

**California State University Channel Islands
Preliminary Administrative Services Credential Proposal
Response to Program Review Questions generated by Field Reviewers on May 4,
2004**

Responses Submitted June 25, 2004 by Tim Rummel and Joan Karp
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The Principals Leadership Program Development Committee at CSU Channel Islands wishes to thank the CCTC staff and the reviewers for their thoughtful comments and questions. This professional exchange can only help to strengthen our program proposal and ultimately the program and candidates it serves.

The following document is submitted in response to the California Commission on Teacher Credentialing review of the proposal submitted by California State University Channel Islands. The document addresses each of the questions raised by the reviewers in the order of the team worksheet. Following each standard and the reviewers' question, CSU Channel Islands response to the review question is delineated.

Common Standards

Standard 2: Resources

Will "help desk" staff be available and trained to assist off-campus students with any access problems, and will it be available after regular school hours to assist candidates who are working during the day?

The Instructional Technology (IT) "help desk" is available and prepared to assist the Principals Leadership Program and its students. The help desk is available from 8:00 a.m. until 8:00 p.m. Monday through Thursday and 8:00-5:00 on Friday. The help desk staff is experienced in serving students from off-campus sites. The technology support-staff are available by pager 24/7 to serve classes throughout the day as well in the evening. All students will have e-mail accounts and web based access to the internet. The information technology department will meet with the cohort candidates to provide an orientation to technology services available through CSU Channel Islands and to support faculty and students throughout the course of the program.

Standard 2: Resources

Also, how will the program tools (library, media, technology) change, retool or develop based on the needs of the candidates?

The library, media and technology services departments are prepared to serve the educational needs of the Principals Leadership Program. Paul Adalian, University Librarian, will provide a workshop for the program faculty prior to the commencement of the program. Electronic reserve will be available to faculty and students on a 24/7 basis.

The University Library staff will work collectively and individually with faculty to identify appropriate resources (print and electronic) and make them available to faculty and candidates in the program. Since the Library is in the process of building its collections, the Library director asked the Principals Leadership Program to submit requests for key books and media to be purchased by the Library. Bibliographies will be posted through the library services department and faculty and candidates will have electronic access to data base reserves both on and off campus at the discretion of the user. At the program orientation, the library staff will provide the entire candidate cohort with a presentation on library and media services, passwords for access, resources for support and assistance, and access to interlibrary loans. Dr. Adalian has established a very user-friendly state of the art library and media services department focused on serving the needs of students and faculty.

Standard 3: Faculty

Although the faculty includes some K-12 practitioners, how will CSUCI include additional current K-12 practitioners in the faculty who have hands-on experience with state/federal accountability instruments, strategies, data, etc.?

The Principals Leadership Program will be staffed by a combination of tenure track, full-time lecturers and part-time lecturers. The full and part-time lecturers are selected from the local K-12 practitioners who apply for positions at CSU Channel Islands. In meetings with the Ventura County Superintendents and the Ventura County Superintendent of Schools and his staff, excellent practitioners have been identified and directly recruited by CSU Channel Islands Principals Leadership administrators.

In its early stages of faculty recruitment and selection, CSU Channel Islands is working in and through its partnership with the Office of the Superintendent of Schools for Ventura County and the Superintendents of the school districts of Ventura County. Many school administrators in Ventura County have experience teaching in the educational leadership programs at CSU Northridge, Cal Lutheran, and Pepperdine. Working with the network of school administrators, we have also identified school administrators who are recent doctoral graduates of educational leadership programs at UCLA, USC and UC Santa Barbara. We will use this excellent pool of candidates to select faculty who have hands-on experience with state/federal accountability instruments, strategies and data-driven school improvement.

The Ventura County Superintendent of Schools Office is charged with providing all Ventura County school districts with support and leadership in implementing state/federal accountability instruments, data and school improvement strategies. The Principals Leadership Program, through its strong partnership with the Ventura County Superintendent of Schools Office, will use the expertise and experience of this office in identifying and including K-12 practitioners who have expertise and experience in this important area of school leadership. K-12 practitioners who teach in the program and/or serve as resources in classes will be selected because of their expertise and credibility as effective leaders in the schools of the county.

Also, how are the intended program outcomes considered in program faculty selection and professional development. Has a program needs assessment been utilized, or was some other process used to ensure that program faculty will provide or develop necessary expertise to address the program's curriculum?

In the program development phase the Program Design Committee shared a common set of resources as they established the Key Characteristics of the Program and developed each of the elements of the program: admissions, course syllabi, field experiences, and assessment. Central to these resources, as outlined in the proposal in Program Standard 1, are the following: the Mission of CSU Channel Islands, the Core Values of Education Programs, the research base on Educational Leadership, and the Standards of Quality and Effectiveness for Preliminary Administrative Services Credentials. As we move into faculty selection, candidates will be expected to share an overriding commitment to the essential principles outlined in the program proposal (CSU Channel Islands PASC Proposal, p. 49-50).

Those members of the Program Design Committee who are selected to teach in the program share a commitment to the program outcomes. They have worked collaboratively to build a coherent set of experiences that support the primary outcomes of the program: the Standards of Quality and Effectiveness for the Preliminary Administrative Services Credential. Additional faculty will be selected and hired for the attributes they can contribute to the team of university and K-12 practitioners. They will be supported to work in a collaborative team that focuses on overall program outcomes as well as the individual outcomes of each course. Faculty, with unique expertise related to Standards of Quality and Effectiveness, will be selected because of the knowledge, skills, and experiences that they bring to working as a program team. Based on the feedback and evaluation as outlined in Standard 4, professional development experiences will be provided to support the growth of the faculty. Faculty will work as a cohort themselves sharing the common values of the program and supporting one another in delivering a set of educational experiences that reflect the values and principles upon which the program is built. The faculty will meet semi-annually to address the ways that changes in research and practice at regional, state and national levels are incorporated into the program.

Program Standards

Standard 2: Program Coordination

Element 2 (d): Have the specific responsibilities for formative and summative assessment processes been identified for each member of the partnership? How are those responsibilities articulated to those responsible?

The formative and summative assessment plan for the overall program is defined in Common Standard 4. Building on the design and experience of evaluation of the CSU Channel Islands Teacher Education Program, the Principals Leadership Program will be evaluated by Faculty (including supervising administrators and teaching faculty from K-12 school districts), by candidates at the conclusion of each course, by graduates at the

conclusion of the program and by employers who select and employ the graduates of the program (CSU Channel Islands, PASC Proposal, p. 32-34).

Through regular contact with the Ventura County Superintendent of Schools Office, the Superintendents of Ventura County School Districts, and the committee of Human Resource Directors of the Ventura County School Districts, CSU Channel Islands will seek on-going formative assessment of the Principals Leadership Program.

