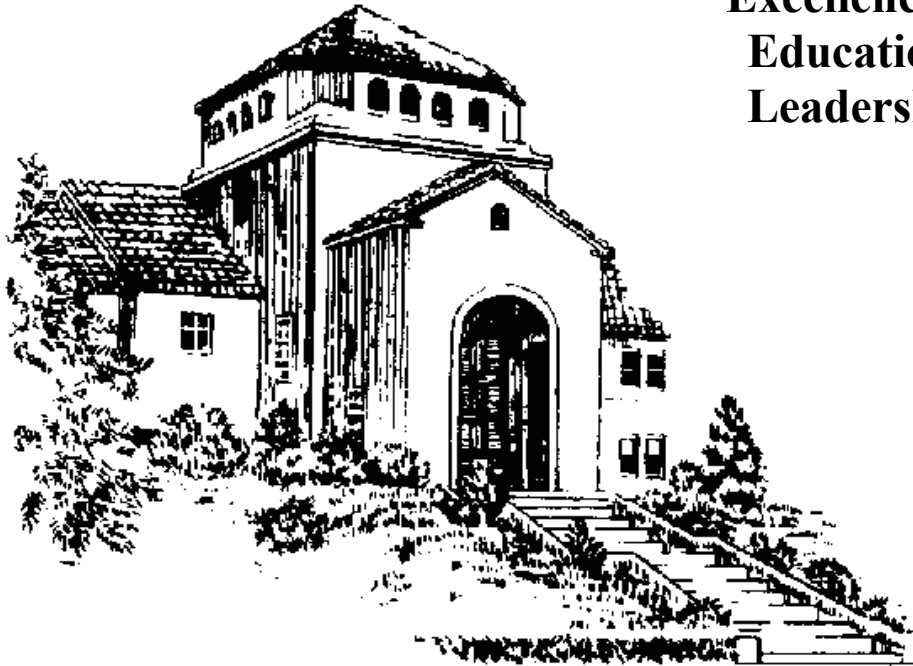# HUMBOLDT STATE UNIVERSITY

Program Handbook

Educational Leadership Program

Leading to a California Administrative Services Credential

"Excellence in Educational Leadership"

College of Professional Studies
School of Education
Harry Griffith Hall 202
(707) 826-5867
(rev. 3/3/15)

1

THANK YOU!

Acknowledgements

Appreciation and thanks to all local administrators who have helped make this handbook more concise and useful.

Thank you

Dear Administrators, Mentors, and Site Supervisors:

In the School of Education at Humboldt State University, we deeply value our collaboration with you and the contributions you make to the professional growth and development of our credential candidates. It is our partnership that provides our candidates with the opportunity to attain both a strong theoretical base and the ability to translate that base into practical application, in short to put theory into practice in their professional lives.

Because we all are committed to excellence and on-going growth, we will continue to strive to select the best qualified candidates, provide the highest quality instruction, and forge increasingly solid and varied links between your schools and H.S.U.

For your dedication and leadership to the profession with the candidates in our programs, we salute you! I hope the coming academic year is one of excitement, success, and learning.

Sincerely yours,

Kenny Richards, Ed. D.
Program Leader/Coordinator
Educational Leadership Program
School of Education
707 826-5886 HSU

EDL Handbook

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Calendar 2020-2021

Calendar
Fall Semester

Aug 17	**Fall Semester Begins at HSU**
Aug 17-21	**Meetings, Testing, Advising, Registration**
Aug 15	**Program Orientation &** **EDL 660 (a)-** *Technology & School Management*
Aug 22	**EDL 646 –** *The Principal: Leader & Administrator*
Sept 5	**EDL 646 –** *The Principal: Leader & Administrator*
Sept 7	**LABOR DAY** holiday
Sept 19	**EDL 646 –** *The Principal: Leader & Administrator*
Sept 30	**Fieldwork Plan Due**
Oct 3	*EDL 645 – Personnel Administration & Supervision*
Oct 17	*EDL 645 – Personnel Administration & Supervision*
Oct 31	*EDL 645 – Personnel Administration & Supervision*
Nov 11	**VETERAN'S DAY** holiday
Nov 28	*EDL 649 - Ethics & School Administration*
Nov 21-29	**THANKSGIVING RECESS**, HSU and most K-12 public schools
Dec 5	*EDL 660 (b) – Technology & School Management*
Dec 12-16	**Final Exams at HSU**
Dec 22	**Grades due**
Dec 22	**Fall semester ends**

