Standards of Quality and Effectiveness for Preliminary Administrative Services Credential Programs

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.

The department of Educational Leadership at California State University, Fullerton is part of the newly formed College of Education.

Mission of the College of Education

Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

The Educational Leadership Department has a mission which outlines how the mission of the College is specified for our department. The Department goals were originally based on the NCATE-Approved Curriculum Guidelines for Advance Program in Educational Leadership 1995. Subsequently in 2001, the goals were enhanced with the addition of the California Professional Standards for Educational Leaders.

Mission Statement of Department

Our mission is to prepare school leaders who demonstrate strategic, instructional, organizational, political and community leadership; and to provide the community a source of scholarship and assistance in interpretation and application of scholarship.
**Goals of the Department**

The goals of the department are to prepare educational leaders who demonstrate a wide array of knowledge, skills, attributes and commitment.

**Strategic Leadership**

Leadership requires the ability to develop with others vision and purpose, utilize information, frame problems, exercise leadership processes to achieve common goals and act ethically for educational communities.

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

**Instructional Leadership**

Leadership requires the ability to design appropriate curricula and instructional programs to develop learner centered school cultures, to assess outcomes, to provide student personnel services, and to plan with faculty professional development activities aimed at improving instruction.

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instruction program conducive to student learning and staff professional growth.

**Organizational Leadership**

Leadership requires the ability to understand, initiate and/or improve the organization, implement operational plans, manage financial resources, and apply effective management processes and procedures.

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

**Political Leadership**

Leadership requires the ability to act in accordance with legal provisions and statutory requirements, to apply regulatory standards, to develop and apply appropriate policies, to understand and act professionally regarding the ethical implications of policy initiatives and political actions, to relate public policy initiatives to student welfare, to understand schools as political systems.

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.
Community Leadership

Leaders must collaborate with parents and community members; work with community agencies, foundations, and the private sector; respond to community interests and needs in performing administrative responsibilities; develop effective staff communications and public relations programs; and act as mediators for the various groups and individuals who are part of the school community.

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. ii

i NCATE-Approved Curriculum Guidelines for Advance Program in Educational Leadership 1995

ii California Professional Standards for Educational Leaders 2001

Education leaders for 21st century must demonstrate:

• commitment to high standards;
• strong ethical values;
• credible instructional leadership;
• understanding of social and political trends and changing role of education in our society;
• problem solving ability and skills necessary to promote and adapt to change and use of collaboration to build a shared vision for schools;
• capacity to collaborate effectively with a wide range of non-school agencies and community organizations which can help schools achieve their mission;
• commitment to life long learning which empowers students, staff, and themselves.

We believe that:

• every child must achieve academic success in school.

• every school must educate for American democracy that values the norms and practices of diverse groups and at the same time celebrates shared community values.

• school leaders must be reflective practitioners.

• knowledge is evolving and socially constructed and that learning is produced through an interaction of different perspectives that enable students to connect their education to their experiences.

Data Supports the Achievement of Department Goals

At the end of the program the department conducts an exit survey of candidates. Data from the spring 2007 completers shows that 96% believe that “the program at CSUF achieves its mission to prepare credential candidates to be education leader,” and 62% have recommended the program to a colleague or family member.
Culture that Supports Change

When this program was approved in the late 1990’s the course content was based on the University Council on Educational Administration Document Base to assure that the courses covered the breadth of the issues in the knowledge base of this field. Since that time the program has undergone continuous improvements based on changes in our profession and feedback from the field, candidates, and faculty members. Changes in multiple courses have resulted in a greater focus on instructional leadership. For example, the title of EDAD505 was changed from “Curriculum, Instruction & Assessment” to “Instructional Leadership” to better reflect the dramatic changes in the course syllabus. The course also went from 3 units to 4 units. This change was made based on the faculty’s assessment of changes in the field of education and feedback from district partners. In addition, much greater emphasis was placed on coaching of teachers and supervision of instruction skills in the EDAD563 Human Resources class. The “capstone” course EDAD566 Leadership in Public Schools was redesigned as a vehicle for candidates to demonstrate their fieldwork achievements pertaining to Standards 10-15 in Category III of the new standards.

The organizing structure for our fieldwork programs was shifted to the CPSEL standards as soon as those were adopted in 2001 in order to place a greater emphasis on instructional leadership.

Instructional Leadership

Instructional leaders must:
- Support leadership by individuals at all levels in the educational organization,
- Be able to promote collaboration to improve instruction,
- Be skilled in gaining support for changes in curriculum and instruction,
- Create an orderly, safe climate conducive to teaching and learning, and
- Convey the expectation that all students will obtain at least minimum mastery of the core curriculum.

Instructional leaders focus on how to support sound pedagogy and curriculum across schools and districts while dealing with the interplay between the need to change and the natural human resistance to change. They must use appropriate leadership strategies to promote adoption of appropriate reforms. They must help others to understand how all aspects of school district environments (social, cultural, political, and economic) impact instructional improvement.
Our program subscribes to the definition of instructional leadership developed by Leithwood, Seashore Louis, Anderson, Wahlstrom (2004, p. 18)\(^1\) which is illustrated below.

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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.

Program Strands

In addition to the focus on the CTC standards, there are strands threaded through the program for the Preliminary Administrative Credential and the Master's Degree in Education with a concentration in Educational Administration. These strands are introduced to the candidates in the pre-program orientation.

♦ Diversity
The department expects our graduates to be sensitive and responsive to the needs of diverse learners and communities. Every school must educate for American democracy that values the norms and practices of diverse groups and at the same time celebrates shared community values. Educational leaders must know how to provide instructional leadership that optimizes the learning outcomes for all groups.

♦ Research
The department expects our graduates to be informed consumers of education research. Candidates must understand the standards for evaluating various types of research and the role of research in the continuous improvement of K-12 education. Our graduates will be able to use research, both the research published in the literature and research they conduct, to address the problems in their practice as professionals.

♦ Written Communication
Graduates of this program are expected to use the higher levels of Bloom’s Taxonomy in their writing. Written work will show that candidates have given thoughtful consideration to assignments. Candidates should not just re-state lectures or text material. Rather, candidates will be able to show that they understand the course content and literature by applying it to the real world and suggest original interpretations of a topic. Writing should demonstrate that candidates can address educational issues in ways that show critical analysis.

Graduate level writing will:
1. directly address the requirements of assignments
2. be free of grammar or spelling errors
3. be well organized using subheadings
4. use a sophisticated style
5. be presented professionally
6. show understanding of interrelationships
7. apply theory and best practice
8. demonstrate persuasive use of meaningful data
9. follow APA (American Psychological Association) guidelines when applicable.

♦ Oral Communication
Graduates of this program are expected to make presentations to groups of various sizes in a way that communicates complex information that is readily comprehensible. Candidates will practice a range of oral communication styles varying from informal contributions in classes to formal presentations in classes and fieldwork settings.

♦ Professional Perspective
Graduates of the program will be familiar with professional organizations in the field of educational leadership and will have had opportunities to begin their participation in these groups. Graduates are expected to understand the norms and ethics of the profession and their implications for serving a diverse community. Professionals in education must be able to work in collaborative teams. Frequent opportunities are provided in courses for collaborative work with peers.

♦ Technology Skills
All candidates are required to have access to the web and to maintain an active e-mail address that they check regularly. Graduates of the program are expected to be able to use a variety of technology tools in their practice. Candidates must be able to use a word processing program to complete their assignments. (The department uses MS Word.) Candidates must also be able to effectively use a spreadsheet program to manage data. (The department uses Excel.) Excel is used in the Research Design course. Candidates should also be able to use presentation and/or graphic programs such as PowerPoint and Publisher for written or graphic presentations. Candidates who are not able to use these types of programs must make learning to use the programs a goal for part of their fieldwork.

The department policy regarding technology requirements is provided in Appendix 11 and is available on the student web site.

Andragogy

This concept is important in the organization of the credential program because (a) the candidates in this program are adult learners, and (b) as emerging instructional leaders they must be able to provide support for adult learners in the professional communities they will lead.

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2 As distinguished from pedagogy, the Greek root [ped] makes reference to children; andragogy references the art and science of teaching adults.
Characteristics of Adult Learners:
- Need to know why they need to learn something
- Prefer to learn through experience
- Tend to approach learning as problem-solving
- Learn best when the subject content is important
- Are not beginners, but are in a continuing process of growth
- Bring with them a unique array of experiences and values
- Come to the learning process with intentions and expectations
- Have competing interests which are the realities of their lives

These characteristics are addressed as guiding principles in the design of courses and fieldwork experiences. They are also taught explicitly in the EDAD563, Human Resource course in relation to the orientation and staff development functions.

Program of Study

The program components of admission, advisement, courses, and evaluation form a continuous sequence. For example, data gathered in the Candidate Portfolio required for admission is used for candidate advisement. Further, the candidates are admitted to the program in cohort groups that function as communities of learners facilitating collaboration and teamwork. Candidates know when they enter the program exactly which courses they will take. Once a cohort is formed all the courses for that group take place on the same day throughout the program. There is a standard sequence of courses. Candidates take six units each regular semester (so that they pay "part-time" fees). For cohorts that start in the spring semester there is an adjustment in this sequence. The program of study is designed as a combined credential and master’s degree program. Candidates who enter the program with a master’s degree in an education field can waive the research design and project courses. For well over 20 years the department has required that all candidates recommended for the credential have a master’s degree.
## Course Sequence

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
<th>Semester 4</th>
<th>Semester 5</th>
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<td><strong>Spring</strong></td>
<td><strong>Summer</strong></td>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
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<td>510 – 3 Research Design</td>
<td>597 – 1 Project</td>
<td>567 – 1 Fieldwork</td>
<td>597 – 1 Project</td>
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<td><strong>Spring Start</strong></td>
<td><strong>Summer</strong></td>
<td><strong>Fall</strong></td>
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<td>597 – 1 Project</td>
<td>567 – 1 Fieldwork</td>
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<tr>
<td>6 units</td>
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<td>510 – 3 Org. Leadership</td>
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<td>6 units</td>
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</table>

Feedback from candidates in the end of program survey conducted in the spring of 2007 indicates that “the program provided an appropriate mix of theoretical ideas and practical strategies, and I learned about the links between them”. Eighty-one percent of the respondents marked “true” or “mostly true.”

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.

All of the classrooms on our campus have available multiple forms of technology for use by instructors and candidates including: LCD projectors, computers, VCR, and Internet access. For off-campus cohorts these are provided by the district or brought from campus to the off-campus site. The department has a portable LCD. A very significant portion of the faculty uses the Blackboard course support software which is supported by the University. Candidates also use these resources in the process of participating in courses as they make presentations in classes. The department has acquired video tapes, PowerPoint presentations, and CD's related to the content of courses which are used by faculty. In the EDAD510 Research Design course candidates use Excel to record, analyze, and report data.

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.

The Department made a decision to include technology as one of the areas in which candidates must demonstrate competence through their fieldwork activities. This competency, in addition to the existing CTC Standards 10-15, is
finally assessed in the EDAD566 Leadership in Public Schools course. This requires that each candidate present evidence that they are competent in each of these elements.

**VII. Use of Technology**

Each candidate in the program effectively manages the various uses of technology for instructional and administrative purposes in the educational setting. Candidates learn to use, manage and make decisions about several forms of technology. Candidates learn what forms of technology are appropriate for schools, and how these technologies can contribute to instructional support, administrative decision-making, and the management of data.

(a) Each candidate has opportunities to develop and improve in their competence of using technological tools.
(b) Each candidate understands the importance and role of multi-media technologies for instructional support, administrative decision-making, and the management of data in schools.
(c) Each candidate uses computers and other technologies in the performance of administrative responsibilities.
(d) Each candidate is able to make informed decisions about appropriate technologies for school use.
(e) Each candidate is able to manage the use of technology for the improvement of the instructional program.

In the courses (EDAD564 School Law, EDAD565 School Finance, for example) of the program candidates are required to give presentations using PowerPoint technology. In the EDAD510 Research Design course candidates use Excel to record, analyze, and report data. All candidates use word processing programs to complete assignments and forms.

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

The Department uses a cohort model to organize the components of the program. Whether the candidates meet on campus or off campus in a school district, they are part of a cohort that is formed as they enter the program. Each cohort is assigned a faculty member as the advisor for the cohort of candidates. Advisement about the steps in the program is provided to the cohort as they move through the program.

The Department full-time faculty meet every other week during the semesters to review the progress of candidates and attend to the planning and administration of the credential programs. The Department Chair meets every other week with the Dean and chairs of other departments in the College of Education.

A full-time faculty member is assigned as the course coordinator for each of the courses in the program.

**Purpose:** Each faculty member has developed expertise in one or more of the subspecialties in our field. It is important that the full-time faculty member with the most expertise in the content of a course makes a significant contribution to the on-going development of the course and provides assistance to the rest of the faculty. It is also important that the department gives continuous attention to the enhancement of each course. Finally, it is important that there is collaboration among the various faculty members teaching a course.

**Appointment:** The course coordinators are appointed by the department at a regular meeting and may be changed to meet the needs of the department or the changing interests or assignment of a coordinator.

**Responsibilities:**
- Reviewing the literature relevant to the course content.
• Selecting resource materials that will be shared with the course instructors.
• Providing orientation and assistance to the course instructors.
• Recommending needed changes or revisions in the course title, description, or model syllabus.
• Maintaining the currency of the course binder.
• Reviewing and recommending text and other course materials.
• Recommending Library selections that will support the course.

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>503 Org. Leadership</td>
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<tr>
<td>505 Instructional Leadership</td>
<td>Lee</td>
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<tr>
<td>510 Research</td>
<td>Oliver</td>
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<td>561 Governance</td>
<td>Oliver</td>
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<td>563 Personnel</td>
<td>Cox</td>
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<td>564 Law</td>
<td>Adler</td>
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<td>Adler</td>
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<td>566 Lead. Pub. Schools</td>
<td>Oliver</td>
</tr>
<tr>
<td>567 Fieldwork</td>
<td>Cox</td>
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<tr>
<td>597 Project</td>
<td>The full-time faculty</td>
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The department uses several means to communicate information to the cohorts: a monthly department newsletter ([http://ed.fullerton.edu/EdLeadership/Newsletter.htm](http://ed.fullerton.edu/EdLeadership/Newsletter.htm)) is published during the fall and spring semester (paper copies are passed out in classes and it is published on our website) (Appendix 1); program information is posted on the candidates’ web portals; other information is communicated through the faculty that teach each cohort. The department maintains a file for each candidate in the program that includes their application portfolio, study plan (Appendix 2), copies of communication with the candidate, their competency coversheets, and exit sign-off sheet. In addition, a fieldwork file is maintained for each candidate to track their progress. The department uses the College of Education database to maintain an electronic record for each candidate which includes the personal information (address, etc.), information about their fieldwork site and mentor, and credential status. Each cohort is assigned a full-time faculty member who is the cohort leaders and the primary advisor for candidates in the cohort.

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.

The Department faculty utilize a variety of instructional strategies in courses such as group projects and reports to the class, guided class discussion, lecture, PowerPoint, and Blackboard. The specific strategies used in each course are outlined in the course syllabus. Each course is peer reviewed through the Curriculum Approval process when the course is developed. The Faculty Development Center provides training and assistance to faculty for both traditional and cutting edge instructional methodologies.

When candidates start the program they work with their mentors to develop a fieldwork plan that covers the six Standards in Category III and the additional technology standard added by the Department. Each semester the candidates...
document (with confirmation by their mentor) that they are following this plan. At the end of the program the candidates present evidence of competence in each of the seven standards in the EDAD566 Leadership in Public Schools course which is evaluated by the instructor (Appendix 3). Candidates must meet an acceptable level of competence in all standards before they are recommended for the credential.

Almost all of our candidates work in diverse settings. This is documented through the application process prior to admission and in developing the fieldwork plan. And through the COE Diversity Survey that is conducted in the first class. In the very limited number of cases where candidates are not already in diverse settings arrangements are made for them to obtain this experience.

In the summer of 2007 the department started a formal process to provide candidates with opportunities to shadow graduates of the program who work in a variety of diverse settings. This program will be expanded in the coming semesters to include as many graduates and friends of the program as possible (Appendix 12).

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.

It is the policy of the department that in order to be recommended for the credential the candidate must maintain an overall GPA of 3.0 in their courses.

Department Policy
Requirements for Completing Credential Program
Adopted 10/8/03

GPA
The minimum GPA required to be recommended for a certificate of eligibility or a credential is an average of 3.0 for all classes taken at CSUF in the credential program.

Review at the End of the First and Second Semester
Any faculty member who may have concerns about the progress of a student in the program or their suitability to be recommended for administrative positions in the public schools may request a department review of the student’s performance at the end of the student’s first or second semester in the program. The issue will be considered at a department meeting.

Should the consensus of the faculty confirm the concerns, the department chair will provide specific written information to the student as to the nature of the concerns and the steps necessary to resolve the concerns. The chair will meet with the student and the cohort leader to discuss the concerns and necessary steps to resolve the concerns.
In situations where the continued participation of the student in the program is not recommended by the department, the policy and procedures for removing a student from the program will be followed.

The policy used if a candidate wishes to appeal removal from the program is outlined in CPC Policy One Standards for Continued Participation in Credential Programs (Appendix 4) http://ed.fullerton.edu/edleadstudents/Policy%20One%20Standards%20for%20Continued%20Participation%20in%20Credential%20Programs.doc (PASSWORD: Learn@Fullerton).

Progress in fieldwork is assessed through three courses in EDAD567 Fieldwork which make provision for both mid-semester and end of semester assessments. At the end of the fieldwork program in EDAD566 Leadership in Public Schools a summative assessment of competency is conducted. This process is described to candidates beginning with the Orientation meeting which takes place just before they start classes. It is also clearly outlined in the handbook for FIELDWORK AND CANDIDATE COMPETENCE (Appendix 5).

The following section from the handbook introduces the process outlined in the handbook.

THE PROCESS FOR DETERMINATION OF CANDIDATE COMPETENCE

This activity will take place in EDAD566 at the end of the program.

The CTCC requires that prior to recommending each candidate for a Preliminary Administrative Services Credential, one or more persons who are responsible for the program determine, on the basis of thorough documentation and written verification by at least one district supervisor and one institutional supervisor, that the candidate has satisfied the requirements of each standard. The Competence Coversheet and the attached evidence are verified by the mentor and evaluated by the instructor of the EDAD566 class showing that the student has satisfied each of the seven standards.

This is an “outcomes-based” assessment much like the development of a portfolio. In fact, students can use their Competence Coversheets and evidence to build a placement portfolio, which they use in the interview process when seeking employment as an administrator.

Relationship between Fieldwork and Competencies

• Both are based on the Standards of Candidate Competence in for the Administrative Credential from the CTC.

• Both require students to have “hands-on” experience rather than simply taking a test or writing a paper.

• Fieldwork will produce evidence that can be used in Determination of Candidate Competence. Evidence may also come from volunteer work, staff development, or a very limited number of class projects.
<table>
<thead>
<tr>
<th>What</th>
<th>Who</th>
<th>When</th>
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<td>Collecting evidence of competence</td>
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<td>Keeping a set of files by standard</td>
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<tr>
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<td>Instructor of EDAD566</td>
<td>In EDAD566</td>
<td>Mentor &amp; Instructor of EDAD566</td>
<td>Evidence coversheets and attached evidence</td>
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</tbody>
</table>
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.

