PROFESSIONAL ADMINISTRATIVE SERVICES CREDENTIAL

Category I
Program Design and Curriculum

Standard 1
Program Design, Rationale and Coordination

The professional credential program is supported by a cogent rationale, draws on a defined knowledge base, is responsive to the individual candidate's needs, and is coordinated effectively.

Rationale

New administrators need to experience programs that are designed cohesively on the basis of a sound rationale that makes sense, and that are coordinated effectively in keeping with their intended designs. The program should be designed to give options to individual candidates to pursue coursework and other professional development opportunities that meet their own particular needs.

Factors to Consider

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

• The program has an organizational structure that forms a logical sequence among the instructional components and that provides for coordination of the administrative components of the program, such as admission, advisement, retention, candidate support and assessment, and program evaluation.

• There is effective coordination between the program's faculty and staff, between the education unit and the program sponsor's other departments, and between the program sponsor, schools, districts, county offices, and other agencies where candidates are beginning their administrative responsibilities.

• The overall design of the program is consistent with a stated rationale that has a sound theoretical and scholarly basis, and is relevant to the contemporary conditions of schooling (such as recent demographic changes).

• Any non-university activities included a university-based program are deemed appropriate by the candidate, the employer's representative and the university advisor. The professional credential induction plan specifies which non-university activities will be included and the expected learning that will occur from the activities.

• All programs include university coursework in the professional credential induction plan for each candidate. Required coursework is responsive to the candidate’s needs and addresses content identified in Standard 3.

• The program meets other factors related to this standard of quality that are brought to the attention of the team by the program sponsor.

The Professional Administrative Services Credential Program is offered by the Educational Leadership Department, a part of the College of Education, at California State University, Fullerton (CSUF). The Program is designed to fulfill the vision and mission statements outlined below.

The rationale for the Professional Administrative Services Credential program is guided by both the Mission of the College of Education and the Mission Statement and Goals of the Educational Leadership Department. The College of Education at CSUF was
established only recently, in 2004. The mission of the College of Education was developed collaboratively between internal education departments and professionals in schools/districts across our region.

### Mission of 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 serves the educational community by providing applied scholarship. |

The Professional Administrative Services Credential is also guided by the mission statement and goals of the Educational Leadership Department which were originally guided by NCATE, specifically the *Approved Curriculum Guidelines for Advanced Programs in Educational Leadership, 1995*. The Department revised its goals to align with the California Professional Standards for Educational Leaders (CPSEL's) adopted statewide in 2004.

### Mission

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<tr>
<th>Educational Leadership Department</th>
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<tr>
<td>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.</td>
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### California Professional Standards for Educational Leaders

1. **FACILITATE A SHARED VISION OF LEARNING IN THE SCHOOL COMMUNITY**  
   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.

2. **NURTURING A SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM CONducive TO LEARNING**  
   A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

3. **MANAGE RESOURCES AND ORGANIZATION FOR AN EFFECTIVE LEARNING ENVIRONMENT**  
   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.

4. **COLLABORATING WITH FAMILIES & COMMUNITIES TO MEET DIVERSE INTERESTS AND NEEDS**  
   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.
Each of these documents (COE Mission, Department Mission statement, and CPSEL’s) guide the implementation of the Professional Administrative Services Credential program at CSUF. Each provides the scaffolding of the Professional program’s intent to provide candidates with meaningful and challenging experiences in order to meet the high expectations outlined in the Standards of Quality and Effectiveness for Administrative Services Credential Programs.

The Professional program’s design is influenced by multiple factors in addition to those described above:

1. Candidates’ personal and professional needs and goals as practicing administrators;
2. Current research which informs practice related to effective leadership principles;
3. A well defined conceptual knowledge base (Bolman & Deal, 1996; Fullan, 2002, 2003, 2004; Sergiovanni, 1992; Starratt, 1992, 1999; Barth, 2001; Lambert, 2002); and
4. The importance of developing collaborative learning communities where candidates learn from each other.

Coursework is constructed to reinforce the purpose of educating practicing administrators to meet the changing needs of California’s diverse school population and to facilitate understanding of the major organizational, social, cultural, economic, and political forces which impact their work.

Late in the spring of 2007, CSUF was authorized to offer the Ed.D. with a specialization in PreK-12 Instructional Leadership (see Appendix A). The credential program outlined in this document is being implemented with the first cohort of students who start classes in August of 2007. Some, but not all, of the individuals admitted to this new degree need to obtain a Professional Administrative Credential. Students admitted to the doctoral program are the only students who participate in the “standards-based” Professional Credential Program at CSUF. CSUF has an alternative way for candidates who are not in the Ed.D. program to demonstrate their qualification for the Professional Credential which was outlined by the California Commission on Teacher Credentialing (CCTC Coded Correspondence 03-2002). This program provides candidates the opportunity to demonstrate, “mastery of fieldwork performance standards” through completion of a series of three assessment courses. This program is available for candidates with strong administrative experience and a strong professional portfolio. This program is described in detail later in this section.

Candidates in the Professional Administrative Services are practicing educational leaders in their first five years as administrators. All have been exposed to various
leadership theories during their Preliminary preparation programs (which may or may not have been at CSUF or may be acquired by testing). As practicing administrators, they must now translate their knowledge into the day-to-day real world of leadership. To maintain a seamless connection to candidates’ preliminary credential program’s coursework, the program is conceptually grounded in the six California Professional Standards for Educational Leadership (CPSEL’s). The CPSEL’s are particularly appropriate for candidates prepared both inside and outside of California, as the standards are closely based on the ISSLC standards currently adopted in over 30 other states around the country. Candidates find this a well-grounded standards-based transition from Preliminary Administrative Services Credential Program to Professional Administrative Services Credential Program.

Program Requirements
The Professional Credential Program at CSUF for Ed.D. students consists of three components:
1. Collaboration with mentor to establish a strong mentor/mentee relationship
2. Professional development provided by the district
3. Doctoral coursework
The coursework sequence is presented below and includes some of the courses in the Ed.D. which directly relate to the Professional Credential program. Generally, research methodology courses are not included.

Coursework
EDD 600 Organizational Theory and Challenges for Leadership
Examines organizational theories and their application to the role of instructional leadership. Also explores theories from leadership and management literatures, which predicate the conceptual development of the role of instructional leadership. Explores implications of these theories for effective performance as instructional leaders.

