

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

PROFESSIONAL PREPARATION PROGRAM PROPOSAL

ADMINISTRATIVE SERVICES PRELIMINARY



**Submitted to
California Commission on Teacher Credentialing**

April 2007

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EDUC 615 Principles of Educational Research

EDUC 616 Masters Research Project (Included in EDUC 615)

EDPL 620 Instructional Leadership of the Collaborative School

EDPL 621 Law and School Management

EDPL 622 School Finance and Principles of Applied Leadership

EDPL 623 Understanding and Influencing Organizations

EDPL 624 Human Resources Management in Education

EDPL 625 Building Collaborative Inclusive Learning
Communities

EDPL 631 Professional Development/Field Work

EDPL 632 Professional Development/Field Work

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 Educational 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 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 focused 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 Educational Leadership Program because it provided 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 five summative statements are:

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

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

3. 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

4. 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

5. 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 second 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.

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 PASC standards in May, 2003, they 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 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.

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 Educational Leadership Program which were identified by the program development committee and adopted by the Education Faculty of CSUCI.

Key Characteristics of the Educational 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.

Fall Session (2004)		
EDUC 605 Education in a Diverse Society	3	
EDPL 610 Foundations of Curriculum Instruction and Assessment	3	
EDPL 631 Professional Development/Fieldwork I	1	
Total	7	
Spring Semester (2005)		
EDPL 620 Instructional Leadership of the Collaborative Inclusive School	3	
EDUC 615 Principles of Educational Research	3	
EDPL 631 Professional Development and Fieldwork I	1	
Total	7	
Summer Session (2005)		
EDPL 621 Law and School Management	3	
EDPL 623 Understanding and Influencing Organizations in Diverse Communities	3	
EDPL 631 Professional Development/Fieldwork I	1	
Total	7	
Fall Session (2005)		
EDPL 622 School Finance and Principles of Applied Leadership	3	
EDPL 624 Human Resource Management in Education Settings	3	
EDPL 632 Professional Development/ Fieldwork II	1	
Total	7	
Spring Session (2006)		
EDPL 625 Building a Collaborative Inclusive Learning Community	3	
EDPL 632 Professional Development and Field Work	2	
EDUC 616 Research Project*	1	
Total	6	
Total Program	34	

*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, guide program and staff in all relationships with candidates. In addition, the Key Characteristics of the Educational Leadership Program identify an instructional model that includes the most effective instructional strategies. For example the program builds on the research based design of cooperative learning (Johnson and Johnson) as well as the innovative approach of problem-based learning, (Bridges) and thereby links 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

Principles of Educational Research: use of library and internet to identify research-based practices.

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

Building on the multi-media technology resources of CSUCI that are identified in the response to Common Standards 2: Resources, coursework and fieldwork will provide candidates with opportunities to learn about and manage technology for program and instructional improvement. 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 Program, 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 Learning Community: technology to support all learners including assistive technology

Principles of Educational Research: library and internet search project on research-based practices; creation of review of literature.

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 five 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 Educational 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 Educational Leadership Program Field Work Handbook clearly identify the requirement that each candidate is to participate in field experiences in at least two schools that represent diverse 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.” (Educational 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 PASC.

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 Educational 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 is required. 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 Educational 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 Ventura County Office of Education. Working with and through Dr. Chuck Weis, Ventura County Superintendent, CSUCI has established partnerships with individual school districts and with key personnel from the VCOE. 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 included 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 Educational 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 Educational 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 Educational 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 Educational Leadership Program the Program Design Committee established the field experience plan. The work of this committee was reviewed and approved by the education faculty. As a part of the Program Application candidates are required to contact the Human Resource Office of their school district and complete a Notification of Application Form. This form requests that the school district identify an appropriate Supervising Administrator for the candidate who serves as a Leadership Mentor throughout the program. These recommendations are then reviewed by the University Coordinator and the designated school district representative from the Human Resource Office as a part of the admission process. The University Coordinator then meets with each Supervising Administrator to establish a partnership in support of the candidate. At the conclusion of each year the University Coordinator meets with the Supervising Administrator for the candidates to review the fieldwork of the candidates and to identify and resolve program issues. The University Coordinator also maintains contact with the Human Resource Directors of the Ventura County Schools through attendance at their meetings and also through contacts with them during the recruitment phase of the program. Information meetings on the program are held in the school districts and Human Resource Directors invite teachers from their school districts to the meetings. As each cohort completes the program the University Coordinator seeks evaluative feedback on the program at meetings with each of the Supervising Administrators. Supervising Administrators are also asked to provide written feedback on the program to assist in program improvement.

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 Ventura County Office of Education. 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 Educational 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 University Coordinator working with the Education Program Chair and the faculty 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 Educational 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.. Based on the evaluation data program components will be modified to improve program quality.

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 Educational 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). Through regular contact with the Ventura County Office of Education the Superintendents of Ventura County School Districts, and the committee of Human Resource Directors of the Ventura County School Districts, CSU Channel Islands seeks on-going formative assessment of the Educational 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 is defined in the Educational Leadership Field Work Handbook. Professional Development and Field Work are integrated into the program and are included in each term. The responsibilities of the candidate, the Supervising Administrator and the University Coordinator are defined in the handbook. These responsibilities state that the Supervising Administrator will “provide regular feedback to the candidate and to the University Coordinator about the candidates growth and development and issues and concerns.” At the conclusion of the program the Supervising Administrator will “Assist the university coordinator in assessing the strengths and weaknesses of the Professional Development and Field Work course” (Educational Leadership Field Work Handbook).

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.”

The final page of the handbook 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.

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 Educational Leadership Program was 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 Educational 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. Each candidate is assigned with a Supervising Administrator

who Leadership Mentorship throughout the program. This mentorship experience is built on the donated time of the Supervising Administrators.

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 Educational 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 Educational Leadership Program is organized as a tightly structured cohort group that focuses on the development of a professional perspective that integrates theory and practice.

