (EDPL 631)

Professional Development /Fieldwork II (EDPL 632)

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

Education in a Diverse Society (EDUC 605)
Research paper/presentation

Foundations of Curriculum Instruction and Assessment (EDPL 610)
Develop a 3 year plan using site-based multiple measures that describes strategies and methods to improve learning of all students including subgroups.

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)
Students will identify and report orally on a Leader that has influenced their practice.

School Finance and Applied Leadership (EDPL 622)
Diversity comes in various forms: Ethnic diversity, leadership style diversity, thinking in diverse manners. Each student shall analyze his or her leadership style and be grouped for project assignments according to divergent styles, thus maximizing input from different points of perspective. The video “Deep Dive” shall be used to demonstrate the power of diverse thinking to accomplish a desired goal.

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)
Research Paper

Building Collaborative Inclusive Learning Communities (EDPL 625)
Students will complete a paper using the educational experiences and perspective of a person different than themselves.

CANDIDATE ASSESSMENT

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.

Response:

Each candidate will prepare a summary assessment that demonstrates competency as an entry level school principal in Standard 11, Student Learning and Professional Growth. The assessment report requires the candidate to present evidence from course work, from the candidate's current assignment and from field work, which demonstrates knowledge and skills (competency) in meeting the standard. Candidates also complete a two page reflection paper that demonstrates understanding of the standard and the ability to apply the requirements of the standard to the work of the school principal. Candidates are required to integrate the elements of Standard 11 into the summary assessment report.

At the conclusion of the program, the supervising administrator completes an independent assessment of the candidate's competency on Standard 11.

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

**Instructional Leadership of the Collaborative Inclusive School (EDPL 620)
Students will observe classroom instruction for the purpose of evaluating the effectiveness of standards based instruction and the California Standards for the Teaching Profession (CSTP).**

**Building Collaborative Inclusive Learning Communities (EDPL 625)
Students will research their current school site's academic improvement plan and understand the process through which it was developed. Students will then author a position paper on how they would redesign the process to include input from all stakeholders, effective implementation, and a monitoring system for the academic improvement plan.**

**Human Resource Management in Diverse Schools (EDPL 624)
Induction Candidate Interviews
Evaluation Language/Performance Remediation Plans/ Assessment
Observation Project
Readings/Quiz – Rebore, Chapter 7
CSTP Teaching Activity Exercise
BTSA Readings**

11(b) Each candidate is able to use research and site-base data to design, implement, support, evaluate and improve instructional programs and to drive professional development of staff.

Principles of Educational Research (EDUC 615)

Students will develop an independent research proposal.

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)

Students will complete a collaborative project designed to implement a standards based instructional plan in either an elementary, middle, or high school

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

Research Paper

Presentation of Research paper

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will research their current school site's academic improvement plan and understand the process through which it was developed. Students will then author a position paper on how they would redesign the process to include input from all stakeholders, effective implementation, and a monitoring system for the academic improvement plan.

Human Resource Management in Diverse Schools (EDPL 624)

Evaluation Language Assignment.

Interest-based Problem Solving Assignment.

Staff Development Needs Assessment

Readings/Quiz– Reborn, Chapter 7 Observation Project

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.

Education in a Diverse Society (EDUC 605)

Research paper/presentation

Foundations of Curriculum Instruction and Assessment (EDPL 610)

Develop a 3 year plan using site-based multiple measures that describes strategies and methods to improve learning of all students including subgroups.

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)

Students will complete a collaborative project designed to implement a standards based instructional plan in a either elementary, middle, or high school.

Students will interview teachers they consider to be exemplary to hear their perspective on the role of evaluation, professional development, parent involvement, school culture, and administration.

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will research their current school site's academic improvement plan and understand the process through which it was developed. Students will then author a position paper on how they would redesign the process to include input from all stakeholders, effective implementation, and a monitoring system for the academic improvement plan.

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.

Education in a Diverse Society (EDUC 605)

Introspection C: implications of what you believe/feel

Community Description

Readers' Workshop Leadership Presentation

Research paper/presentation

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)

Students will complete a paper on the purpose of K-12 education.