The administration credential program at California State University has been in place for decades. Several of the faculty who teach in the program now are alumni. From 1995 to 1998 the program underwent a major transition with an almost complete change of faculty (only one member of the department from that time period is still part of the faculty). The process of bringing about that change was based on strong input from the field. The new program faculty adopted a culture of continuous assessment and improvement of the program so that the program as it exists today is significantly changed from the program that was approved in 1998 and the program that had a site visit in 2000. Impetus for these changes came from feedback from candidates and fieldwork mentors which was analyzed by the faculty.

The Department has long standing relationships with districts that have hosted off-campus cohorts of credential candidates. This involves the district leadership team assisting with fieldwork assignments. Some courses are taught by qualified district administrators (a terminal degree is required to teach in the program). The districts provide space for the cohort to meet and access to district data for fieldwork and course assignments. In one case the district purchases the textbooks for the courses. District staff members have also been speakers in the courses. The department also offers all of the courses in the program at the Irvine Campus of CSUF.

Beginning in 1999 the department formed cohorts of candidates who meet in school district facilities. Cohorts have been hosted by:

ABC Unified School District
Anaheim City School District
Anaheim Union High School District
East Whittier School District
Fullerton Joint Union High School District
Fullerton School District
Newport Mesa Unified School District
Orange Unified School District
Paramount Unified School District
Placentia Yorba Linda Unified School District
Saddleback Valley Unified School District

The guidelines for the facilities provided by the districts are outlined in a document that is provided to the districts.
Off Campus Cohort Support Expectations

Educational Leadership Cohorts which meet off campus need to have access to facility and equipment support comparable with those supporting the classes which meet on campus. The purpose of this document is to outline the level of facility and equipment support expected at the sites where off campus cohorts meet. Typically, off campus cohorts meet in a classroom at a school within attendance area of the host district. Sometimes the cohorts meet in a district office facility. In either case, the following delineation of expectations is meant to establish the minimum level of support needed (primary expectations) to ensure that the cohorts are beneficiaries of educational experiences commensurate with those received by students meeting at a CSUF facility. In addition, secondary or convenience needs are also noted.

Primary expectations (essential needs)

1. The facility should have ample space for the cohort class meetings (Note: if the facility is a classroom, it is important that the expectations listed here can be provided without causing the resident teacher(s) to make unnecessary accommodations.)
2. The facility should be available (unlocked) prior to the designated meeting times.
3. The meeting room should not be a lounge or recreational facility.
4. Consistency of availability is essential. It is important that the class meet consistently in the same facility and not be expected to move repeatedly to other locations/classrooms.
5. Adequate heating/air conditioning to ensure a stable and workable environment
6. Student desks or tables designed for adult use
7. Adequate whiteboard space with dry erase markers and eraser is preferred OR adequate chalkboard space with chalk and an eraser
8. Sufficient space and room arrangements to accommodate breakout sessions without disrupting resident teacher arrangements
9. Overhead projector and screen of sufficient qualities to allow for good viewing from all parts of the room
10. VCR and monitor
11. Computer with keyboard, mouse and projection unit with screen (In lieu of a projection unit, a large monitor viewed easily throughout the classroom is acceptable.)
12. Access to a computer lab (PC based with Microsoft software) that allows for the instructor to demonstrate on a projection unit and for students to practice at individual stations and to print their work. At least 20 stations are needed.
13. Convenient access to restrooms
14. Adequate and convenient parking
15. Knowledge about and access to an individual at the site who can address problems related to the facility and/or equipment

Secondary Expectations (convenient needs)

1. During the break between two classes, students often want to eat dinner or obtain a snack. It would be convenient if there were fast-food and/or convenience stores near.

Districts also participate in more direct ways. It is quite common for the department to employ administrators from the hosting districts as instructors. In addition, faculty members serve in advisory roles in school districts such as serving on BTSA Advisory Boards and serving as external evaluators for district programs.

Districts provide a fieldwork mentor for each candidate in the program. Applicants are required to have a form signed by the superintendent of their districts which outlines this requirement and lists likely mentors.
NOTICE TO DISTRICT SUPERINTENDENT OF APPLICATION
FOR ADMISSION TO EDUCATIONAL ADMINISTRATION PROGRAM

The Department of Educational Administration at California State Univ., Fullerton, works collaboratively with school districts in training future school administrators. The candidate listed below is making application for admission to a credential program. The candidate will be seeking letters of reference from three professional educational leaders. One reference must be from a district level administrator and one from a building level administrator. Please sign this form indicating that you are aware that this person is making an application to our program. We seek to place candidates in exemplary, well-managed schools for their fieldwork experience. This individual will require the assistance of a mentor who is an administrator in your district. It is CSUF’s goal that working collaboratively we can select excellent mentor administrators to work with our students. If you have any concerns about this arrangement please so indicate or contact the head of the Department, Dr. Louise Adler at (714)278-7673.

The collaborative role of the district is also described in the Fieldwork Handbook which is provided to every student and mentor.

DISTRICT RESPONSIBILITIES FOR FIELDWORK

For fieldwork to be successful, the selection of a mentor and the site placement for the fieldwork are critically important. These decisions should be the result of a collaborative effort among the candidate, the school district, and the university. The mentor and the placement site must be approved by your university supervisor and the superintendent or the superintendent's designee. The site placement must be an exemplary, well-managed school or district office. The superintendent provides the confirmation that this requirement is met when the “Notice to District Superintendent of Application” form is signed for the Applicant Portfolio in the admission process. At Cal State Fullerton, students do fieldwork during all the semesters they are enrolled in the program.

Resources the District Provides:
❖ Time for the mentor-administrator to work with the future administrator.
❖ Some class coverage to allow time for meetings and for fieldwork activities such as visits to other sites or the district office or for fieldwork activities such as shadowing an administrator for a day.
❖ Help for the mentor and the student in arranging fieldwork activities at sites with diverse student populations and at a variety of school levels and settings.

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.

The College of Education has very close ties with the districts in the region. The Educational Leadership Department participates with other education departments in meetings of the COE Dean’s Advisory Council where program issues are discussed with district representatives.

Program faculty are members of ACSA and actively promote membership in the professional organization.
Every candidate must demonstrate competence in working with diverse families and communities by presenting evidence of their activities in involving community groups to assist their fieldwork site to meet the needs of candidates. This work is planned cooperatively with the candidate and their fieldwork mentor and is assessed in EDAD566 Leadership in Public Schools.

**Working with Diverse Families and Communities**

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

It is common for candidates to participate on School Site Improvement Councils and PTA/PTO boards. Activities related to community groups range from the development of community resource directories for the school to participation in the development of grant proposals that focus on bringing community resources to schools.

| 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. |

The candidates in our program come from districts in Orange, Los Angeles, Riverside, and San Bernardino Counties and a few also come from more distant counties. In order to assure that all districts that have candidates in our program are able to give continuous input about the program, each fieldwork mentor is surveyed at the end of each candidate’s program about the quality of the program (Appendix 6). These data are carefully recorded and analyzed by the Department at the end of every cohort’s program in order to identify and resolve program issues and candidate needs.

The Council of Educational Leadership Candidates meets twice a year with their faculty advisor to give feedback about the program. Two candidates from each cohort represent the candidates in these meetings.

Input from all of these sources is reviewed in Department meetings and have led to changes in the program. For example, inclusion of teacher observation and conferencing techniques and the use of ASCD video tapes for this purpose was suggested in a meeting with our partners in the Fullerton Union High School District. Similarly, we have moved the EDAD564 School Law class from the summer to a regular semester, because of feedback from candidates about the difficulty of dealing with this course in the compressed summer schedule.
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.

Faculty work closely with our partner districts and value their informal input as well as the assessment data collected at the end of the program for each cohort from the mentors who work in school districts.

The districts that host our off-campus cohorts arrange for recruitment sessions and help to select the candidates for the cohorts.

The College of Education has an active COE Dean’s Advisory Council which meets with the dean and the department heads on a regular basis to review the various credential programs and to inform the departments about the needs of the school districts.

A survey of over 30 districts in our service area in August of 2005 indicated the willingness of districts to (Appendix 8):

- Send recruiters to our annual Job Fair (80% of the respondents)
- Recommend names of potential students (73% of the respondents)
- Invite faculty members to visit cutting-edge activities in the district (74%)
- Provide fieldwork students opportunities to shadow outstanding administrators for a full day by providing funds for substitutes (73%)
- Identify a liaison administrator who will be the contact point for relations between the district and the department (88%)

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.

In the development of off-campus cohorts, the host district recruits the candidates and recommends those proposed for admission. Districts have also made recommendations to us about our application procedures. For example, a district suggested that the process of gathering letters of recommendation be streamlined for the district-based cohorts. Another district's superintendent asked that we develop a way to notify superintendents when candidates are entering the program which resulted in the Notice to District Superintendent Form.

Usually about half of the seminars in the credential program are taught by part-time faculty members who are recruited from school districts. Some of the part-time faculty are now retired, but many are employed administrators ranging from principals to superintendents. They play a critical role in connecting the department to the districts.
The verification of competence on each of the standards is conducted as the culminating activity in the fieldwork process. The district mentor must approve each of the competence documents submitted by the candidates.

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.

Districts that host cohorts provide many resources including rooms for meeting, access to computer labs, janitorial support, media equipment, and in some cases snacks for the candidates. The mentors for our candidates provide two years of support for the candidate helping them to design a comprehensive fieldwork plan, giving them consistent feedback and advice, reviewing documentation, and giving the university feedback about the process. We encourage districts to provide class coverage for candidates so that they can undertake some fieldwork activities during the school day such as dealing with discipline issues, attending parent conferences and IEP meetings, and being the designee of the principal when they are away from the site.
### 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 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.

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.

The Educational Leadership program promotes candidate development and understanding of instructional leadership skills through experiences that reflect a balance between theory and practice. In EDAD505, candidates are introduced to McEwan (2003) whose text, *7 Steps to Effective Instructional Leadership*, directs candidates to read the theoretical literature informing each “step.” Using this research-based framework, candidates analyze the instructional leadership practices at their respective sites and identify the salient characteristics of effective instructional leadership practices. Methods of recruiting, interviewing, hiring, evaluating, and promoting and retaining effective teachers are studied in EDAD563 (Human Resource Administration). Fieldwork experiences focused on promoting a shared vision of learning for all candidates, fostering effective teaching practices, and managing resources to support an effective learning environment are central to the experiences of candidates in EDAD505 and EDAD567 (Fieldwork). *(Note: Syllabi for all courses appear in the appendix to this document, and the Course Schedule outlines which CTC Standard is addressed in each week of the course.)*

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.

Throughout the Educational Leadership program emphasis is placed on the integration of leadership skills training rather than pigeonholing the training into discrete coursework. This integrated approach accentuates the relationship between theory and practice as well as the relationships among the wide range of responsibilities of the school site instructional leader. As a result, the candidate is continuously building a repertoire of knowledge and skills with an understanding of their roots in the many functions of a school administrator.
Whether coursework is focused on human resources, fiscal management, organizational theory, school law, instructional leadership, serving diverse populations, or school policy and governance, candidates encounter experiences related to vision and goal setting, analyzing pertinent theories and models, building inter and intrapersonal skills, coaching and motivating, collaborating and delegating, collecting and analyzing data, planning and implementing, decision making and feedback retrieval. The knowledge and practices associated with these skills are not unique to any one content area but must be understood and practiced at all leadership levels in the school environment. Instructors in the Educational Leadership program purposefully plan and coordinate instruction to foster an integration of experiences for all candidates. The diverse experience of Educational Leadership full-time and part-time instructors reflects extensive experience in public education teaching and leadership. It also reflects a wide range of education focused research. The balance of theory and practice is reflected in course content and candidate expectations.

Recognizing that leadership is learned through a combination of study and practice, candidates are exposed to experiences that require them to learn and hone skills through self-assessments, role playing, case studies, critical analysis, collaborative work, discussion, fieldwork, presentation papers, PowerPoint presentations, data analysis, and interviews. Candidates are held to high standards of work and feedback is provided to promote a continuum of improvement. Instructors work with candidates and candidate mentors to ensure practical experiences that are school based and reflective of course content and school site application.

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.

Candidates are consistently encouraged to ponder the link between theory and practice through discussions, assignments, presentations, and critical analysis. The goal is to get candidates to recognize that the dynamics of effective school leadership rest with the application of knowledge and reflective thinking. Through scenarios, issues, situations, case studies, and leadership dilemmas, candidates are asked to identify issues, critique options for action, decide on courses of action, develop supporting rationale, and evaluate the effects of action taken. In moving through the process of decision making, candidates are also encouraged to consider the value of research, models, and past experiences. Current practitioners at the school and district level are brought in to some classes to discuss their challenges and the methods they use to make and implement decisions.

Candidates in EDAD503 (Organizational Leadership) investigate the relationships between organizational structure and institutional leadership. They look closely at the implications of a school’s structure, history and culture on the ability of one to lead and manage the students, teachers, classified staff, parents,
and community. In EDAD561 (Policy, Governance, Community Relations), candidates study the relationships between the politics, policies, and governing elements of school districts and the implications for those who are providing leadership within the schools (Spring, 2005). It is important for the candidate to understand the relationships that exist between the need to improve the quality of instruction for all students and the need to meet the expectations of the district, community, federal government, state, school laws, parents, students, and school staff. Only when the candidate is equipped to reflect thoroughly and knowledgeably about issues and options is the candidate equipped to be an effective leader.

Informed decisions can not be approached solely on the basis of knowledge that is limited to discrete domains. Candidates must have a balanced background of experience. To that end, the Educational Leadership program seeks to provide a sound foundation of knowledge and theory in many other related areas such as human resources (EDAD563), school finance (EDAD565), school law (EDAD564), and education research (EDAD510). When combined with the knowledge from organizational leadership and school governance (mentioned above), the candidate is equipped to make decisions reflective of knowledge from widely disparate, but interconnected, aspects of the school environment. The candidate is best suited to address the needs of all students, and all other clients, when the foundation knowledge for decision making represents an integration of knowledge and skills from several content areas.
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 CodeChapter 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.

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.

Preparing educational administrators to lead ‘diverse schools’ requires an articulated process throughout each of the components of the program: coursework, fieldwork, and master’s project. Several courses and program activities specifically prepare candidates for this dimension of leadership. During the first semester, candidates enroll in EDAD505 Instructional Leadership. This course includes expanding the candidate’s knowledge base by including current theories on diversity and effective practices; reviewing of local, state and national demographics and population trends; and highlighting instructional practices related to the teaching, learning and assessment of minority populations. Candidates continue their learning during the Organizational Leadership course (EDAD503) which includes concepts of poverty, culture and community involvement. Accommodations for students with special needs is addressed in EDAD505 through the topics in group presentations and through individual presentation (e.g. Step Five: Student-Centered Cultures) and in EDAD564 where the legal requirements for accommodation are addressed. EDAD564 also addresses IDEA and the requirements of “due process” in Special Education programs. (Note: Syllabi for all courses appear in the appendix to this document, and the Course Schedule outlines which CTC Standard is addressed in each week of the course.)

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.

The Instructional Leadership course (EDAD505) and the Leadership in the Public Schools course (EDAD566) focus on the delivery of high-quality instruction for all students. These two courses also highlight appropriate teaching/learning practices for students, particularly those underserved in the past. Emphasis includes current marginalized populations, appropriate teaching techniques, and
strategies to improve instructional delivery. In both EDAD563 and EDAD566, candidates practice reviewing and critiquing actual teaching lessons to hone their skills as instructional leaders.

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.

Historical and cultural traditions of diverse groups in California are addressed in the Policy, Governance and Community Relations course (EDAD561). In EDAD505, the historical context of education for diverse populations is reviewed. Course assignment(s) focus on future administrators understanding of the context in which education for diverse populations in California have historically developed. For example, in McEwan’s model of instructional leadership we discuss “getting parents on board” via letters to the home, weekly/monthly letters to parents, informal meetings of parents and community members to elicit community needs, and having parents and community members serve on advisory organizations. In the Policy, Governance and Community Relations course (EDAD561), instruction shifts to current aspects of cultural and ethnic demographics, educational policy and effective community communications. Standard 4(c) is also addressed in the following class sessions: Political Players and Conflict of Interest, Foundations, the Local Level, and State Politics; as noted in the syllabus

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.

Educational policy is the foundation for student understanding of historical and philosophical forces that have given rise to institutional forms of racism and sexism. In the Policy, Governance and Community Relations course (EDAD561), this learning is included to increase candidate understanding and commitment to creating successful and effective learning communities for all students. In addition, the school law course (EDAD564) includes a review of historical and philosophical perspectives related to legal implications of schooling.

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.
As this ‘theme’ of diversity/equity is woven into courses throughout the program, candidates have the opportunity learn about, reflect and discuss their own personal attitudes regarding marginalized populations. These opportunities for personal examination take place, not in a clinical or isolated setting, but as part of a much larger dynamic in each of the courses in the program. Coursework and fieldwork emphasize the importance of gaining perspective, knowledge, and challenge past assumptions while leading the candidate to new levels of understanding, compassion and leadership ability (EDAD505, EDAD564).

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.

Gender equity, as well as other issues of diversity, is a focal point during Candidate competencies and fieldwork activities. In addition several courses contain learning components directly related to this area: EDAD505, EDAD561, and EDAD566 all contain objectives for candidate learning related to gender understanding, contexts, and equity. Candidates examine their attitudes and expectations through a series of course activities including case study analysis, candidate presentations and instructor-led discussions.

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.

During Tier I coursework, candidates develop their capacity to evaluate student needs and provide effective instruction based on those student needs. In EDAD505 Instructional Leadership, candidates discuss appropriate instructional, curricular, and assessment practices within a standards-based environment. The use of data to inform instruction is emphasized with a focus on closing the achievement gap among student populations. In EDAD561 Governance, Policy and Community Relations course, candidates review and develop educational policies for learning equity, and full access for all students to educational resources. In EDAD563 Human Resource Administration, candidates learn effective supervisory techniques for teacher observation and conferencing to enhance student learning.

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

The legal and financial implications of serving special needs students are addressed in two courses in the program. School Law (EDAD564) and School Finance (EDAD565) focus on important aspects of serving diverse populations, including those with special needs. Candidates learn past and current case law
related to special education, as well as district budgeting and allocations of resources within a school district.
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.

The elements addressed in this standard are concentrated in several educational Leadership Program courses:

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<th>Relationship of Courses to the Standard</th>
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<td>administrative responsibility to nurture</td>
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(Note: Syllabi for all courses appear in the appendix to this document, and the Course Schedule outlines which CTC Standard is addressed in each week of the course.)

Historical and Philosophical Forces and Policy Decisions and Prevailing Practices

Courses in our program assist candidates to acquire a conceptual orientation concerning the principles of democratic education, both how it has evolved historically and philosophically and continues to evolve with societal changes. Course activities require candidates to analyze the impact of laws, policies, and legislation (local, state and national) on schooling. Democratic practices are inherent in the program’s cohort organization which allows candidates to dialogue/debate and reflect on the role of schooling in a democratic society. For examples see syllabi for EDAD503 Instructional Leadership, EDAD561 Policy,
Governance, and Community Relations, and EDAD564 School Law. Fieldwork activities allow candidates to directly experience schooling in a democratic setting as they deal with internal and external communities. These experiences allow candidates to enhance their ability to analyze situations, communicate, plan, and make decisions as they problem solve, manage, and lead in the school setting.