The responsibilities for formative assessment of the progress of candidates during the program and summative assessment of candidates at the conclusion of the program are defined in the Principals Leadership Field Work Handbook (CSU Channel Islands PASC Proposal, Appendix A. p. 164-182). Professional Development and Field Work are integrated into the program and are included in each term. The responsibilities of the candidate, the supervising administrator (serving as representative of the partnership with Ventura County School Districts) and the university coordinator are defined in the handbook (CSU Channel Islands PASC Proposal, p. 168-172). These responsibilities state that the supervising administrator will “provide regular feedback to the candidate and to the university coordinator about the candidate’s growth and development and issues and concerns” (CSU Channel Islands PASC Proposal, p.171). At the conclusion of the program the supervising coordinator will “assist the university coordinator in assessing the strengths and weaknesses of the Professional Development and Field Work course” (CSU Channel Islands PASC Proposal, p.171). The university coordinator is responsible to “seek input from each supervising administrator and each candidate to evaluate the field experience in terms of preparing candidates with entry-level competency for site level administrative positions” (CSU Channel Islands PASC Proposal, p. 172).

The final page of the handbook (CSU Channel Islands PASC Proposal, p. 182) presents the partnership agreement of the Ventura County Schools and CSU Channel Islands. This agreement list five areas of shared responsibility beginning with the design and implementation of the program and concluding with the annual assessment of the program leading to recommendations to improve the quality of the program.

Standard 4: Equity, Diversity and Access

Element 4(a): Please provide examples of some of the “deeper notions on culture” that candidates will be expected to observe as part of their community description assignment.

The community description assignment is embedded in the course Education in a Diverse Society EDUC 605 (CSU Channel Islands PASC Proposal, p. 183-192). The candidate begins this course with an introspection assignment in which they examine their own social and cultural location. They examine their own cultural upbringing in terms of ethnic/racial heritage, religion, family makeup, family traditions, values, relationships, etc. The candidate is then asked to explore her/his personal cultural heritage and how it influences personal values, interaction with others, and how these values and beliefs

impact their education, their aspirations and life goals. Candidates will examine the cultural issues related to prejudice, social injustice, and privilege. In the second introspection the candidates are asked to describe and analyze their affective response to issues of diversity. “Discuss how you feel about the role of culture and schooling, how and why students succeed or fail, victimization of underrepresented populations in schools, affirmative responses to inequity and issues of segregation, integration, and re-segregation on a professional as well as personal level.” In class, candidates will discuss their introspections, so that all members of the class will develop more insightful perspectives.

It is in the context of these introspections that candidates complete the community description assignment. As candidates push beyond the initial observations of culture, they are challenged to form questions about the community. What are the historical, social, ethnic, demographic, political and economic characteristics of this community? How does language impact this community? How is this community perceived by the majority culture and how does the community perceive itself? What beliefs and values are shared in this community? How does this community relate to its school(s)? How do the schools relate to the community? What expectations do school staff have for the children of this community? Is the community culture evident in the school? How does the school value and embrace the community? What dreams and aspirations do parents have for their children? What challenges do students face as they live in both the culture of the community and the culture of the school? Does the school affirm the culture of the students and families of the community? Is upward mobility and economic success perceived as a realistic goal for the children of this community (by families, by teachers, by students?) Candidates are challenged to integrate the readings and activities of the course into their description of the community as they formulate questions about the community. Candidates are encouraged to discuss their questions with the professor who will guide and support candidates in framing questions and integrating readings, introspections, and class discussion into the description of the community. In the last section of this assignment candidates are asked to apply their observations and reflections as they respond to the following questions: Given what I have learned in this community study, what challenges will I face as an educational leader? What resources will assist me in meeting the educational needs of this community? How will I need to grow professionally and personally if I am to be an effective educational leader in this community?

Element 4(c): In schools with insufficient diversity to address all “major racial, religious and ethnic groups in California society” how will candidates’ experiences or assignments be augmented to ensure exposure to all major groups?

The expectations established in the Principals Leadership Program Field Work Handbook require candidates to expand their experiences outside their own school and district. This goal is set forth in the outcomes of the field experience (CSU Channel Islands PASC Proposal, p. 164). “Field experiences are designed to achieve the following purposes: Enable each candidate to experience a variety of school settings and school levels that are representative of the schools of Ventura County and more broadly the schools of

California.” To this end, the Supervising Administrator is responsible for “using professional contacts to support the candidate in gaining access to a variety of school sites representative of the diversity of Ventura County Schools” (CSU Channel Islands PASC Proposal, p. 171). In the formative assessment phase of the program the candidate, the supervising administrator and the university coordinator, in the review that occurs each semester, will determine if the candidate is working in an environment that ensures active involvement with the major areas of diversity. If this requirement is not being met, the professional development plan will be modified to ensure completion of this program requirement. The experiences of each of the candidates will be augmented by the core values on which the program is based: “teaching all children, regardless of their learning situation is everyone’s responsibility” and “responsibility for acknowledging, affirming, and responding to linguistic, ethnic, and special needs resides with everyone.”

The cohort design of the program will provide candidates with shared experiences of the members of the cohort. Through discussion and personal reflection the professional learning community established in the cohort is designed to enrich and expand the experiences of each of the candidates. The course expectations and outcomes established in the first term of the program in Education in Diverse Society (EDUC 605) provide each candidate with the critical reflection and inquiry on a personal and professional level in preparing to lead schools that are effective in meeting the needs of all learners.

CSU Channel Islands Education Department and the Principals Leadership Program has a partnership with Oxnard Elementary School District. This school district serves a very diverse community. Schools in Oxnard operate on a year around calendar and therefore are always in session with staff and students rotating breaks throughout the year. This calendar will enable the Principals Leadership Program to work with Oxnard Elementary School District to identify summer field experience placements for candidates who may work in school districts with less diversity.

The program will also take advantage of access to the University Preparatory School. This charter school is operated in partnership with all of the school districts of Ventura County. The students and their families are diverse in background and educational needs. Cohort members will be able to interact with the principal and staff of this school and gain an additional experience in supporting their understanding of diversity.

This commitment to serve all students is reflected throughout the program. For example, in course EDPL 620 Instructional Leadership in a Collaborative/Inclusive School candidates will address their personal vision of leadership in the context of personal experience, the impact of poverty on school communities, and the impact of race, gender, culture and disability on the life and school experiences of students (CSU Channel Islands PASC Proposal, p. 217). This theme is again reflected in the course syllabus for EDPL 625 Building Collaborative/Inclusive Learning Communities. Candidates will examine the challenges and strategies for building collaborative learning communities that serve all students and families (CSU Channel Islands PASC Proposal, p.262). The diverse faculty will provide an excellent resource that will impact the experience of candidates in the program. Faculty selected will include K-12 practitioners who have current experience in leading schools that represent the diversity of California.

Their lived experiences will bring to the entire cohort the challenges and moral commitment needed to serve all students well.