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

Readings and Discussions

Group Presentation - on selected reading topic

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will research their current school site's academic improvement plan and understand the process through which it was developed. Students will then author a position paper on how they would redesign the process to include input from all stakeholders, effective implementation, and a monitoring system for the academic improvement plan.

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.

Education in a Diverse Society (EDUC 605)

Introspection B: “affective” response to issues of diversity

Introspection C: implications of what you believe/feel

Community Description

Readers’ Workshop Leadership Presentation

Research paper/presentation

Foundations of Curriculum Instruction and Assessment (EDPL 610)

Develop a 2 year professional development plan for staff that is based on data from multiple sources and based on California content standards

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)

Students will interview teachers they consider to be exemplary to hear their perspective on the role of evaluation, professional development, parent involvement, school culture, and administration.

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

Readings and Discussions

Group Presentation - on selected reading topic

Human Resource Management in Diverse Schools (EDPL 624)

Staff Development Needs Assessment

Adult Learning Assignment.

CSTP Teaching Activity Exercise

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will research their current school site’s academic improvement plan and understand the process through which it was developed. Students will then author a position paper on how they would redesign the process to include input from all stakeholders, effective implementation, and a monitoring system for the academic improvement plan

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

Education in a Diverse Society (EDUC 605)

Readers’ Workshop Leadership Presentation

Research paper/presentation

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

Research Paper

Presentation of Research paper

Building Collaborative Inclusive Learning Communities (EDPL 625)
Students will complete a paper using the educational experiences and perspective of a person different than themselves.

School Finance and Applied Leadership (EDPL 622)
The professor shall model equity, fairness and respect in the manner in which he/she teaches and interacts with the students. Students shall be held to a high standard of conduct relative to starting class on time, comments, timely submittal of assignments and interpersonal decorum.

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.

Building Collaborative Inclusive Learning Communities (EDPL 625)
Students will participate in a Problem Based Learning assignment that develops parent involvement

School Finance and Applied Leadership (EDPL 622)
Students will be provided opportunities to assess and practice leadership styles through a variety of group assignments, often in class under the observation of the instructor.

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)
Research Paper
Presentation of Research paper

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

Foundations of Curriculum Instruction and Assessment (EDPL 610)
Describe universal access to learning strategies which support and enhance student learning.

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)
Students will observe classroom instruction for the purpose of evaluating the effectiveness of standards based instruction and the California Standards for the Teaching Profession (CSTP).

Building Collaborative Inclusive Learning Communities (EDPL 625)
Students will research their current school site's academic improvement plan and understand the process through which it was developed. Students will then author a position paper on how they would redesign the process to

include input from all stakeholders, effective implementation, and a monitoring system for the academic improvement plan.

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.

Foundations of Curriculum Instruction and Assessment (EDPL 610)

Describe universal access to learning strategies that support and enhance student learning.

Describe and implement research-based differentiated instructional strategies in 2 year staff development plan.

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)

Students will observe classroom instruction for the purpose of evaluating the effectiveness of standards based instruction and the California Standards for the Teaching Profession (CSTP)

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.

Foundations of Curriculum Instruction and Assessment (EDPL 610)

Compare and contrast at least 3 commercial programs and district programs that assist in managing data and write an implementation plan.

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)

Students will complete a collaborative project designed to implement a standards based instructional plan in either an elementary, middle, or high school.

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will use available site data to complete a “School/Community Profile” for a given school site.

CANDIDATE ASSESSMENT

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.

Response:

Each candidate will prepare a summary assessment that demonstrates competency as an entry level school principal in Standard 12, Organizational Management for Student Learning. The assessment report requires the candidate to present evidence from course work, from the candidate's current assignment and from field work, which demonstrates knowledge and skills (competency) in meeting the standard.

Candidates also complete a two page reflection paper that demonstrates understanding of the standard and the ability to apply the requirements of the standard to the work of the school principal. Candidates are required to integrate the elements of Standard 12 into the summary assessment report.

At the conclusion of the program, the supervising administrator completes an independent assessment of the candidate's competency on Standard 12.

12(a) Each candidate is able to monitor and supervise faculty and staff at the site, and manage and evaluate the instructional program.

Principles of Educational Research (EDUC 615)

Candidates will prepare a 10 page applied research proposal focused on some element of the educational program.