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

Candidates analyze and debate the purposes of schooling in a democratic society by reading, class discussions, and making individual and group class presentations as well as preparing individual and group papers related to topics associated with the role and responsibilities of the school in a democratic setting. Organizational processes and structures are reviewed and analyzed in EDAD503 Organizational Leadership. EDAD505 Instructional Leadership immerses candidates in experiential learning activities that highlight the role instructional leaders perform in promoting academic success. EDAD561 Policy, Governance, and Public Relations allows candidates to look in-depth at the political and philosophical roots that have shaped schooling as well as the interaction that takes place between schools and their internal and external communities. The Community Relations assignment specifically addresses 5a and the significance of “schooling in a democratic society” is a part of the reading and discussion in the following EDAD 561 class sessions: Political Players and Conflict of Interest, Foundations, Local Level, and, State Politics, The role of the school administrator to both lead and manage in the school setting, community relations, and relationships with community agencies as well as integrated approaches to providing services to children and families is presented in EDAD566 Leadership in the Public Schools.

The syllabus for the EDAD561 class indicates that 5(a) is addressed specifically in the third session of this class. Two reading sources focus on how schools are part of the democratic process. In particular Joel Spring is a very provocative author. His work spurs many class discussions on this topic. Of course, it is a general theme that threads through this course. A major portion of Classes 2-8 will discuss, debate, and articulate the purposes of schooling in democratic society as it is reflected in the readings and personal beliefs of candidates in the class. The Lutz and Merz text has a chapter “The Foundation of American Public Schools” which addresses the importance of schools in American democracy. One quote from the chapter illustrates this point, “After the Revolution, many Americans begin to believe that a public system of education was needed to build nationalism” (p. 15). Later in Chapter 3 they go on to say, “De Tocqueville places public education at the heart of democracy. He declares, 'It cannot be doubted that in the United States the instruction of the people powerfully contributes to the support of the democratic republic...’” (p. 38).
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.

The concept of diverse populations and how to identify and meet their needs is stranded through all of our program course work. The values and concerns of diverse communities and the involvement of the greater community are dealt with comprehensively in EDAD561 Policy, Governance and Community Relations and EDAD566 Leadership in the Public Schools. The former stresses the roles various groups have played and continue to play as our democratic society continues to evolve. In the latter candidates have an opportunity to develop and enhance their skills to identify and meet the needs of the diverse populations. In EDAD505 the leader's role in engaging parents and the larger community is a focus.

In the EDAD561 class candidate complete a Community Relations Assignment which specifically requires that they identify the values and concerns of diverse community members served by their school and how they would involve the diverse community members in school activities.

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.

Candidates are given opportunities to explore integrated service delivery through the interactions of schools, the school community, governmental agencies, and community agencies. Opportunities of this nature are received through direct activities related to such groups in the candidate’s fieldwork as well as in EDAD 566 Leadership in the Public Schools and EDAD561 Policy, Governance, and Community Relations. In EDAD566 readings, discussion, and presentations require the candidate to identify various groups and agencies that are involved or could be involved in meeting the needs of children and families in their respective schools. In EDAD561 community relations learning activities are designed to build an understanding of the values and concerns of both the internal and external communities and the importance of authentically involving these communities in the life of the 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.

EDAD 561 Public Policy, Governance, and Community relations enables candidates to look critically at the relationships that exist between federal, state and local policies and practices. They learn to recognize and evaluate the impact that policies and practices have at the various levels of education in ensuring a democratic education for all students. How these policies and practices have evolved and how they continue to evolve are also discussed and
debated in class. EDAD 564 School Law familiarizes candidates with federal, state, and local legal and regulator practices.
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.

Overview

The Tier I Educational Leadership Program at CSUF provides multiple opportunities in the curriculum for candidates to learn, practice, and reflect on their future roles as instructional leaders. Instructional Leadership (EDAD505) is a 4-unit course, the primary vehicle for focusing on instructional leadership, which candidates take during the first semester of the program. It immerses candidates in experiential learning activities that highlight the pivotal role that instructional leaders play in promoting students' academic success. Other courses develop the themes introduced in the first semester related to instructional leadership. In Human Resource Administration (EDAD563), candidates learn how to supervise teachers and practice the skills of instructional supervision by pre-conferencing, observing, and post-conferencing with a teacher. Candidates analyze video cases of teaching behaviors and recommend instructional improvements. In Fieldwork Supervision (EDAD567), candidates are required to complete 4 substantive fieldwork activities in the area of instructional leadership and these fieldwork activities are evaluated by their fieldwork mentors and their fieldwork supervisors. Several candidates elect to focus on instructional leadership topics in their Master's Projects (EDAD597) and their research activities in this area are supervised by faculty. Leadership in the Public Schools (EDAD566), a capstone course that candidates take at the end of the program, requires them to demonstrate their competencies as instructional leaders who have been working at their respective sites to improve instructional practices. Thus, the theme of instructional leadership is woven throughout the Educational Leadership Program.

Theoretical Framework of Instructional Leadership

The Instructional Leadership course, EDAD505, was constructed in accordance with multiple theoretical frameworks and research studies culled from the current professional literature. McEwan’s (2003) required text, *7 Steps to Effective Instructional Leadership*, directs candidates to several primary sources that frame the theoretical framework of instructional leadership. Sections of each chapter direct candidates to read these primary sources which are discussed as “Must Read Books”. For example, in Step One: Academic Standards,

Moreover, candidates are introduced to the research-based professional standards defining the field of instructional leadership, namely the ISSLC standards initiated by Murphy (1994). Candidates use these standards as a guide for monitoring and self-assessing their progress as developing administrators. They also assess their progress on California’s version of the ISSLC standards, the CPSEL’s which are also research based.

Candidates are required to give individual presentations in the EDAD505 course. In addition to resources cited in the McEwan text, candidates must locate additional resources pertaining to instructional leadership topics. Candidate presenters are required to post online and to distribute research articles that direct their peers to websites which contain useful resources. The syllabus provides a list of more than 50 “Supplemental Resources for Individual Presentations” that link candidates electronically to web-based resources aligned with weekly course topics.

Candidates are also introduced to the contemporary perspectives of various national and state school leadership professional organizations including the American Association of School Administrators, the Association of California School Administrators, the National Association of Elementary School Principals, and the National Association of Secondary School Principals. Links to the sites of these organizations are provided in the EDAD505 printed syllabus and replicated on the course website for “one click away” access. Thus, candidates are directed to more than 50 websites that provide them with information and resources that they incorporate into their presentations, papers, case studies, and class projects.

It is important to note that this program places value on educating candidates to become effective instructional leaders by taking into account recent recommendations offered by esteemed leaders in the field. Levine (2005), in a recent critique of educational leadership programs, *Educating School Leaders,*
urges program providers to reframe their educational leadership preparation programs to focus on student achievement. Most educational leadership programs “are disconnected from the needs of leaders and their schools” (Levine, 2005, p. 23). Levine cites a study that found 78% of school leaders agreed that instructional leadership was the second most valuable aspect of their graduate curriculum after school law. Thus, EDAD505 is in tune with this recommendation because it focuses on the “core business of schools—teaching and learning.” The course prepares candidates to be instructional leaders who view leadership through the lens of student learning. The program prepares candidates to establish high academic standards by monitoring the performance of all students including those from diverse backgrounds and those with special needs.

EDAD505 prepares school leaders to meet the unique needs of their diverse schools by becoming more sensitive and responsive to their cultural and community contexts. Aspiring school leaders in this program come to recognize that they are responsible for creating school cultures and climates conducive to learning. They apply what they have learned in EDAD505 in their Fieldwork courses by implementing instructional programs and policies that reflect educational equity and fairness. In EDAD566 candidates reflect on fairness and equity in discipline approaches (e.g. Curwin and Mendler, 1998) and how to create safe school cultures conducive to learning. Candidates are afforded multiple opportunities to reflect on their philosophy of instructional leadership and to share their personal attitudes about race, gender, and socio-economic status. They also learn about the protections afforded by law to reduce bias and implement programs, policies, and practices at their school sites to ensure educational equity for all members of the school community.

**EDAD505 Course Goals**

This course enables candidates to achieve partial fulfillment of the California Professional Educational Leadership Standards. (See the course syllabus for EDAD505 for a detailed listing of the course goals, 6a (1-5); 6b(1-6); 4(a), 4 (b), 4(d),4(e), 4(f), 4(g).

EDAD505 is also aligned with the ISSLC Standards 1 and 2. ISSLC Standard 1 requires each candidate to be “an educational leader who promotes the success of all students by facilitating the development, articulation, and stewardship of a vision of learning that is shared and supported by the school community.”

To operationalize these goals, candidates reflect on the injunctions of “Step 4: Communicate the Vision and Mission of Your School” in McEwan’s (2003), 7 Steps to Instructional Leadership. Candidates are challenged to identify the appropriate communication channels for disseminating the instructional vision and mission in their practice settings. They identify how electronic technologies are being used to generate dialogue about the vision by staff and students and they invent new strategies for communicating the instructional vision and mission.
to parents and the community at large. Candidates learn that being a visible presence in classrooms best demonstrates their stewardship of the instructional vision and mission.

ISSLC Standard 2 requires the student to be “an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth. To operationalize this goal, students are required to critically assess how the concepts presented by McEwan (2003) in 7 Steps to Instructional Leadership are being carried out at their respective school sites. Students write an “Instructional Leadership Analysis” paper which requires them to assess their instructional leaders. Leaders are evaluated in terms of their effectiveness in guiding instructional programs, establishing, implementing, and achieving academic standards, being instructional resources, creating school cultures and climates conducive to learning, setting high expectations for students and staff, developing teacher leaders, and establishing and maintaining positive relationships.

Formative and Summative Assessments

In EDAD505, candidates are assessed using both formative and summative methods consistent with Category III requirements. Assessments in this course are systematic and measure candidates’ performances authentically by evaluating them in the kinds of tasks that they would be expected to carry out in their future roles as instructional leaders. For example, every candidate is expected to prepare and present a Power Point slide show on an instructional leadership topic. Making presentations and facilitating the dialogues that follow presentations is an activity they will carry out repeatedly in their future roles as school leaders. Candidates are graded on this presentation according to how well they identified the key concepts or main ideas, how coherently and logically they organized information, and how relevant the information they presented was to instructional leadership by taking into account the complexity and highly variable nature of their respective practice settings. Formative feedback from instructors occurs at frequent intervals, not only at the end of the course. Grades given by the instructor on individual presentations, a leadership analysis paper, three case analyses, and the collaborative inquiry group projects are distributed at multiple points across the course. All assessments are fair in the sense that they align with the course objectives and the assessment criteria are discussed with candidates at the beginning of the course. Assessment rubrics for all graded assignments appear in written form and are disseminated in the course syllabus. Multiple measures, including assessments that grade discussions, papers, presentations, and group presentations, are employed and, therefore, respect the range of learning styles within the classroom. In EDAD505, all course instructors have demonstrated expertise in instructional leadership by virtue of their current job responsibilities or by virtue of their previously held instructional leadership positions as certificated directors of curriculum and instruction, assistant principals, principals, or school superintendents.
Standard 6(a) Shared Vision of Learning

<table>
<thead>
<tr>
<th>6(a)</th>
<th>Shared Vision of Learning</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6(a)(1)</td>
<td>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 reflective activities, and addresses the need for reflection across the program.</td>
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In EDAD 505, candidates are required to write a 10-12 page Instructional Leadership Analysis paper. As part of this assignment, candidates write a position statement reflecting their personal vision of instructional leadership as it relates to their school and district settings and demographics. Other reflective activities include: 1) reading and discussing weekly course topics that contribute to each candidate’s evolving philosophy of instructional leadership, 2) case study analyses that engage candidates in problem-based learning activities, and 3) collaborative inquiry group projects which involve ongoing cycles of action and reflection regarding the solution to a compelling instructional leadership problem or issue.

| 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. |

In EDAD505, candidates are required to research and discuss adult learning theory and the principles of adult learning in conjunction with the course topic “Preparing Teacher Leaders” framed in the McEwan text. Candidates learn that candidate learning is inherently tied to teacher learning. The quality of instruction is often a reflection of the teacher’s ability to teach subject matter, to use appropriate pedagogy to teach that subject matter, and to use an expanded repertoire of pedagogical skills in order to reach all learners. Thus, instructional leaders are prepared in EDAD505 to recognize the primacy of adult learning and to plan, design, develop, implement and evaluate professional development offerings being implemented in their respective workplace settings to ensure that professional development activities focus on student learning. Candidates are directed in the syllabus and on the course website to state-of-the-art staff development models provided by the National Staff Development Council (NSDC), the National Board for Professional Teaching Standards (NBPTS), and California’s Beginning Teacher Support and Assessment program (BTSA)

| 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. |

In EDAD505, candidates read and discuss Step One in the McEwan text which focuses on “Establishing, Implementing, and Achieving Academic Standards.”
Candidates identify, analyze, and evaluate academic standards being implemented at their schools across K-12 core subject areas including English Language literacy, mathematics, social studies and science content standards. Candidates share effective instructional leadership strategies resulting in higher student achievement in the core content areas. Candidates also study Step Five in McEwan’s text, “Setting High Expectations for Your Staff and Yourself.” Candidates identify effective instructional leadership practices for setting high expectations for themselves as organizational change agents and recommend how, through carefully planned observations and supervisory conferences, they can set high expectations for their teachers. Candidates also analyze the case study entitled, At Odds: Can Supervision and Evaluation Co-exist? They are challenged to create new approaches for setting high performance standards among staff to achieve an instructional vision. Candidates also share, via their collaborative inquiry group presentations, unique and inventive instructional leadership strategies being implemented at their respective schools for setting high standards such as SDAIE strategies, reciprocal teaching, and differentiated instruction. Candidates are provided with web-based instructional resources pertaining to standards-based instruction as listed below:

**Subject Area Standards-National Organizations**

Association of Supervision and Curriculum Development (ASCD)  
http://www.ascd.org

National Council of Teachers of English (NCTE)  
http://www.ncte.org

National Council for the Social Studies (NCSS)  
http://www.ncss.org

National Council of Teachers of Mathematics (NCTM)  
http://www.nctm.org

National Science Teachers Association (NSTA)  
http://nsta.org

**Curriculum Standards/Frameworks-California**

California’s Content Standards and Frameworks  
http://www.cde.ca.gov

Orange County Department of Education  
http://ocde.k12.ca.us

**Assessment and Accountability Systems**

Academic Performance Index (API)  
http://www.cde.ca.gov/ta/ac/ap/index.asp

Annual Yearly Progress (AYP/NCLB)  
http://www.sde.state.id.us/admin/ayp/default.asp

National Assessment of Educational Progress (NAEP)  
http://nces.ed.gov/nationsreportcard/
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.

In EDAD505, candidates engage in multiple and systematic opportunities to practice effective communication in both verbal and written forms. Effective communication skills are essential for instructional leaders because they bear responsibility for persuading others to support the instructional vision. Candidates are immersed in a variety of communicative activities throughout the course including critical discourse in whole class discussions where they inquire into ideas and concepts and advocate for their positions on issues in small group discussions. Candidates are required to give individual PowerPoint presentations pertaining to various instructional leadership topics and facilitate the ensuing dialogue. Candidates also analyze instructional leadership problems in three case studies and present their perspectives on each case during class which increases their ability to communicate complex ideas. They are assessed in their abilities as effective communicators using the rubric below:

**PRESENTATION ASSESSMENT RUBRIC**

<table>
<thead>
<tr>
<th>Question</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
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</thead>
<tbody>
<tr>
<td>Was your presentation comprehensive—did you discuss your topic in depth? (3 points)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How does the information you presented relate to the week’s topic—what connections are you making to the reading? (3 points)</td>
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<td></td>
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</tr>
<tr>
<td>What did you learn personally from preparing this presentation—how did it expand your professional perspective or philosophy of instructional leadership? (3 points)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What can you apply to your professional practice? (3 points)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What additional questions do you have about this topic and how it pertains to instructional leadership? (3 points)</td>
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</table>

In accordance with the topics covered in Step Four of McEwan’s text, “Communicate the Vision and Mission of Your School”, candidates identify and reflect on the techniques and strategies for enhancing communication at the building level: having an open-door policy, holding faculty meetings, using school bulletins and newsletters to disseminate information, participating in site-based curriculum councils and SIP meetings, meeting with other site administrators, department or grade level leaders, using school assemblies and
the school website to disseminate information. While these familiar venues are discussed, candidates are also challenged to devise alternative approaches for enhancing communication within their professional learning communities.

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.

In EDAD505, candidates learn and apply strategies for building consensus predominately through two experiential learning activities: (1) problem-based case study analysis and (2) collaborative inquiry.

Case Study Analysis

Candidates are required to read three problem-based learning case studies published by the University Council of Educational Administration Journal that reflect real life scenarios relevant to the 7 Steps of Instructional Leadership. Candidates are graded on their responses to the questions posed at the end of each case study. Case studies engage candidates in problem identification, problem analysis, consensus building, decision making, and the application of instructional leadership theory to practice.

Collaborative Inquiry Project

During this learning activity which spans approximately 10 weeks, candidates are assisted to identify and formulate compelling instructional leadership problems/issues occurring at their respective workplace settings. Then, in collaborative inquiry groups (action research teams of not less than three and not more than five members), groups seek solutions to the problems identified. In addition to the instructor’s facilitation, process guidelines for participating in a collaborative inquiry group are distributed at the beginning of the course including how to build consensus, resolve conflict, and make decisions. (See Guidelines for Participating in a Collaborative Inquiry Group and a Grading Rubric for a Collaborative Inquiry Group Presentation in the course syllabus.)

The collaborative inquiry process involves formulating a problem-based instructional leadership question, designing a group project intended to answer that question, collecting information from primary sources relevant to the question, sharing and valuing professional expertise regarding the question, seeking the advise of instructional leaders in relation to the question, and problem-solving a viable solution to the problem of practice through group dynamics involving consensus and conflict resolution. Collaborative inquiry activities span several class sessions in order to promote ongoing cycles of action and reflection.
Each collaborative inquiry group is responsible for interviewing an instructional leader at a school site to ascertain his or her perspective about the group’s instructional leadership question. Interview questions are developed by the group, structured to yield information about the inquiry question, and captured in an interview recorded in a short video clip or on digital photos embedded in a PowerPoint presentation for inclusion into the presentation. Each group is required to demonstrate media literacy skills by incorporating some form of technology (e.g. PowerPoint, videotape, multi-media) when presenting their project to the class.

Each inquiry group is required to present a 20-30 minute presentation to the class according to the course schedule. Each group is responsible for answering any follow-up questions posed by their peers or the instructor. Each group receives a group grade. The rationale for participating in a collaborative inquiry group is threefold: 1) presentations disseminate each group’s findings so others in the class can benefit from the new knowledge each group created about its instructional leadership problem/issue; 2) candidates learn the skills of collaboration, decision making, consensus building and conflict resolution; 3) candidates empower themselves as creative problem solvers, an essential skill for instructional leaders.