Element 4 (d) There is a concern that issues related to the “extended school community are not sufficiently addressed. Are there other examples of program requirements that address involvement of the greater community?

Candidates begin their exploration of the “extended school community” as they undertake the community description assignment in EDUC 605 (CSU Channel Islands PASC Proposal, p. 188). Candidates are required to take a ‘tour’ of a community and reflect on the reality of the community in the context of culture, values, and the lived experiences of community members. Candidates are to reflect on the demographics and cultures of the community. Once they have created a description of the community they are challenged to reflect on the following question: “Given what I have learned about this community, what can I plan for as an educator working in this community?” The candidate is then asked to identify specific resources that would assist an educator working in this community. On an individual level in their research papers candidates will also pursue the relationship of the extended community to the education of students in our schools (CSU Channel Islands PASC Proposal, p. 188). The Law and School Management course (EDPL 621) provides candidates with insight into the impact that civil rights, court decisions, and legislation has had on the organization, management and curriculum of our schools. Schools exist with the broader community and are significantly impacted by the political, social, cultural and economic forces that shape our society.

The course Building Collaborative/Inclusive Learning Communities (EDPL 625) also provides candidates opportunities to address issues related to the extended school community. Candidates are required to complete a School Community Profile (CSU Channel Islands PASC Proposal, p. 260). The requirements of this assignment, through a focus on demographic data and interviews, give candidates opportunities to address the extended community. The Local Improvement Planning assignment in this course requires candidates to examine an improvement plan from the perspective of all stakeholders. Candidates are then required to integrate the extended school community into the school improvement process (CSU Channel Islands PASC Proposal, p. 261).

Element 4 (h) Will the review of “landmark court cases” include both original and recent legal developments concerning students with special needs?

In the course Law and School Management candidates will review the historical context of Special Education. Building on *Brown v. Board of Education*, candidates will also review the impact of *Pennsylvania Association for Retarded Citizens v. Commonwealth of Pennsylvania* (1972) and *Mills v. Board of Education* (1972). Candidates will then trace the development of Federal Legislation from 1973 to the present with special attention on Public Law 94-142: Education for all Handicapped; Public Law 101-476: Individuals with Disabilities Education Act; and Public Law 101-336: Americans with Disabilities Act. Candidates will then build on this legal and legislative background to

explore the administrator's responsibilities in implementing the requirements of special education law including the need to "coordinate federal, state, and community resources and services to augment school support services and meet students' needs." While the foundation for this work is provided in Law and School Management, it will also be enhanced by the field experience requirement that each candidate be actively involved "in implementation of special education procedures including IEP conferencing and decision-making." (CSU Channel Islands PASC Proposal, p.168). The importance of the principal's responsibilities will be further expanded in the Professional Development and Field Work Seminars. In the proposed schedule (CSU Channel Islands PASC Proposal p. 284) the May seminar will focus specifically on the "Role of the Principal in Special Education—Current Issues." The Special Education Administrator from the Office of the Superintendent of Ventura County Schools will be a major resource for this seminar.

Standard 5: Role of Schooling in a Democratic Society

Standard 5 c: How does the program address the administrator's need to coordinate federal, state, and community resources and services to augment school support services and meet students' needs?

Current federal and state laws require schools to coordinate community resources and services to more effectively meet the needs of students. Two specific examples where this is required is in the areas of mental health and California Children's Services. The program addresses this issue from an instructional leadership perspective in the course Instructional Leadership of the Collaborative Inclusive School (CSU Channel Islands PASC Proposal, p. 218). The need to coordinate resources and services for students is again addressed in the course Building and Collaborative Inclusive Learning Community. The responsibilities of school administrators in providing service to special students populations and building community partnerships to serve the needs of all students are addressed in classes 8 and 10. The school community profile assignment and the local improvement planning are designed to require candidates to examine the effectiveness of the school in including all stakeholders and the resources they bring to the school in serving the needs of all students. The Office of the Superintendent of Ventura County Schools has organized a Special Education Local Planning Area (SELPA) that provides leadership and services to school districts and administrators throughout Ventura County. As a partner with the Principals Leadership Program, the SELPA will work with the candidates in the Professional Development and Field Work Seminar on Special Education Services. (CSU Channel Islands PASC Proposal, p.277). The seminar will provide candidates with information on the role of the administrator in coordinating federal, state and community resources for students. This seminar will also introduce candidates to the community and family resources that are available in the county to support the needs of students. The SELPA has developed numerous interagency agreements with community organizations. Candidates will be introduced to the concept of interagency agreements and leadership strategies for using agreements as a resource to serve students and families. Candidates will also be introduced to the leadership development programs that SELPA offers to current school administrators.

Standard 6: Opportunities to Learn Instructional Leadership

Element 6 (b): What training in classroom observation techniques will candidates receive?

The theory and practice of classroom observation is integrated into Instructional Leadership of the Collaborative Inclusive School EDPL 620. The role of the principal in impacting classroom instruction is a major emphasis of this course. Candidates begin by conducting interviews with two teachers they consider to be exemplary. At the core of this interview are three questions: ‘what role has teacher evaluation played in your career,’ ‘how do you refresh and improve your practice,’ and what role has administration played in your career as a teacher’ (CSU Channel Islands PASC Proposal, p. 216). Candidates are then introduced to the California Standards for the Teaching Profession as a guideline for teacher observation. Following in-class preparation candidates observe two different classrooms for a minimum of one hour and complete a summary of the observation as specified in the format for completing the assignment. Building on this assignment candidates address the issues and skills needed for implementing effective classroom practice throughout an additional three classes. These five sessions provide candidates with training in classroom observation (CSU Channel Islands PASC Proposal, p. 218). These skills are then expanded upon in the field work of the candidates. Candidates will return to the subject of classroom observation, teacher evaluation and improved teacher performance in EDPL 624 Human Resource Management in Education Settings. Candidates develop teaching activities aligned to the California Standards for the Teaching Profession to assist in more effective teacher evaluation (CSU Channel Islands PASC Proposal, p. 251). Candidates will be trained in standards-based clinical supervision, scripting, drop-in observations and other relevant and current methods of observations. Training will entail a practicum that includes: planning and executing pre-and post observation conferences; performing and documenting observations; giving and receiving substantive feedback through formative assessments; and preparing summative assessments for hiring and retention decisions. This practicum will be an on-going part EDPL 624 Human Resource Management in Education Settings. Candidates also address issues related to teacher performance and remediation planning in the context of human resources best practice.

Element 6 (c): How do candidates learn to create collaboration and engagement in the development of the school plan?