EDD604 Forecasting and Planning for Emerging Needs
Students investigate theories and methods that promote accurate forecasting of the impact of social, economic, political, cultural, academic and demographic trends as they affect curriculum and instruction. Emphasis is also placed on how these indicators can be used to engage effective planning.

EDD605 Methods of Collection and Analysis of Assessment Data
Methods of system-level data collection and analysis of outcomes of instruction are explored. Examines the complexity and efficacy of using various types of data for making judgments at the system level about the effectiveness of instruction across classrooms and schools.
EDD 620 Ethical and Legal Dimensions of Leadership
Concepts of ethics (e.g., self-interest, free will, social responsibility, duty) are explored as the basis for legal standards (protection of individual rights, fair treatment, equality of opportunity, duty of care, public trust) using education case that deals with instructional leadership.

EDD621 Leadership of Curricular and Instructional Practices
Examines current issues in curriculum design and implementation. Explores forces affecting the curriculum, curriculum continuity and articulation; content trends in the subject areas; appropriate curriculum for students from diverse backgrounds; curriculum censorship; and effective instructional leadership for curriculum improvement.

EDD622 Human Dimensions of Reform and Change
To prepare effective change agents, this course examines issues associated with change. Topics include change as a sociopolitical process; sources and purpose of change; coping with multiple reform efforts; decision-making processes; implementation of reforms; problems of resistance to change in curriculum and instruction; and change as a continuous process.

EDD624 Educational Policy Cycles and Leadership
An in-depth study of topics relevant to instructional leadership and educational policy cycles. Topics include the policy making process, the role of values and interest groups, policy analysis, equality of educational opportunity, how policy efforts are reshaped, and systemic reform. Policy issues such as high-stakes testing, curricular mandates, and accountability are used as exemplars.

Cohort Program Structure
Candidates are admitted to the regular program once each fall with coursework taking two years to complete. The work of the candidates is blended within the Ed.D. program offered at CSUF. The cohort consists of approximately twenty candidates. This structural format was chosen because of the strong emphasis on building collaborative working environments where administrators can share their triumphs as well as their challenges as a group. Because candidates come from a variety of districts, the cohort structure provides powerful collaborative learning experiences and multiple opportunities for sharing, networking, and learning across various school and district organizational cultures.
Program Rationale

Leadership in public schools today presents challenges that require strong leaders who are capable of addressing the major social, cultural, economic, and political forces that affect their work. Leaders must constantly be open to understanding and learning innovative leadership strategies and methods. They must be life-long learners and accept that educational leadership means an ongoing commitment to learning. With these goals in mind, candidates experience a well-defined sequential program consisting of coursework that includes reading and research based on theoretical concepts which are then applied by candidates through course assignments to their work as instructional leaders.

Overall, the program has been constructed based on the belief that each candidate who enters the program is capable of directing his/her own learning experiences and who, with guidance and input, will function as an adult learner. Candidates therefore have the latitude to construct their Induction Plans based on their assessment of their immediate and long-term needs and to choose the objectives and learning strategies that will assist them in attaining their own self-selected goals. Induction plans are developed by candidates in consultation with their mentor and Research Support Seminar instructor.

Defined Knowledge Base--Instructional Leadership

The doctoral degree program is focused on the role of school administrators as instructional leaders. This focus is supported by CPSEL standards which frame the current standards for the Professional Credential Program.

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.

Instructional leaders focus on how to support sound pedagogy and curriculum across schools and districts while at the same time 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 on instructional improvement. The program seeks to develop instructional leaders who can apply critical skills of inquiry, analysis, research, and evaluation to the study and resolution of educational problems, needs, and reforms that will lead to improved student learning.

Those who complete the degree and credential at CSU Fullerton will have rigorous theoretical and practical knowledge about instructional leadership. The program is purposefully designed to focus on student learning by preparing candidates to develop and strengthen interconnections between the institutional and organizational levels and the school and classroom. K-12 students are the essential core and lie at the heart of
the enterprise. The program (a) provides a comprehensive program designed to
develop instructional leaders who understand the complexity and the often competing
interests of leadership and instruction, and (b) develops in educational leaders the
ability to make substantive and sustained growth in student learning.

Our program subscribes to the multi faceted definition of instructional leadership
developed by Leithwood, Seashore Louis, Anderson, Wahlstrom (2004, p. 18)\textsuperscript{1} which is
illustrated on the next page. “According to this framework, leaders play critical roles in
identifying and supporting learning, structuring the social settings and mediating the
external demands” (p. 17).

According to this framework, leaders play critical roles in identifying and supporting learning, structuring the social settings and mediating the external demands.

Figure 1: Linking Leadership to Learning. The research framework features 10 interdependent variables. This figure cannot show the many complex relationships that actually exist among the 10 variables. The relationships depicted in the figure are illustrative only.
Coordination
The Professional Administrative Services Credential Program is directed by a full-time tenured faculty member who is the Director of the Ed.D. Program and Department Chair. The faculty members meet together to discuss program issues, candidates’ progress, and future programmatic directions. Other issues discussed regularly involve providing information regarding student admission procedures, enrollments, textbook ordering, or securing class locations as well as consultations regarding syllabi development and course content and expectations.

The credential processing office personnel play a significant role in assisting candidates when applying for credentials. The faculty and Credentialing Office work together to facilitate the process. For example, the credential analyst notifies the department when each candidate applies for the professional credential and reviews the documents that may still be needed for each candidate. The department and the credential analyst also work together to problem solve and facilitate the late application process if a candidate’s Preliminary Administrative Services Credential is about to expire before completion of the Professional Credential program.

To enhance coordination, each candidate must complete a mentor information sheet where each mentor is asked if he/she requires additional assistance or information regarding mentoring. In this way, the faculty maintains contact with each candidate’s mentor if requested.

To insure that each candidate understands the nature of the entire Professional credential experience, each candidate (as well as each instructor) receives an Induction Handbook (Appendix B) that contains information about the program and the resources available.

Two Pathways to the Professional Credential
At CSUF we are granting Professional credentials through two separate mechanisms which have somewhat different goals and different sources of authorization.

- The “CTC standards based” program is imbedded in our Ed.D. program.
- The “Evaluation of Mastery Program” is authorized by Coded Correspondence 03-2002 and is a separate pathway to the credential.