The collaborative inquiry process involves formulating a problem-based instructional leadership question, designing a group project intended to answer that question, collecting information from primary sources relevant to the question, sharing and valuing professional expertise regarding the question, seeking the advice of instructional leaders in relation to the question, and problem-solving to find a viable solution to the problem of practice through group dynamics involving consensus and conflict resolution. Collaborative inquiry activities span several class sessions in order to promote ongoing cycles of action and reflection.
Standard 6(b) Culture of Teaching and Learning

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.

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.

In EDAD505, candidates are required to write an Instructional Leadership Analysis paper according to a rubric asking them to assess how the designated state and district standards are being incorporated into the development and implementation of their local school district’s instructional programs. For example, a criterion for evaluating the leadership analysis paper includes submitting a paper that:

- Presents an analysis of the school and district profile reflecting current demographics using numbers and percentages describing the diversity of the population found in the school and in the district and compares the school demographics with the district demographics using charts or graphs.
- Attaches a copy of the district’s policy related to meeting the needs of diverse student populations and analyzes the district’s diversity policies or recommends language for writing a policy if none exists.
- Describes the instructional programs being implemented at the school site and the extent to which these programs are effective for raising the achievement of subgroups of students (e.g. English language learner programs, special education programs, gifted and talented programs, after school programs, etc).
- Communicates a personal vision of instructional leadership and explains a plan for implementing your vision to ensure that student and adult learning are placed at the center of your vision.
- Analyzes the instructional leadership practices according to McEwan’s 7 steps at your site. You provide sound recommendations for making improvements, where necessary using the structure below as a guideline.

(Note: Syllabi for all courses appear in the appendix to this document, and the Course Schedule outlines which CTC Standard is addressed in each week of the course.)
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.

In EDAD 505, candidates are required to be critical consumers of educational research in their individual presentations on an instructional leadership topic, in their written Instructional Analysis paper, and most emphatically through the action research they co-conduct as a group during their collaborative inquiry project. Candidates also are required to collect data from their site that reflects current curriculum, instruction, and assessment practices as the basis for analyzing whether the programs in their workplaces are effective. Data is analyzed and converted by the group into knowledge useful for making recommendations for improving instructional programs and for driving the design of new programs, for refining existing programs, and for driving the professional development of staff. Candidates are introduced to action research and its roots in critical theory which prepares them to address educational dilemmas associated educational practices that disenfranchise and alienate students, parents, and staff.

In EDAD597, Writing the Master's Degree Project, candidates learn research skills to become critical consumers of educational research related to instructional leadership by reading various educational leadership journals, books, and articles in the popular press. They become familiar with conducting library searches, both on the ground and online, for the purpose of researching instructional leadership topics. They use research and collect site-based data to design implement, support, evaluate and improve instructional programs and to drive the professional development of staff.

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.

In EDAD505, candidates study diversity in many of its manifestations—including learning styles (cognitive diversity), cultural diversity, racial diversity, socio-economic diversity, gender, academic diversity including special education and gifted education programs, and language diversity (ELL and ELD programs). Candidates explore current statistics related to diversity in education including websites such as Census Data Online, the National Clearinghouse for English Language Acquisition, and the Center for Multilingual and Multicultural Research.
In EDAD505 candidates are directed to online resources pertaining to the use of data which provides them with:

- information compiled by professional school leadership associations
- federal, state, regional and local government websites containing policies, curriculum content standards and frameworks
- databases related to assessment and accountability systems that measure instructional improvements at state and federal levels,
- links to seven regional educational laboratories
- research publications including online journals featuring articles and research about instructional leadership
- model schools programs at the national level
- the instructional needs of special education students
- the instructional needs of English language learners
- the instructional needs of students from low socio-economic populations
- gender and racial equity information.

In EDAD505, candidates discuss the uses of various electronic technologies for generating dialogue about the vision from staff and students such as school intranets and the Internet, software applications for school management, and software applications for teaching and learning. Candidates also brainstorm additional strategies for communicating the instructional vision and mission to parents and the community at large. Candidates are required to learn how to use multimedia in their individual Power Point presentations and in their collaborative inquiry presentations where the Power Points must contain digital photos and interviews with school administrators on video clips. In EDAD505, candidates collect and analyze local data from their school sites as a way of exploring instructional leadership questions. The EDAD505 website links them in one click to a wide array of educational databases such as:

- California’s Department of Education  
  http://www.cde.ca.gov/ds/

- Ed-Source (API Data)  
  http://www.edsorce.org

- ERIC Clearinghouse on Assessment and Evaluation  
  http://edresearch.org

- Center for Performance Assessment  
  http://makingstandardswork.com

- Ed DATA-Educational Data Partnership  
  http://www.ed-data.k12.ca.us
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.

In EDAD505, the candidate learns how to guide the ongoing and long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students. Candidates learn about the principles of andragogy (adult learning), investigate the practices and problems with clinical supervision taking into account teachers’ perceptions of supervisory practices, and the process of setting long and short term goals to develop the intellectual capital of all stakeholders.

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.

In EDAD 505, candidates engage in a collaborative inquiry project that immerses them in a problem-based, experiential, constructivist learning activity that requires them to identify, investigate, and propose a pragmatic solution to solving a site-based problem of instructional leadership through several cycles of action and reflection spanning a portion of eight class sessions. Collaborative inquiry groups are small action research groups of approximately 3-5 candidates who work together to collect data, interview real administrators about their jobs, and discuss solutions that advance student learning. Instructors distribute Guidelines for Participating in a Collaborative Inquiry Project at the outset of the course. This supplement to the syllabus provides candidates with suggestions for how to share leadership in the context of a small group and for how to arrive at decisions through consensual decision making. Additionally, since group work can be confrontational, candidates learn how to resolve conflict where necessary through group facilitation. Candidates present their project findings and during the course of designing the presentation, candidates must apply the skills of shared leadership, decision making, and conflict resolution in shaping the content of the 20-30 minute presentations. Understanding and practicing facilitation skills through this collaborative learning activity, prepares prospective leaders for the important task of engaging all members of the school community in the service of student learning.
Standard 6(c) Management of the School in 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.

The primary frame of reference of the Educational Leadership curriculum and instruction program is the learning needs of all students. The program focuses on the role of the school leader in promoting an effective school learning environment that is reflective of research and best practices. Emphasis is placed on the application of organization and management theory to the contemporary environments of diverse schools and communities. Candidates are exposed to a range of research regarding organizational theory, including, but not limited to, the works of Mintzberg (1979), Peters and Waterman (1982), Maslow (1954) and Simon (1996). Regarding management theory, candidates delve into the work of Drucker (1993), Senge (1994), Reeves (2004) and Bolman and Deal (1997), among others. Readings, discussions, class activities, and assessments require that candidates wrestle with the implications of organization structure and management in fostering effective schools where all students are well positioned to maximize their learning experience. This approach is evident in Educational Leadership courses such as Organizational Leadership (EDAD503), Leadership in Public Schools (EDAD566), and Instructional Leadership (EDAD505).

(Safe, effective, and caring experiences for all students in schools are the responsibility of all school staff. At the forefront of this reality is the quality of leadership exercised by school administrators. Thus, administrators must be much more than managers of an organization. They must be leaders who move the school, including its staff, students and parents, towards a greater sense of efficacy as they endeavor to enhance the mission and goals of the school. They must also be leaders who facilitate the success of the total school in a standards based curriculum and assessment environment.

An effective learning environment begins with the quality of service delivered by all staff at the school. To this end, school leaders must foster professional working relationships among all personnel. All faculty and staff, along with students, parents, and the school community, must perceive the school as a learning organization that openly accepts responsibility for student outcomes. The Human Resources Administration course (EDAD563) provides candidates with experiences that focus on the role of the school leader in building and
improving the professional learning environment. Candidates study, discuss, and practice methods for recruiting, mentoring and training staff, building teamwork, fostering professional development, and supporting classified and certificated staff. Emphasis is also placed on mentoring new school leaders to ensure their success and professional growth.

In the course of their work in EDAD563, candidates investigate the work of Townley, Schmieder, and Wehmeyer (2005), Dufour (1991) and others as they seek to develop a sound research base for practice. This effort is reinforced in EDAD503 (Organizational Leadership), EDAD566 (Leadership in Public Schools), and in the onsite practicum experiences of candidates completing requirements for EDAD567 (Fieldwork).

Probably one of the most demanding of tasks for all school leaders is the responsibility of evaluating faculty and staff. In the standards based curriculum and instruction setting, this task is a critical part of the larger school accountability process. Candidates in Educational Leadership are well aware that as school leaders the knowledge and skills needed to meet staff evaluation goals will be demanding. To ensure candidates are well positioned to meet such responsibilities they are engaged in learning experiences that provide a sound foundation for future practice. Candidates in EDAD563 and EDAD564 (School Law and Regulatory Process) study the legal parameters. In EDAD563 they are exposed to the procedures and practices related to conducting and building on staff evaluations to promote a professional learning environment. As part of the latter effort, candidates investigate the practices of diverse school districts and engage in mock evaluation activities. In fieldwork activities (EDAD567), candidates also experience the role of the school leader as both mentor, promoter of staff development, and evaluator of competence.

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.

The success of all staff is critical to the effective school environment. Educational Leadership courses stress the need for capacity building among all employees within a school and a school district. Just as the school organization celebrates the diversity of the students, parents and community, so too must it celebrate and promote the success of the diversity among the school staff. The Human Resources (EDAD563) and School Law (EDAD564) classes provide candidates with the legal and regulatory foundations for such practices. The Leadership in Public Schools (EDAD566), Organizational Leadership (EDAD503), and Policy, Governance, and Community Relations (EDAD561) classes provide candidates with methodology experiences aimed at equipping candidates to act effectively in promoting the success of the total school faculty and staff.
Data driven decision making is an often cited proverb. Equally proffered is the statement that schools are better now because they are subject to a comprehensive accountability system. However, the reality of practice finds many school leaders, and their constituent staff, ill equipped to engage in the mandates of such practices. EDAD510 (Introduction to Educational research) and EDAD505 (Instructional Leadership) are structured to provide candidates with the tools needed to effectively evaluate instructional programs and to design, implement, and assess responses to such an evaluation (Appendix 7 Project Guidelines). Candidates in EDAD510 investigate qualitative, quantitative, and action research methods that can be used by school leaders. As part of this process, they read and discuss selected journal articles that illustrate a variety of approaches that include descriptive, correlation, survey, inferential, experimental, quasi-experimental, casual comparative, observation and interview methods. Among the works studied are those by Pyrczak (2003), Lynn (1999), Patten (2004) and Dretzke (2005). In EDAD505, using the work of McEwan (2003) and DuFour and Eaker (1998), among others, candidates are exposed to theories regarding the value and use of evaluation and assessment methods in program improvement.

Successful integration of evaluation theory into school administrative practices requires one to engage a wide range of leadership and management knowledge and skills. Candidates in the Educational Leadership program are exposed to the appropriate methods for accomplishing this in both the EDAD510 (Introduction to Educational Research) and EDAD597 (Project) classes. In preparing candidates to successfully meet the expectations of the Master's project, candidates study journal articles and research focused on improving school organizations (Lyne, 2006). Meeting the requirements of fieldwork (EDAD567) means candidates also must fine tune communication, problem-solving, organization, and collaborative decision-making skills. Through these experiences candidates see that program evaluation leadership depends on communication and interpersonal skills that make it possible to translate findings into constructive action.

Also, the candidate’s own master’s project is an application of the requisite skills. Candidates must identify a problem worth investigation, develop appropriate methods for study, gather data, analyze the data, develop findings, and synthesize the findings into conclusions and appropriate courses of action.
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.

As Drucker noted many times, effective leadership depends on effective management of one's personal qualities. Candidates in the Instructional Leadership (EDAD 505) and Leadership in Public Schools (EDAD 566) courses study and practice the skills of self management in leadership. The contemporary school administration environment requires such skills if the candidate is to be successful. Candidates draw on the work of McEwan (2003) and Ubben, Hughes, and Norris (2007) and others as they discuss and practice developing school program goals and objectives in a collaborative environment. California school improvement plans require just such skills. In EDAD 505 candidates engage in collaborative activities and assessments patterned after applicable research.

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.

In both the EDAD 561 (Policy, Governance, Community Relations) and EDAD 564 (School Law and Regulatory Process) courses candidates develop a working understanding of the role of state and federal laws and regulations, court decisions, school district policy, and ethics in promoting the welfare of all parts of the school environment. Through case studies, candidates are exposed to the application of laws and regulations in diverse settings. Investigation of existing examples of school board policy manuals provides insight into the role and responsibilities of local governing agencies. The use of news media and journal articles help to illustrate both failures and best practices related to school and district efforts to serve the needs of students, faculty, staff, parents, and community.

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.

Confidentiality in matters related to students, faculty, staff, parents and others is critical to the credibility of educational leaders. This responsibility is addressed repeatedly in Educational Leadership courses. The Law (EDAD 564) and Human Resource Administration (EDAD 563) curricula stress the legal and ethical aspects of this expectation. In addition, the Introduction to Educational Research (EDAD 510) course addresses the issue in the form of the legal and ethical requirements related to human subject studies. As part of the fieldwork requirements for the program (EDAD 567), candidates are steered towards being involved in observing student discipline and suspension meetings, participating in
Individual Educational Planning (IEP) meetings, Student Intervention Team (SIT) meetings, and other activities that carry confidentiality expectations.

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.

Failure to effectively manage student behavior issues is a major reason for the failure of many new administrators. To assist candidates in successfully transitioning into school leadership positions the Educational Leadership program seeks to ensure that candidates are well versed in the applicable laws, theories, and best practices. The legal and ethical aspects of this training are established in the School Law and Regulatory Process (EDAD564) experience where candidates look closely at provisions in the California Education Code and discuss the implication of the law for the practicing administrator. In addition, candidates look at applicable case studies and the corresponding court decisions. As a rule, the legal requirements of the Education Code, along with the experience of a school district, are reflected in the Board Policies of a school district. The implications of policy for the school administrator are born out in the curricula of the Policy, Governance, and Community Relations (EDAD561) course. In the EDAD566 experience, candidates interact with practicing administrators who share the methods used to manage and monitor student behavior.

The concept of effective informed decision making and management in schools is rooted in the belief that it is possible to align fiscal, human and material resources with the goals of the curriculum and instruction program. However, in the face of fiscal and human resource issues, it is not uncommon for student learning issues to take a back seat when it comes to decision making. To ensure that such shortcomings do not happen, schools often develop a plan with goals and objectives that provide direction for making decisions about how best to use resources. In an effort to promote equitable alignment of all resources in support of learning for all students, the Educational Leadership program stresses the integration of multiple leadership and management planning methods in EDAD505 (Instructional Leadership), EDAD566 (Leadership in Public Schools), EDAD563 (Human Resource Administration), and EDAD564 (School Law and Regulatory Process) courses. In these courses candidates are involved in activities such as interviewing practicing administrators to determine how such administrators keep student learning at the forefront of their decision making. Experienced administrators are also called on to share collaborative planning, goal setting, and evaluation methods used to promote alignment equity. Candidates are also exposed to the work of practitioners and researchers who have promoted methods of efficacious school planning.
Standard 6 (d) Working with Diverse Families and Communities

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.

The theme of diversity/equity is woven into courses throughout the program and candidates have an opportunity to learn about, reflect and discuss their own personal attitudes regarding diversified populations. These opportunities for personal examination take place, not in a clinical or isolated place, but as a part of a much larger dynamic in each of the courses in the program. Coursework and fieldwork emphasize the importance of gaining perspective, knowledge, sensitivity, and challenges past assumptions while leading candidates to new levels of understanding, compassion, and leadership ability for serving diversified population. (Note: Syllabi for all courses appear in the appendix to this document, and the Course Schedule outlines which CTC Standard is addressed in each week of the course.)

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.

EDAD566 Leadership in the Public Schools through reading, discussions, and written assignments provides an opportunity for candidates to learn how to incorporate family and community expectations and needs in school decision-making and activities and programs. EDAD567 Fieldwork enables the candidates to experience how to incorporate family and community expectations into school decision-making and school activities.

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.

EDAD566 Leadership in Public Schools and EDAD561 Policy, Governance, and Community Relations trains candidates how to collaborate to establish and sustain links between the school and the larger community to promote equitable access and services for all students and groups of students, teachers, families, and the school community. Reading and assignments in these two courses as well as EDAD 567 Fieldwork focuses on inclusion of internal and external communities in the planning, implementing and assessment of such partnerships.
In EDAD566 Leadership in the Public Schools candidates learn to recognize and respect the goals and aspirations of diverse families and community groups, treat families with fairness and respect and facilitate their authentic inclusions and involvement in school activities and parent education opportunities. EDAD567 Fieldwork enables the candidates to understand and experience how to incorporate family involvement and parent education activities that support students’ success.

EDAD566 Leadership in the Public Schools provides candidates with the opportunity to learn how to meaningfully communicate information about the school on a regular and predictable basis through a variety of media and modes. EDAD567 Fieldwork enables the candidates to experience how to communicate information about the school on a regular and predictable basis through a variety of media and modes.

EDAD561 Policy, Governance and Community Relations and EDAD566 Leadership in the Public Schools address the importance of providing accurate and meaningful communication with internal and external communities. A variety of communication methods are reviewed as well as resources that can be used to meet diversified language needs particularly when communicating with families whose primary language is not English. EDAD567 Fieldwork enables the candidates to experience and learn about appropriate resources and strategies for addressing language diversity in schools with particular emphasis on the responsibility to communicate to families whose primary language is a language other than English.

Assignments and discussions in EDAD561 Policy, Governance, and Community Relations and EDAD566 Leadership in the Public Schools require candidates to
reflect on critically think about their personal attitudes and beliefs governing their actions and treatment of diverse populations. Candidates are also asked reflect on how their attitudes and beliefs govern their actions to support or diminish the goal to ensure that all students receive equitable access to education. In EDAD567 Fieldwork, the theme of diversity/equity is woven into courses throughout the program and candidates have an opportunity to learn about, reflect and discuss their own personal attitudes regarding diversified populations. These opportunities for personal examination take place, not in a clinical or isolated place, but as a part of a much larger dynamic in each of the courses in the program. Coursework and fieldwork emphasize the importance of gaining perspective, knowledge, sensitivity, and challenges past assumptions while leading candidates to new levels of understanding, compassion, and leadership ability for serving diversified population. Gender equity, as well as other issues effecting diverse population, is a focal point of fieldwork activities.
Standard 6(e) Personal Ethics and Leadership Capacity

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.

The “Mission Statement” and “Goals” for the Educational Leadership Department speak to a commitment to develop in program candidates the knowledge and skills needed to be effective school leaders. Effective school leadership suggests a scope of talent that extends well beyond what is needed to simply manage a school. Specifically, the Educational Leadership curricula are focused on facilitating the candidate’s working knowledge of leadership skills as they are reflected in planning, improving instruction, guiding the school organization, meeting legal and statutory requirements, and building collaborative relationships with faculty, parents and community. Engendering in candidates a sense of efficacy rooted in high standards and ethical values is an essential part of this process if future school leaders are to have credibility. To assist the candidate in this endeavor, Educational Leadership coursework is designed to bridge theory and practice through diversified literature, class discussions, collaborative activities, situational analysis, and practical experiences. Candidate assessment is often tied to problem solving, situational role playing, and school site interaction activities.