Candidates will learn to create collaboration and engagement in the development of the school plan through several course experiences. The skills needed to create collaboration and engagement across a broad spectrum of stakeholders are introduced in the course EDPL 620 Instructional Leadership of the Collaborative Inclusive School. Building on an overview of the ‘nature instructional leadership’ and a study of what leaders do to direct and influence others, the candidates will directly address the skills needed to create collaboration and engagement (CSU Channel Islands PASC Proposal, p. 217). Candidates will specifically explore the research of Michael Fullan related to “facilitating

teaching and learning and developing collaboration (CSU Channel Islands PASC Proposal, p. 218). Collaboration and engagement are further addressed in depth in the course EDPL 623 Understanding and Influencing Organizations in Diverse Communities. In this course the issues of collaboration and engagement are explored through the lens of organizational theory. Candidates will specifically address transformative leadership and organizational development, leadership styles, organizational relationships and motivation, and leading a community toward a shared vision. In the context of school renewal candidates will learn to address issues of cooperation, collaboration, and conflict management. The course concludes with review of models of participatory management (CSU Channel Islands PASC Proposal, p. 245-246). On an applied level, candidates will further explore collaboration in the course EDPL 625 Building Collaborative/Inclusive Learning Communities. Using collaboration as a required context for successful schools, this course addresses major issues from the perspective creating collaboration. Candidates examine teacher leadership (including unions and collective bargaining), governance, diversity, parent involvement, school improvement planning, action research, and resource allocation from the perspective of collaboration (CSU Channel Islands PASC Proposal, p. 261-262). Collaboration will also be addressed on an individual candidate level in the Professional Development and Field Work courses as candidates review leadership competencies required by school administrators.

Element 6 (c) (4): How will candidates learn to identify the types of quantitative data that should be considered in addressing school needs?

Candidates will learn to identify the types of quantitative data that should be considered in addressing school needs through a variety of course experiences. From an introductory perspective, and with a strong focus on ‘action research’ leading to school improvement, candidates will be introduced to quantitative data, statistical studies and data analysis procedures and results in the course EDUC 615 Principles of Educational Research (CSU Channel Islands PASC Proposal, p. 210). Candidates will also learn to collect, analyze, and make recommendations for school improvement through the ‘action research project that is developed in EDUC 615 and completed in EDUC 616. Candidates will also learn to identify the types of quantitative data that should be considered in addressing school needs in the Foundations of Curriculum, Instruction and Assessment EDPL 610. Specifically candidates will learn strategies for “Collection of multiple measures of student achievement and distribution of data to increase student learning” (CSU Channel Islands PASC Proposal, p. 202). Candidates will also learn “Program evaluation design for school-wide improvement.” Included in this work is the selection, interpretation and use of quantitative data in school improvement. Candidates will also learn to apply the use of quantitative data in their work on “Implementing Standards Based Instruction” which is included in the course Instructional Leadership of the Collaborative Inclusive School EDPL 620. Candidates will learn to use student data (quantitative and qualitative) to support the implementation of standards based instruction. The use of qualitative data is integrated into the work of instructional improvement and at the school, grade level/department, and individual teacher level (CSU Channel Islands PASC Proposal, p. 218).

Also given the breadth of an administrator's responsibilities and limited time to meet them, how does the program build candidates' time-management skills?

The challenging workload of the school principal (both breadth and depth) will be addressed in several places within the program. The Professional Development and Field Work seminars will formally address this in the third seminar in the program: Discovering the Life Work of School Leadership (CSU Channel Islands PASC Program Proposal, p. 284). While not formally stated in the additional seminars, the time and stress management will continue to be addressed in the portion of each seminar related to on-going learning from both field and course experiences. In the seminars and courses candidates will also be supported in the time management issues they face as full time teachers and part time graduate students. The issue is more formally addressed in the ninth seminar: Developing Leadership Capacity/Role Models (CSU Channel Islands PASC Proposal, p. 284). Time management is a critical skill in examining the life work of the principal and the issue of leadership capacity. Role models include principals who can prioritize the issues that arise each day in the context of the long-term leadership for improved student learning. Time management is again address in the applied leadership component of School Finance and Applied Leadership EDPL 622. Candidates will examine the Principles of Time Management and engage in discussion of real life administration (CSU Channel Islands PASC Proposal, p. 236). This course will again address time management in the discussion of learning "How to be a Solution and Results Oriented Leader" (CSU Channel Islands PASC Program Proposal, p. 238). The challenges of workload and stress are also addressed in EDPL 620 Instructional Leadership of Collaborative Inclusive School in the examination of "Personal Vision of Leadership." Candidates will specifically confront the challenges of ethical leadership, moral purpose, motivation, commitment and personal health in the Instructional Leadership course (CSU Channel Islands PASC Proposal, p. 217).

Element 6 (c) (7): How will candidates learn to collaborate with bargaining units toward overall school improvement?

The program recognizes that collaboration is an essential school leadership skill. Bargaining units are a reality in the environment of schools and as such candidates must be prepared to work with bargaining units in pursuing school improvement. Collaboration as a leadership skill is addressed in several courses: EDPL 620 Instructional Leadership of the Collaborative Inclusive School (CSU Channel Islands PASC Proposal, p. 217-218), EDPL 623 Understanding and Influencing Organizations in Diverse Communities (CSU Channel Islands PASC Proposal, p. 245-246), and EDPL School Finance and Principles of Applied Leadership (CSU PASC Proposal, p. 236-237).

The specific issues related to collaboration with bargaining units toward overall school improvement are addressed in EDPL 620 Instructional Leadership of the Collaborative Inclusive School as candidates examine the current public education system and the impacts of change on school leadership (CSU Channel Islands PASC Proposal, session 6, p. 218). In EDPL 621 School Leadership and Principles of Applied Leadership candidates examine "Collective Bargaining and Two Models for Solving Problems:

Positional and Interest Based.” Collaboration for school improvement using the strategy of interest based problem solving is essential to move forward the agenda of school improvement. Working constructively with bargaining units is again addressed in the Human Resources Management in Education EDPL 624. Candidates again learn the skills and benefits of interest based problem solving as a strategy to address and manage bargaining unit agreements, grievances and issues related working collaboratively with employee organizations (CSU Channel Islands PASC Proposal, p. 254). Candidates will return to this issue in the course Building Collaborative Inclusive Learning Communities EDPL 625 in session 6: establishing a collaborative culture (current context, teacher leadership, and professional development and session 8: a collaborative/inclusive culture collective bargaining) (CSU Channel Islands PASC Proposal, p. 262). This course then goes on to address the collaboration needed to build and implement a successful school improvement plan.

Element 6 (d) (2): How do program requirements contribute to the candidate’s understanding of the importance of school community relationships,, such as advantages in including local businesses in school improvement activities?