The Educational 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 Educational 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 Educational 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. 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 21 months of the Educational Leadership Program. Students meet in 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. These courses provide a base for the cohort group. 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. Candidates complete research papers in **Education in Diverse Society**, **Foundations of Curriculum Instruction and Assessment** and **Understanding and Influencing Organizations**. During the **Principles of Educational Research** candidates select their 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 Educational 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 reflection, analysis, and discussion of personal performance comprise reviews that are 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.

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 reflect on, analyze and discuss their 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 Educational 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 Educational 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?

The community description assignment is embedded in the course Education in a Diverse Society EDUC 605. 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 a realistic goal for the children of this community?

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?

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 a Collaborative Inclusive Learning Community (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 21 months of the Educational 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 a Collaborative Inclusive Learning Community. (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.

The expectations established in the Educational 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.

“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.”

The program will also take advantage of access to the University Preparatory School. This charter dual language 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 serving 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. This theme is again reflected in the course syllabus for **EDPL 625 Building a Collaborative and Inclusive Learning Community**. Candidates will examine the challenges and

strategies for building collaborative learning communities that serve all students and families. 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.

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)

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

Community Description: candidates begin their exploration of the "extended school community" as they undertake the community description assignment.

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.

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.

Candidates gain 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.

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 a Collaborative Inclusive Learning Community. (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.

Building Collaborative/Inclusive Learning Communities also provides candidates opportunities to address issues related to the extended school community. Candidates are required to complete a School Community Profile. 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.

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 21 months of the Educational Leadership Program. Students meet in 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 (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.

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 (EDPL 624)

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 a Collaborative Inclusive Learning Community (EDPL 625)

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 a Collaborative, Inclusive Learning Community (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 (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.

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.

Building a Collaborative, Inclusive Learning Community (EDPL 625)

The syllabus for this course has been revised to include a major emphasis on working with students with Special Needs. The course content includes the following major topics: The History and Philosophy of Special Education, the administrators role in the IEP process and procedures, the offer of Free and Appropriate Education, the most common out of compliance issues, the top “10” list of “Don’ts, Supervising Special Education, discipline and positive behavioral support and inclusive teaching and learning strategies.

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 Educational 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 Educational 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 develop enabling legislation for specific issues.

Building a Collaborative Inclusive Learning Community (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 a Collaborative Inclusive Learning Community (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.” In this candidates will be required to complete a Community Description. This assignment includes an exploration and identification of community resources that can supplement the support services of the school in serving the needs of students and families. Candidates will examine the linkages or lack of linkage in the specific communities that they study. Through class sharing candidates will learn to identify community resources that are available to school leaders and the strategies that effective leaders use to build partnerships.

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.

Candidates will learn the legal requirements that are placed on educators to address issues related to neglect, abuse and safety of students and families. Candidates will explore the requirements needed to effectively comply with the law and also strategies to truly meet the spirit and intent of the law by working with community agencies (legal and social service) to meet the needs of students.

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 a Collaborative, Inclusive Learning Community (EDPL 625)

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

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. The need to coordinate resources and services for students is again addressed in the course Building a 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. The Ventura County Office of Education 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 Educational Leadership Program, the SELPA will work with the candidates in the Professional Development and Field Work Seminar on Special Education Services. 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

Candidates will study the work of authors such as Ruby Payne, Lisa Delpit, and Linda Darling Hammond and thereby broaden their understanding of the types of services that students and families need to be successful in schools. Candidates will develop an

understanding of the importance of enlisting local service clubs to provide direct funding to the school for such things as school supplies and clothing (Family Resource Centers), library books (Lion's Clubs), and holiday shopping trips (Rotary Clubs). Candidates will also learn to research available social services for students and the skills and strategies needed to advocate for students and their families to receive those services. Through partnership with the Ventura County Homeless Education Program, candidates will develop an understanding of the need for on-site after school tutoring and homework support. Candidates will also research local non-profit organizations and foundations that fund school projects and learn how to develop successful grants to state, county and non-profit organizations.

Building on the course Education in a Diverse Society, candidates will also learn to work within and among diverse communities in augmenting services for students.

Professional Development and Field Work Courses (EDPL 631-632)

These courses supplement and enrich the basic course offerings as candidates address the skills needed to support students and their families through a close working relationship with an experienced mentor, through specific field work and through seminars that provide opportunities for sharing among cohort members. Candidates recognize that school leaders are responsible for rallying the community in support of students' needs. By reaching out to the community, school administrators recognize the importance of their role as 'servant leaders' whose primary focus is creating a broad school community that is committed to meet the needs of all students. Candidates learn they have a moral responsibility to exercise leadership on behalf of the students who are entrusted to their care. In the seminar focused on "Developing Leadership Capacity/Role Models" candidates will explore the broad range of leadership expectations of the principal in supporting the needs of students and families. While current state and federal legislation focuses on testing and student learning, effective leaders must learn to work with community resources to address the basic physical, mental, and social needs of students that are prerequisite to success in school.

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.

Building a Collaborative and Inclusive Learning Community (EDPL 625)

Legal precedent for a FAPE (Free and Appropriate Education) is taught with an eye to assuring that students understand the legal and program implications of equity for all and the role of school leaders in meeting this requirement.

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 a Collaborative Inclusive Learning Community (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 – Reboore, 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 a Collaborative Inclusive Learning Community (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 (EDPL631 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 a Collaborative Inclusive Learning Community (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 21 months of the Educational 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 a Collaborative Inclusive Learning Community (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 21 months of the Educational 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 a Collaborative Inclusive Learning Community (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 21 months of the Educational 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 a Collaborative Inclusive Learning Community (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 21 months of the Educational 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 a Collaborative Inclusive Learning Community (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 21 months of the Educational 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 a 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 21 months of the Educational 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 a Collaborative Inclusive Learning Community (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 21 months of the Educational 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.

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. 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, . These skills are then expanded upon in the field work of the candidates.

Human Resource Management in Education Settings (EDPL 624)

Candidates will return to the subject of classroom observation, teacher evaluation and improved teacher performance in EDPL624 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). Candidates also address issues related to teacher performance and remediation planning in the context of human resources best practice.