The following table shows the requirements and activities for candidates who get the Professional credential at CSUF over and above what would normally be done in their careers if they only finished the Preliminary Credential.
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<tr>
<th>Standards Based Program as part of the Ed.D.</th>
<th>Evaluation of Mastery Program</th>
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<tr>
<td>Requires admission to the Ed.D. program, holding a Preliminary Credential, and providing: a Notice to District Superintendent Form and Verification of Employment</td>
<td>Open to all Preliminary Credential holders who complete an application and provide: a Notice to District Superintendent Form and Verification of Employment</td>
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<td>Assure that candidates have functioning mentors</td>
<td>Assure that candidates have functioning mentors who assist in the assessment process</td>
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<td>Provide high quality doctoral coursework (seven courses) that challenges candidates to apply scholarship to “real world” problems in schools and districts in order to bring about change</td>
<td>Provide three courses to guide candidates through assessment of their mastery of the CPSEL standards</td>
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<td>Collaborative development of an induction plan involving the candidate, the mentor, and Research Support Seminar instructor</td>
<td>Work with faculty to reflect on data about their performance gathered from self-assessments, assessments by peers and subordinates, and school assessment data as outlined in the syllabi for the program (EDAD501A, B, C)</td>
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<td>Review of authentic evidence of competence that shows on most standards they are at the experienced or accomplished level</td>
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<td>24 Unit program</td>
<td>9 Unit program</td>
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### Evaluation of Mastery Program
(Not based on CTC Standards)

As authorized by the California Commission on Teacher Credentialing (CCTC Coded Correspondence 03-2002), CSUF provides candidates the opportunity to fulfill Professional Credential by demonstrating, “mastery of fieldwork performance standards”. Candidates qualifying for this program participate in an intensive and comprehensive semester in EDAD501ABC. This program emphasizes “demonstration of competence” by requiring a 360-degree assessment of the candidate from multiple perspectives. Managed by the candidate, and supervised by the mentor and university advisor, this assessment is richly informed by data collected from subordinates/staff/faculty, administrator peers, family and personal contacts. Each credential candidate prepares a comprehensive assessment of competence for each of the California Standards for Educational Leaders. In addition, each credential candidate demonstrates mastery of fieldwork performance standards by preparing a professional portfolio of work-embedded artifacts, evidence, and documentation. There is a collaborative review of the candidate’s competence by a senior mentor, colleagues in the course, and university advisor. In addition, candidates develop a professional collaborative process with their mentor, colleagues in the course, and university faculty. Successful completion of the series of three courses (EDAD 501A, EDAD501B and EDAD501C) provides for university-approval and recommendation to the CTC for the Professional Administrative Services Credential. The courses in the Mastery Program are:
EDAD501A: Candidate Professional Criteria  
EDAD501B: Field-based Performance Criteria  
EDAD501C: Authentic Performance Criteria

EDAD501A focuses on Candidate Professional Criteria for the demonstration and assessment of competence. It is based on the Candidate’s qualifications, professionalism, knowledge, and experience. This first course (in the series) specifically addresses and documents the Professional Criteria of each candidate.

EDAD501B focuses on Field-based Performance Criteria for the demonstration and assessment of competence. It is based on the Candidate’s demonstrated behaviors, activities, and responsibilities. This second course (in the series) specifically addresses and documents the Field-based Performance of each candidate.

EDAD501C focuses on Authentic Criteria for the demonstration and assessment of competence. It is based on the Candidate’s demonstrated problem-solving, comprehension, processing, communication and collaboration skills. This third course (in the series) specifically addresses and documents the Authentic Performance of each candidate.

This is a comprehensive series of three courses (EDAD501A, EDAD501B and EDAD501C) for practicing school administrators holding the Preliminary Administrative Services Credential. The three courses must be taken and passed concurrently by the candidate. Successful completion of this series provides for university-approval and recommendation to the CTC for the full and clear Professional Administrative Services Credential.

Although both the Preliminary Credential and the Professional Credential programs require students to show competence, Professional Credential candidates are expected to provide evidence of a much more sophisticated and complex nature since they are already practicing administrators. In the Demonstration of Mastery Program candidates must provide videotape documentation, develop a PowerPoint presentation that shows their mastery of one standard, and develop a publishable manuscript related to one of the standards (see 501C Course Syllabus in Appendix). In the combined Ed.D. and Professional Administrative Credential exiting candidates for the Professional Credential must show how their professional growth activities and mentoring have assisted them in meeting their goals for each CPSEL standard. (See Appendix B Induction Handbook.)
Standard 2
Design of the Professional Credential Induction Plan

The candidate, the university advisor, and the employer's representative(s) work together to develop a professional credential induction plan for the support and professional development of each beginning administrator. The design of the plan is coherent, is based on a stated rationale, and includes a mentoring component, advanced academic coursework, and may include non-university based professional development activities.

Rationale
The professional credential induction plan outlines the plan to build professional competence for each beginning administrator. This plan builds on each beginning administrator's assessed needs and outlines specific activities for facilitating each beginning administrator's professional development.

Factors to Consider
The following factors serve as a guide for initial program design and ongoing program evaluation.

- The professional credential induction plan is designed to meet the individual assessed needs of the beginning administrator.
- Assessments of individual professional development needs, interests, job responsibilities, and career goals inform the plan for professional induction.
- The professional credential induction plan includes individual performance goals, outlines specific strategies for achieving those goals, establishes timelines, and documents the beginning administrator's progress in meeting the established goals.
- The professional credential induction plan outlines the coursework, the individual assistance, and the professional development opportunities that will be made available to the beginning administrator to address the established performance goals.
- An experienced colleague or mentor, a university advisor, and the candidate work together to design an appropriate plan and reflect periodically on progress in meeting the professional development goals established in the professional credential induction plan.
- The program meets other factors related to this standard of quality brought to the attention of the team by the program sponsor.

Rationale of Induction Plan
The candidates' professional credential induction plans outline a strategy for building professional competence. This plan builds on each beginning administrator's assessed needs and outlines specific activities for facilitating each beginning administrator's professional development. The Induction Plan development process requires that candidates, mentors, and Research Support Seminar instructors think through the needs of the candidate and the many demands on their time so that the degree coursework and research, professional development opportunities, and work with the mentor can be integrated into a plan that will optimize outcomes for the credential candidate and ultimately for the staff and students they serve.
The Professional Induction Plan is developed at the beginning of the program. The candidate works with their mentor and Research Support Seminar instructor to develop an individualized plan that a candidate follows to accomplish his/her professional goals.