In the course Building a Collaborative Inclusive Learning Community EDPL 625 candidates are required to complete a two-part assignment (CSU Channel Islands PASC Proposal, p.260-262). In Part I candidates research efforts at their school site to annually create a school-wide plan to improve school achievement. This analysis requires candidates to examine who is involved in the design and the implementation of the school improvement plan. In Part II candidates are then required to author a position paper on how to redesign the process of local improvement planning at the school site to include all stakeholders and to support all students. Candidates will address the benefits for including local businesses and also strategies for effectively engaging businesses in the planning and implementation phases of school improvement. Community partnerships with the full spectrum of organizations are explored in this course prior to completion of the assignment. As Local Improvement Plans are shared and discussed in class the benefits and strategies for involving local businesses will be explored across a variety of school site plans.

Element 6(d) (3): How does the program address fostering effective parent involvement in hard-to staff schools with hard-to-reach parents?

The program addresses effective parent involvement in hard-to-staff schools and with hard-to-reach parents in the very first course. Education in a Diverse Society (EDUC 605) focuses on effective leadership in working with communities of teachers, students, and families and strategies for effectively involving families of diverse cultures in support of their child’s educational achievement. Issues of gender, ethnicity, race, language, culture, and disability are addressed in the context of promoting equity and excellence in learning opportunities and social interaction (CSU Channel Islands PASC Proposal, p. 183). The assignments, readings, discussions, research paper and presentation are focused on this outcome. Candidates begin by engaging introspections focused on their own social and cultural location and how it influences and how they

understand and interact with others. Candidates then explore their ‘affective’ response to diversity. How they feel about ‘hard-to-staff schools and ‘hard-to reach-parents.’ What limits to they personally face in working with all students and all families? In the third introspection candidates analyze the implications of what they believe and feel on expectations they have about students and parents (CSU Channel Islands PASC Proposal, p. 187). Candidates then move on to address strategies for affirming each student and each family as they learn to affirm the gifts and resources that each family brings to the school community. This personal exploration, completed within the safety and yet challenging environment of the cohort group, continues throughout the program. Fostering effective parent involvement and supporting staff in challenging schools is integrated in each course. For example, in EDPL Instructional Leadership of the Collaborative/Inclusive school candidates address their personal vision of leadership and the role of moral purpose in guiding and motivating principals (CSU Channel Islands PASC Proposal, p. 217). This issue is immediately followed by a focus on ‘Perspective on Diversity’ exploring the impact of personal experience and poverty, race, gender, ethnicity, and disability on schools. The role of the principal as a leader in pursuit of social justice is integral to addressing parent and staff involvement in challenging schools.

Element 6 (d) (5): How does the program address successful bilingual, sheltered, scaffolding and other SDAIE strategies that are conducive to the success of English learners?

The program addresses successful strategies that are conducive to the success of English learners in several courses. In the course Education in a Diverse Society EDUC 605 candidates begin by examining their personal beliefs and attitudes about diverse learners. Course readings then provide candidates with both theoretical and applied perspectives on successful strategies that support success for English learners. Required texts for this course include the following: *The Light in Their Eyes: Creating Multicultural Learning Communities* by Sandra Nieto; *The Best for our Children: Critical Perspectives on Literacy for Latino Students* by J. Halcon and Maria. de la Luz Reyes and *The Skin We Speak: Thoughts on Language and Culture in the Classroom* by Lisa Delpit (p. 184).

Class sessions will focus on the following topics: toward affirming diversity: cultural and linguistic competence and perception; learning from students: the home context; and multicultural education: practice through theory; from home to school, bilingual education, and second language acquisition (CSU Channel Islands, PASC Proposal, p. 191).

The course Foundations of Curriculum Instruction and Assessment EDPL 610 includes ‘universal access to the curriculum—applying research based differentiated instructional strategies in the classroom (CSU Channel Islands PASC Proposal, p. 202). The differentiated strategies include those specific to assisting bilingual and second language learners such as sheltered strategies and scaffolding and other SDAIE strategies. The course Instructional Leadership of the Collaborative Inclusive School provides candidates with a review of perspectives on diversity in the context of poverty, special education,

and second language acquisition (CSU Channel Islands PASC Proposal, p. 212). In the Instructional Leadership course and in Building Collaborative Inclusive Learning Communities EDPL 625 candidates address the role of the principal in classroom practice from the perspective of the needs of the students and the strategies that will best serve these students (CSU Channel Islands PASC Proposal, p. 218 and 262). Candidates then move into classroom observation and school improvement from the perspective of effectively serving all learners.

Standard 7: Nature of Field Experiences

Element 7 (a): How will the program address circumstances in which candidates are assigned a limited range of responsibilities, thus missing exposure to key responsibilities common to administrator assignments?

The quality, both breadth and depth of field experiences, are the responsibility of the partnership of the candidate, the supervising administrator, and the university coordinator. In those circumstances in which the candidate is assigned a limited range of responsibilities the university coordinator will intervene to supplement the field experience of the candidate. The university coordinator will first explore with the supervising administrator opportunities in the school site or nearby sites that could be accessed to provide the candidate with exposure to key responsibilities common to administrator assignments. The university coordinator will then expand the search for field experience opportunities to other sites using the summer school period or break of the candidate to pair the candidate with an administrator in another school site/district. The Principals Leadership Program will build on the partnerships that CSU Channel Islands Education Department has developed with schools and principals throughout Ventura County. The year round calendar of Oxnard Elementary School District, the variety of summer school programs, and University Preparatory School all provide additional resources that can provide candidates with expanded field experiences. Through regular overview of the Professional Development and Field Experience program the university coordinator will oversee the breadth and depth of the experiences available to candidates in the program and intervene proactively as needed.

Element 7 (e): Please provide a description of participating schools in your program. Do they include diversity in grade levels, staff, and communities? Do they address the requirement for a diverse school population?

All of the school districts in Ventura County have agreed to participate in supporting the Principals Leadership Program. Among the twenty school districts in the county, there are 129 elementary schools, 27 junior high/middle schools, 24 high schools and 11 alternative schools serving 140,156 students with 6,662 educators (Varga, & Weiss, 2002). These schools are in urban, suburban, and rural districts that serve students from a variety of cultural and ethnic groups and include many English learners. Among these are 11 elementary school districts serving students from kindergarten to grade eight; seven unified school districts serving students from kindergarten to grade twelve, and two high school districts serving students from grades 9-12.

Superintendents have all agreed to serve as partners for the program in the context of the Partnership Agreement on page 182. Most Superintendents are serving as district representatives for the program while some have delegated this responsibility to administrators in their district office.

The Office of the Ventura County Superintendent of Schools has county-wide partnerships that include other diverse school populations. The Principals Leadership Program, following on the experience of the CSU Channel Islands Teacher Education Program, will become actively involved in these partnerships which include Special Education, school improvement, services to homeless students, implementation of Federal and State Accountability requirements, human resources services, and support for newly hired Assistant Principals.

The first level of partnership will be with the district that employs the candidate. Given the diversity within the school districts of Ventura County, this will provide access to schools with diverse school populations. However, should the need arise, the Principals Leadership Program is prepared to reach out to schools in neighboring districts. The Teacher Education program at CSU Channel Islands has developed placements in schools across the county. These schools represent diverse student populations and will serve as a resource for the Principal Leadership Program. Ventura county schools serve an ethnically diverse population of students as seen in the tables that follow.