Master's Project (EDUC 616)

Candidates will complete an independent applied research project.

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)

Students will research their current school site's academic improvement plan and position paper on how they would redesign the process to include input from all stakeholders, effective implementation, and a monitoring system for the academic improvement plan.

School Finance and Applied Leadership (EDPL 622)

Students shall be exposed to various processes for supervising, observing and evaluating school site staff with respect to established district and school goals.

Human Resource Management in Diverse Schools (EDPL 624)
CSTP Teaching Activity Exercise
Evaluation Language/Performance Remediation Plans Assignment
Observation Project
Induction Candidate Interviews
BTSA Readings
Readings – Rebore, Chapter 7

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

School Finance and Applied Leadership (EDPL 622)
Students shall be exposed to the difference between efficiency and effectiveness as a school site administrator. A thorough discussion of the Perato Principle will be provided along with principles of time management. The best selling management book “Good to Great” by Jim Ellis will be utilized for a model.

Human Resource Management in Diverse Schools (EDPL 624)
In Basket Activity – “Principal’s Role in Site HR Management”
Legal Analyses #1,#2
Bargaining Unit agreement Critique
Readings – Rebore, Chapters 1, 2, 10

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.

School Finance and Applied Leadership (EDPL 622)
A thorough discussion of contracts, including collective bargaining agreements, shall be explored. Students will also be exposed to basic fundamentals of privacy as relates to confidential information and student records.

Human Resource Management in Diverse Schools (EDPL 624)
Legal Analyses #1, #2
Interest-based Problem Solving Assignment
Bargaining Unit Agreement Critique
Readings – Rebore, Chapters 9, 10

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.

School Finance and Applied Leadership (EDPL 622)

Students will be provided a fundamental exposure to classified and certificated personnel practices, purchasing and allocation of equipment and supplies and the power and impact of marshalling community resources to come to bear on the overall district instructional goals.

Human Resource Management in Diverse Schools (EDPL 624)

In Basket Activity – “Principal’s Role in Site HR Management”

Equity/Diversity Assignment

Readings – Rebore, Chapters 1, 2, 10

Bargaining Unit Agreement Critique

Interest-based Problem Solving Assignment

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will research their current school site’s academic improvement plan and understand the process through which it was developed. Students will then author a position paper on how they would redesign the process to include input from all stakeholders, effective implementation, and a monitoring system for the academic improvement plan.

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.

School Finance and Applied Leadership (EDPL 622)

Each student will be provided a basic review of the role of proper maintenance and operations to maintain a safe and clean learning environment. The concept of supplanting shall be discussed as well as the pros and cons of contracting out for services.

Human Resource Management in Diverse Schools (EDPL 624)

Legal Analyses, #1, #2

Bargaining Unit Agreement Critique

Equity/Diversity Assignment

Readings – Rebore, Chapters 1, 2, 10

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will make an oral presentation on the components of a successful safe school plan

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.

Understanding and Influencing Organizations in Diverse Communities (EDPL623)

Readings and Discussions

Group Presentation - on selected reading topic

School Case Study

Leadership Paper

Research Paper

Presentation of Research paper

Human Resource Management in Diverse Schools (EDPL 624)

In Basket Activity – “Principal’s Role in Site HR Management”

Bargaining Unit Agreement Critique

Interest-based Problem Solving Assignment.

Legal Analyses #1,#2

Readings – Rebore, Chapters 1, 2, 10

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will research their current school site’s academic improvement plan and understand the process through which it was developed. Students will then author a position paper on how they would redesign the process to include input from all stakeholders, effective implementation, and a monitoring system for the academic improvement plan.

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

School Finance and Applied Leadership (EDPL 622)

Students shall be exposed to the legal aspects of inappropriate student supervision, such as non certificated supervision, improper touching, how to defuse student arguments/fights, non adherence to duty schedules, and staff to student sexual misconduct. Specific examples of legal exposure to specific school districts and personnel in the county shall be reviewed.