Building a Collaborative Inclusive Learning Community (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 21 months of the Educational 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 prepare a 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 a Collaborative Inclusive Learning Community (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 21 months of the Educational 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 a Collaborative Inclusive Learning Community (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 21 months of the Educational 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 a Collaborative Inclusive Learning Community (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 21 months of the Educational 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 a Collaborative Inclusive Learning Community (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 21 months of the Educational 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 a Collaborative Inclusive Learning Community (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.

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 courses Foundations of Curriculum Instruction and Assessment (EDPL610) and then enhanced in the course Instructional Leadership of the Collaborative Inclusive School (EDPL 620). Building on an overview of the ‘nature Of 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. Candidates will specifically explore the research of Michael Fullan related to “facilitating teaching and learning and developing collaboration. 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. 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. 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.

Building a Collaborative Inclusive Learning Community (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 21 months of the Educational 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 21 months of the Educational 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 21 months of the Educational 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.

Candidates will learn to identify use the types of quantitative data in addressing school needs through a variety of experiences including the use of data associated with NCLB.

Specifically candidates will learn strategies for “Collection of multiple measures of student achievement and distribution of data to increase student learning. “ 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.

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)

The instructor will 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.

Principles of Educational Research (EDUC 615)

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. 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.

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 21 months of the Educational 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.

The challenges of workload and stress are also addressed in the examination of “Personal Vision of Leadership.”

Candidates will specifically confront the challenges of ethical leadership, moral purpose, motivation, commitment and personal health.

Building a Collaborative Inclusive Learning Community (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 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 and field work plan continues throughout the entire 21 months of the Educational Leadership Program.

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 seminars through reflective insight gained through field work in the program: 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.

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 a Collaborative Inclusive Learning Community (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 21 months of the Educational 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 21 months of the Educational 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.

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, EDPL

623 Understanding and Influencing Organizations in Diverse Communities, and EDPL School Finance and Principles of Applied Leadership.

Instructional Leadership of the Collaborative Inclusive School (EDPL620)

Candidates examine the current public education system and the impacts of change on school leadership.

Human Resource Management in Education Settings (EDPL 624)

Interest-based Problem Solving Assignment

Bargaining Unit Agreement Critique

Legal Analyses #1,#2

Readings – Rebore, Chapter 9

Candidates examine collective Bargaining and two Models for solving problems: positional and interest Based.

Building a Collaborative, Inclusive School Community (EDL 625)

Establishing a collaborative culture (current context, teacher leadership, and professional development.

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 21 months of the Educational 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.

Building a Collaborative, Inclusive Learning Community (EDPL625)

Discipline and positive behavior support with a focus on special needs students and the legal requirements of IDEA

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 21 months of the Educational 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 – Rebore, Chapters 1, 2

Building a Collaborative Inclusive Learning Community (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 21 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 a Collaborative Inclusive Learning Community (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 21 months of the Educational 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 a Collaborative Inclusive Learning Community (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 21 months of the Educational 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 a Collaborative Inclusive Learning Community (EDPL 625)

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

In the course Building a Collaborative Inclusive Learning Community EDPL 625 candidates are required to complete a two-part assignment. 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.

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 21 months of the Educational 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.

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. 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 do 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. 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. 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.

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 a Collaborative Inclusive Learning Community (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 21 months of the Educational 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 a Collaborative Inclusive Learning Community (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 21 months of the Educational 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.

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 M. 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.

Education in a Diverse Society (EDUC 605)

Readers' Workshop Leadership Presentation

Foundations of Curriculum Instruction and Assessment (EDPL 610)

Includes 'universal access to the curriculum—applying research based differentiated instructional strategies in the classroom.

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 a Collaborative Inclusive Learning Community (EDPL 625)

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

addresses 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.

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 21 months of the Educational 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 a Collaborative Inclusive Learning Community (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 21 months of the Educational 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 a Collaborative Inclusive Learning Community (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 are actively involved in a field-based projects designed to address ethics and leadership capabilities.

Students, through reflection, analysis and discussion, explore the ethical issues that arise in the course of field work activities.

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 21 months of the Educational 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 a Collaborative Inclusive Learning Community (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 21 months of the Educational 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 a Collaborative Inclusive Learning Community (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 21 months of the Educational 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 a Collaborative Inclusive Learning Community (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 21 months of the Educational 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 for 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 a Collaborative Inclusive Learning Community (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 21 months of the Educational 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 a Collaborative Inclusive Learning Community (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 21 months of the Educational 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 a Collaborative Inclusive Learning Community (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 21 months of the Educational 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 a Collaborative Inclusive Learning Community (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 21 months of the Educational 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 a Collaborative Inclusive Learning Community (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 21 months of the Educational 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 of a selected reading topic

Research Paper

Presentation on Research Paper

Building a Collaborative Inclusive Learning Community (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 21 months of the Educational 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 Educational 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.”

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 Educational 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.

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

Response

The Educational 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 Educational 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 Educational 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.

All of the school districts in Ventura County have agreed to participate in supporting the Educational 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 with 6,662 educators (Varga and Weiss, 2002). These schools are in urban, suburban, and rural school districts that serve students from a variety of cultural and ethnic groups and include many English learners. Among these are 11 elementary schools 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. Most Superintendents are serving as district representatives for the program while some have delegated this responsibility to administrators in their district office.

The Ventura County Office of Education has county-wide partnerships that include diverse school populations. The Educational 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 Educational 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 Educational Leadership Program.

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.

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 this course. The course content includes 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. 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 be 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

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 Educational 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 Educational 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. Candidates then schedule a meeting at the school site with the university coordinator and supervising administrator. Expectations for field work are established at this meeting. The university coordinator meets with the cohort group on a monthly basis while classes are in session. Each term candidates provide the university coordinator with written progress reports on field activities that include both completed activities as well as planned activities for the coming term. As needed the university coordinator meets with candidates on an individual basis to review progress reports and plan for future field work activities aligned with the standards. Candidates who have a change in supervising administrator are supported in the transition to a new mentoring

relationship. At the conclusion of the program the candidate reviews all competencies, the supervising administrator assesses the candidate on all competencies and makes a summative recommendation to the university coordinator on the performance level of the candidate with respect to the competencies.