**Needs Assessment**
Candidates complete several activities to provide a baseline assessment of their professional capabilities, knowledge and needs. These assessment activities serve as a foundation in the development of an informed, well-constructed and purposeful Induction Plan. There are two self-assessments used to measure candidate’s current competency levels based on the California Professional Standards for Educational Leaders (Candidate Self Assessment, Appendix C) and also the National Educational Technology Standards for Administrators (Leaders and Technology Self Assessment, Appendix D). Candidates also review their interests, job responsibilities and career goals to further inform this assessment process. Candidates then conduct a careful analysis of self-assessment data. They combine this with previous performance evaluations from their places of employment. In collaboration with their mentors and Research Support Seminar instructors, this provides a foundation for candidates to identify strengths as well as areas of need.

The items the candidates use to rate themselves come directly from two documents recognized in our field as “foundational”—the California Professional Standards for Educational Leaders (CPSEL’s) and the National Educational Technology Standards for Administrators (NETS-A). We also know that many districts are now using the CPSEL’s as the framework to evaluate the performance of practicing administrators. The categories for self-rating were based on the 2003 WestEd document, *Moving Leadership Standards into Everyday Work*. In that document they created a scale that showed a “continuum that illustrates increasing skill levels, application, and results” (p.3). They noted that some administrators show leadership that is directed toward or approaches the standard, others meet the standard, and some exemplify the standard. We use a similar 4-point approach with our scale using “beginning,” “developing,” “experienced,” and “accomplished” to define the continuum of practice for educational administrators. The purpose here is to force candidates into productive discussions with their mentors about how they see themselves progressing toward being “accomplished administrators”. It is also an opportunity for mentors to either dispel notions of false modesty or to “poke holes” in an inflated ego. The users of the data gathered by these instruments are the candidate and their mentor--the purpose is self reflection.

In addition to the self-assessment instruments, the program collects a good deal of information about the candidates that is used in developing their induction plans:

- Graduate Record Examination (GRE) scores on the three GRE tests, taken within the last five years;
- Three confidential letters of recommendation attesting to the leadership ability and scholarship of the candidate;
- Written statement of purpose reflecting understanding of the challenges facing the public schools or community colleges/institutions of higher education in California;
• Professional resume;
• Examples of professional writings;
• Response to a writing prompt administered on-campus prior to the interview;
• Personal interview with the Admissions Committee.

All of these elements along with the self-assessments are used by the Research Support Seminar instructor in working with the mentor and the candidate to develop the induction plan.

**Development of Induction Plan**

Based on their analysis of their needs assessment, candidates write personalized professional goals connected to each of the six CPSEL standards (and the NETS-A, if appropriate). Candidates are encouraged to work closely with both their mentors and Research Support Seminar instructors in the development of the plan. Candidates will personalize not only their plan but the level of input from their mentors and Research Support Seminar instructors. In the plan, candidates will identify strategies to meet the goals, determine artifacts that will serve as evidence of goal progress or mastery. The Induction Plan is signed by the candidate, the candidate’s mentor, and the university supervisor as evidence of the plan’s development through consultation (see Appendix B, Induction Handbook). Mentors acknowledge their participation by signing the Induction Planning Worksheets. Progress on meeting the professional development goals is reported by the candidate and the mentor twice a year in December and June. This is documented through use of the Report of Candidate Progress found in the Induction Handbook.
INDUCTION
Blending Professional and Academic Preparation

Orientation to Induction Process

Selecting a Mentor

Needs Assessment

Approval of Induction Plan

Acceptance to the Doctoral Program

Year One Coursework

Qualifying Examination of Literature Review

Year Two Coursework

Defense of Research Proposal

Year Three Research

Defense of Dissertation

Work with Mentor & Professional Development Activities

End of Program Assessment
Every one of the candidates who receives a Professional Clear Administrative Credential from CSUF will have completed either seven doctoral level courses or three courses for the Evaluation of Mastery Program. These courses are very substantive and require a high performance on a variety of assignments as demonstrated by the syllabi. In addition students have to bring to the university evidence of their competence for each of the standards. This evidence includes a variety of work products ranging from reports and grant applications they have written for their districts or schools to video and photos of school programs they have developed. Work products are all reviewed by the mentor and the Research Support Seminar instructor. The signatures are meant to formalize the presentation of the evidence.

We have described this process in the Ed.D./Credential Program Mentor and Student Handbook to make this explicit as shown below in number 12.

**Steps in the Credential Program**

1. Review this handbook.
2. Make sure you understand the guidelines for selecting a mentor.
3. Obtain a completed Mentor Qualification Form from the person you want to select.
4. Submit the form to the Ed.D. Research Support Seminar instructor.
5. The Research Support Seminar instructor will notify you and your mentor when the selection is approved.
6. Provide a copy of the handbook for your mentor.
7. Meet with the Research Support Seminar instructor and your mentor to discuss your plans.
8. Obtain approval of your Induction Plan Worksheets.
9. Take the required coursework.
10. Meet with mentor (face-to-face, e-mail, phone) on a regular basis to discuss your progress.
11. Turn in Report of Candidate Progress form every June and December.
12. When you have collected the necessary evidence to show that you meet the goals of your induction plan for each of the 6 standards, meet with both your mentor and your advisor so that they can review and approve your competence for each standard. Have your mentor complete the End of Program Assessment Form and give it to the program director.
13. Turn in a Credential Application.
Standard 3
Curriculum Content

The content of the curriculum has a strong conceptual base and is organized to address principles of administrative practice in the thematic areas defined below:

- Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community
- Advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth
- Ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment
- Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources
- Modeling a personal code of ethics and developing professional leadership capacity
- Understanding, responding to, and influencing the larger political, social, economic, legal and cultural context

Rationale

The principles outlined in these broad thematic areas are intended to suggest a holistic, integrated approach to instructional leadership and to the design of a curriculum intended to produce such leaders. Each set of principles interrelate in important ways and are expected to be woven throughout the curriculum.

Factors to Consider

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

- The curriculum themes are incorporated into the program in ways that include systematic study, application of key concepts in job settings and opportunities for personal reflection and integration of thematic study into a personal vision of administrative responsibility.

- These themes are reflected throughout all courses and induction support activities, rather than only in one or two specific courses or activities.