**Students by Ethnicity
Ventura County, 2002-03**

	Enrollment	Percent of Total	Percent of Total
American Indian	1,208	0.8%	0.9%
Asian	5,221	3.6%	8.1%
Pacific Islander	515	0.4%	0.7%
Filipino	2,890	2.0%	2.5%
Hispanic	64,459	44.7%	45.2%
African American	3,318	2.3%	8.3%
White	66,181	45.8%	33.7%
Multiple/No Response	560	0.4%	0.8%
Total	144,352	100%	100%

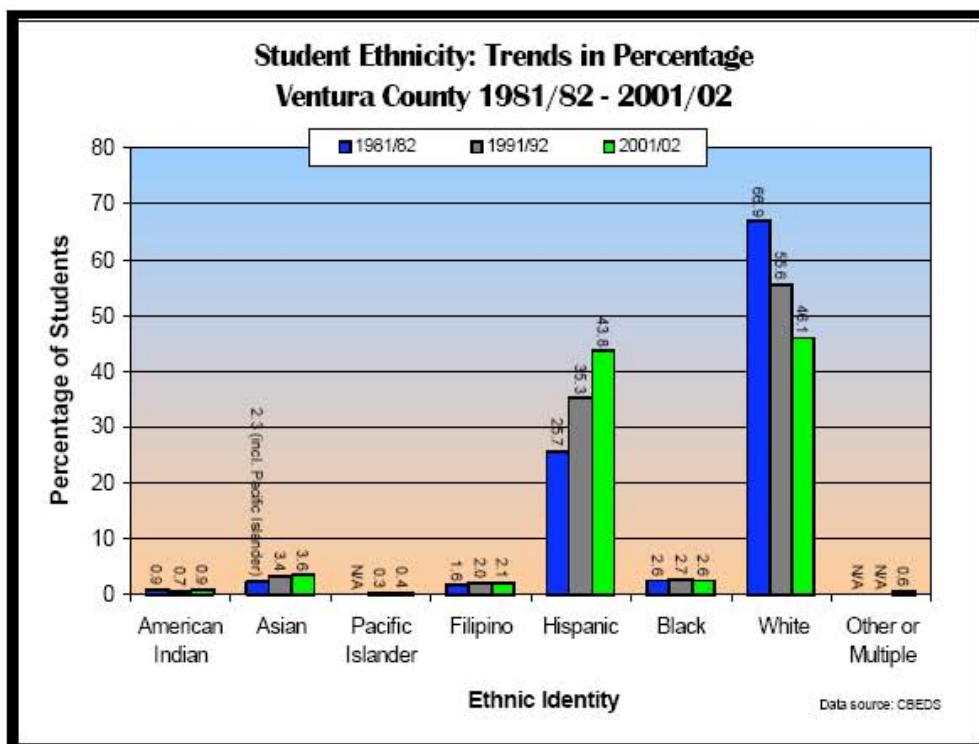
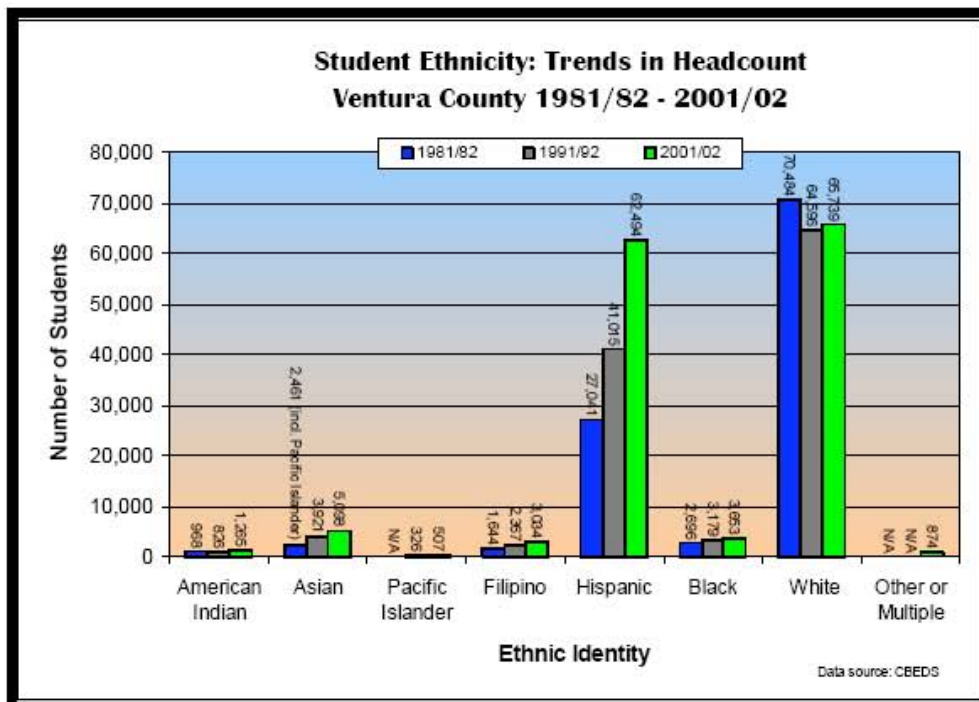
Students by Ethnicity **Source:** Educational Demographics Office, CBEDS (sifae02 5/7/03)