Of course it is not enough to just foster knowledge and skills in candidates if they are to lead with a sense of efficacy. They must also approach leadership with a mindset that values research, best practices, a sense of what is right and wrong, and a commitment to reflective thinking. Such a mindset evolves in the shadow of personal qualities. It is important that candidates see leadership as a learning process throughout their careers. (Note: Syllabi for all courses appear in the appendix to this document, and the Course Schedule outlines which CTC Standard is addressed in each week of the course.)

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.

Learning experiences rooted in the reality of administering and leading in schools is a goal of every Educational Leadership course. As it relates to building decision-making, problem-solving, change agent, planning, conflict management,
and evaluation skills, candidates are confronted with specific experiences in such classes as Organizational Leadership (EDAD503), Leadership in Public Schools (EDAD566), and Instructional Leadership (EDAD505). Organization leadership theory and practice concepts are accessed through the reading and discussion of a wide variety of works, including Deal and Kennedy (2000), DuFour and Eaker (1998), Senge (1990) and Chance and Chance (2002). Research and practices related to leadership and interpersonal skills are investigated using the work of Reeves (2004). The critical areas of curriculum, instruction and evaluation leadership are studied from a wide variety of perspectives including, but not limited to, the work of McEwan (2003), DuFour and Eaker (1998), and Reeves (2004).

In addition to the classroom guided experiences, candidates are steered towards practical application activities within the context of their fieldwork (EDAD567). Candidate fieldwork activities are reviewed to ensure that experience is rooted in settings and situations that best reflect the CTC standards. Candidates work with school/district mentors to successfully meet the intent of approved fieldwork plans.

| 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. |

The Educational Leadership Department has regularly reviewed program goals and courses to ensure that the instructional leadership theme is in evidence throughout the curricula. A critical component in instructional leadership is the ability of the school leader to draw on personal and professional knowledge and skills in communicating decisions emanating from relevant data, research and best practices.

Introduction to Educational Research (EDAD510) focuses on the value and methods of education research. Candidates develop and apply quantitative and qualitative skills to the process of identifying educational problems, researching relevant literature, conducting appropriate data gathering activities, analyzing data, developing findings, and drawing conclusions about the implications of such findings. These processes are translated into practical applications for candidates as they complete research projects (EDAD597). In almost every case, the candidate must work closely with his/her local school/district to complete the project. In the Instructional Leadership course (EDAD505), activities include extensive investigation of action research methods related to the school leader as a change agent in moving a school towards improved student performance.

| 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. |
The leader as cheerleader is a requirement in the modern school environment. However, the skill of encouraging and promoting the success of all is not a mere matter of platitudes and speeches. The ability to move others towards improved performance requires the building and honing of interpersonal skills that are adaptable to one-on-one and group situations. Although there is a long list of social and personal skills related to the art of motivating others, the process begins with a leader’s commitment to a belief that he/she, as a leader, can in fact accomplish such a task. This sense of efficacy is critical if the school leader is to do justice to the needs of a wide range of clients – students, teachers, classified staff, parents and community members.

Candidates in Organizational Leadership (EDAD503) investigate the relationship between organizational structures and leadership within a school environment. Classical, social, and contingency theories are studied as they relate to the interpersonal relations of those who make up an organization. The work of Chance and Chance (2002), Mintzberg (1999), Smith 2005), Wheatley (1999) and Drucker (2000) among others, are discussed in an effort to understand how organization, management, and leadership are intertwined when it comes to promoting employee effectiveness and student performance. The significance of promoting professional learning environments is studied. The implications of the management-leadership matrix of Reeves (2003) are studied as a strategy for developing an understanding of one’s leadership strengths and needs. In Instructional Leadership (EDAD505) candidates look closely at the work of those who have promoted professional learning environments and effective instructional leadership methods. Drawing on these sources, candidates develop plans to address identifiable instructional needs at their schools. These plans must include data that support the need, methods of communicating the need, and options for collaborative involvement of staff in finding solutions to the identifiable issues. In Leadership in Public Schools (EDAD566), candidates investigate the complexities of school management in an environment dominated by politics and policies. Here candidates work with the planning and goal setting strategies of Ubben, Hughes and Norris (2007) in an effort to hone their knowledge and skills regarding leading others towards successful change and reform.

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.

Integrated into all phases of the Educational Leadership program is the requirement that candidates be proficient users of computer technology. To a great degree, the Department models technology use through the use of online interactions with candidates. Blackboard, a course management system, is used to post information and track candidate performance in most courses. In addition, the Department uses the CSUF student portal for electronic publishing of the monthly newsletter for all candidates. The portal is also used to post need-to-know announcements. Individual instructors also use Email and web sites to
communicate with candidates. In the Project Supervision courses (EDAD597),
candidate work is often reviewed and the “Track Changes” provision of Microsoft
Word is used to communicate with candidates. Instructors draw on the Smart
Classroom capabilities of CSUF to provide instruction using computer
technology.

All courses require candidates to access resources on the Internet. Introduction
to Educational Research (EDAD510) and Project Supervision (EDAD597)
candidates are provided guidance in using Internet sources to investigate the
research literature related to their project topic. In addition, these candidates
learn how to use Excel to conduct data analysis. All assignments turned in by
candidates require the use of word processing skills and many require the use of
PowerPoint.
Standard 6(f) Political, Social, Economic, Legal and Cultural Understanding

Political, Social, Economic, Legal and Cultural Understanding. The program provides an opportunity for the candidate to learn about political, societal, economic, legal and cultural influences on schools. By augmenting the candidate’s knowledge of these interconnections, the program develops the candidate’s ability 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.

A constellation of four courses address the elements in this standard. In addition, every candidate has to show evidence of competence in this standard as the culminating activity for fieldwork which takes place in the EDAD566, Leadership in Public Schools course.

<table>
<thead>
<tr>
<th>Connection of Courses to Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presented in course</td>
</tr>
<tr>
<td>----------------------------------</td>
</tr>
<tr>
<td>Political</td>
</tr>
<tr>
<td>EdAd561 Policy, Governance, Community Relations</td>
</tr>
<tr>
<td>Societal</td>
</tr>
<tr>
<td>EdAd561 Policy, Governance, Community Relations</td>
</tr>
<tr>
<td>Economic</td>
</tr>
<tr>
<td>EdAd565 School Finance</td>
</tr>
<tr>
<td>Legal</td>
</tr>
<tr>
<td>EdAd564 School Law and Regulatory Process</td>
</tr>
<tr>
<td>Cultural</td>
</tr>
<tr>
<td>EdAd505 Instructional Leadership</td>
</tr>
</tbody>
</table>

(Note: Syllabi for all courses appear in the appendix to this document, and the Course Schedule outlines which CTC Standard is addressed in each week of the course.)

Team Leadership and Working Collaboratively

Most courses in our program require that candidates work on group projects. For examples see the syllabi for EDAD564 and 565. This rubric is provided to faculty to guide and assess these group activities.

Similarly fieldwork activities require candidates to work with colleagues at their fieldwork sites. The cohort structure of our program where candidates stay together as a group throughout the five-terms of the program fosters teamwork and a collaborative environment.
### Collaboration Rubric

<table>
<thead>
<tr>
<th></th>
<th>Exemplary</th>
<th>Accomplished</th>
<th>Developing</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTRIBUTE Research &amp; gather information</td>
<td>Collects a great deal of information related to topic</td>
<td>Collects some basic information—most relates to topic</td>
<td>Collects very little information</td>
<td>Does not collect any information related to the topic</td>
</tr>
<tr>
<td>Share information</td>
<td>Relays a great deal of information on the topic</td>
<td>Relays some basic information on the topic</td>
<td>Relays very little information</td>
<td>Does not relay any information</td>
</tr>
<tr>
<td>Be punctual</td>
<td>Meets all deadlines, attends all meetings on time</td>
<td>Meets most deadlines and attends most meetings on time</td>
<td>Meets some deadlines and attends some parts of meetings</td>
<td>“Dime short and dollar late”</td>
</tr>
<tr>
<td>TAKE RESPONSIBILITY Fulfill expectations of peers</td>
<td>Meets all expectations of peers</td>
<td>Does most of what is expected/planned</td>
<td>Does some of what is expected/planned</td>
<td>“Not on the team bus”</td>
</tr>
<tr>
<td>Share equally</td>
<td>Always does the assigned work without being reminded</td>
<td>Usually does the assigned work—rarely needs reminding</td>
<td>Sometimes does assigned work—sometimes needs reminding</td>
<td>Always relies on others to do the work</td>
</tr>
<tr>
<td>VALUE OTHERS’ VIEWPOINTS Listen to others</td>
<td>Listens and speaks a fair amount</td>
<td>Listens, but sometimes talks too much or not enough</td>
<td>Usually doing most of the talking—rarely allows others to speak</td>
<td>Does not listen, always speaking</td>
</tr>
<tr>
<td>Cooperate with teammates</td>
<td>Never argues</td>
<td>Rarely argues</td>
<td>Sometimes argues</td>
<td>Usually argues</td>
</tr>
<tr>
<td>Make fair decisions</td>
<td>Always helps the team to reach a fair decision</td>
<td>Usually considers all views</td>
<td>Often sides with one side instead of considering all views</td>
<td>Wants to have things their way</td>
</tr>
<tr>
<td>HELPS THE GROUP EXPLORE IDEAS</td>
<td>Suggests alternative ideas and ways to look at issues</td>
<td>Is willing to consider alternative ideas and views</td>
<td>Will listen to alternatives, but wants to do it one way only</td>
<td>“My way or the highway”</td>
</tr>
</tbody>
</table>

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.

Candidates learn about the responsibilities of the various levels of government (federal, state and local) in the EDAD561 course. The EDAD564 course stresses the need to follow statues, regulations, and contractual agreements. The importance of proper administration of employee contract is covered in the EDAD563, Human Resource course.

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.

The EDAD561 course addresses the governmental context and an assignment in the course requires candidates to track the development and implementation of a policy and its influence on the school sites.

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.
These issues are addressed in the courses where candidates engage in discussions and seek solutions through understanding of reading assignments and sharing information about their sites. Additionally, these issues are addressed in the fieldwork candidates conduct with their mentors.

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>meeting needs of students with disabilities</td>
<td>EDAD505, 564</td>
</tr>
<tr>
<td>meeting the needs of staff with disabilities</td>
<td>EDAD564, 563</td>
</tr>
<tr>
<td>evaluating employees</td>
<td>EDAD564</td>
</tr>
<tr>
<td>providing appropriate services...to English learners</td>
<td>EDAD505, 566</td>
</tr>
<tr>
<td>ensuring school safety</td>
<td>EDAD564, 566</td>
</tr>
<tr>
<td>student behavior programs</td>
<td>EDAD564, 566</td>
</tr>
<tr>
<td>addressing harassment</td>
<td>EDAD563, 564</td>
</tr>
</tbody>
</table>

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.

In the EDAD565 School Finance course candidates learn about the finance system as it exists now in California. While the State Supreme Court and the legislature may have declared that there is an equitable distribution of resources, this proposition is critically analyzed in the course. The foundations of equity as a legal concept are addressed in the EDAD564 school law course.

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.

These opportunities are provided in fieldwork and in courses. School environment is a focus in EDAD566 Leadership in Public Schools. The impact of diverse community and constituent groups is a focus in the EDAD561-Governance course. Development of constructive dialogue about improving student learning is a focus of the EDAD505 Instructional Leadership Course.
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.

In our program of administrator preparation, candidates participate in significant field-based experiences that span a period of five terms, beginning with Semester 1 and concluding in the final semester when they submit the accumulated evidence of their fieldwork experiences and critique how these experiences facilitated their application of theoretical concepts to practical settings. This timeframe supports candidate involvement in both short day-to-day administrative experiences and “longer-term” projects where candidates have major responsibilities. Essentially, the fieldwork experience is designed to promote development of “reflective practitioners” who can apply theoretical concepts to make informed decisions and choices when carrying out their specific job responsibilities.

Candidates are assisted by their university supervisors and on-site mentors in the identification of specific fieldwork experiences that will expand their leadership and administrative experiences in accordance with each of the CTCC Standards of Competence. The Fieldwork Handbook identifies the criteria for selecting appropriate fieldwork activities, how competency is determined and evaluated, and outlines the responsibilities of the candidate, university supervisor, and mentor.

The Educational Leadership Department’s Mentor and Student Handbook: Fieldwork and Candidate Competence for the EDAD567 course is co-authored by full-time faculty who work directly with fieldwork candidates. The Fieldwork Handbook is revised annually to reflect changes and refinements made to the program based on candidates’ and faculty feedback. The handbook was most recently revised in July 2007.

Generally referred to as the “Fieldwork Handbook,” this document is posted online in a password-protected website as described below:

How to Access the Department Web Site for Fieldwork Handbook

http://ed.fullerton.edu/edleadcandidates/
Username: edlead
Password: Learn@Fullerton
Fieldwork experiences span the length of the program and the planning, monitoring, and evaluation process are organized in three, 1-unit courses of EDAD567. The handbook provides a semester by semester guide for the planning, implementation, and documentation of fieldwork activities. The handbook on the web site includes downloadable forms which candidates complete and submit each semester. Each form and its purpose are listed below.

**EDAD 567: Fieldwork Forms and Documentation**

<table>
<thead>
<tr>
<th>Form A: Application to Enroll in Fieldwork in Educational Leadership</th>
<th>Purpose</th>
<th>When Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal application that includes the setting (including diversity) and mentor</td>
<td>Semester 1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Qualifications of Mentor Form</th>
<th>Verification of mentor qualifications and experience</th>
<th>Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form B: Fieldwork Plan</td>
<td>Identification of fieldwork activities to span two years. Each of 7 standards and the benchmarks must be addressed</td>
<td>Semester 1 with revisions as needed; Mentors sign off on activities completed</td>
</tr>
<tr>
<td>Form C: Student Progress Report</td>
<td>To check on progress candidates identify activities completed and “in progress”</td>
<td>Submitted 9th week of each semester of EDAD567</td>
</tr>
<tr>
<td>Form D: Student Evaluation</td>
<td>To encourage reflection on how fieldwork activities have improved their professional preparation</td>
<td>Due 14th Week of each semester of EDAD567</td>
</tr>
<tr>
<td>Form E: Mentor Evaluation</td>
<td>To identify areas of relative strength and need</td>
<td>Due 14th Week of each semester of EDAD567</td>
</tr>
<tr>
<td>Mid-Point Evaluation</td>
<td>Mid-point assessment of student progress in completing fieldwork</td>
<td>Completed at midpoint in program when candidates enroll in EDAD564</td>
</tr>
<tr>
<td>Evidence of Competence Coversheet(s)</td>
<td>Culminating activity documenting competency in each CTCC Standard</td>
<td>Semester 5</td>
</tr>
</tbody>
</table>
The compilation of these forms over the course of candidates’ enrollment, document the scope and depth of each candidate’s field-based experiences and are a valuable tool for monitoring candidate progress.

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

In order to ensure that field experiences relate closely to the job requirements of administrators, each candidate’s fieldwork plan must be approved by both the university supervisor and the on-site mentor. Typically, the Form B Fieldwork Plan is revised at least once at the onset of the program in response to instructor and mentor feedback. Sample activities include playing a leadership role on school site councils, assuming “teacher on special assignment” positions, working in quasi-administrative capacities as assistants to building principals during summer school, assuming responsibility for a significant school project or event. A key expectation is that candidates will design fieldwork experiences that extend beyond their current job assignments and expectations as classroom teachers. In collaboration with their respective mentors who are typically the principals at their sites, candidates take on “real life” administrative activities typically performed by administrators. Emphasis is placed on leadership development through authentic fieldwork activities, not on teacher development. Also, candidates are encouraged to participate with their mentors in visionary leadership activities through fieldwork, not just management-oriented tasks.

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

Through EDAD567 Fieldwork courses, candidates learn to reconcile the propositional knowledge that they acquire in coursework (knowing what) with the procedural knowledge (knowing how) that they experience through fieldwork. Fieldwork activities serve to integrate theory, research, and practice. Linkages are also promoted by aligning fieldwork course requirements with the content of course in a reciprocal fashion to promote cycles of action and reflection. Within each course, instructors identify the kinds of activities that will strengthen candidates’ experience and preparation. For example, candidates taking School Law are encouraged to undertake fieldwork experiences that relate to the management of legal issues in school settings. Candidates taking School Finance are encouraged to undertake field experiences that pertain to budgeting, ordering, or defending fiscal spending. Candidates taking Human Resources are encouraged to become involved in the hiring process. The linkage between CSUF courses and CTC Standards are included in the Fieldwork Handbook.

The following table identifies the linkage between specific courses and fieldwork. This table is on page 9 of the Fieldwork Handbook.
### Linkage Between Fieldwork and Courses

<table>
<thead>
<tr>
<th>CTC STANDARDS</th>
<th>CSUF COURSES THAT COVER THE STANDARDS</th>
<th>Fall Semester Start</th>
<th>Spring Semester Start</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Vision of Learning</td>
<td>505 Instructional Leadership</td>
<td>1st Fall</td>
<td>1st Spr</td>
</tr>
<tr>
<td>10 Vision of Learning</td>
<td>566 Leadership in Public Schools</td>
<td>2nd Spring</td>
<td>2nd Summer</td>
</tr>
<tr>
<td>11 Student Learning and Professional Growth</td>
<td>505 Instructional Leadership</td>
<td>1st Fall</td>
<td>1st Spr</td>
</tr>
<tr>
<td>11 Student Learning and Professional Growth</td>
<td>510 Research Design</td>
<td>1st Spring</td>
<td>1st Fall</td>
</tr>
<tr>
<td>11 Student Learning and Professional Growth</td>
<td>563 Human Resources Admin.</td>
<td>2nd Fall</td>
<td>2nd Spring</td>
</tr>
<tr>
<td>12 Organizational Management For Student Learning</td>
<td>563 Human Resources Admin.</td>
<td>2nd Fall</td>
<td>2nd Spring</td>
</tr>
<tr>
<td>12 Organizational Management For Student Learning</td>
<td>564 School Law</td>
<td>2nd Fall</td>
<td>2nd Spring</td>
</tr>
<tr>
<td>12 Organizational Management For Student Learning</td>
<td>566 Leadership of Public Schools</td>
<td>2nd Spring</td>
<td>2nd Sum</td>
</tr>
<tr>
<td>13 Working with Diverse Families and Communities</td>
<td>561 Policy, Governance, Comm. Relations.</td>
<td>1st Sum</td>
<td>1st Sum</td>
</tr>
<tr>
<td>13 Working with Diverse Families and Communities</td>
<td>566 Leadership of Public Schools</td>
<td>2nd Spring</td>
<td>2nd Sum</td>
</tr>
<tr>
<td>14 Personal Ethics and Leadership Capacity</td>
<td>503 Organizational Leadership</td>
<td>1st Spring</td>
<td>1st Sum</td>
</tr>
<tr>
<td>14 Personal Ethics and Leadership Capacity</td>
<td>510 Intro. Educational Research</td>
<td>1st Spring</td>
<td>1st Fall</td>
</tr>
<tr>
<td>15 Political, Social, Economic, Legal and Cultural Understanding</td>
<td>503 Organizational Leadership</td>
<td>1st Spring</td>
<td>1st Sum</td>
</tr>
<tr>
<td>15 Political, Social, Economic, Legal and Cultural Understanding</td>
<td>561 Policy, Governance, Comm. Relations.</td>
<td>1st Sum</td>
<td>1st Sum</td>
</tr>
<tr>
<td>15 Political, Social, Economic, Legal and Cultural Understanding</td>
<td>564 School Law</td>
<td>2nd Fall</td>
<td>2nd Spr</td>
</tr>
<tr>
<td>15 Political, Social, Economic, Legal and Cultural Understanding</td>
<td>565 School Finance</td>
<td>1st Sum</td>
<td>1st Fall</td>
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Candidates understand that not meeting timelines will be reflected in how their performance assessments of fieldwork are evaluated. Candidates can be assessed as excellent, good, or average. Key dates and grading guidelines for fieldwork are published in all EDAD567 syllabi.