The materials and/or plans for guidance to supervising administrators are addressed in Appendix A: Educational Leadership Program Field Work Handbook. 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.”

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 Educational 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 Educational Leadership Program is designed to prepare entry-level administrators. 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. In preparing the Portfolio candidates write a reflective essay on each standard which includes a personal assessment of knowledge and skills related to the standard as well as plan for continued growth and development. 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. The portfolio prepared by the candidate is evaluated by the university coordinator using the assessment plan found in the Appendix A Attachments of this document.

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 Educational 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 on their competence on each standard. 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 on competence on each standard 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 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 Educational 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 including the rubric used for assessing the candidate portfolio is outlined above in responses to this standard, is included in the syllabus for EDPL 631 and 632 and in the Field Experience Handbook found in Appendix A. 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 Educational Leadership Program

The summative assessment of the Educational 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 Educational 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 Office 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.

The candidate, in consultation with the supervising administrator in required to provide specific evidence of activities that demonstrate the ability to practice successful collaboration in the 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 to 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 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. 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 candidates 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. 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 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. 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. 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 a Collaborative Inclusive Learning Community (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. 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 candidates ability to work collaboratively with others in a variety of field experiences. The Educational 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. 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.

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 a Collaborative Inclusive Learning Community (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 a Collaborative Inclusive Learning Community (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 analyze the process and skills needed to align resources with the priorities of vision of learning for all students.

Research Paper (EDUC 616)

Preparation 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 – Rebores, Chapters 1-2

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 a Collaborative Inclusive Learning Community (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.

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 a Collaborative Inclusive Learning Community (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 a Collaborative Inclusive Learning Community (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 a Collaborative Inclusive Learning Community (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 a Collaborative Inclusive Learning Community (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– Rebore, 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 a Collaborative Inclusive Learning Community (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 a Collaborative Inclusive Learning Community (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 a Collaborative Inclusive Learning Community (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 a Collaborative Inclusive Learning Community (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 a Collaborative Inclusive Learning Community (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 a Collaborative Inclusive Learning Community (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 a Collaborative Inclusive Learning Community (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 write 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 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 a Collaborative Inclusive Learning Community (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 a Collaborative Inclusive Learning Community (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 a Collaborative Inclusive Learning Community (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 a Collaborative Inclusive Learning Community (EDPL 625)

Addresses the impact of Special Education requirements on a school discipline and behavior plan.
Provides strategies for managing student behavior within the school.

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 – Rebore – Chapters 3, 4, 5, 9,10

In the course Human Resource Management in Education Settings candidates will begin with an overview of human resources and then address issues related to recruitment and selection policies. 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.

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.

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.

Candidates will use technology to analyze the results and state district assessments.

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 a Collaborative Inclusive Learning Community (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 a Collaborative Inclusive Learning Community (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 a Collaborative Inclusive Learning Community (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 a Collaborative Inclusive Learning Community (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 a Collaborative Inclusive Learning Community (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 a Collaborative Inclusive Learning Community (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 a Collaborative Inclusive Learning Community (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 a Collaborative Inclusive Learning Community (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 – Reboore, Chapter 10

Building a Collaborative Inclusive Learning Community (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 a Collaborative Inclusive Learning Community (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 a Collaborative Inclusive Learning Community (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 a Collaborative Inclusive Learning Community (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 a Collaborative Inclusive Learning Community (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 a Collaborative Inclusive Learning Community (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

Development and 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 demonstrate 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 a Collaborative Inclusive Learning Community (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.

Students will research and apply a variety of leadership theories and their impact on a school administration.

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 a Collaborative Inclusive Learning Community (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 – Reboore, Chapter 10

Building a Collaborative Inclusive Learning Community (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 a Collaborative Inclusive Learning Community (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 – Reboore, Chapter 10

Building a Collaborative Inclusive Learning Community (EDPL 625)

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

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. 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.

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).

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 a Collaborative Inclusive Learning Community (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 a Collaborative Inclusive Learning Community (EDPL 625)

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

Appendix A

Educational Leadership Program Field Work Handbook

Introduction

Program standards developed by the California Commission on Teacher Credentialing (CTC) require that candidates seeking the Preliminary Administrative Services Credential complete administrative field experiences “that are designed to facilitate the application of theoretical concepts in practical settings.” Administrative field experiences are considered essential for the development of each candidate. Field experiences are designed to achieve the following purposes:

Enable each candidate to participate in an individualized program based on a current assessment of the candidate’s knowledge, skills and experiences.

Enable each candidate to address the major duties and responsibilities of the school principal.

Enable each candidate to link the content of course work to the real-life work of school administration.

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.

Enable each candidate to participate in one intensive field experience in which the candidate performs a wide range of the typical responsibilities of a full-time school administrator.

Enable each candidate to develop a sustained professional supportive relationship with a successful school administrator.

During the field work program each candidate is expected to assist in significant and varied administrative responsibilities under the direct supervision of a school administrator jointly selected by the school district and the university. The goal is to develop the candidate’s leadership and management abilities by engaging in problem-analysis; data collection; and problem-solving with others at the school site.

Candidates will address areas such as:

- school improvement
- teacher observation and evaluation techniques
- curriculum development and implementation

- use of statistical data for improvement of student achievement
- budgeting and accounting procedures
- school-community communications
- student discipline
- supervision and leadership of school activities
- parent conferencing and communications
- conflict resolution
- supervision and leadership development
- implementation of special education requirements and procedures
- facility maintenance and repair
- design and implementation of school safety plans
- student, program, and facility scheduling

The candidate, supervising administrator, and university coordinator will work together to plan a series of meaningful activities and projects that will allow the candidate to fully develop entry level skills in all areas of school site-level administration. The active participation of each of the three partners is required for success.

The field work component of the Educational Leadership Program is embedded in the Professional Development and Field Work courses (EDPL631-632). Candidates register for one of these course during each term of the Educational Leadership Program.