- The program emphasizes the importance of inquiry into these thematic areas as a part of all experiences in the program.

- Activities in the professional credential induction plan include and reflect an integration of these thematic areas.

- The program meets other factors related to this standard of quality brought to the attention of the team by the program sponsor.

The curriculum in the Professional Administrative Services Credential Program is based on the instructional leadership focus of the Ed.D. coursework and is connected to the six California Professional Standards for Educational Leaders (CPSEL’s). Assignments in coursework require that candidates connect the theoretical concepts and research studied to the professional work of the candidates. For example, in the EDD600, Organizational Theory and Challenges for Instructional Leadership course candidates must select a problem in their “work-world” and give a description of the relevant elements of the problem and its history. They must use an organizational theory to analyze the problem and suggest solutions.
Below are each of the six CPSEL’s and the courses in the program directly addressing the standards.

### CCTC Thematic Areas

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<tr>
<th>Core Courses</th>
<th>Vision of learning</th>
<th>School culture... conducive to student learning and staff professional growth</th>
<th>Management ... for safe, efficient, and effective learning environment</th>
<th>Collaborating with families... responding to diverse community... mobilizing resources</th>
<th>...Code of ethics and developing professional leadership capacity</th>
<th>...Larger political, social, economic, legal and cultural context</th>
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### Induction Plan

The program begins with the development of an Induction Plan which is structured around the six themes of this standard. Candidates plan their goals under each of the six themes. As stated in the previous standard, students complete a self-assessment of their perceived competency levels in not only each of the six CPSEL standards but in the National Technology Standards for School Administrators (NETS-A), as well. The key is in the analysis where candidates must organize and then analyze their data so that proper and appropriate decisions can be made regarding the creation of their goals and objectives.
In the Professional Credential program the induction plan requires the candidate to develop a plan that integrates coursework, professional growth activities and work with their mentor. The program requires that the mentor and advisor review authentic evidence that candidates are competent in the standards. The nature of the evidence is quite different from that which might be used for the Preliminary program because the candidates are practicing administrators. The sophistication and complexity of their evidence sets it apart from the Preliminary program. Candidates are expected to show evidence that they are at the level of “experienced” or “accomplished” leader for most of the standards in the Professional program. For example, in the Preliminary program candidates might shadow an administrator as they observe a teacher; whereas, Professional candidates would need to show how they have improved their skills as a practicing administrator through professional development activities, reading of the scholarly literature, and advice from their mentor to become stronger instructional leaders. In a real sense the difference between the Preliminary candidate and the Professional candidate is analogous to the difference between an apprentice and a self-directed, reflective leader.
Standard 4
Scope and Delivery of the Professional-Level Curriculum

The curriculum for the university and non-university components of the Professional Administrative Services Credential program builds upon the foundation of the Preliminary Administrative Services Credential program, and applies conceptual knowledge to administrative practice in ways that engage candidates in important issues of theory and practice.

Rationale
The candidate's preliminary level program was designed to acquaint candidates with the broad range of administrative and leadership responsibilities in schools. The prior coursework and field experiences have prepared persons to begin administrative service. The curriculum at the professional level should extend those learnings, and allow for in-depth study of defined areas of interest for the new administrator.

Factors to Consider
The following factors serve as a guide for initial program design and ongoing program evaluation.

- Curriculum content is characterized by a depth of experience that challenges candidates, fosters critical reflection, extends understanding, and allows for meaningful integration of theory and practice.
- Coursework systematically extends the depth of content offered at the preliminary level, and is geared to the needs of beginning administrators.
- Candidates have opportunities to select and pursue specific areas of interest within university and non-university curricular offerings.
- Coursework and other professional development activities are designed to thoughtfully engage candidates in challenging learning activities and reflect on their own practice as beginning administrators.
- The program meets other factors related to this standard of quality brought to the attention of the team by the program sponsor.

The Professional Administrative Services Credential Program at CSUF is designed as an extension and theory-to-practice application of the content learned in the Preliminary Administrative Services Credential Program. While the Preliminary Program was designed to acquaint candidates with the broad range of administrative and leadership process responsibilities in schools, the Professional Program is designed for practicing leaders of today's schools. Coursework and other professional development experiences outlined in the induction plans support aspiring administrators who are in leadership positions in California schools.

Important Issues of Theory and Practice
Each of the courses in the Ed.D. program addresses issues of theory and practice related to instructional leadership in schools which has been identified as the key role of school leaders. Theoretical constructs and recent research studies are explored in every course. Every course syllabus outlines a rich theoretical basis for the course with extensive supplementary bibliographies provided. (The syllabi for each course are provided in the Appendix.)
Integration of Theory and Practice

Seminar discussions test the practical application of theories, models, and research in the “real-world” work of the candidates. Assignments specifically require that students use their work in schools in their analysis and writing. Some specific examples are given below. This type of assignment is found throughout the coursework.

EDD620 The writing assignment for this course should focus on a problem or situation in the workplace of the seminar member that has both ethical and legal dimensions.

♦ Detailed description of the problem or situation, provide the background and details (who, what, when, where, why, etc.).
♦ Outline the ethical issue(s) raised by this problem or situation, relate these back to the ethical concepts as defined by those who have written about ethics in the philosophy literature.
♦ Analyze the legal issues involved in this problem or situation. Your analysis should show the link between existing legal cases and this situation or problem.
♦ How can the ethical concepts and legal principles assist school leaders in addressing situations or problems like the one you have outlined?

Extension of Learning Beyond the Preliminary Level

A common criticism of Professional Credential programs is that the courses simply “re-hash” what was covered in the Preliminary Program. A comparison of the course content in the Ed.D. program makes it quite clear that there is a significant difference in both the depth of experience being offered and the content covered. For example, the amount of reading and the types of materials assigned in the Ed.D. are quite different from the Preliminary program. In addition, there are courses in the Ed.D./Professional program that have content and focus which was not part of the Preliminary program or were only briefly introduced such as forecasting and planning, and policy cycles.

Individual Interests

Candidates for the Professional credential have several ways to pursue their specific areas of interest. Within courses and in their dissertation work candidates have wide latitude to focus their studies, research, and writing around topics that may be of interest to them because of their professional needs. In addition, every candidate develops an individualized induction plan which outlines the additional professional development activities they plan to undertake. These might include conference attendance, ACSA workshops, district provided training, and work with their mentor.
Standard 5
Curricular Individualization

The curriculum of the program provides for specialization and individual development based on an assessment of each candidate's needs, interests, and career goals.