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.

In order to ensure appropriate on-site direction, each candidate’s field experiences are supervised by an on-site mentor. Candidates solicit mentors at the school site, frequently seeking out the advice of educational leadership faculty regarding which administrator to approach to mentor them. Mentors are
fully certified, working administrators with at least three years experience. Mentors are required to provide the department with the Qualifications of Fieldwork Mentor Form substantiating their professional qualifications including academic preparation and building-level administrative experience and ongoing professional development activities to ensure they are qualified to mentor a Preliminary Credential candidate.

Candidates meet with their mentors regularly, and mentors evaluate candidate progress in skills during each semester of EDAD567 (Form E). It is the responsibility of the on-site mentor to assist candidates to select appropriate and challenging administrative activities and tasks and to coach and monitor the progress of the candidate. Mentors are expected to ‘open doors’ for candidates and facilitate their access to meaningful administrative experiences. They must be willing to monitor candidates’ progress. The mentor may seek assistance from the university field supervisor or cohort leader when warranted.

In addition to providing a current Handbook to each mentor, the Orientation to Fieldwork web-based PowerPoint with audio clips was created by educational leadership faculty and provides an overview of fieldwork activities. Candidates review the PowerPoint with their mentors. This makes fieldwork expectations “come alive” by appealing to visual and auditory learners and by further reinforcing the textual material included in the handbook. Mentors submit a form to the department chair indicating that they have viewed the PowerPoint with the candidate and discussed its contents with the candidate should questions arise.

During the first fieldwork class EDAD567, candidates develop a Fieldwork Plan (Form B) where they outline what they wish to accomplish in Fieldwork with the approval of their mentor. In cases where conflicts arise between candidates and mentors, educational leadership staff may intervene to identify a more hospitable arrangement by switching mentors. In addition to full-time educational leadership faculty, part-time faculty also supervise fieldwork candidates.

Fieldwork is a collaborative process involving the department chair who organizes the program and oversees the activities of faculty, candidates, and on-site mentors who are school district personnel. Full-time faculty serve as Cohort Leaders who provide additional support to candidates and make themselves available to meet with cohort groups and provide guidance and direction in fieldwork on an “as needed” basis.

Program evaluation of fieldwork is accomplished during regularly scheduled bi-monthly department meetings. Monthly notices in the department newsletter serve as reminders to candidates to complete fieldwork activities at regular intervals according to the fieldwork sequence of courses. Candidates are prompted to submit fieldwork forms A-B-C-D-E in a timely manner so their progress can be tracked. File folders for each candidate are housed in the
Educational Leadership Department’s office and labels on the cover of each candidate’s file folder document the work submitted.

| 7(d) | Significant, intensive field experiences occur in at least one setting in which the candidate is able to perform a wide range of the typical responsibilities of a full-time administrator. |

Candidates are required to plan fieldwork activities that span the six CTCC standards as well as technology, a department requirement. Thus, they gain a wide range of experience over the two years. Summer and inter-sessions provide opportunities for our candidates to be involved in experiences that mirror even more closely the complexity of tasks typical of a full-time administrator. Candidates are encouraged to volunteer for duty during those periods, and to be ready for whatever needs to be done. Other roles that are greatly encouraged include being “teacher principal,” the official designee in the administrator’s absence. By the second year of the fieldwork experience, many candidates have demonstrated significant skills and find their opportunities for fieldwork greatly expanded. It is typically then that they gain a realistic sense of the full scope of duties and responsibilities required of an administrator on a daily and weekly basis.

| 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. |

Candidates are expected to do fieldwork at additional instructional levels, e.g., elementary candidates at the middle or high school; middle or high school candidates at the elementary school. Occasionally candidates take on significant projects at the district level. At a minimum, candidates do fieldwork that involves working with teachers, staff and candidates at different grade levels within their own schools. Occasionally, candidates have opportunities to broaden their experiential base by conducting fieldwork outside their district, and faculty support this change of venue.

The overwhelming majority of our candidates work at school sites with diverse school populations. Most have been or currently teach English language learners in schools where the majority of students are ethnically diverse with the predominate ethnicities being Hispanic, Asian, or African American. Their Fieldwork Plan requires them to designate the sub-groups they will work with including English language learners, gifted academic and talented students, students at risk, students with disabilities, and socio-economically disadvantaged children. Their roles in working with these groups are in a leadership capacity and may involve parent involvement, the planning and provision of professional development, and/or program monitoring and supervision.

Shadowing a current administrator at a different site and/or grade level is encouraged and provides an additional avenue for broadening the scope of the candidate’s experience. A list of volunteer CSUF graduates, currently in
administrative positions, is distributed to candidates during EDAD567. Candidates are encouraged to be proactive and to pursue opportunities both within and outside of their current district in order to expand their fieldwork opportunities and to experience a variety of settings.

Candidates are encouraged to be involved in long-term projects that will enhance their instructional leadership experiences as well as management skills. The two-year fieldwork experience facilitates candidate opportunity to work with long term educational policy issues, including assessment and accountability, negotiations, community relations, and personnel administration. Although some policy issues are district-specific, others result directly from state and federal requirements including changes to the Uniform Complaint Procedures and policies related to assessment and accountability. NCLB has had a broad reach affecting policies related not only to instruction and issues of access but also affecting policies related to personnel (i.e., “highly qualified teachers”). Candidates deal with these issues in class, share perspectives, and build skills and knowledge that enhance their fieldwork experiences. Using this knowledge better prepares them to get involved with their site’s school improvement efforts, including data-based decision making and standards-based instruction. Candidates are prepared to lead colleagues in analyzing API and AYP results and/or to explain these high-stakes data to parents.

Through fieldwork, candidates are encouraged to participate in site-based decision making on school councils, to work with administrators on budgetary matters, to project the impact of enrollment shifts on administrators, teachers, candidates and the community, to consider adoptions of various instructional materials, and to be a leader in the effective use of data in decision making and the integration of technology.
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.

Candidates' performance is guided, assisted, and evaluated in each fieldwork experience and throughout enrollment in the program. Both the university supervisor and the candidates' administrator mentors assist candidates throughout the fieldwork planning process. The fieldwork plan (Form B) and revisions of the plan also require the approval of both entities. The mentor provides a written evaluation (Form E) during each semester of EDAD567, and the instructor reviews the totality of the documentation completed by the candidate in order to provide appropriate guidance and valid assessment. Formal feedback from an instructor takes place during each semester of EDAD567 and at the midpoint assessment which takes place approximately halfway through each candidate’s program, providing an additional checkpoint in monitoring candidate progress. This system guarantees that candidates receive accurate and timely feedback from experts at multiple points throughout the program.

The department chair develops the course schedule and ensures that assigned faculty, whether full or part-time, have the requisite experience for providing quality assistance and feedback to candidates. Every supervising administrator (mentor) is certified, trained in supervision, oriented to the supervisory role, and experienced in the areas authorized by the credential.

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.

Category III requires candidates' individualization of fieldwork activities across six standards-based areas of administrative practice reflecting the conceptual themes of educational leadership preparation: 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. Fieldwork Plan (Form B) is organized around the six standards, plus a seventh area—technology. With their mentors, candidates identify a minimum of four activities for each category in order to address all of the elements for each standard. The EDAD657 instructor, using an assessment rubric, provides written feedback to each candidate and identifies areas needing revision.

Fieldwork will be different for each candidate depending on his/her experiences as teachers, current job assignment, and future aspirations and career development plans. To ensure individualization, candidates are required to meet individually with their mentor-supervising administrator so they receive guidance
and direction about what constitutes appropriate fieldwork activities for their situation. Emphasis is placed on fieldwork activities that will expand the candidate’s range of experience, to move candidates beyond their current comfort zone.

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.

The support and assessment of candidates in this program relies on authentic collaborative relationships among supervising administrators, the educational leadership fieldwork supervisors, and the candidates. Documentation of this coordination is evident through forms submitted by all three entities. Culmination of these collaborations is assessed in EDAD566, during the final semester, when the course instructor reviews fieldwork activities completed by the candidates that are used to document proof of Candidate Competence. The evidence must be supported by their mentors, and presented with supporting evidence. Hence, the EDAD566 instructor certifies that fieldwork was completed successfully. The instructor submits the “Competency” forms to the department chair indicating that candidates have successfully completed their fieldwork requirements across all seven competency areas. If a candidate cannot submit evidence of competence, and/or there is no evidence of their supervising administrator’s “sign off”, then candidates cannot receive their Preliminary Administrative credential.

Although both the instructor and the mentor play important roles as coaches and coordinators of this process, the responsibility for completion and documentation is the candidate’s.

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

Much of the communication with candidates takes place between the mentor/administrator and the candidate as fieldwork is being conducted. The documentation of the feedback to candidates about their performance focuses on areas of strengths and relative weaknesses as assessed by their on-site mentors. This feedback is reflected in the Fieldwork Forms candidates are required to submit. For each EDAD567 Fieldwork course, candidates receive fieldwork instructor feedback on the following written forms:

Form B (updating and revising the fieldwork plan)
Form D (candidate’s self assessment of their performance)
Form E (the mentor’s assessment of the candidate’s strengths and weaknesses.)

Completion of Form E is designed to take place as a shared activity and an opportunity for dialogue between the mentor and the candidate, thus providing an opportunity for constructive feedback.

The midpoint assessment is completed during the third semester of the program.
and provides an additional opportunity for instructor feedback.

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

EDAD566, Leadership in Public Schools, is a culminating course for all candidates. It is in EDAD566 that candidates’ overall fieldwork accomplishments are evaluated by the course instructor. Candidates are responsible for documenting their competency in each of the six CTC Standards. Completion of Fieldwork Competencies constitutes 35% of the candidate’s grade for the course. The syllabus reads: “A candidate for a Preliminary Administrative Credential must meet the standards set by CTC in Category III. All Competency Coversheets must: be turned in, be professionally presented, be signed by the supervising mentor/administrator, be substantive descriptions of all fieldwork completed, and must be concrete evidence that the fieldwork activities were completed. Fieldwork must reflect complex, sophisticated, significant administrative and leadership activities in all seven standards as measured by the Educational Leadership Department Rubric which will be distributed by your instructor.”

Specifics regarding this process and the criteria for evaluation are outlined in the Fieldwork and Candidate Competence Handbook.
**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.

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.

Assessment of candidate performance in the Educational Leadership program emphasizes the application of higher cognitive skills in both formative and summative assessments. Candidates employ theory and best practice in assessment activities that include project-based learning, interviews, collaborative and individual presentations, analytical and reflective writing, situational problem solving, and role playing. Each course syllabus outlines assessment procedures and expectations. The specific assessment used in each course is appropriate and consistent with the goals and objectives of each course.

An example of formative evaluation includes candidate fieldwork (EDAD567) which is based on a plan developed by the candidate and approved by both the mentor/administrator and the supervising faculty member. The fieldwork must address all standards and numerous elements of the CTC standards. The fieldwork plan is put into place during the initial weeks of the first semester in the program. At the conclusion of each fieldwork course in the program the candidate’s progress is assessed and modifications to the fieldwork plan are made as needed. The formative quality of the fieldwork is preparation for candidate completion of the program competencies which serve as a summative assessment when the candidate provides portfolio-like evidence of mastery.

In the final semester of the Educational Leadership program candidates enrolled in EDAD566 (Leadership in Public Schools) must provide evidence that illustrates that they have achieved satisfactory levels of competence in all domains of the CTC standards (See pages 18-22 & 39 in Appendix 5, Fieldwork and Candidate Competence Handbook). This expectation must be met before
the candidate can be recommended for the Preliminary Administrative Services Credential.

A key component in the effectiveness of both formative and summative assessment is the role of Educational Leadership faculty. Instructors provide class experiences that aim to prepare candidates to be successful in a wide variety of assessment activities. Evaluation rubrics are used by faculty and timely feedback is provided to candidates based on their written assignments, projects, and presentations.

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.

The faculty of the Educational Leadership Department have had practical leadership experience in the public school system. For each, their expertise is well suited for the courses they teach. With this background, faculty engage candidates in formative and summative assessment activities that are consistent with the standards of candidate competence in Category III and challenge the candidate to apply their knowledge and skills. Although the classroom is the setting for many assessment activities, it is also true that many forms of assessment require the candidate to engage experiences within their workplace environment in the schools. As an example, the Organizational Leadership course (EDAD 503), requires the candidate to write reflectively on his/her strengths and weaknesses regarding interpersonal leadership skills. This assignment is completed after the candidate has reviewed what research suggests are the necessary skills for a school leader.

Course syllabi and written instructions provide all candidates with details regarding the expectations of all assessments. Accordingly, these communications also specify how candidate work will be assessed.

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

Final candidate assessment of competence for the requisite standards in Category III is administered by two faculty members. One faculty member evaluates the fieldwork (EDAD567) of the candidate and, as needed, will communicate with the candidate’s school level mentor regarding the results. Another faculty member (EDAD566) evaluates the candidate’s compiled evidence of competence on all CTC standards to determine if the evidence meets department expectations before the candidate exits the program and before the candidate is recommended for the Preliminary Administrative Services Credential. The candidate’s performance must be satisfactory in both the fieldwork and competencies before the Educational Leadership Department Chair reviews the results and approves completion (Appendix 9, Exit Sign-off Form).
Every candidate has a practicing administrator as their mentor. The mentor evaluates the candidate’s progress at the end of every fieldwork class on Form E (See page 37 in the Fieldwork Handbook, Appendix 5). On that form the mentor rates the candidates on each of the seven standards and also responds to the following question:

“After reviewing the candidates completed evidence binder, answer at the end of the last semester: **Would you select the candidate for a position of leadership in a school or district in which your children were enrolled?**

Additionally, the mentor must support the evidence that the candidate shows to the faculty. The Competency Coversheet requires the mentor’s signature (page 38 in Fieldwork Handbook).

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.

The Educational Leadership program employs a variety of assessment methods. Taken as a whole, these methods reflect a commitment to assessment that is product and application based. Although great emphasis is placed on the study of research based literature, faculty seek to guide candidates towards the application of theory in the school administrator setting. As a result, assessments require candidates to apply theory to management and leadership situations. As it pertains to the standards of candidate competence and performance in Standards 10 through 15 of Category III, candidates engage in assessment methods that focus on the school administrator as an instructional leader responsible for fostering a collaborative environment that works to improve the performance of all students. To this end, assessment is very constructivist oriented. Candidates conduct interviews, observe and reflect on administrative situations, engage in collaborative problem solving, analyze performance data, make PowerPoint presentations, and develop written communications. Evidence of candidate assessment in these, and other areas, can be found in the work of candidates in completing fieldwork requirements (EDAD567) and in candidate completion of competency requirements (EDAD566). In the case of the latter evidence, the coversheets for each competency evidence packet are kept in the candidate file for five years following completion of the program.

Candidates are well aware of what is expected and the methods to be used in evaluating performance. Evidence of this practice can be found in course syllabi. The methods of evaluation and the standards for measuring performance are spelled out for all candidates. As an example, candidates completing a master's
project are provided with an electronic copy of the Project Guidelines which details at length what is expected of each candidate in completing the project. The Project Guidelines are the backbone of the EDAD510 and 597 courses. The Project Guidelines are referenced as faculty provide feedback to candidates regarding their individual projects. The guidelines are also used by peers in providing peer editing of each other’s project. Another example is found in the use of the Fieldwork Plan matrix in each EDAD567 course. The matrix provides each candidate with an outline of the scope of expectations in fieldwork. Samples of how past candidates have completed both the fieldwork plan and program competencies are provided as models for candidates.

Performance on the master’s project and in completing fieldwork and competencies are matters of mastery. Candidates are expected to meet high standards. Those who fall short of these standards are provided with feedback and sufficient time to revise their work and resubmit. Sometimes, a candidate may be given a “work in progress (RP) grade or, when necessary, an “incomplete” (I) grade pending satisfactory completion of the work.

| 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. |
| 9(g) | The program sponsor ensures that thorough records of each candidate’s performance in the summative assessment are maintained. |
| 9(h) | The program staff periodically evaluates the quality, fairness and effectiveness of assessment practices and uses assessment data as one source of information about the quality of the preparation program. |

The Department Chair or other faculty member reviews with each candidate the requirements of the Preliminary Administrative Services Credential and the expectations of the Educational Leadership program. Subsequently, faculty supervising fieldwork and competencies, as well as the master’s project have significant responsibility in evaluating the proficiency of candidates. The Department Chair draws on the input of the faculty in determining whether candidates have met the requirements for the Preliminary Administrative Services Credential.

The Educational Leadership Department maintains up to date files on the performance of each candidate in meeting the requirements of the Preliminary Administrative Services Credential. The files include copies of each candidate’s performance on the competencies and the records of their successful completion of program requirements. These files are kept in a secure location and maintained for five years following the candidate’s exit from the program.
Each course in the Educational Leadership program has a full-time faculty member as the course coordinator. The coordinator monitors the effectiveness of each course. Data regarding effectiveness are gathered from Student Rating of Instruction forms collected at the conclusion of each course and at the conclusion of the candidate’s tenure in the program. In addition, the coordinator communicates with course instructors about the progress of courses and provides assistance where necessary. The course coordinator provides the department with his/her assessment of course effectiveness in a periodic basis. Also, on an annual basis, the evaluations of exiting candidates (using a Likert-type scale and comments) are tabulated and reviewed at a department meeting for the purpose of making necessary improvements. Additionally, each cohort of candidates elects two representatives to the Council of Educational Leadership Candidates which meets twice a year to provide feedback and advice about the program.

| 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. |

Candidates meeting the requirements to qualify for a Preliminary Administrative Services Credential are recommended by the Department Chair. Candidates are also provided with a confidential and anonymous questionnaire regarding their perspective of the quality of the program and each course. The candidate who successfully completes the program is recommended to the College of Education Credential Analyst.
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.

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.

The Educational Leadership program prepares candidates who can successfully facilitate the development, articulation, and stewardship of a vision of learning shared and supported by the school community and they must demonstrate their ability to do so. In EDAD505 Instructional Leadership, candidates prepare, as part of an Instructional Leadership Analysis paper, their philosophy of instructional leadership and indicate how they will garner community support for it. In this paper, candidates must demonstrate that they know how to collect and compile district demographics and analyze the effectiveness of their district’s programs using multiple measures such as standardized testing, teacher-made tests, and qualitative school and district reports. In EDAD567, Fieldwork, candidates must present artifacts that demonstrate they have worked with others to achieve the vision and mission of the school community. In EDAD597 Master’s Project, candidates may elect to conduct quantitative, qualitative or action research studies, empirical studies, or case studies that require them to understand the vision of learning and whether data collected reflect successful achievement of that vision. In EDAD505, candidates conduct small-scale action research projects where they must demonstrate their ability to collect data from multiple measures of student learning and other relevant qualitative indicators and analyze their data to present a holistic picture of an instructional problem or issue. Candidates share best practices for establishing communication channels useful for disseminating the instructional vision and mission via demonstrating that they can use technological tools such as computers, computer software for educational applications, and web-based technologies. In EDAD566 Leadership in Public Schools, candidates are required to demonstrate how they have contributed to the development of a shared vision for the achievement of all students in their respective schools by submitting fieldwork documentation.