Human Resource Management in Diverse Schools (EDPL 624)

Induction Candidate Interviews

CSTP Teaching Activity Exercise

BTSA Readings

Evaluation Language/Performance Remediation Plans Assignment

Readings – Rebore, Chapters 5, 6, 7

Building Collaborative Inclusive Learning Communities (EDPL 625)
Students will make an oral presentation on the components of a successful safe school plan

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

Human Resource Management in Diverse Schools (EDPL 624)

Critiques – Job Brochures/Ads

Advertising Assignment

Interview Questions Assignment

Induction Candidate Interviews

Interest-based Problem Solving Assignment

Bargaining Unit Agreement Critique

Legal Case Analyses #1, #2

Readings – Rebole – Chapters 3, 4, 5, 9,10

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

Foundations of Curriculum Instruction and Assessment (EDPL 610)

Describe universal access to learning strategies that support and enhance student learning. The application of the concept of universal access will be applied to the exploration and implementation of assistive technologies.

Principles of Educational Research (EDUC 615)

Candidates will read, analyze, and synthesize educational research literature from a variety of sources.

Candidates will demonstrate knowledge of specific methodologies used in educational research.

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)

Students will observe classroom instruction for the purpose of evaluating the effectiveness of standards based instruction and the California Standards for the Teaching Profession (CSTP).

School Finance and Applied Leadership (EDPL 622)

A review of the legal and practical implications of the Americans with

Disabilities Act as pertains to both students and employees shall be reviewed. Requirements for assistive technology will be identified and linked to the IEP process.

Through a guest speaker, students shall be exposed to the power of technology as an assist to instruction. The SASA system for tracking student data and the ESP program for manipulating and analyzing student academic data shall be reviewed.

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

Principles of Educational Research (EDUC 615)

Candidates will learn methods and results from quantitative and qualitative studies.

Candidates will learn statistical data analyses procedures and results.

Foundations of Curriculum Instruction and Assessment (EDPL 610)

Develop a 3 year plan using site-based multiple measures that describes strategies and methods to improve learning of all students including subgroups.

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)

Students will complete a collaborative project designed to implement a standards based instructional plan in either an elementary, middle, or high school.

School Finance and Applied Leadership (EDPL 622)

Candidates will use technology to support budget and financial management planning and decision making.

CANDIDATE ASSESSMENT

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.

Response:

Each candidate will prepare a summary assessment that demonstrates competency as an entry level school principal in Standard 13, Working with Diverse Families and Communities. The assessment report requires the candidate to present evidence from course work, from the candidate's current assignment and from field work, which demonstrates knowledge and skills (competency) in meeting the standard. Candidates also complete a two page reflection paper that demonstrates understanding of the standard and the ability to apply the requirements of the standard to the work of the school principal. Candidates are required to integrate the elements of Standard 13 into the summary assessment report.

At the conclusion of the program, the supervising administrator completes an independent assessment of the candidate's competency on Standard 13.

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

Education in a Diverse Society (EDUC 605)

Community Description

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

Research Paper

School Finance and Applied Leadership (EDPL 622)

Each student will learn about the relationship between the “three legged stool” of support for teaching: Teachers, Community and Parents. A focus on the power of parental support will be provided.

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will participate in a Problem Based Learning assignment that develops parent involvement.

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

Education in a Diverse Society (EDUC 605)

Introspection B: “affective” response to issues of diversity

Introspection C: implications of what you believe/feel

Community Description

Readers’ Workshop Leadership Presentation

School Finance and Applied Leadership (EDPL 622)

Specific and concrete ideas will be provided on how to gain parental and community support in the educational process. For example, specific methods for gaining free community school support, focused parental involvement each child’s schooling, etc.

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

School Case Study

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will participate in a Problem Based Learning assignment that develops parent involvement

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

Education in a Diverse Society (EDUC 605)

Introspection C: implications of what you believe/feel

Community Description

Readers’ Workshop Leadership Presentation

School Finance and Applied Leadership (EDPL 622)

The power of the “Village” in the educational endeavor will be reviewed.

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

Leadership Paper

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will complete a paper using the educational experiences and perspective of a person different than themselves.

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.

Education in a Diverse Society (EDUC 605)

Introspection C: implications of what you believe/feel

Community Description

Research paper/presentation

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)

Students will complete a collaborative project designed to implement a standards based instructional plan in either an elementary, middle, or high school.