Rationale
A range of curricular offerings within the university and non-university component of the program to effectively meet the needs of beginning administrators in a variety of contexts. Specialization and individualization may occur by providing a variety of coursework, specialized strands, or by individualized learning opportunities within a specific course or professional development experience.

Factors to Consider
The following factors serve as a guide for initial program design and ongoing program evaluation.

• Areas of curricular specialization and a range of options within these specializations are available and clearly defined for candidates in the program.
• Candidates have opportunities to select and pursue specific areas of interest within the curricular offerings.
• Assessments of student needs and interests result in careful planning and selection of appropriate coursework and other professional development opportunities.
• Consideration is given to the new administrator's work responsibilities in planning the timing of coursework and professional development experiences.
• The curricular plan is outlined in the candidate's professional credential induction plan.
• The program meets other factors related to this standard of quality brought to the attention of the team by the program sponsor.

Assessment
The assessment of each candidate’s needs, interests, and career goals begins in the application process which includes multiple sources of data including recommendations, and interview and writing exercise, review of other writing samples, GRE scores, and review of transcripts. This process gives the faculty significant data on which to base admission decisions. The faculty seeks to admit students who have a strong interest in instructional leadership thus assuring a good fit between the focus of the program and the interests of the candidates. The next step in the assessment of individual needs takes place through the assessment instruments used as the basis for the induction planning process.

Specialization and Individual Development
The learning opportunities for individualization for each candidate are based on an extensive assessment of each candidate’s strengths and areas of need conducted in development of the induction plan. Candidates are encouraged to formalize their career goals and expand their awareness of future professional opportunities. Although the program is conducted within a cohort structure which includes a core curriculum, the candidate structures his/her learning in each course in relation to each candidate’s self-selected goals. Candidates may choose their own areas of study for research or other course/worksite related assignments. Self-selection of study areas related to
candidates’ self-identified needs based on their assessment provides for curricular freedom and professional initiative for the outcome of their work.

Each student identifies a research area soon after enrolling in the program. Students are grouped in small learning communities based on their research interests. These Research Support Seminars meet with a faculty member over the first two years in the program. The Research Support Seminar instructor also provides support for the completion of the induction plan.

Throughout the candidate’s period of enrollment in the program, it is important to note that adjustments can be made to the Professional Induction Plan. It is likely that as the candidate develops professionally, the outcomes and expectations may take on new meaning or direction. Changes can be made at any time in conjunction with the candidate’s mentor and the university supervisor. These changes may in turn influence her/his choices of study projects within the core courses and in his/her professional development choices. Candidates have the freedom to select their own staff development opportunities (e.g. state or national conferences, workshops offered by professional organizations, district professional development, additional coursework) to assist them with goal mastery and attainment. The program provides “Set-Aside” funding when students need financial support to conduct these professional growth activities. University faculty provide suggestions for various learning opportunities in relation to the candidate’s pursuits, particularly as the faculty become more familiar with each candidate. In addition, the mentor component is another source for individualized professional development and advisement. All candidates are encouraged to set their own paths in the core courses through collegial interaction with their instructors and to negotiate the best possible academic experiences which will assist them with goal mastery.

Program Designed to Support Working Professionals
The Professional Credential/Ed.D. program is designed for working professionals. Courses meet in the evening or on weekends. The cohort model use in the program supports the development of close working relationships among students in the program which becomes an important element in the professional network that is so important in the career of school leaders. Additionally, students are encouraged to focus course assignments and dissertation research around problems of practice that will assist the candidate, her/his school and district to improve instructional outcomes. This process is facilitated by the extensive K-12 leadership experience of the faculty.
Category II
Support and Mentoring Plan

Standard 6
Provision of Mentoring Experiences

The beginning administrator's professional credential induction plan specifies provisions for mentoring and support activities to be provided by one or more experienced colleagues throughout the candidate's enrollment in the credential program.

Rationale
The guidance, advice, feedback, and support provided by a more experienced colleague assists the new administrator in the performance of his/her role and helps to facilitate the development of professional norms. Sharing of the knowledge of practice needs to be a planned part of the design for administrative induction. Candidates may experience more than one mentor, and the primary mentor may change. The professional credential induction plan should outline the ways in which mentor(s) will work with beginning administrators to help them achieve their defined goals.

Factors to Consider
The following factors serve as a guide for initial program design and ongoing program evaluation.

• The mentoring component of the professional credential induction plan is developed collaboratively by the candidate, the university advisor, and the mentor administrator.

• Mentoring occurs on a regular, ongoing basis and reflects the candidate's changing needs and stage of professional development.

• Support and mentoring activities are appropriate to the individual needs of beginning administrators and are provided in ways that encourage reflection, build trust, and facilitate professional growth and development.

• Mentoring experiences may be individual or group activities, and may include, but need not be limited to, orientation of new administrators, job-alike meetings, function/division orientation, and mentoring.

• Activities are balanced to provide an awareness of a full range of administrative responsibilities, address both site level and district level functions, and provide experiences with diverse populations.

• The program meets other factors related to this standard of quality brought to the attention of the team by the program sponsor.

Mentoring Support
Mentoring is recognized as a key component of the Professional Administrative Services Credential Program. The purpose of initial assessment is to assist the candidate in developing a self-directed professional, academic experience that includes university coursework, mentoring activities, professional development activities through non-university organizations. It is the responsibility of both the Research Support Seminar instructor and the candidate's mentor to assist the candidate in the analysis and identification of professional growth needs based on the results of the assessment activities. This analysis assists the candidate in developing a meaningful and practical Professional Induction Plan.

Selection of Mentors
The primary responsibility for identifying a mentor rests with the credential candidate, but the decision will be the result of a collaborative effort between the candidate, the school district, and the Research Support Seminar instructor. It is strongly suggested that it would be beneficial if the mentor has earned a doctoral degree. This experience provides mentors with important insights that they can share with the candidate.

Candidates should not select as their "official mentor" their direct supervisor who does their personnel evaluations. These individuals will probably provide some mentoring, but the candidates need a mentor with whom they can "let their hair down" and "ask dumb questions" without fear that it will reflect poorly on their careers. The Ed.D. director from the university may also want to share insights freely without fear that it might reflect poorly on our students who are the candidates for credentials.