The end of program survey conducted in the spring of 2007 indicates that candidates find their preparation regarding this standard to be outstanding (46% of respondents) and strong (50%).

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.

In EDAD505 Instructional Leadership, candidates are evaluated through participation grades on their abilities to comprehend the content of Chapter 1 in the McEwan (2003) text which focuses on the school as a standards-based
educational system in “Step 1: Establishing, Implementing, and Achieving Academic Standards.” Candidates identify, analyze, and evaluate academic standards across K-12 core subject areas including English Language Literacy, mathematics, social studies and science content standards. Candidates demonstrate in EDAD566 Leadership in Public Schools that they are able to implement leadership strategies aimed at ensuring all students achieve academic standards through a presentation of their fieldwork competencies.

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.

In EDAD505 Instructional Leadership, candidates focus on a chapter in the McEwan (2004) text, “Step Two: Be an Instructional Resource for Your Staff.” Candidates learn techniques and strategies for sharing current research articles and best practices with their staff. They must demonstrate through classroom discussions, written papers, and presentations the importance of closely monitoring their instructional programs by interacting regularly with staff and collecting data on programs. In EDAD567 Fieldwork, candidates must carry out a minimum of four activities to demonstrate they know how to leverage and marshal significant resources to improve instruction. Candidates must demonstrate that they recognize the importance of budgeting correctly so staff receives adequate textbooks, instructional materials, and school supplies to improve their instructional programs consistent with students’ needs through their selection of fieldwork activities. In EDAD566 Leadership in Public Schools candidates are evaluated on their competencies by their course instructor who is presented with evidence that they know how to marshal sufficient resources to implement and attain the vision for their students and for the subgroups of students at their school sites. Candidates are evaluated as “Excellent”, “Good”, or “Average” on their fieldwork competency rubrics.

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

In EDAD505 Instructional Leadership, candidates are required to analyze the instructional leadership practices at their respective school sites by writing an Instructional Leadership Analysis paper worth 35/100 points in the course. In the context of this assignment, they identify specific, site-based barriers to accomplishing the instructional vision at their respective school sites. Through force field analysis techniques, they learn how to make suggestions and recommendations for overcoming these barriers. Candidates work in groups to share their experiences and pool their solutions to accomplishing the instructional vision in graded group presentations. Also, within the context of their collaborative inquiry projects, small groups of candidates identify problems of practice related to accomplishing the instructional vision. Through dialogue, research, and interviews with practicing administrators, groups devise solutions
to several dilemmas. Their solutions are critiqued by instructors and by their peers. In EDAD566 Leadership in Public Schools, candidates are evaluated on their ability to contribute to achieving the instructional vision at their respective schools. They present documentary evidence substantiating their effectiveness in this area and receive their instructor’s “sign off” on their fieldwork.

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

In EDAD505 Instructional Leadership, candidates are introduced to the concept of distributed leadership in the McEwan (2004) text, “Step 6: Develop Teacher Leaders.” Candidates reflect on the expanded role of leaders and teachers as curriculum authors, writers, and program developers who must work collaboratively to shape high quality programs. To accomplish this, candidates recognize that their work as future instructional leaders is to work with teacher leaders on committees, task forces, and teams to ensure that the curriculum is integrated, articulated, and consistent with the instructional vision. In EDAD567, Fieldwork, candidates demonstrate their abilities to shape school programs and are evaluated by their mentor and fieldwork supervisor. In all courses in the Educational Leadership program, candidates work in groups to learn shared decision making skills and conflict resolution skills. In EDAD566 Leadership in Public, candidates are evaluated on their ability to work in various site-based teams to achieve the educational vision at their respective schools by an evaluation of their fieldwork competencies.

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

Across all courses, candidates reflect on the importance of valuing diversity in school settings. Diversity enriches organizations by incorporating multiple perspectives and, thus, improves the richness and depth of teaching and learning activities. In EDAD505 Instructional Leadership for example, candidates conduct research on several aspects of diversity including cultural diversity, ethnic diversity, socio-economic diversity, gender diversity, academic diversity including special education and gifted education programs, and language diversity (ELL and ELD programs).
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.

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

Candidates are acutely aware of the pressures of standardized testing and the role testing plays in teaching and learning. As part of their assignments in EDAD505 Instructional Leadership candidates are expected to search several web-based resources related to accountability systems including the Academic Performance Index (http://www.cde.ca.gov/ta/ac/ap/index.asp), the Annual Yearly Progress (http://www.sde.state.id.us/admin/ayp/default.asp) and the National Assessment of Educational Progress (http://nces.ed.gov/nationsreportcard/). Candidates are expected to demonstrate the ability to read and interpret aggregated and disaggregated data, compare and contrast the "pros" and "cons" of the accountability systems being implemented at their respective sites, and create performance assessments and accountability systems linked to the content standards through case study analysis.

The end of program survey conducted in the spring of 2007 indicates that candidates find their preparation regarding this standard to be outstanding (46% of respondents) and strong (50%).

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.

In EDAD 505 Instructional Leadership, candidates are assessed in their abilities to conduct on-site research in conjunction with their collaborative inquiry projects. They are assessed through their CI (Collaborative Inquiry) projects on how well they collected site-based data including teacher and administrator interviews, school reports and standardized testing, and other input from students or parents. They apply the information derived from site-based data collection to solve ill-structured instructional problems. Professional development is also evaluated in terms of the students' ability to respond to on-site coaching and mentoring and faculty advising in this program. In EDAD563 Human Resources, candidates are assessed on their abilities to rate teacher competence and determine what interventions are necessary to ensure teacher competence and instructional improvement. In EDAD567 Fieldwork, candidates are assessed by their mentor and their fieldwork instructor according to their abilities to design, implement, support, and evaluate instructional programs at their site. In EDAD597 Master's Project, Supervision, candidates are assessed on their research skills as the master's project requires them to conduct research into the professional literature in their topic and to use various forms of data to substantiate their research claims. Many candidates select topics for their projects related to instructional improvement through a variety of programs.
Through their three fieldwork courses candidates are required to attend various professional development workshops and training sessions which may focus on instructional improvement. In EDAD566 Leadership in Public Schools candidates are evaluated on all competencies and do not receive an administrative credential if deficiencies are identified.

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.

In EDAD505 Instructional Leadership, candidates are evaluated on their participation in collaborative inquiry groups, and this participation constitutes 15% of their grade and hence learn what constitutes an “ongoing process of inquiry.” Candidates are expected to investigate websites and read articles pertaining to educational equity for all subgroups of students.

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.

In EDAD505 Instructional Leadership, candidates are assessed through an Instructional Leadership Analysis paper to identify how their principal is setting high expectations. Candidates are expected to make site-specific recommendations for shaping a “community of learners” where high expectations for themselves and their students become the core purpose of the educational enterprise.

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.

In today’s schools, the school leader serves as a catalyst for human and organizational development, a challenge that requires a thorough understanding of the educational process and caring and commitment for others. Through several case studies in EDAD505 Instructional Leadership, candidates reflect on the importance of promoting professional learning communities to guide and support the long-term professional development of staff consistent with the ongoing effort to improve the learning of all students relative to state-adopted academic performance standards for students. Learning communities are concerned with growth and continuous self-renewal of both individuals and organizations in order to achieve the academic vision. Candidates in this course self-analyze their skills as organizational developers who can build organizations where people are continually expanding their capabilities to shape their future and realize their vision. Candidates explore adult learning theory, various staff development models, effective staff development practices, and the nature of professional learning communities for leveraging student learning.
11(f) Each candidate promotes equity, fairness, and respect among all members of the school community.

Increasing attention is being placed on the need to assure that all members of the school community have equal access to education irrespective of gender, race ethnicity, or any disabling condition. In EDAD564 School Law and Regulatory Process, candidates are exposed to a host of federal and state laws and litigation that has occurred regarding issues of equity and fairness. Of special relevance to school leaders are those laws regarding sex discrimination, desegregation, and establishing a least restrictive educational environment for students with disabilities. Each candidate applying for the preliminary administrative services credential is expected to demonstrate a personal code of ethics acting at all times with integrity and fairness. In EDAD566 Leadership in Public Schools, candidates present evidence of this competency and are evaluated both by their on-site mentors and by their instructor in this area.

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

Candidates learn collaborative skills across all programs in the Educational Leadership Department, but are introduced during the first semester in EDAD505 Instructional Leadership to “Guidelines for Participating in a Collaborative Inquiry Group.” Candidates, for a portion of 7 class sessions are evaluated in terms of how well they demonstrate shared decision making, consensus building, and conflict resolution skills. They are required to read and discuss the information contained in a handout entitled, "Process Guidelines for Participating in a Collaborative Inquiry Group." These are essential skill sets for prospective school leaders who need to create school environments where positive communication occurs among members of the school community. In EDAD567 Fieldwork, candidates must demonstrate competency in this area as documented by their fieldwork supervisor and their on-site mentor. In EDAD566 Leadership in Public Schools, candidates’ fieldwork activities as effective communicators are evaluated and their competencies are documented by the course instructor.

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.

In EDAD505 Instructional Leadership, candidates must demonstrate the ability to access and retrieve information from the California Department of Education’s website as a way of learning about state-adopted instructional materials in use in their districts or available to them as supplementary materials. They critique the text-book adoption process with an eye toward expanding resources for their schools and districts that can be appropriated to support student learning in cost-effective ways.
11(i) Each candidate coordinates the design, implementation and evaluation of instructional programs that serve the diverse learning styles and needs of all students and lead in the continual development and improvement of those programs.

Candidates in this program develop a knowledge base that includes an understanding of student growth and development, learning styles, applied learning theories such as differentiated instruction, SDAIE strategies, applied motivational theories, curriculum design and implementation, and the principles of effective instruction in EDAD505 Instructional Leadership. This knowledge base is essential for leaders who are responsible for facilitating program development and continuous improvement.

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.

Available data suggest that over $6 billion dollars was spent in 1999–2000 on technology expenditures in K-12 schools (Ringstaff and Kelley, 2002)\(^3\). No one wants these precious funds to be wasted, so prospective school leaders are required to integrate technology into curriculum and instruction more effectively. Candidates are assessed on their ability to use computers, software applications in Microsoft XP, use Excel to create charts and graphs, and use appropriate applications for instructional and administrative purposes. Candidates in EDAD567 must select 4 leadership activities that demonstrate their ability to integrate technology at the school site and are evaluated by their mentors and fieldwork supervisors. In most classes, candidates are required to improve their technological literacy by producing multimedia PowerPoint presentations and by conducting Internet searches. In EDAD597 Project, candidates conduct research online in order to write Chapter Two, a literature review, in partial fulfillment of their Master’s project. In EDAD510 Research Design, candidates learn to use Excel as quantitative research tool. In EDAD566 Leadership in Public Schools, candidates discuss technology integration in teaching and learning. The Ubben (2004) text, *The Principal*, devotes an entire chapter to “Technology Applications for School Management” and the role technology plays in decision-making, data management, and instructional improvement. School leaders are often responsible for planning and implementing local technology plans, overseeing the development of school Web sites, and mastering online accounting and scheduling systems. Candidates are required to demonstrate their technological literacy and their competencies are evaluated in EDAD566.

Standard 12: Organizational Management for Student Learning

As it relates to the role of the school administrator in promoting an effective learning environment for all students, the Educational Leadership program at California State University, Fullerton, believes that successful program candidates must develop both the management and leadership skills needed to ensure that all students have the opportunity to learn in a safe, efficient, and learning-centered environment.

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.

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

Successful supervision of faculty and staff requires that each school administrator be not only knowledgeable of the applicable laws and regulations but also well versed in the use of evaluative methods to improve performance. The role of the administrator as supervisor is addressed thoroughly in EDAD563 Human Resource Administration. In EDAD563 candidates are involved experientially in conducting teacher observations, including pre and post-observation conferencing, and writing up a summary of the observation. Candidates also investigate, discuss, and wrestle with the requisite laws regulating the evaluation process on both the formative and summative levels and learn the FRISK (Facts, Rule, Impact, Suggestions/Directives, Knowledge) documentation process which is use by many school districts to assure high quality documentation that protects employee due process. In EDAD505 Instructional Leadership and in EDAD566 Leadership in Public Schools, candidates focus on the role of the administrator as an instructional leader seeking to improve student performance by monitoring instruction at all levels of the school. Assignments in these courses require that candidates demonstrate their ability to evaluate the effectiveness of the instructional program. In the fieldwork and competency evaluation portions of the program, candidates are guided towards engaging in observations, activities, and dialogue with practicing administrators on matters of supervision and instructional leadership.

The end of program survey conducted in the spring of 2007 indicated that candidates found their preparation regarding this standard to be “outstanding” (46% of respondents) and “strong” (50%).

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

The primary focus of a successful school leader should be on improving learning for all students. A fundamental philosophy of the Educational Leadership Department, the department seeks to advance the candidate beyond the knowledge and skills required of a school manager and move the candidate
towards the more demanding and necessary skills of a school leader. This focus is evident in all department courses, but it is especially focused on in EDAD505 Instructional Leadership, EDAD566 Leadership in Public Schools, EDAD503 Organizational Leadership, and EDAD567 Fieldwork. Evidence of the department is commitment to fostering effective instructional leadership can be found in the literature read by candidates in these courses. McEwan (2003) is the text and serves as a spring board for initial discussions about instructional leadership practices. Evidence that candidates are able to influence processes that support student learning can be found in course activities and assessments that reflect on the relationship between theory and practice as well as in fieldwork activities and evidence of competency presented by candidates.

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.

The legal and contractual knowledge necessary for effective management in the school are elemental to both the EDAD564 School Law and Regulatory Process and EDAD563 Human Resource Administration courses. Candidates in these courses focus on California Education Code provisions, relative court decisions, district policies and administrative regulations, maintenance of records, privacy and confidentiality requirements, and best practices. Candidates are exposed to case studies and scenarios that illustrate the management knowledge and skills needed to be effective with both classified and certificated personnel. Understanding of legal and contractual policies is assessed through assignments and tests in these courses and through fieldwork activities which are subject to summative evaluation in the EDAD566 Leadership in Public Schools course.

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.

The effective school leader knows how to acquire and effectively use a wide range of resources to enhance the overall performance of the school. The concept of a wide range of resources suggests that it takes much more than money to make a school effective. Although the EDAD565 School Finance course focuses on effective management of financial resources it also focuses on the idea that allocated revenue is but one resource. In EDAD567 Fieldwork, EDAD566 Leadership in Public Schools, EDAD561 Policy, Governance, Community Relations, EDAD503 Organizational Leadership, and EDAD563 Human Resource Administration courses candidates investigate the value of collaborative efforts necessary for acquiring the resources necessary to support learning for all groups of students. In addition to fieldwork activities, candidates have the opportunity to apply research and theory derived from course readings to assignments that require them to gather data from and interact with school leaders. Assignments in courses such as the requirement that candidates do a detailed analysis of their school’s budget and an in class project to build a school budget assure that candidates can demonstrate this ability to coordinate
resources (EDAD565). Similarly, candidates demonstrate their ability in this area through their fieldwork activities which are subject to summative evaluation in the EDAD566 Leadership in Public Schools course.

| 12(c) | 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. |

Educational Leadership courses seek to provide candidates with readings that expose them to best practices regarding methods for promoting learning environments that are safe, efficient, clean and productive. It is one thing to read what research has found. It is another matter to know how to make these things happen when one is in the position of a leader. For that reason, reading, discussion, and learning activities are focused on situational settings where prospective leaders must weigh the pros and cons of response options. Candidates must also perceive the complexities of resource issues, including but not limited to, finances, community needs and expectations, faculty and staff needs, and student needs. In EDAD566 Leadership in Public Schools, candidates analyze the complexities of student behavior and the delicate balance between the application of discipline and treating the student with dignity (Curwin and Mendler, 1999). In EDAD564 School Law and Regulatory Process candidates explore the legalities of risk management and the responsibilities of schools to develop and implement school safety disaster plans. Candidates demonstrate their ability in this area through their fieldwork activities which are subject to summative evaluation in the EDAD566 Leadership in Public Schools course. For example, it is quite common for candidates to update school disaster plans as a part of their fieldwork activities.

| 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. |

A major focus of EDAD503 Organizational Leadership is on leadership within the context of the school organization. Focusing on the “flattening of the pyramid”, the course guides candidates in an exploration of what research and practice suggests about the difference between management and leadership in the school environment. The systems approach to problem solving and short and long range planning is applied to hypothetical situations. Special attention is paid to promoting collaboration in leading the organizational members towards improvement by participating together as a professional learning community. The concept of moving beyond management and towards leadership is echoed in EDAD505 Instructional Leadership and EDAD566 Leadership in Public Schools where candidates focus on what research and practice suggest about the administrator as a leader in the contemporary school environment. Candidates demonstrate their ability in this area through their fieldwork activities which are subject to summative evaluation in the EDAD566 Leadership in Public Schools course. For example, it is very common for candidates to be given responsibility for planning and carrying out major initiatives at their school site.
such as the adoption of new curriculum materials, technology upgrades, or staff development projects.

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

It is well known that the success of the new administrator will often hinge on whether he/she is equal to the challenge of proactively managing student behavior. Candidates are well aware of this because it is also the make or break issue with many new teachers. To help candidates develop competency in this area it is essential that leadership knowledge and skills be addressed. In EDAD564 School Law and Regulatory Process, candidates examine cases involving student behavior management. The outcomes of these case studies are rooted in education code and court decisions. Through discussion and assessment activities candidates are required to evaluate the issues and identify the range of effective options open to them in resolving the issues at hand. In EDAD566 how to establish “discipline with dignity” is explored. In completing fieldwork and competency requirements, candidates are guided toward observing, and to the extent possible, engaging in activities involved with managing student behavior issues. Mentor/administrators frequently arrange for candidates to co-manage some discipline referrals after having observed and discussed this process at the site with their mentors.

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.

Although laws and court decisions impact the recruitment and maintenance of faculty and staff, success in these areas is often impacted by both local policies and research-based practices. In EDAD563 Human Resource Administration, candidates investigate and are assessed regarding their knowledge involving all aspects of the recruitment and selection of employees. Candidates also identify steps in the collective bargaining process and the roles and the applicable responsibilities of the school administrator in this process. Candidates also investigate teacher retention practices such as those administered under the auspices of the BTSA programs in California. Candidates also read works that focus on the use of interpersonal skills to promote successful working relationships among school leaders and those they lead. Candidates demonstrate their ability in this area through their fieldwork activities which are subject to summative evaluation in the EDAD566 Leadership in Public Schools course. For example, candidates usually participate on screening committees at school sites when new faculty or staff is being selected.

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.