School Finance and Applied Leadership (EDPL 622)

Specific examples and ideas will be presented on how to incorporate Community support in the educational endeavor.

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will make an oral presentation on the components of a successful safe school plan.

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

Education in a Diverse Society (EDUC 605)

Readers' Workshop Leadership Presentation

Research paper/presentation

School Finance and Applied Leadership (EDPL 622)

Specific examples will be provided on how to establish community partnerships, i.e.: a community vision setting meeting and reciprocal agreements with various community organizations such as Recreation and Parks, City Government, County Government, Chamber of Commerce, Boys and Girl's Club, Law Enforcement, establishing a 501 C(3) Foundation, etc.

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

Readings and Discussions

Group Presentation - on selected reading topic

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will interview two school board members to better understand their role in school governance and their role as community representatives.

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.

Education in a Diverse Society (EDUC 605)

Community Description.

Research paper/presentation

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)

Students will complete a collaborative project designed to implement a standards based instructional plan in either an elementary, middle, or high school.

School Finance and Applied Leadership (EDPL 622)

Specific examples of authentic vehicles of communication shall be explored such as newsletters, target programs, data gathering for fund raising, etc.

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

School Case Study

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will use available site data to complete a “School/Community Profile” for a given school site.

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

Education in a Diverse Society (EDUC 605)

Community Description

Research paper/presentation

School Finance and Applied Leadership (EDPL 622)

An exploration of the research showing the strong correlation between academic success and consistent, strong parental involvement shall be provided.

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

School Case Study

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will participate in a Problem Based Learning assignment that develops parent involvement.

CANDIDATE ASSESSMENT

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.

Response:

Each candidate will prepare a summary assessment that demonstrates competency as an entry level school principal in Standard 14, Personal Ethics and Leadership Capacity. The assessment report requires the candidate to present evidence from course work, from the candidate's current assignment and from field work, which demonstrates knowledge and skills (competency) in meeting the standard.

Candidates also complete a two page reflection paper that demonstrates understanding of the standard and the ability to apply the requirements of the standard to the work of the school principal. Candidates are required to integrate the elements of Standard 14 into the summary assessment report.

At the conclusion of the program, the supervising administrator completes an independent assessment of the candidate's competency on Standard 14.

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.

**Instructional Leadership of the Collaborative Inclusive School (EDPL 620)
Students will complete a collaborative project designed to implement a standards based instructional plan in either an elementary, middle, or high school.**

School Finance and Applied Leadership (EDPL 622)

Multiple opportunities will be provided through class discussion, group projects, group problem scenarios, etc. to demonstrate leadership skills in problem solving, gaining consensus, and conflict management.

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

**Research Paper
Presentation of Research paper**

Human Resource Management in Diverse Schools (EDPL 624)

**Interest-based Problem Solving Assignment
Adult Learning Brief Paper**

**Evaluation Language/Performance Remediation Plans Assignment
In Basket Activity – “Principals’ Role in Site HR Management”**

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will research their current school site’s academic improvement plan and understand the process through which it was developed. Students will then author a position paper on how they would redesign the process to include input from all stakeholders, effective implementation, and a monitoring system for the academic improvement plan.

14(b) Each candidate models personal and professional ethics, integrity, justice, and fairness and expects the same behaviors from others.

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)

Students will complete a personal leadership story

Law and School Management (EDPL 621)

A discussion will be provided on personal and professional ethics as an integral component to leadership. The concepts of equity, fairness, justice and what constitutes professional deportment both in behavior and dress shall be reviewed.

School Finance and Applied Leadership (EDPL 622)

A one page paper on the importance and rationale for a strong code of personal ethics shall be required and reviewed.

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

Readings and Discussions

Group Presentation - on selected reading topic

Presentation of Research paper

Human Resource Management in Diverse Schools (EDPL 624)

In Basket Activity – “Principal’s Role in Site HR Management”

Readings – Rebore, Chapter 10

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will participate in a Problem Based Learning assignment that develops parent involvement.

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.

Education in a Diverse Society (EDUC 605)
Research paper/presentation

Principles of Educational Research (EDUC 615)
Candidates will present a research proposal that demonstrates the ability to independently design an applied research project.

Master's Project (EDUC 616)
Candidates will carry out and present an applied research project.