Spring Semester

Jan 2	**EDL 647 –** *Diversity Issues & School Administration*
Jan 16	**EDL 647 –** *Diversity Issues & School Administration*
Jan 18	Martin Luther King Holiday
Jan 19	**Spring Semester begins**
Jan 30	**EDL 642 –** *Curriculum: Development & Governance*
Feb 13	**EDL 642 –** *Curriculum: Development &Governance*
Feb 27	**EDL 642 –** *Curriculum: Development &Governance*
March 13	**EDL 648 – Legal & Fiscal Aspects of School Admin.**
March 13-21	**Spring Break for Most K-12 Schools**
March 27	**EDL 648 –** *Legal & Fiscal Aspects of School Admin.*
April 10	**EDL 648 –** *Legal & Fiscal Aspects of School Admin.*
April 26	**EDL 696 –** *Field Experience Seminar & Final Evaluation* (This seminar may be done on May 3 with consensus of Cohort)
May 14-19	**Final Exams at HSU**
May 15	**HSU Commencement, Redwood Bowl**
May 19	**Grades due**
May 19	**Spring semester ends**

The Program

The EDL Program The overriding mission of the Educational Leadership Program is to prepare professional educators to serve in California schools and work directly with youth of diverse ethnic, socioeconomic, and cultural backgrounds. The program creates an environment where learning is the highest priority; one goal is to provide candidates with the skills, knowledge, and attitudes to prepare them for effective administration in today's and tomorrow's schools. Candidates become instructional leaders and decision-makers in the pursuit of excellence; classroom managers and creators of equitable educational opportunities for a diverse student population; and confident scholars who are facilitators for a lifetime of learning.

Educational leadership and administration are complex processes requiring both a critical theoretical framework and a broad collection of practical skills and inclusive attitudes. Theory provides the conceptual framework and vocabulary along with the various strategies and techniques for examining and responding to many of the experiences which candidates will encounter. The program provides a sturdy bridge connecting educational theory with practice, pre-service with in-service education, and the University with the school community. The program is designed to empower all participants, who, in turn, are encouraged to collaborate with one another with energy, enthusiasm, integrity, and mutual respect.

Contacting EDL Personnel The Education and Credentialing Office is located in Harry Griffith Hall, Room 202. The following phone numbers and e-mail addresses may be helpful:

Fax Number _____ 826-5868

School of Education Department Chair _____ 826-3719
        Libby Miller, Ed. D.
        lmiller@humboldt.edu

EDL Program Leader/Coordinator _____ 826-5886
        Kenny Richards, Ed. D.
        kwr3@humboldt.edu

Administrative Coordinator _____ 826-5867
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        education@humboldt.edu

Dean, College of Professional Studies _____ 826-3961
        Dr. Shanna Young, Ed. D.
        syoung@humboldt.edu

Credential Analyst _____ 826-6208
        Amy Lennox
        Adl35@humboldt.edu

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        Kenny Richards, Ed.D._____ 826-5886
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        csmart@hcoe.org

For other School of Education faculty phone numbers, look on
the HSU Web Site (http://www.humboldt.edu) contact
Carmela Paradise, School of Education, at 826-3729.

Your Program Leader/Coordinator is the first line of communication
with the university and will provide additional information, as
needed, concerning the EDL Program. Please feel free to contact
any EDL faculty member or your site supervisor/mentor if you have
additional questions about the program. Visit the Administrative
Services' web page for current information.
http://humboldt.edu/education/programs/credential-
programs/educational-leadership-program

The Educational Leadership Program

Rationale Statement

The Educational Leadership Program at Humboldt State University is defined primarily by the qualities of the candidates it produces. Specifically, the program is defined by the extent to which candidates demonstrate and/or exhibit the following:

- High moral and ethical values and humane and enthusiastic service to others
- Knowledge and skill in working with students, staff and community members who have diverse linguistic, socioeconomic, cultural and ethnical backgrounds
- Understanding of and ability to apply various learning and motivation theories and techniques
- Interpersonal skills, including facilitation skills (empathy, respect, warmth) and asserting skills (expressing opinions and making requests) to create nurturing school environments
- Employment of appropriate discipline strategies so that a school can be maintained that balances freedom and control and promotes development of the full potential and self-worth of all students and staff
- Understanding of teaching strategies, assessment tools and evaluation procedures as they apply to curriculum and curriculum standards
- Knowledge and experience in the use of the ever-changing instructional technologies which are available including multimedia, and understand the importance of integrating these technologies into the learning environment

Mentors, site supervisors, and faculty in HSU's Educational Leadership Program collaborate to guide and support candidates in developing competence in the standards adopted in June 2016 in CACEs (California Administrator Content Expectations) and the aligned CAPEs (California Administrator Performance Expectations) organized around:

- Development & Implementation of a Shared Vision
- Instructional Leadership
- Management and Learning Environment
- Family and Community Engagement
- Ethics and Integrity
- External Context and Policy

The Credential Candidate
Preliminary Administrative Services Credential
Coursework and Administrative Field Experiences

**EDL Courses &
Administrative Field
Experiences**

The Preliminary Educational Leadership Program requires completion of 24 semester units of coursework and related field experiences in which a balance between theory and practice is emphasized. Course content includes both knowledge and practice components designed to meet the needs of today's and tomorrow's schools. Field experiences at both the elementary and secondary levels focus on the development of site-based leadership and management skills. The major thrust of the program is to prepare individuals to perform the responsibilities of entry-level administrators.