This collaborative process of selecting the mentor must ensure the potential for a successful experience. The mentor must be certified and experienced in school administration and qualified in supervision. Data about the qualifications of the mentors are documented on the form titled “Qualifications of Mentor” (Appendix E) which is collected before the mentoring relationship can begin.

The mentor's work entails the following:

1. Helping to create a support system for candidates for the Professional Administrative Credential.
2. Conferring with the candidate on a regular basis with respect to expectations, advice, and assessment of the candidate's work. Mentoring should reflect the candidate's changing needs as s/he progresses through the program.
3. Assuring that the combination of degree coursework and other professional development activities outside of the degree program undertaken by the candidate is balanced to provide an awareness of a full range of administrative responsibilities, addressing both site level and district level functions, and provide experience with diverse populations.

Early in the relationship with the candidate the mentor should establish the optimal times and frequency of contacts (both face-to-face, e-mail and/or by phone). Daily contact is not necessary; however, multiple weeks between contacts will probably not meet the needs of the candidate. Mentors should contact the Research Support Seminar instructor at the University if they have any concerns about the frequency or quality of contacts with the candidate.

Roles and Responsibilities of the Mentor
- Willingness to serve as a coach to a credential candidate
- Facilitates professional development of the candidate
- Helps the candidate establish professional connections and further develop his/her career
- Provides knowledge and expertise on a wide range of issues
- Provides feedback on the candidate's work
- Provides moral support
- Acts as a role model
- Interacts with the candidate with humor, flexibility, and generosity
- Provides guidance, counsel, and advisement
- Works collaboratively with the University supervisor assigned to the candidate
Roles and Responsibilities of the Candidate Being Mentored

- Seeks out and interacts with mentor
- Discusses his/her goals
- Receives guidance on career issues
- Uses time with mentor effectively by asking questions and discussing concerns and interests
- Identifies own needs/goals and formulates an action plan for accomplishing these
- Takes responsibility and initiative for own learning and professional development
- Actively seeks challenging assignments and greater responsibility
- Receptive to coaching/utilizes the mentor's feedback
- Maintains regular contact with University supervisor

After admission to the program and prior to the start of coursework, candidates meet with the Research Support Seminar instructor to learn about selection of a mentor and the development of an induction plan. Candidates work with program faculty to assist them in developing a meaningful and supportive relationship with their mentors. The focus of the relationship stems from research on institutionalized mentoring, strategies and techniques for mentoring, effective communication, reflective practices and coaching assessment. Specific mentor guidelines and criteria for mentor selection are included in an orientation conducted for incoming candidates. The professional program assumes an acceptance on the part of the mentors of a professional responsibility for assisting beginning administrators. The candidate also receives information on maximizing the benefits of the mentor relationship and in seeking multiple mentors to support broader or more global goals.

For some candidates, initial mentoring experiences may focus on the technical aspects of the job and survival skills of the candidate while at the same time encourage the development and refinement of a personal vision. Candidates are guided through an initial contact experience where they must interview their mentor and collaboratively determine the best ways to carry out the mentor/mentee relationship.

Since the literature on mentoring emphasizes the importance of contact time between mentor and protégé, expectations with regard to ongoing mentoring responsibilities will be communicated to the mentor at the beginning of the program. Districts are expected to provide time to both the mentor and the candidate so that sufficient time can be devoted to the implementation of the Professional Induction Plan. At the time the candidate applies for the program, a commitment is required of the school district pledging support for the mentor/mentee relationship (Appendix I).

Critical Elements of Mentoring Support

Regular, Ongoing Support
Mentors are identified as students begin the credential/Ed.D. program. Students and mentors outline their plans for regular meetings/contacts in the induction plan. Students keep logs of their work with their mentors. Research Support Seminar instructors review the logs when they meet with students.
Focus on Professional Growth
Mentors and candidates are encouraged to explore ways to enhance the professional
growth of the candidates. This may require assistance with “on-the-job” problems, tips
on how to “survive” graduate work, and/or assistance in developing a career trajectory.
The mentor is a trusted professional who can give critical feedback in a confidential
setting. The mentor can also develop opportunities for the candidate to gain new types
of experiences at new levels in the organization or different types of settings.
Standard 7
Mentor Qualifications

Experienced administrators selected as mentors are qualified for this professional role, prepared for their responsibilities, assigned appropriately, evaluated for their effectiveness, and recognized for their contributions.

Rationale
Mentors play a key role in the induction experience of the beginning administrator. They need to understand the needs of beginning administrators and be prepared to help and assist in the development of administrative expertise. They will be most effective if they are paired with candidates who share similar job responsibilities and are committed to assume responsibility with the employer, the university, and the candidate, for the mentoring component of the professional credential induction plan.

Factors to Consider
The following factors serve as a guide for initial program design and ongoing program evaluation.

- Appropriate criteria for mentor selection and assignment are established by each school district or employing agency. These criteria give attention to the person's professional expertise, coaching skills, and knowledge of the profession.
- Training/orientation is provided by the university, district, county office, or professional organizations to prepare mentors for their roles and responsibilities.
- Mentors maintain regular and ongoing contact with candidates.
- Mentoring relationships are evaluated on a regular basis, and changed or supplemented as necessary.
- Mentors value and embrace their professional responsibility to nurture and support new administrators.
- Mentors are recognized in appropriate ways by employers and by the university.
- The program meets other factors related to this standard of quality brought to the attention of the team by the program sponsor.

Assuring the Selection of Qualified Mentors
Mentor orientation is provided through review of the Induction Handbook. Mentor’s are urged to contact faculty members with any concerns. Candidates are coached in how to develop a mentor/mentee relationship in order to complete the Mentor Qualification Form (Appendix E).

Candidates are instructed to provide his/her mentor with the list of suggested mentor behaviors and activities. If requested, the Research Support Seminar instructor will communicate with any mentor that requests additional assistance.

Evaluation of Mentor/Mentee Relationships
Candidates are responsible for reporting on the success of the collaboration between the mentor and mentee, and are required to maintain a Mentor/Mentee Contact Log documenting the frequency and kind of interactions in which they engaged as well as an assessment of the effectiveness of the mentoring event. Program faculty will assist candidates to change their mentor if/when the match is found to be unsuitable or when the relationship lacks the proper fit. Every six months both the candidates and the
mentors report their progress on the Report of Candidate Progress form shown on page 25 of the Induction Handbook. These reports are tuned in to the Research Support Seminar instructor for review and follow-up if necessary.