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)
Students will observe classroom instruction for the purpose of evaluating the effectiveness of standards based instruction and the California Standards for the Teaching Profession (CSTP)

School Finance and Applied Leadership (EDPL 622)
Students will demonstrate their ability to make and communicate relevant data based decisions through a group project.

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)
School Case Study
Research Paper
Presentation of Research paper

Human Resource Management in Diverse Schools (EDPL 624)
Interest-based Problem Solving Assignment
CSTP Teaching Activity Exercise
In Basket Activity – “Principal’s Role in Site HR Management”
Readings – Rebore, Chapters 1, 10

Building Collaborative Inclusive Learning Communities (EDPL 625)
Students will participate in a Problem Based Learning assignment that develops parent involvement.

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

School Finance and Applied Leadership (EDPL 622)
Candidates shall have a basic understanding of technology and demonstrate the ability to utilize it in effectively communicating with his or her educational constituents, i.e.—word processing, e-mail, class web site, power point, desk top publishing, etc.

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

Group Presentation - on selected reading topic

Research Paper

Presentation of Research paper

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will participate in a Problem Based Learning assignment that develops parent involvement

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

School Finance and Applied Leadership (EDPL 622)

A review of the 360 degree feedback process shall be explored as one instrument for receiving feedback on personal leadership characteristics.

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

Leadership Paper

Human Resource Management in Diverse Schools (EDPL 624)

In Basket Activity – “Principal’s Role in Site HR Management”

Readings – Rebore, Chapters 1,10

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will complete a paper using the educational experiences and perspective of a person different than themselves.

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

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)

Students will complete a collaborative project designed to implement a standards based instructional plan in either a elementary, middle, or high school

School Finance and Applied Leadership (EDPL 622).

The 360 degree feedback process coupled with instructor led discussion on how to motivate and inspire others will be a key component of the discussion on leadership.

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

Readings and Discussions

Group Presentation - on selected reading topic

Research Paper

Presentation of Research paper

Human Resource Management in Diverse Schools (EDPL 624)

In Basket Activity – Principal's Role in Site HR Management

Readings – Rebore, Chapters 1, 10

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will complete a paper using the educational experiences and perspective of a person different than themselves.

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

School Finance and Applied Leadership (EDPL 622)

The principles of life management, including how to manage time and reduce stress shall be reviewed by the instructor.

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

Readings and Discussions

Group Presentation - on selected reading topic

Research Paper

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will complete a paper using the educational experiences and perspective of a person different than themselves.

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

Education in a Diverse Society (EDUC 605)

Introspection A: social and cultural and personal “locations”

Introspection B: “affective” response to issues of diversity

Introspection C: implications of what you believe/feel

Community Description

Readers' Workshop Leadership Presentation

Research paper/presentation

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)

Students will complete a personal leadership story

School Finance and Applied Leadership (EDPL 622)
An exercise based upon the graduation address by Ana Quinlen to students of Villanova to develop a plan for personal development shall be presented. Also, as review of professional organizations such as ACSA and CSBO shall be reviewed with appropriate literature provided students.

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

Readings and Discussions

Group Presentation - on selected reading topic

Leadership Paper

School Case Study

Research Paper

Presentation of Research paper

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

Foundations of Curriculum Instruction and Assessment (EDPL 610)

Aligns and can demonstrates use of state frameworks and standards, materials and programs based on recommendations from the curriculum audit and calibration.

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)

Students will observe classroom instruction for the purpose of evaluating the effectiveness of standards based instruction and the California Standards for the Teaching Profession (CSTP)

School Finance and Applied Leadership (EDPL 622)

Students shall be provided a framework to show how budgets must be aligned to accomplish curriculum goals.

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.

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)

Students will identify and report orally on a Leader that has influenced their practice.

Law and School Management (EDPL 621)

The concept of appropriate use of power and influence in leadership shall be reviewed with an eye toward developing a personal philosophy of management.

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

Readings and Discussions

Group Presentation - on selected reading topic

Leadership Paper

Research Paper

Presentation of Research paper

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will complete a paper using the educational experiences and perspective of a person different than themselves.