Fall	EDPL 631 one credit
Spring	EDPL 631 one credit
Summer	EDPL 631 one credit
Fall	EDPL 632 one credit
Spring	EDPL 632 two credits

Foundation for Professional Development and Field Work

The Professional Development and Field Work courses (EDPL 631-632) provide an individualized goal setting process that is focused on the development of the Standards of Candidate Competence and Performance established by the California Commission on Teacher Credentialing identified by CTC as Category III Standards 10-15. These standards provide the unifying focus of the Professional Development Field Work course. These same standards are embedded in the final summative assessment of the Educational Leadership Program. Candidates must demonstrate entry-level competency on each standard to be recommended for the Preliminary Administrative Services Credential.

The Standards of Candidate Competency and Performance are identified by CTC under the following headings:

Vision of Learning

Student Learning and Professional Growth

Organizational Management for Student Learning

*Working with Diverse Families and Communities
Personal Ethics and Leadership Capacity
Political, Social, Economic, Legal and Cultural Understanding*

The Standards identified in these topical areas as well as the elements specified under each broad standard are the focus of the Professional Development and Field Work courses.

Conditions for Participation in Field Work

The candidate must meet the following conditions before the field work is undertaken:

1. Be admitted to the Principal's Leadership Program
2. Understand and accept that each candidate is a guest in field work schools and will work under the direction of the supervising administrator who has agreed to provide the candidate with an opportunity to develop administrative competencies. Maintain a professional attitude, deportment, and professional ethics that are critical and required for successful field work experiences.
3. Read and complete the necessary portions of this Field Work Handbook prior to beginning a placement.
4. Work with the university coordinator to identify appropriate sites for field work. All supervising administrators are to be approved and assigned by the university coordinator. 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.

Field Experience Duration and Placement

There are three categories of field experiences:

Category One:

There are field experiences embedded in the requirements of specific courses and the requirements of these field experiences are established by the course instructor. Candidates will document these experiences and integrate them into the Professional Development Plan and portfolio used to demonstrate competence in the Standards of Candidate Competence and Performance.

Category Two:

There is the overall program requirement for field experience that is embedded in the Professional Development and Field Work courses (631-632). These experiences will occur throughout the program and will be identified by the candidate and the supervising administrator as the candidate works to develop competencies established by CTC and identified in Category III Standards of Candidate Competence and Performance Standards 10-15.

Category Three:

There is the intensive field work experience in which the candidate works with a specific administrator to explore the full range of job performance requirements of school site level administration. The school site and exact time that the intensive experience is scheduled will vary for candidates with many candidates using opportunities in school district summer schools to fulfill this requirement. The supervising administrator and university coordinator will work with each candidate to schedule this intensive experience.

The intensive experience must be a minimum of 100 clock hours. The total of categories two and three must be a minimum of 120 clock hours. Most candidates will far exceed the 120 hour minimum requirement as they work to experience the full range of site level administrative responsibilities and develop entry-level competency in all of the Standards of Candidate Competence and Performance established by CTC.

Planning Guide:

The materials and forms which follow serve as a planning guide, a working document for the candidate, the supervising administrator, and university coordinator. This section also outlines the responsibilities of each of three partners: candidate, supervising administrator and university coordinator. Field work is based on the standards and guidelines set forth by the California Commission on Teacher Credentialing for the Preliminary Administrative Services Credential. By design, these standards and guidelines provide for a set of common expectations for all candidates while also supporting the development and implementation of field experiences that meet the individual needs of each candidate.

Common Expectations

Each candidate, working under the direction of an administrator holding a principal's credential will participate in experiences in the following areas

- Active involvement in leadership activities with students, parents, and staff representative of the diverse communities of Ventura County
- Active involvement at two different levels (e.g. elementary and middle level or middle school and high school) and in at least one school other than the one in which the candidate is employed

- Active involvement in school improvement aligned with the procedures and requirements of state and federal accountability systems
- Active participation in resolution of conflicts involving students, parents and staff.
- Active involvement in student discipline from initiation to resolution
- Active in staff supervision
- Active participation in implementation of special education procedures including IEP conferencing and decision-making
- Active involvement in dealing with a long- term policy issue at the school or district level

Individual Expectations

Each candidate, working with the school district supervising administrator and university coordinator will design an individual field work program based on the on-going assessment of the candidates strengths and needs in relationship the competencies established by the CTC and identified in Category III Standards of Candidate Competence and 10-15

General Guidelines for Administrative Field Work

As set forth in CTC Category Standard 3, Development of Professional Perspective, the Educational Leadership Program facilitates the development of the professional perspective, knowledge, and skills of each candidate by providing extensive opportunities for each candidate to analyze, implement, and reflect upon the relationships between theory and practice concerning teaching and learning in the context of the schools of California. Effective leadership requires the ability to accept responsibility for action and to seek out the resources needed for professional development. The Professional Development and Field Work Courses provide each candidate with opportunity to carry out in a professional manner all of the required steps outlined below including the development of a professional relationship with the supervising administrator and the university coordinator. In summary, each candidate is to take responsibility for actively using the resources of the field work course to develop the leadership skills needed for entry level administration.

Candidate's Responsibilities:

1. Read this handbook to grasp the intent, scope, and expectations, and requirements of the Professional Development and Field Work course. Use the handbook as guide and resource throughout the Educational Leadership Program.
2. Complete the assessment of each of the standards using the form provided. The standards have been established by the California Commission on Teacher Credentialing for the Preliminary Administrative Services Credential. Your self-assessment should be completed prior to your first formal meeting with your supervising administrator.

Careful reflection on the leadership knowledge and skills you bring to the program is essential if you are to build on your current strengths.

3. As a candidate you are responsible for scheduling meetings with your supervising administrator and with the university coordinator. This responsibility is an opportunity for you to direct and manage your own learning, by developing and maintaining professional relationships with the supervising administrator and the university coordinator and by managing your professional development and field work plan.

Learning to provide leadership in professional development begins with managing one's own professional development.