**Recognition and Contributions**

Mentors receive a Certificate of Recognition for their services to the candidate. The most important recognition is provided by candidates as they make professional progress and improve the learning environments in schools.
Category III
Candidate Competence and Performance

Standard 8
Expectations for Candidate Performance

Expectations for excellence in candidate performance are developed for each candidate, aligned with the principles of administrative practice outlined in Standard 3, and included in the individual induction plan.

Rationale

Six areas related to principles of administrative practice were identified in Standard 3 as the conceptual themes to be woven through the advanced level of preparation for school administrators. Candidate expectations will fall within the broadly defined thematic areas, but will be different for each candidate, depending on past experiences, current job assignments, and future career development goals and plans. The defined expectations and ways in which performance in meeting those expectations will be measured, and the plan for assessing the achievement of the performance goals will be a part of the candidate's professional credential induction plan.

Factors to Consider

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

• The individualized program of studies, including the university and non-university components, is designed to foster development that is congruent with the six themes related to administrative practice (Standard 3).

• Areas of special emphasis are recognized and defined in appropriate ways in each candidate's professional credential induction plan includes clearly stated expectations and indicates how progress in each thematic area will be developed and assessed.

• The candidate, the university supervisor, and the mentor all have input into the design of the expectations, and the ways in which competence will be measured.

• Curriculum offerings, individual mentoring experiences and other professional development experiences are offered to prepare candidates to meet the defined expectations.

• The program meets other factors related to this standard of quality brought to the attention of the team by the program sponsor.

At the beginning of the Professional Administrative Services Credential Program, each candidate engages in a pre-assessment which guides the development of the administrator's Professional Induction Plan. Artifacts used as evidence to indicate candidate performance toward goal mastery must be of the highest quality. These methods of assessment are recorded on the Induction Plan.

Evidence showing competence in each of the six California Professional Standards for Educational Leaders (CPSEL) is a required component for candidate performance evaluation. Each candidate provides exemplary evidence of professional behaviors and/or activities in the six standards:

Standard One: Facilitate a Shared Vision of Learning in the School Community
Standard Two: Nurturing a School Culture and Instructional Program Conductive to Learning
Standard Three: Manage Resources and Organization for an Effective Learning Environment
Standard Four: Collaborating with Families & Communities to Meet Diverse Interests and Needs
Standard Five: Developing Professional Leadership Capacity and Ethical Decision-Making
Standard Six: Understanding and Influencing the Larger Political, Social, Economic, Legal, Cultural Context

An additional means of formative evaluation occurs during the courses with an assessment of the candidate’s mastery of course objectives. Various assessment techniques such as writing assignments, presentations, literature critiques, and development of field notes are utilized within the courses at the discretion of the instructors in order to monitor candidate performance. Candidates are expected to produce products that reflect the knowledge and skills learned through each of these activities, that are aligned with the principles of administrative practice outlined in Standard 3, and that are suitable for culminating activities.

Finally, the qualifying examination, proposal defense, and dissertation defense are all means of summative assessment used in the doctoral program to assure the quality of the degree graduates who are also credential candidates.
Standard 9
Assessment of Candidate Competence

Prior to recommending each candidate for a Professional Clear Administrative Services Credential, the program advisor and the mentor verify that the candidate has met the expectations for excellence in candidate performance that are outlined in the professional credential induction plan.

Rationale
If the completion of a professional preparation program is to constitute a mark of professional competence, as the law suggests, responsible members of the program staff must carefully and systematically document and determine that the candidate has fulfilled the standards of professional competence established for the professional credential induction program.

Factors to Consider
The following factors serve as a guide for initial program design and ongoing program evaluation.

- The methods used assess performance authentically and recognize the complexity and highly variable nature of administrative responsibilities.
- The assessment system (both during the program and at the conclusion) is systematic, fair, uses multiple measures and multiple sources, and is tied to the curriculum, field experiences and themes of competence.
- The candidate is assessed by program faculty and school personnel who have demonstrated expertise, have been oriented to the assessor role and trained in the specified criteria, and are periodically evaluated in the assessment role.
- Candidates are provided feedback on their progress at multiple points in the program.
- A culminating assessment brings closure to the induction period and establishes directions for continuing growth and professional development.
- The program meets other factors related to this standard of quality brought to the attention of the team by the program sponsor.

Candidate Feedback
Candidates receive feedback when their induction plan is approved by the mentor and Research Support Seminar instructor. They receive feedback at the end of each course and when they complete the steps in the degree program. Mentors are asked to complete a Status Feedback form every six months while the candidate is in the program. At the end of the program the student receives feedback about the quality of their evidence of competence on the elements of Standard 3.

Culminating Assessment
In order for candidates to successfully complete the Professional Administrative Credential program, they must demonstrate competence. The primary distinction between the competencies expected of candidates at the Professional Level as compared to the Preliminary level is application. During the induction and planning portion of the program, the district mentor, the Research Support Seminar instructor and the candidate target activities which demonstrate the candidate's ability to apply theory to practice and record them in the Professional Induction Plan through the selection of individual goals related to each of the administrative standards.
In the final semester of his/her Professional Administrative Credential program, a summative assessment of the candidate’s competence, knowledge, and performance is conducted. The candidate, the mentor, and the advisor must confirm that the expectations set forth in the Professional Induction Plan were successfully met. The candidate arranges to meet formally with the mentor and the advisor to complete the review of the evidence of competence. The mentor completes the End of Program Assessment Form (Appendix F). The Ed.D. Director completes the Exit Assessment Form (Appendix G). [Note: candidates work with Research Support Seminar instructors for the first two years in the program. In the third and final year they are assigned individual advisors who also chair their dissertation committees.]

The candidate will be recommended for the Professional Administrative Services Credential when the following minimum requirements have been met:

- Satisfactory completion of all requirements and activities as outlined in the Professional Induction Plan as verified by the End of Program Assessment and Exit Assessment Forms
- Completion of required courses verified by grade cards, certificates, and/or transcripts;
- Letter of Recommendation by the candidate’s mentor;
- Minimum of two years of successful, full-time school administrative experience in the public school, or private school of equivalent status;
- A Preliminary Administrative Services Credential.

Final evaluation of the candidate’s work toward the credential and recommendation for the credential rests with the university faculty.