**Languages of English Learner Students
Ventura County, 2002-03**

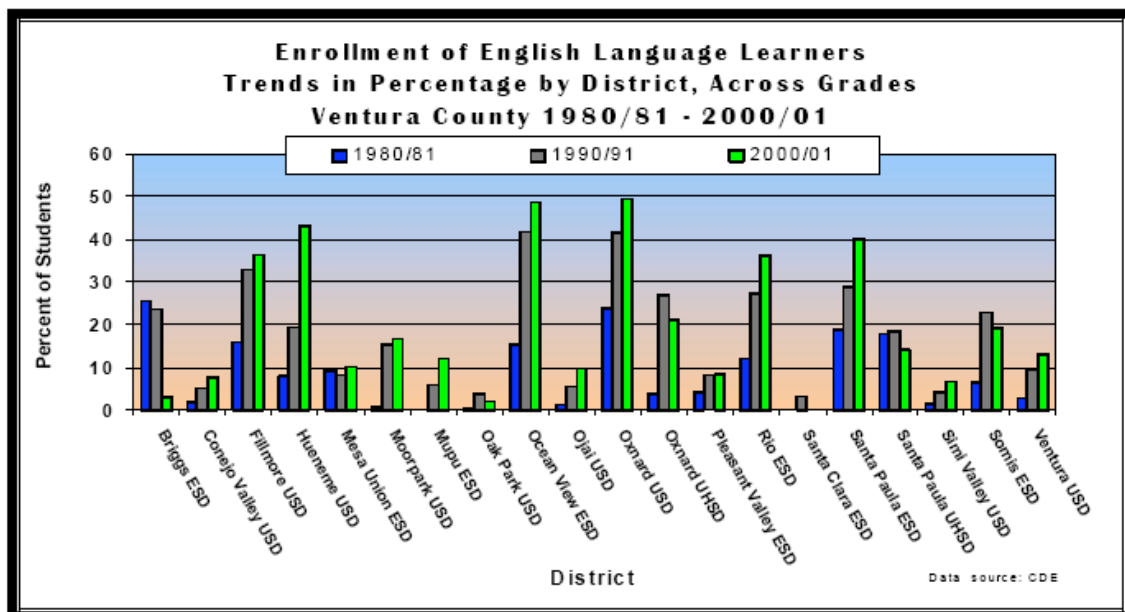
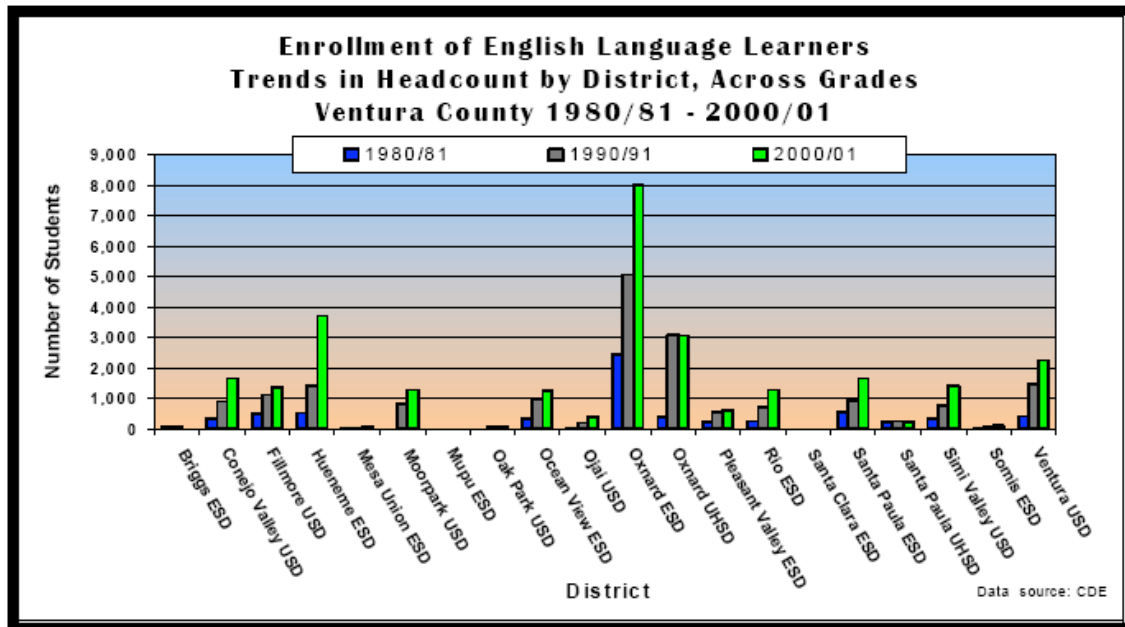
	Number of Students	Percent of Enrollment
Spanish	29,715	20.6%
Pilipino (Tagalog)	312	0.2%
Vietnamese	184	0.1%
Korean	114	0.1%
other Non-English	94	0.1%
All Other	661	0.5%
Total	31,080	21.5%

EL Student definitions **Source:** Educational Demographics Office, Language Census (elsch03 7/30/03)

Another report describing the diversity found in county schools is available at <http://www.vcss.k12.ca.us/graphics/challeng.pdfport>. Some of the relevant data on diversity is reported below.



Note: Because information on ethnicity is provided voluntarily, the actual ethnic composition of the student population may be different from that represented in the above figures.



Source: Varga, R. & Weiss, C. (2002) Meeting the Educational Challenges 2002
 Camarillo, CA: Ventura County Superintendent of Schools Office
www.vcss.k12.ca.us

Element 7 (f): Will policy issues include current ESEA issues such as program improvement requirements, or working with an external evaluator?

The current ESEA requirements for accountability and school improvement will be introduced in EDPL Foundations of Curriculum, Instruction and Assessment. State and national reform movements (ESEA is the major reform movement currently facing schools) will be introduced in the third class of this course (CSU Channel Islands PASC Proposal, p. 202). The rest of the course content including the following: standards based curriculum and instruction and assessment, collection of multiple measures of school performance data, program evaluation design for school improvement, universal access to curriculum, curriculum audit strategies, integration of community resources, and presentation of evaluation and improvement plans will all be addressed in the context of the requirements of ESEA. The context of ESEA, changing as it is likely to be, will be viewed through the perspective of deeper levels of commitment to school improvement that are sustained through the many political changes that face schools today and tomorrow.

Following an introduction to the requirements of ESEA in EDPL 610, the course Instructional Leadership of Collaborative Inclusive School (EDPL 615) deepens the focus on the role of the principal as an instructional leader committed to school improvement. The accountability requirements, including the role of the outside evaluator, will be addressed in class seven of the EDPL 615 (CSU Channel Islands PASC Proposal, p. 218). Specific California requirements and the requirements of No Child Left Behind will be addressed. The specific role and responsibility of the principal in leading school improvement will then tied to the research on successful school leadership. These issues will then be translated into principal leadership at the classroom level to impact the quality of student learning.

Standard 8: Guidance, Assistance and Feedback

Element 8 (a): What materials and/or guidance does the program provide to supervising administrators to promote positive, meaningful and relevant field experience for the candidate?

The materials and/or plans for guidance to supervising administrators are addressed in Appendix A: Principals Leadership Program Field Work Handbook (CSU Channel Islands PASC Proposal, p. 164-182). This handbook provides an introduction to the field experience and then lists the specific responsibilities of the candidate, the supervising administrator, and the university coordinator. The handbook clearly recognizes that “the supervising administrator is selected because of expertise and willingness to fulfill the critical role of developing future educational leaders.” The handbook goes on to recognize the impact of the relationship between the supervising administrator and the university coordinator. A relationship of mutual respect, supportive cooperation, and open communication is needed to provide the candidate with a quality field experience. The university coordinator has responsibility for “working with representatives of Ventura County School Districts to identify a pool of highly qualified and interested

school district administrators and then to provide these supervising administrators with an orientation to the field experience program.” Ongoing contact and support will be provided as outlined in the requirements of the university coordinator.

The university will meet with candidates on a monthly basis to monitor the field experience and also meet with candidates and supervising administrators throughout the duration of the program with special attention during the intensive field responsibilities.