4. Once you have completed the self-assessment, schedule a meeting with your supervising administrator and share your assessment. Working collaboratively, create the first stage of your professional development plan with short and long term goals leading to the identification of activities, tasks, projects, experiences that help to address the standards that both you and your supervising administrator feel are most critical to your growth as a future administrator. Use the planning sheets. Be certain to agree on the evidence to be used to assess the level of accomplishment. During this meeting not all activities and projects need to be specified. The planning pages are to be considered a working document that is revised regularly for clarification, modification, enhancement, deletions, and additions. The documents are to support the professional development process and to provide a written record of your work. Once the professional development plan is approved by your supervising administrator, and as the plan is revised in each term, you must present your plan to the university coordinator for approval.

4. Sign the Professional Development and Field Work Contract, have your supervising administrator sign the contract and make three copies: one for the supervising administrator, one for the university coordinator, and one for your professional development and field work portfolio.

5. Keep a journal/record of your field experiences that document the tasks, activities, and projects. After each activity or day at a site, reflect on some aspect of your learning and relate your learning to one or more of the competencies in the standards. Be sure to enter the number of hours of each day involved in field experiences at your site(s).

6. As an outcome of each field work experience, assemble a portfolio of your administrative tasks, notes, and projects. Documents placed in the portfolio must provide evidence of actual administrative experience related to the standards. The portfolio should be assembled in a large 3-ring binder. At least one section of the portfolio must be developed using an electronic tool. The contents of the portfolio include the following:

- Names of Candidate and Supervising Administrator
- Dates and summary of conferences
- Copy of signed contracts
- Copy of initial self-assessment

- Copy of planning sheets showing revisions and modification of the plan over the course of the Educational Leadership Program (initial plan, followed by revisions at the end of fall and spring terms, and plan for post-program development)
- Evidence of administrative experiences and daily reflection on experiences (this will serve as a source of material for summative evaluation of the program)
Candidates will develop and organize the materials for the final assessment portfolio throughout the program. **Review the expectations in the Final Assessment document and create documents for the portfolio as courses and field experiences are completed.**
- Copy of final self-assessment.

The portfolio will also serve as a resource in preparing for applications, resume materials, and interviews for administrative positions.

7. Begin each field experience by shadowing the supervising administrator (or other school personnel if appropriate) to become familiar with the full range of administrative responsibilities. Gradually assume responsibilities for administrative tasks, activities and projects that have been outlined in the plan or assigned by your supervising administrator to meet needs of the school. Remember the plan can always be modified as you learn and as new opportunities present themselves.

8. During the second summer of the program and near the end of the field experience complete the final self-assessment with your supervising administrator. Schedule an appointment with the supervisor and the university coordinator to evaluate growth, progress and areas that need further development. The supervising administrator will complete a final evaluation form regarding your work which includes a recommendation regarding qualification for the Preliminary Administrative Services Credential. A copy of this completed recommendation will be sent to the university coordinator and to the candidate.

9. Turn in the completed portfolio to the university coordinator at the final meeting of the Professional Development and Field Work course. You will have access to the portfolio in completing the summative evaluation for the Educational Leadership Program.

Supervising Administrator's Responsibilities

The supervising administrator is key to the success of the candidate's field work. The supervising administrator is selected because of expertise and willingness to fulfill the critical role of developing future educational leaders. The primary role of the supervising administrator is to serve as role model, give guidance and support, and provide opportunities for the candidate to gain experiences that will enhance her or his competence to assume a future administrative position.

1. Establish professional rapport with candidate that will lead to open and honest sharing, feedback and support.

2. Become familiar with the Field Work Handbook and review the candidate's self-assessment of strengths and areas of need. Assist the candidate in setting professional development goals and identifying activities, tasks, projects, and experiences that will enable the candidate to develop the real-world skills needed by an entry-level administrator. Work with the candidate to identify the evidence that will be used to assess the level of accomplishment for each area of need. Using your professional contacts, support the candidate in gaining access to a variety of school sites representative of the diversity of Ventura County Schools.
3. Review your expectations in working with the candidate and sign the contract formally agreeing to work with the candidate as supervising administrator.
4. As needed, provide the candidate with an orientation to the site and introduction to key site personnel who assist the candidate in completing field experiences.
5. Meet regularly with the candidate to review the candidate's professional development plan, field work activities, and to assist the candidate in modifying the plan and setting new goals. (Recommend meeting monthly with a minimum of three formal meetings per term.) Challenge the candidate to analyze all school situations and issues through the lens of student learning.
6. Provide regular feedback to the candidate and to the university coordinator about the candidate's growth and development, issues and concerns. Contact the university coordinator immediately if, for any reason, the quality of the field work is in jeopardy.
7. Ensure that the candidate is assuming increased levels of responsibility that will provide experience in a full range of administrative tasks and responsibilities much as a student teacher assumes increased responsibility toward the end student teaching. Involve the candidate in a variety of tasks, activities and projects that will require the candidate to hold meetings, prepare memos, interview people, conduct conferences, survey personnel, analyze data, develop recommendations, prepare drafts of formal reports, draft letters, observe and supervise instruction and assist in school improvement efforts.
8. At the end of the field work experience, meet with the candidate and the university coordinator to evaluate the candidate's competencies and provide a written formal evaluation to the university coordinator. Using the candidate's self-assessment form, provide an independent evaluation of the candidate using the end of field work side of the form.
9. Assist the university coordinator in assessing the strengths and weaknesses of the Professional Development and Field Work course.

University Coordinator's Responsibilities

The relationships between the candidate, the supervising administrator and the university coordinator must be ones of mutual respect, supportive cooperation, and open communication. The quality of the field work experience is dependent upon this constructive interaction. The university coordinator will do the following to facilitate a productive field experience.