In all Educational Leadership courses there is the expectation that candidates need to be equipped to effectively use technologies in support of management and leadership situations. Ability to use computer technology to analyze
quantitative data is addressed in EDAD510 Introduction to Educational Research and EDAD597 Project Supervision using the work of Dretzke (2005) as a guide. Use of computer generated data to promote effective decision making is fostered in EDAD505 Instructional Leadership where candidates actually analyze student performance data and develop inferences from the data in their collaborative action research projects. Data driven decision making is studied in EDAD566 Leadership in Public Schools as candidates are guided to see the value of drawing on both qualitative and quantitative data to guide decisions. In EDAD565 School Finances candidates investigate the range of computer software used to manage school and district fiscal resources. In many courses candidates are required to use PowerPoint and multimedia software to make class presentations.

| 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. |

Contemporary school leaders must be adept at using multiple sources of data to guide decision making that will result in improved class instruction and student learning. Using computer technology to analyze testing, attendance, behavior, fiscal, and facilities data is essential to leadership effectiveness. Candidates in EDAD510 Introduction to Educational Research learn and apply a wide range of descriptive and inferential analysis methods in investigating the implications of data in these areas of school management. These skills are further addressed in EDAD505 Instructional Leadership where candidates study how to identify school data sources online (e.g. EdSource) which can be used to guide improvement of learning for all students. Candidates demonstrate their ability in this area through their fieldwork activities which are subject to summative evaluation in the EDAD566 Leadership in Public Schools course.
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.

The intense impact of diverse populations is felt in schools on a daily basis. According to Fowler (2004)\(^4\), “In thinking about the demographic policy environment, school leaders are truly dealing with a moving target. Those not staying abreast of these changes risk creating the impression that they are hopelessly out of date” (p. 68). According to Boyd (2003)\(^5\), “It is clear that the twin crises of performance and legitimacy confronting public school interact and reinforce one another. The legitimacy crisis arises from socio-political and multicultural trends in the United States” (p. 11). Educational leaders must enhance their professional knowledge, skills and dispositions to address the needs, hopes, and aspirations of the diverse communities and populations they serve on a daily basis and they must create opportunities for diverse populations to enhance the instructional program.

The end-of-program candidate survey conducted in the spring of 2007 indicates that candidates reported that their preparation regarding this standard was “outstanding” (31% of respondents) and “strong” (60%).

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

In EDAD561 Policy, Governance, Community Relations candidates develop a school-community public relations plan that includes input and review by both parents and members of the external community. The plan is presented in class so cohort members can analyze it. Candidates also demonstrate their ability in this area through their fieldwork activities which are subject to summative evaluation in the EDAD566 Leadership in Public Schools course.

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

In EDAD561 Policy, Governance, Community Relations candidates develop a school-community public relations plan to acquire input from both family and community groups focused on identifying their expectations for the school in general and their child’s academic achievement. Candidates demonstrate their ability in this area through their fieldwork activities which are subject to summative evaluation in the EDAD566 Leadership in Public Schools course.

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

In EDAD566 Leadership in the Public Schools candidates prepare a school profile that identifies their stakeholders—internal and external. Candidates identify how diverse populations are equitably addressed through school programs and services.

The department gathers data about candidates as they apply to the program through the recommendation form which specifically lists these two areas and requires rating of the potential candidates.

<table>
<thead>
<tr>
<th>Ability to work with individuals from diverse backgrounds</th>
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<tbody>
<tr>
<td>Sensitivity toward persons with disabilities</td>
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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.

In EDAD566 Leadership in the Public Schools, candidates read and discuss materials related to issues of equality and equity for all students. Candidates create a school profile that identifies the availability of community services and how all students and all subgroups of students are made aware of the services they are entitled to and how to access them. In EDAD564 School Law, candidates identify legal services that are available to support all stakeholders at schools. EDAD567 Fieldwork allows candidates to participate in activities that enable the school to operate consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.

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

In EDAD561 Policy, Governance, Community Relations candidates read about and discuss the significance and benefits of establishing partnerships with various members of the external community. They develop a school-community public relations plan designed to establish authentic partnerships between the school and the community agencies providing various services to the community. Candidates demonstrate their ability in this area through their fieldwork activities which are subject to summative evaluation in the EDAD566 Leadership in Public Schools course.

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.
In EDAD561 Policy, Governance, Community Relations candidates read and discuss effective communication processes and develop a school-community public relations plan that addresses internal and external communities using appropriate language. EDAD503 Organizational Leadership addresses the theme of diversity/equity and candidates have an opportunity to learn about, reflect and discuss their own personal attitudes regarding diversified populations and how their attitudes impact effective communication. Candidates demonstrate their ability in this area through their fieldwork activities which are subject to summative evaluation in the EDAD566 Leadership in Public Schools course. It should be noted that most of our candidates work in schools with diverse populations.

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

In EDAD561 Policy, Governance, Community Relations candidates develop a school-community public relations plan. The plan identifies and addresses parent education needs based on the school program parent requests related to helping student learning and achievement. Candidates demonstrate their ability in this area through their fieldwork activities which are subject to summative evaluation in the EDAD566 Leadership in Public Schools course.
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.

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

Candidates in the Educational Leadership program engage in coursework focused on developing school leaders who eagerly draw on current research and practice in helping schools improve. All candidates who graduate from the program have a Master’s Degree and a Preliminary Administrative Services Credential. Such leaders practice what they preach as they openly involve staff, students, parents and community clients in addressing the needs of the school environment. This can only be accomplished if candidates have experience with the tenants of research regarding professional learning communities, the school as a learning environment for all, collaborative problem solving, data driven decision making, and action research. Throughout the Educational Leadership curricula candidates are exposed to the concepts of DuFour and Eaker (1998), McEwan (2003), Reeves (2004) and others whose work has laid a foundation for the development of contemporary leadership in instruction centered public schools.

School administration is not static. Knowledge, skills, and dispositions are evolving constantly which is addressed in both the Instructional Leadership (EDAD505) and Leadership in Public Schools (EDAD566) courses. Candidates demonstrate their ability in this area through their fieldwork activities which are subject to summative evaluation in the EDAD566 Leadership in Public Schools course. For example, candidates are expected to provide leadership for collaborative efforts at their school to address site-based needs under the direction of their mentor/administrator.

The end of program survey conducted in the spring of 2007 indicates that candidates found their preparation regarding this standard to be “outstanding” (54% of respondents) and “strong” (44%).

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

Each candidate for the Preliminary Administrative Services Credential is expected to display a personal code of ethics, act with integrity, and exhibit fairness and a sense of equity. To foster these qualities further, all department faculty and staff are held to the same standards. The latter must be evident in the syllabus of each course, the content of the course curricula, the methods of instruction, and the methods of candidate assessment. The theme of professional ethics is fundamental to all courses in the program (See Appendix 10, Orientation Handbook pages 1, 19-20).
California State University, Fullerton, holds both faculty and candidates to high ethical standards. The faculty of the Educational Leadership program is committed to promoting professional ethics, integrity, and a sense of justice and fairness in all program candidates. This commitment is reflected in the work of the faculty and in the expectations of program candidates. The importance of these values is stressed in both the EDAD505 Instructional Leadership and EDAD566 Leadership in Public Schools courses. Also, candidates in EDAD564 School Law and Regulatory Process, EDAD563 Human Resource Administration, and EDAD565 School Finance investigate the importance of ethical practices.

The expectations of the department about academic integrity and sensitivity toward individuals with diverse backgrounds are explicitly discussed in the program orientation which every candidate attends and are addressed in the Orientation Handbook (see Appendix 10). Candidates are provided with information about standards for dismissal from the program.

Candidates who are determined to be unsuited to practice in the credential area will be dismissed. Students may be determined to be unsuited because:

1. They are dismissed from employment as a teacher for cause or their teaching credential is withdrawn.
2. They fail to participate in classes and other aspects of the program in a professional manner.
3. They fail to exhibit consistent adherence to moral and ethical standards of behavior.
4. They fail to exhibit sensitivity towards persons with various disabilities and persons from diverse ethnic, cultural, linguistic, and socio-economic backgrounds.

The Department will provide prior notice to students who are being considered for dismissal. The student will have an opportunity to appear before the Department to comment prior to any adverse action taken against them. Once the action is taken the student may follow the appeal procedures established in the University catalog.

Research skills are essential to successful decision making. Contemporary school administrators must be able to use qualitative and quantitative methods to analyze data, identify findings, and suggest the implications of such findings. These methods are at the heart of candidate work in EDAD510 Introduction to Educational Research. Candidates must master the use of such methods and exhibit their skill in the development and implementation of their master's project.
in EDAD597 Project Supervision. Improving student learning by using student performance data (academic and behavioral) to drive decision making is focused on in EDAD 505 Instructional Leadership and EDAD566 Leadership in Public Schools. Candidates demonstrate their ability in this area through their fieldwork activities which are subject to summative evaluation in the EDAD566 Leadership in Public Schools course.

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

No school leadership skill is more important than effective communication. Far too many school administrators fail because they lack the ability to communicate with all clients—students, teachers, staff, parents and community members. In addition, many school administrators negatively impact their professional future by failing to effectively communicate with superiors. All courses in the Educational Leadership program place a premium on the ability of candidates to communicate effectively in writing and orally. In addition, candidates must develop their technology skills using PowerPoint to make multimedia presentations (EDAD505). Each university classroom has Smart Classroom technology and candidates must demonstrate an ability to use such technology in making presentations. They must also demonstrate effective use of tables, charts, and graphs to illustrate data and other information sources. Instructors employ Blackboard to foster exchanges of information among candidates and with instructors. In some courses candidates write mock memos and reports in response to hypothetical situational issues. Candidates must also demonstrate an ability to use e-mail effectively to send communication and document attachments. Candidates must also regularly access BlackBoard and their Student Web Portal. Candidates demonstrate their ability in this area through their fieldwork activities which are subject to summative evaluation in the EDAD566 Leadership in Public Schools course.

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

Reflective leadership skills develop through practice. This is especially important when leaders are asked to draw on research and best practices. Critical discussion, responding to hypothetical scenarios, and reflective speaking and writing activities provide a forum for development of reflective skills. Especially valuable are the activities in EDAD503 Organizational Leadership which require candidates to draw on research and literature from non-educational sources as they reflect on what makes for effective leadership. Such sources include, but are not limited to, the works of Wheatley (1992) on the significance of chaos theory, Drucker (2005) and modern corporate management (Peters and Waterman, 1982) In EDAD561 Policy, Governance, Community Relations, candidates investigate how organizational and administrative practices and policies in the community and political environment impact what happens in the
Especially useful in this course is the work of Tuckman (1984) which suggests that leaders who do not adequately reflect before acting fall victim to the same mistakes made by those who went before them. In EDAD505 Instructional Leadership and EDAD566 Leadership in Public Schools candidates wrestle with the issue of timing and adequacy as they investigate the breadth and depth of reflection required before acting. Candidates demonstrate their ability in this area through their fieldwork activities which are subject to summative evaluation in the EDAD566 Leadership in Public Schools course.

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

The school leader must be an inspirational mentor and coach. In EDAD 505 Instructional Leadership and EDAD566 Leadership in Public Schools candidates investigate and practice methods for motivating success among students, teachers, staff and parents. These methods are especially important as each school environment is different and motivating skills are not one-size-fits-all situations. In EDAD503 Organizational Leadership candidates consider various theories regarding motivation such as Maslow’s “hierarchy of needs”, Glasser’s "choice theory”, and Herzberg (1966) on motivation theory. Candidates demonstrate their ability in this area through their fieldwork activities which are subject to summative evaluation in the EDAD566 Leadership in Public Schools course.

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

Professional growth is critical to the success of all school leaders. Equally important are the personal needs of school leaders. In EDAD503 Organizational Leadership candidates study and discuss the work of Reeves (2004), Senge (1990), and Bolman and Deal (1995). The implications of these works and others are that the effective school leader must not ignore personal physical and psychological needs.

It is also important to note that Educational Leadership candidates have access to support services available through the University Women’s Center and Human Services Department. Services involving issues such as anxiety, depression, substance abuse, brief, parenting, self esteem, stress and other concerns can be addressed in person or the candidate may access the services online by going to www.UNIVERSITYBLUES.ORG.

It would not be possible for a candidate to complete our program unless they have mastered these skills. They are working full-time and taking 6-7 units of master's level work each term. Well over 90% of our candidates complete the degree and credential requirements in two years.

14(h) Each candidate engages in professional and personal development.
In EDAD503 Organizational Leadership, candidates investigate the work of Doug Reeves (2005) regarding the assessment of educational leaders. In doing so, they use the leadership performance matrix to note their own strengths and weaknesses. Building on these data, each candidate then identifies professional growth needs and develops a plan to address these needs. The entire credential program is about professional growth.

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

The school administrator is viewed as the instructional. To this end, all courses stress the need for the school administrator to use the learning environment as a frame of reference in school decisions at all levels. To assist candidates in developing this reflective skill, courses stress the integration of skills which reflect a working knowledge of research, data analysis methods. Additionally, recruiting and training staff, organizing resources in support of goals and objectives, best practices in other schools and venues, working collaboratively with all clients, motivation and encouragement of improvement, political realities, social and personal needs of students and staff, and methods of planning and implementing change are addressed. These concepts of effective leadership are addressed in all courses and course readings are replete with examples of the value of these concepts. Candidates demonstrate their ability in this area through their fieldwork activities which are subject to summative evaluation in the EDAD566 Leadership in Public Schools course.

**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.

It is important that all candidates develop personal efficacy regarding their knowledge, skills and dispositions as a school leaders. However, while it is easy to advocate this philosophy, it is not easy to put personal needs and desires on the back burner in favor of the needs of the school and others. To facilitate proper prioritization of leadership interest, candidates are regularly asked to reflect on their personal philosophy of leadership. This begins early in the program in EDAD505 Instructional Leadership and is followed by activities in EDAD 503 Organizational Leadership, EDAD561 Policy, Governance, Community Relations and EDAD566 Leadership in Public Schools. Candidates demonstrate their ability in this area through their fieldwork activities which are subject to summative evaluation in the EDAD566 Leadership in Public Schools course.

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

Issues of privacy, confidentially and protecting the rights of students and staff are addressed in several courses. In EDAD510 Introduction to Educational
Research candidates learn how research protocol requires application of specific legal practices where human subjects are involved. Such situations require subjects to be informed of their role in research and give their consent to be included. In EDAD564 School Law and Regulatory Process and EDAD563 Human Resource Administration candidates study the legal parameters regarding confidentiality and privacy as it applies to students. Application of students’ privacy and confidentiality rights are experienced at several levels by candidates engaging in Fieldwork activities which are subject to summative evaluation in the EDAD566 Leadership in Public Schools course.
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.

The Preliminary Administrative program at CSUF is designed to provide candidates with multiple opportunities to demonstrate their competency in understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

- Course activities and assignments in EDAD505, 561, 563, 564, 565;
- Fieldwork activities EDAD567 which are planned by each student and their mentor at the start of their program and must address each of the outcome standards, including this one; and
- Review of each student’s evidence coversheet for each standard in EDAD566. In EDAD566 each candidate gathers the evidence that they have met each Standard of Candidate Competence and Performance. The evidence is summarized on an Evidence Coversheet on which the student also reflects on how the activities have impacted their professional growth.

The end of program survey conducted in the spring of 2007 indicates that candidates found their preparation regarding this standard to be “outstanding” (48% of respondents) and “strong” (42%).

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.

The role of leaders and how they work with colleagues at school sites is addressed in several courses: EDAD503 Organizational Leadership, EDAD505 Instructional Leadership, and EDAD566 Leadership in Public Schools.

Candidates participate in group activities in many classes where they have opportunities to exercise leadership. For example, in EDAD565 group presentations are developed by candidates who research and present on important issues related to school finance such as the need for facility funds and vouchers. Similarly, candidates present key cases in their EDAD564 School Law class.

Each candidate is required to take on leadership roles at their school site as a part of fieldwork activities which take place throughout their time in the program. The type of activities undertaken is quite varied (e.g. leading a revision of a school’s disaster plan, serving as the chair of school committees such as the School Site Council and committees to revise student behavior rules.)
Candidates explore these issues with colleagues in several courses: EDAD561 Policy, Governance, Community Relations, EDAD563 Human Resources, EDAD564 School Law, EDAD565 School Finance, and EDAD566 Leadership in Public Schools. For example, in the EDAD564 School Law class the candidates usually interview an administrator about a problem related to a legal issue and explore how the issue was resolved. Then they analyze how the legal principles and key cases can be used to deal with similar situations successfully.

LEGAL INCIDENT DATA SHELL
1. Description of the site of the incident
   A. Type of school
   B. Size of school and district
   C. Demographic characteristics of neighborhood
   D. Description of the school culture
2. Description of the person being interviewed
   A. Title
   B. How long they held this position
   C. Previous experience
   D. Why did you pick this person to interview
3. Legal issue being investigated
   A. Principles
   B. Important cases in this area
   C. Ed. Code sections
   D. Board Policy
4. Background of the incident
   A. What led up to the events
   B. Why did it occur at that time and place
5. The actual incident
   A. Who were the players?
   B. Step-by-step what happened--use a chronological order
6. What were the results?
   A. Legal steps taken (reprimand, legal case, etc.)
   B. Impact on the players
   C. Impact on the district/school
7. What was learned from the event?
   A. Could it have been avoided?
   B. Could it have been managed better?
   C. What should future administrators know about circumstances like these?

Each candidate is required to show how he or she is able ensure that his or her school operates within these parameters through fieldwork assignments. Evidence of their competence is evaluated in the EDAD566 Leadership in Public Schools course.

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

Candidates explore this element in EDAD505 Instructional Leadership where they identify the various elements in their school’s diverse community and identify the ways in which the instructional program of the school can be best
structured to serve all elements of the community. In the EDAD561 Policy, Governance, Community Relations course candidates explore how schools respond to various constituent groups and enhance communication with decision makers.

Each candidate is required to show how she or he is able to be responsive to diverse communities and views and enhance communication through their fieldwork assignments. Evidence of this competence is evaluated in the EDAD566 Leadership in Public Schools course.

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

Candidates learn about school district governance in EDAD561 Policy, Governance, Community Relations. For example, it is quite common for instructors to require that candidates attend school board meetings. In the case of one off-campus cohort the district plans a project for the cohort which then makes a board presentation based on their findings.

Each candidate is required to show evidence of their understanding of how local policies are developed and implemented and their impact of teaching and learning. Evidence of this competence is evaluated in the EDAD566 Leadership in Public Schools course.

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

Candidates learn about the importance of equitable distribution of resources in a variety of courses: EDAD505 Instructional Leadership, EDAD564 School Law, and EDAD565 School Finance. In the EDAD561 Policy, Governance, Community Relations course they learn about how policies are developed and implemented. In the EDAD565 School Finance class the candidates are required to gather data about both general funding and categorical funds that come to the district and to their school. Candidates analyze these data to assess the degree of discretion site leaders have in budget decisions.

Each candidate is required to show evidence of their understanding of how policies influence equitable distribution of resources. Evidence of this competence is evaluated in the EDAD566 Leadership in Public Schools course.

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

Candidates learn about how to facilitate constructive conversations about student learning and achievement in several courses: EDAD505 Instructional Leadership, EDAD563 Human Resources, and EDAD566 Leadership in Public Schools. For example, in the EDAD563 course candidates are assigned to
conduct a formative teacher conference and observation cycle. They are given specific instruction in how to structure conferences so that teachers view them as constructive.

Each candidate is required to show evidence of their ability to facilitate constructive conversations about improving student achievement. Evidence of this competence is evaluated in the EDAD566 Leadership in Public Schools course.