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

Education in a Diverse Society (EDUC 605)

Research paper/presentation

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)

Students will interview teachers they consider to be exemplary to hear their perspective on the role of evaluation, professional development, parent involvement, school culture, and administration.

School Finance and Applied Leadership (EDPL 622)

Students will review and acknowledge understanding of the student code of ethics as outlined in the course syllabus. The instructor shall provide a pointed discussion on student ethics, including maintaining confidential information and demonstrating honesty in assignments, exams and all phases of professional conduct.

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

School Case Study

Leadership Paper

Research Paper

Presentation of Research paper

Human Resource Management in Diverse Schools (EDPL 624)

In Basket Activity – Principal's Role in Site HR Management

Readings – Rebore, Chapters 1,10

CANDIDATE ASSESSMENT

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.

Response:

Each candidate will prepare a summary assessment that demonstrates competency as an entry level school principal in Standard 15, Political, Social, Economic, Legal and Cultural Understanding. The assessment report requires the candidate to present evidence from course work, from the candidate's current assignment and from field work, which demonstrates knowledge and skills (competency) in meeting the standard. Candidates also complete a two page reflection paper that demonstrates understanding of the standard and the ability to apply the requirements of the standard to the work of the school principal. Candidates are required to integrate the elements of Standard 15 into the summary assessment report.

At the conclusion of the program, the supervising administrator completes an independent assessment of the candidate's competency on Standard 15.

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

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)
Students will complete a personal leadership story.

Law and School Management (EDPL 621)
The dynamics of leadership will be explored through various models as exemplified by outstanding leadership theorists such as Covey, Bennis, and Goleman. Students will be able to identify the key components of results oriented leadership and their role in school leadership.

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

School Case Study

Human Resource Management in Diverse Schools (EDPL 624)
In Basket Activity – “Principal’s Role in Site HR Management”
Readings – Rebore, Chapter 1

Building Collaborative Inclusive Learning Communities (EDPL 625)
Students will complete a paper using the educational experiences and perspective of a person different than themselves.

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.

Law and School Management (EDPL 621)

A thorough review of relevant statutes and policies, both federal, state and local, will be provided using a variety of teaching modalities, i.e.—thought papers, group scenarios of real life situations, readings, discussion, role playing, etc.

Human Resource Management in Diverse Schools (EDPL 624)

Legal Case Analyses #1, #2

Readings – Rebore, Chapter 10

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will research their current school site's academic improvement plan and understand the process through which it was developed; Students will then author a position paper on how they would redesign the process to include input from all stakeholders, effective implementation, and a monitoring system for the academic improvement plan.

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

Education in a Diverse Society (EDUC 605)

Community Description

Readers' Workshop Leadership Presentation

Research paper/presentation

Law and School Management (EDPL 621)

Students will be provided the opportunity to interview district and site level practitioners to receive current feedback on the reality of educational leadership. The experience will be provided by classroom guests as well as on site interviews.

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

Research Paper

Presentation of Research paper

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will participate in a Problem Based Learning assignment that develops parent involvement

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.

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)
Students will complete a paper on the purpose of K-12 education.

Human Resource Management in Diverse Schools (EDPL 624)

In Basket Activity – “Principal’s Role in Site HR Management”

Legal Case Analyses #1, #2

Readings – Rebore, Chapter 10

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will interview two school board members to better understand their role in school governance and their role as community representatives.

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.

Education in a Diverse Society (EDUC 605)

Readers’ Workshop Leadership Presentation

School Finance and Applied Leadership (EDPL 622)

Students will research and discuss the politics of education, ranging from the micro view of local district politics to the macro view of state and national politics. Students shall learn of the power of lobbying local legislators to developing enabling legislation for specific issues.

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will interview two school board members to better understand their role in school governance and their role as community representatives.

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

Instructional Leadership of the Collaborative Inclusive School (EDPL 620)

Students will interview teachers they consider to be exemplary to hear their perspective on the role of evaluation, professional development, parent involvement, school culture, and administration.

Understanding and Influencing Organizations in Diverse Communities (EDPL 623)

Readings and Discussions

Group Presentation - on selected reading topic

Building Collaborative Inclusive Learning Communities (EDPL 625)

Students will participate in a Problem Based Learning assignment that develops parent involvement