1. Meet with course instructors to link field work to courses and to fully develop the field experiences that are integrated into course requirements.
2. Work with representatives of the Ventura County School Districts to identify a pool of highly qualified and interested school district administrators. Meet with available supervising administrators to provide orientation to the Professional Development and Field Work course.
3. Meet with candidates in orientation sessions to review field experience requirements and to provide support for candidates in establishing initial contact with supervising administrators.
4. Organize and conduct the Professional Development and Field Work Seminars that are held each month and that support deeper understanding of the Standards of Candidate Competence (10-15) through reflection, sharing, feedback, and analysis of field work experiences.
5. Review and approve professional development plans developed by candidates and supervising administrators. The monthly seminars will be used to review plans and provide support and feedback for candidates.
6. Visit each field work site at least once each term (fall, spring, and summer) to meet with the supervising candidate and the candidate.
7. Remain accessible and available to the supervising administrator and the candidate to respond to any issues that may arise that impact the quality of the field work experience.
8. Receive and review the candidate's portfolio which contains self-assessments, records of field experiences, reflections, daily journal entries and professional development plans. Meet with each candidate to review the portfolio and the quality of the field experience.
9. Organize and manage the summative assessment process for each candidate using the recommendations of the supervising administrator, the work of the candidate, and the input of course instructors to make a final recommendation regarding eligibility for the Preliminary Administrative Services Credential.

10. Seek input from each supervising administrator and each candidate to evaluate the field experience in terms preparing candidates with entry level competency for site level administrative positions.

Measure of Competency on the Performance Assessment Form

A rating scale is provided for each competency with a range of 1 to 5 with 1-- no experience/not observed in that competency, 2-- lack competency, 3-- limited competency, and 4-- entry level competency 5—exceptional competency. The left side of the document is for the pre-assessment and the right side is for the final assessment. Information on levels of competency will be included in the Professional Development Seminars. As you complete field and course experiences you may wish to note your progress in the space in the middle and on your planning sheets. Course instructors have clearly identified standards on course syllabi. As you successfully complete the assignments and assessments in each course you should note progress toward meeting the standards. Your professional development plan is then a dynamic document that guides your progress toward entry- level competency on each standard.

Competency Descriptors

Each of the broad standards is followed by elements that provide more detail related to the standard. Using the rating scale, rate yourself on each element prior to meeting with your supervising administrator. Remember, this is likely your first contact with the standards for the Preliminary Administrative Services Credential. Some you may have mastered, on many you may have little competency, and on many others you may little background to make a confident judgment. As the program progresses you will grow in your understanding of the competencies through course work, discussions with your supervising administrator and field experiences. The program is designed to support you in developing entry level competency on each element. The assessment form is a tool for you to use throughout the program, not one measure of your performance.

Planning Forms

Planning forms are available to used for each standard. You and your supervising administrator will use the planning forms to plan, to document the activities and products that you complete during you field experience. As you review your professional development plan at the end of each term, you will revise plans, add and delete activities and set new goals. You will integrate learning from course work into your understanding and achievement of the competencies. Keep your materials together as you build your professional portfolio.

Evaluation of Professional Development and Field Work

A grade of pass (credit), fail no credit), or incomplete progress will be assigned at the end of each term.

The grade assigned by the university coordinator will be based on input from the supervising administrator and the candidates documentation. Progress in implementing the professional development plan evidenced by daily journal entries, conferences with the supervising administrator, and entries in the portfolio will be used in determining a grade.

Two incomplete grades in Professional Development and Field Work that are in place at the same time will lead to removal from the program. Extenuating circumstances may be considered on an individual basis.

The final grade for Professional Development and Field Work will be integrated into the summative evaluation for the program which determines eligibility for a positive recommendation for the Preliminary Administrative Services Credential.

Candidate Program Performance Assessment Form

The assessment form is composed of the Category III competencies established by the California Commission on Teacher Credentialing. (Standards 10-15) At the conclusion of the Educational Leadership Program you will present the your Professional Development Portfolio which demonstrates your progress in establishing entry level performance in meeting each of the standards. You will also be evaluated on the each of these standards by your supervising administrator. As a final assessment, you will prepare a reflection paper on the importance and application of the standard to the work of the school principal and you will also present evidence supporting your competency on the key concepts of each standard. The details of the assessment plan are presented in the Final Assessment Plan for the Educational Leadership Program.

Educational Leadership Program
California State University Channel Islands

FINAL ASSESSMENT
Professional Development/Field Work (EDPL 632, Spring 2007)

Requirements: The State of California and CSUCI expect Masters degree students and candidates for the Preliminary Administrative Services Credential to demonstrate mastery of knowledge and skills, as well as competence in application of knowledge and skills related to their field of study and to the Standards of Quality and Effectiveness for the Preliminary Administrative Services Credential.

Course Requirements: All applicants for the Preliminary Administrative Services Credential and candidates for the Masters degree must have completed all courses required for the credential and/or degree prior to and/or during the semester in which they demonstrate competence.

Definition: The Educational Leadership Program Portfolio, which contains all of the required elements of the summative evaluation, is the demonstration of competency for the Master of Arts in Education and the Preliminary Administrative Services Credential. The Portfolio takes the place of a final written or oral comprehensive examination at the end of this program.

Procedure: Please carry out the following tasks in preparing and presenting your portfolio.

Portfolio materials will be organized into a loose-leaf binder with the following tabs, reflections, and examples:

- A cover sheet giving your name, position title, work site name, work site address, work telephone number, e-mail address, work supervisor's name, work address, work telephone number, e-mail address, and your CSUCI university coordinator and school district supervising administrator.
- A current brief resume.
- The Approved Program for Preliminary Administrative Services Credential Checklist showing grades achieved.
- A self-assessment showing entry level and current administrative knowledge and skill mastery on each of Standards of Competency.
- Chronology of field work and summary of professional development plan for courses EDPL 631 and 632.

6. Specific evidence of your accomplishments that demonstrate your 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

Political, Social, Economic, Legal and Cultural Understanding

Please use one index tab for each of the six themes. The Key Components are taken from the book *Moving Leadership Standards into Everyday Work* (2003) WestEd, San Francisco CA. This book is used as text in the courses Professional Development and Field Work (EDPL 631 and 632.)

1. Vision of Learning

- A statement of your personal vision of learning.
- A two (2) page paper that clearly presents the meaning of this standard, the importance of this standard in the work of the school principal, the knowledge and skills needed to implement this standard, and a summary assessment of where you are in your professional preparation to practice this standard and the next steps in the development of your professional competence in this standard.