Fall Semester

**EDL 649
1 unit**

Ethics and School Administration

Review personal, institutional, and community values. Clarify their conflict and impact on school administration and leadership.

**EDL 645
3 units**

Personnel Administration and Supervision

Issues related to school personnel procedures, from employment to retirement. Supervision of instruction, employee evaluation, collective bargaining.

**EDL 646
3 units**

The Principal: Leader and Administrator

Role and responsibilities of the principal, leadership concepts, decision making techniques, school organization, community relations, school climate, curriculum administration and categorically-funded projects.

**EDL 660
2 units**

Technology and School Management

School administrator's role/responsibility in providing leadership in computer technology and improved delivery and management of educational programs. Media technology for the instructional program.

EDL 694 **3 units**	**Elementary Administrative Field Experience** Supervised performance of administrative tasks in an elementary school to meet requirements for preliminary administrative services credential. Educational Leadership Preliminary Administrative Services credential candidates must accrue a total of 135 clock hours of Elementary Administrative Field Experiences. A total of 45 clock hours is equal to one (1) semester unit of credit. Field experiences may not be started until the supervising site administrator, university supervisor, and candidate have met and/or agreed upon an Administrative Field Experience Plan to satisfy the field experience requirement.

<div align="center">OR</div>

EDL 695 **3 units**	**Secondary Administrative Field Experience** Supervised performance of administrative tasks in a secondary school to meet requirements for preliminary administrative services certificate/credential. Educational Leadership Preliminary Administrative Services credential candidates must accrue a total of 135 clock hours of Secondary Administrative Field Experiences, for a grand total of 270 clock hours of field related experiences. A total of 45 clock hours is equal to one (1) semester unit of credit. Field experiences may not be started until the supervising site administrator, university supervisor, and candidate have met and/or agreed upon an Administrative Field Experience Plan to satisfy the field experience requirement.

<div align="center">

Spring Semester

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EDL 642 **3 units**	**Curriculum: Development and Governance** Structure and organization of curriculum. Historical, traditional, and contemporary influences. Problems related to governance, leadership, procedures, and implementation.

EDL 647 **2 units**	**Practicum: Diversity Issues and School** **Administration** Roles and responsibilities of school administrators in addressing issues of diversity in elementary and secondary schools.
EDL 648 **3 units**	**Legal and Financial Aspects of School** **Administration** California Education Code and significant court cases and analysis. State and federal funding of schools. California funding formulas; school and district budgeting procedures; and special education cost and legal court cases.
EDL 695 **3 units**	**Secondary Administrative Field Experience** Supervised performance of administrative tasks in a secondary school to meet requirements for preliminary administrative services certificate/credential. Educational Leadership Preliminary Administrative Services credential candidates must accrue a total of 135 clock hours of Secondary Administrative Field Experiences, for a grand total of 270 clock hours of field related experiences. A total of 45 clock hours is equal to one (1) semester unit of credit. Field experiences may not be started until the supervising site administrator, university supervisor, and candidate have met and/or agreed upon an Administrative Field Experience Plan to satisfy the field experience requirement.\

<div align="center">OR</div>

EDL 694 **3 units**	**Elementary Administrative Field Experience** Supervised performance of administrative tasks in an elementary school to meet requirements for preliminary administrative services credential. Educational Leadership Preliminary Administrative Services credential candidates must accrue a total of 135 clock hours of Elementary Administrative Field Experiences. A total of 45 clock hours is equal to one (1) semester unit of credit. Field experiences

	may not be started until the supervising site administrator, university supervisor, and candidate have met and/or agreed upon an Administrative Field Experience Plan to satisfy the field experience requirement.
	EDL 696 **Field Experiences Seminar & Final Evaluation** **1 unit**
	Procedures, expectations, and activities related to administrative field-based experiences. Candidates develop and maintain an electronic portfolio based upon their individual plans for field-related experiences.
How is the candidate assessed and evaluated?	The Humboldt State University Educational Leadership Program candidate assessment is designed to be systematic, fair, tied to curriculum and competencies, and exhibit multiple measures of assessment. The candidate's progress in his/her coursework and the activities encompassing the knowledge base and principles of administrative practice in the development & implementation of the CACEs (California Administrator Content Expectations) and CAPEs (California Administrator Performance Expectations are assessed throughout the program.

Candidates are assessed throughout the program through their course assignments and assessments, portfolio entries and fieldwork evaluations. Candidates are more formally reviewed at the end of fall semester (midterm) and the final evaluation at the end of spring semester.