Standard 10: Vision of Learning

Standard 10: Many assessment activities under this standard appear to be completed independently. How does the program evaluate a candidate’s ability to practice successful collaboration or develop a common vision at their school site?

In the formative and summative assessment activities that are embedded in the Professional Development and Field Work Courses the candidate, in consultation with the supervising administrator is required specific evidence of activities that demonstrate the ability to practice successful collaboration and development and implementation of a common vision at the school site level. As a program practice, supervising administrators will work closely with candidates to establish a clear understanding of this standard and then identify specific activities that the candidate will undertake at the school level of develop the entry level skills required by this standard. Candidates will document their work in this area, present evidence to the supervising administrator and undertake additional activities that support continued growth. This level of work at the site level will be supported by the collaborative activities embedded in the courses. Candidates will develop and demonstrate their ability to successfully collaborate in the group activities within the courses and also in addition to the real life experiences embedded in the field work.

In the course Education in a Diverse Society (EDUC 605) candidates are required to present salient ideas from an assigned reading, pose 2-3 critical questions, lead a class discussion and relate the reading to the larger class issues. Candidates will demonstrate leadership as well as participation skills in the context of major class topics (CSU Channel Islands PASC Proposal, p. 188). Candidates are also required to work collaboratively on a research project. Candidates are to identify a problem, issue, question or concern that they wish to examine in relationship to education of students in our schools. This problem identification assignment places students in a collaborative environment that focuses on each candidate’s vision of learning. Candidates then collaborate on a research question. Following development of a research design, candidates seek to answer the research question using interviews with student, teachers, parents, or other relevant sources. Following research presentations, candidates work collaboratively to give and receive peer feedback on their research project (CSU Channel Islands PASC Proposal, p. 188-189). This course is designed to encourage candidates to publicly explore their own personal vision of learning in the context of learning to establish and pursue a vision that promotes the success of all students. The collaborative activities of the course challenge candidates to work together in exploring challenging ideas and conducting research on issues that impact the implementation of a vision that

supports success for all students. In the course Instructional Leadership of the Collaborative Inclusive School (EDPL 620) candidates are required to work in a group to collaboratively develop a plan to implement standards based instruction in either an elementary, middle school, or high school. Using the vision set forth in the California Department of Education Planning Guides, *It's Elementary*, *Taking Center Stage*, or *Aiming High*, candidates are required to collaboratively develop an implementation plan and to present the plan to the cohort group (CSU Channel Islands PASC Proposal, p. 217). The grading scheme for this course places major emphasis on collaborative activity. In the course Understanding and Influencing Organizations in Diverse Communities (EDPL 623) candidates examine the leadership skills needed to lead a community toward a shared vision. Skills of collaboration, cooperation, and conflict management are examined along with models of participatory management (CSU Channel Islands PASC Proposal, p. 245-246). Candidates work in collaborative research groups to use these very skills that they will be required to apply on much broader setting as a principal. Even those candidates who choose to conduct the research paper independently are required to work within the context of a collaborative group.

The course Building Collaborative Inclusive Learning Communities (EDPL 625) has two major collaborative projects. The first requires a group of candidates to collaboratively develop a comprehensive Safe School Plan and then present this plan to the cohort group. Candidates will be assessed on their ability to collaborate in creating a quality school plan. The second project is a problem-based learning activity that requires candidates to work collaboratively to identify a component of parent involvement missing from a school site and then develop an interactive plan that can be implemented at the school site. This assignment requires candidates to complete a personal journal on the collaborative assignment and also work with the group to complete a summary paper that presents the plan for improving parent involvement. Candidates will be evaluated on their ability to collaborate in both of these activities (CSU Channel Islands PASC Proposal, p. 259-263). The Professional Development and Field Work course has as its central focus the relationship that includes the candidate, the supervising administrator, and the university coordinator. Through the design of professional development activities that are carried out in field work candidates will be required to demonstrate their ability to exercise leadership through collaboration and participatory leadership. In addition the relationship of candidate and supervising administrator will provide the program with the opportunity to evaluate the candidate's ability to work collaboratively with others in a variety of field experiences. The Principals Leadership Program Field Work Handbook lays out specific common expectations that apply to all candidates. These expectations are all focused on activities that will provide active involvement in school leadership activities that require collaboration with students, parents and staff in a variety of settings (p. 167). The ability to demonstrate collaboration on moving issues forward is an integral part of these field work experiences. Finally candidates are required to work collaboratively with their supervising administrator in pre-assessing competency on standards, designing and implementing professional development activities, and assessing progress in gaining competency. The ability to successfully collaborate in this on-going professional relationship will provide the program with one more way to support candidates in developing skills needed to collaborate with a professional

colleague focused on development of professional competencies. Establishing a level of trust, carrying out professional commitments and assessing professional growth are all skills that support the ability to work in a leadership role in pursuing a vision of learning for all students.

Standard 12: Organizational Management for Student Learning

Element 12 (i): What provisions in assessment of candidate knowledge will be made as candidates from different districts are exposed to differing recruitment and selection policies and responsibilities?

In the course Human Resource Management in Education Settings candidates will begin with an overview of human resources and then, in the next five classes, address issues related to recruitment and selection policies (CSU Channel Islands PASC Proposal, p. 253). Candidates will be exposed to a multitude of recruitment styles and techniques based on current research. They will also learn to distinguish between legal requirements and permissive issues in interviewing, selection, hiring and retention of quality employees. Candidates will be assessed on their ability to distinguish between what is legally required and what can legally be determined by school board and/or superintendent policy. Cohort members will be able to share practices from within their own districts and develop clear criteria for working effectively within a variety of school districts.

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

Element 15 (d): Will board members interviewed be from different districts to ensure exposure to a greater variety of perspectives and influences?

In the course Building A Collaborative Inclusive Learning Community (EDPL 625) each candidate will interview two Board Members chosen from the school district in which they work or the district in which they live. In class seven of this course the issue of ‘Governance in a collaborative culture’ will be addressed and candidates will share information from the variety of school board members that were interviewed (CSU Channel Islands PASC Proposal, p.260 and 262). The variety of perspectives and influences from districts will then be discussed and analyzed by candidates during class. It is recommended as a part of this assignment that candidates also attend a school board meeting and integrate this experience into the report on School Board Member Interviews. Through class discussion the cohort will explore how Board Member perspectives may drive priorities throughout a school district with positive or negative consequences for schools and student learning. This course will also use the expertise of school board members who are actively involved in leadership positions in the California School Board Association.

Also how will awareness of collective bargaining issues and influences be assessed?

In the course Human Resources in Education Settings (EDPL 624) candidates' awareness of collective bargaining issues and influences will be assessed by their ability to understand and explain the scope of bargaining and by their ability to negotiate interests in practice sessions and understand the past history and current impact of collective bargaining in the education environment (class discussion, role plays and written exams). EDPL 624 (CSU Channel Islands PASC Proposal, p. 252-254).