Key Components:

- Develop a Shared Vision
- Plan and Implement Activities around Vision
- Allocate Resources to Support the Vision

For each key component present the following:

- Evidence that you have grown in your understanding of the key component of this standard—integrate learning from course work and professional development. Address elements within the key components.
- Evidence that you developed the skills needed to implement this standard through application in your current education assignment. Address elements within the key components.
- Evidence that you have developed the skills needed to meet this standard through application in coursework and fieldwork (simulations,

cohort activities, and fieldwork.) Address elements within the key component.

2. Student Learning and Professional Growth

- A two (2) page paper that clearly presents the meaning of this standard, the importance of this standard in the work of the school principal, the knowledge and skills needed to implement this standard, and a summary assessment of where you are in your professional preparation to practice this standard and the next steps in the development of your professional competence in this standard.

Key Components:

- Develop School Culture and Ensure Equity
- Guide the Instructional Program
- Guide the Professional Development of Staff
- Create and Utilize Accountability Systems

For each key component present the following:

- Evidence that you have grown in your understanding of the key component of this standard—integrate learning from course work and professional development. Address elements within the key components.
- Evidence that you developed the skills needed to implement this standard through application in your current education assignment. Address elements within the key components.
- Evidence that you have developed the skills needed to meet this standard through application in coursework and fieldwork (simulations, cohort activities, and fieldwork.) Address elements within the key component.

3. Organizational Management for Student Learning

- A two (2) page paper that clearly presents the meaning of this standard, the importance of this standard in the work of the school principal, the knowledge and skills needed to implement this standard, and a summary assessment of where you are in your professional preparation to practice this standard and the next steps in the development of your professional competence in this standard.

Key Components:

- Ensure a Safe School Environment
- Create an Infrastructure to Support Student Learning
- Manage the School as a Learning Support System
- Maintain Legal Integrity

For each key component present the following:

- Evidence that you have grown in your understanding of the key component of this standard—integrate learning from course work and professional development. Address elements within the key components.
- Evidence that you developed the skills needed to implement this standard through application in your current education assignment. Address elements within the key components.
- Evidence that you have developed the skills needed to meet this standard through application in coursework and fieldwork (simulations, cohort activities, and fieldwork.) Address elements within the key component.

4. Working with Diverse Families and Communities

- A two (2) page paper that clearly presents the meaning of this standard, the importance of this standard in the work of the school principal, the knowledge and skills needed to implement this standard, and a summary assessment of where you are in your professional preparation to practice this standard and the next steps in the development of your professional competence in this standard.

Key Components:

- Collaborate to Incorporate the Perspective of Families and Communities
- Establish and Manage Linkages between the Site and the Larger
- Engage and Coordinate Support from Agencies

For each key component present the following:

- Evidence that you have grown in your understanding of the key component of this standard—integrate learning from course work and professional development. Address elements within the key components.
- Evidence that you developed the skills needed to implement this standard through application in your current education assignment. Address elements within the key components.
- Evidence that you have developed the skills needed to meet this standard through application in coursework and fieldwork (simulations, cohort activities, and fieldwork.) Address elements within the key component.

5. Personal Ethics and Leadership Capacity

- A two (2) page paper that clearly presents the meaning of this standard, the importance of this standard in the work of the school principal, the knowledge and skills needed to implement this standard, and a summary assessment of where you are in your professional

preparation to practice this standard and the next steps in the development of your professional competence in this standard.

Key Components:

- Maintain Ethical Standards of Professionalism
- Guide Sound Courses of Action Using Pertinent, State of the Art Methods
- Model Reflective Practice and Continuous Growth
- Sustain Professional Growth and Effort

For each key component present the following:

- Evidence that you have grown in your understanding of the key component of this standard—integrate learning from course work and professional development. Address elements within the key components.
- Evidence that you developed the skills needed to implement this standard through application in your current education assignment. Address elements within the key components.
- Evidence that you have developed the skills needed to meet this standard through application in coursework and fieldwork (simulations, cohort activities, and fieldwork.) Address elements within the key component.

6. Political, Social, Economic, Legal and Cultural Understanding

- A two (2) page paper that clearly presents the meaning of this standard, the importance of this standard in the work of the school principal, the knowledge and skills needed to implement this standard, and a summary assessment of where you are in your professional preparation to practice this standard and the next steps in the development of your professional competence in this standard.

Key Components:

- Engage with Policy Environment to Support School Success
- Interact with Stakeholders
- Incorporate Input from the Public

For each key component present the following:

- Evidence that you have grown in your understanding of the key component of this standard—integrate learning from course work and professional development. Address elements within the key components.
- Evidence that you developed the skills needed to implement this standard through application in your current education assignment. Address elements within the key components.

- Evidence that you have developed the skills needed to meet this standard through application in coursework and fieldwork (simulations, cohort activities, and fieldwork.) Address elements within the key component.

7. Reflective Essay: a reflective essay summarizing your strengths, needs for continuing professional growth, and your specific professional development plans (what, how and when) for the next two years. Build the professional development plan around continued development of the Standards of Competency and Performance. (Standards 10-15)
8. Make another copy of each of the following items which you will give to the university coordinator to be filed in your permanent folder at CSUCI, separate from your portfolio:
 - Cover page of your portfolio
 - Current resume
 - Completed Approved Program for Preliminary Administrative Services Credential Checklist
 - A self-assessment of your current administrative knowledge and skill mastery using the Portfolio Individual Assessment
 - A copy of the individual assessment completed by your supervising administrator at the conclusion of EDPL 632
 - A reflective essay summarizing your strengths, needs for continuing professional and personal growth, and your specific plans (what, how, when) for the next two years.
9. Due date for Portfolios: July 30. The candidate will meet with the university coordinator and the supervising administrator before the end of the summer term to formally present the portfolio. After review of your portfolio and successful presentation in a formal meeting with university coordinator and supervising administrator, the university coordinator will sign off on your demonstration of competence, accepting your portfolio as the final evaluation of your program pending completion of all course work. You will then hand in the six copied items required for your permanent file at CSUCI. If additional work is required the University Coordinator will specify areas needing improvement, recommended action steps and a timeline for completion.
All work must be completed before a candidate is recommended for a credential.