The final fieldwork review is completed collaboratively, involving the candidate, site administrator(s), university faculty, and other knowledgeable school personnel. During the review, the candidate will have an opportunity to exhibit the strategies, methods, experiences, and competencies experienced during the assessment and evaluation phase (EDL 696).

Other final evaluations include the electronic portfolio that includes artifacts and reflections on the candidates' growth and development in each of the six CAPE areas. Additionally, there is a final oral examination. |
| *How many units must candidates complete for their preliminary credential?* | The total number of 24 course and fieldwork units permits candidates to earn the preliminary administrative services certificate/credential in one academic year. |

What GPA must a candidate maintain in the Credential Program?	Candidates need a 3.0 cumulative grade point average in all credential courses. The university requires post baccalaureate students to maintain a 3.0 cumulative GPA with no grade lower than a C-.
What credential or certificate does the candidate earn during the credential year?	Successful completion of the required coursework and field experiences, receipt of university's recommendation, and submitting an application and fee will yield a Certificate of Eligibility for the Preliminary Administrative Services Credential. The certificate authorizes the candidate to seek initial employment as an administrator, but does not authorize ongoing service as an administrator.
When does the candidate receive the preliminary credential?	When an administrative position is obtained, an application must be filed with the California Commission on Teacher Credentialing (CCTC) Form CL-777 and the Preliminary Administrative Services Credential authorizing service as an administrator will be issued. The preliminary credential is valid for five (5) years.
What is the EDL attendance policy?	Attendance at all EDL credential classes is mandatory. In case of illness and/or emergencies, candidates should notify the professor by telephone or e-mail and arrange to receive notes and handouts from a colleague in the class. Candidates who are absent excessively will meet with the Administrative Services Review Team to assess seriousness of intent and to plan a course of action to maximize their potential for success in the program.
What is the purpose of field-related experiences?	Administrative field experiences provide a real-life laboratory for integrating the knowledge gained in EDL coursework with successful administrative practices. The candidate can acquire administrative skills in a relatively safe environment, guided by the experience of a site supervisor and university supervisor.
What are the candidate's professional responsibilities?	Candidates are expected to follow the Code of Ethics of the American Association of School Administrators and the Statement of Ethics of the Association of California School Administrators.
What administrative activities are candidates expected to perform?	Below is a partial list of activities administrative candidates may experience or perform during their administrative field-related experiences. A cooperative review of this partial list by the candidate, site supervisor, and university supervisor will produce clarification, shared understanding, and additional suggested activities/responsibilities. Candidates should: • Research development of school's /district's current vision/mission statements.

- Observe the site supervisor/s establishing school management procedures and school climate during the first weeks of school; review and discuss these observations with site supervisors.
- Observe patterns and interactions within the school or on the playground during recess.
- Become familiar with the rules, regulations and policies of the classroom, school, and district. (Candidates should take special note of district confidentiality policies.)
- Observe the site supervisor/s in faculty and site council meetings and discuss these observations with the site supervisor/s.
- Become familiar with the demographics and test scores of the school.
- Assist with evaluation of some aspects of instructional program.
- Become familiar with the personnel policies and evaluation procedures practiced by the site supervisor/s and school/district mandates, if they exist.
- Assist with interviews, board meeting, school activities, class activities.
- Exhibit punctuality, responsibility, and initiative with assigned administrative activities and functions.
- Become familiar with the scope of school operations within the daily and weekly schedule.
- Become familiar with the school's special education program and the support system for mainstreamed students.
- Assist site supervisor/s in daily supervision activities.
- Supervise the use and role of the school's technology, materials and resources that help students learn.
- Learn procedures for off-campus field trips, activities, and athletics.
- Revie/critiques Fiscal Practices, local budgets, budget development and student body funds.

What field experience plans or agreements must be completed?	In consultation with one another, the university supervisor, site supervisor, and candidate develop a field experience plan at the beginning of fall semester. These plans agreed upon and signed by all parties outline the professional growth goals and related activities for the academic year. A total of 135 hours of field experience must be completed in both the elementary and secondary phases of administrative fieldwork, for a grand total of 270 hours.

Which holidays do credential candidates observe?	During each semester credential candidates follow the HSU schedule in their courses. However, candidates should adhere to public school schedules throughout their required field experience activities.
What is the formal fieldwork assessment procedure?	Formal review and assessments are conducted by the site supervisor, university supervisor, and credential candidate who meet together to discuss how each member of the triad has met his/her individual responsibilities. The site supervisor and university supervisor must reach consensus on the grade (CR/NC) and recommendation to continue in the program. The EDL assessment forms (pp 40-50) must be completed and signed by the candidate, site supervisor, and university supervisor. The candidate's signature is required to verify receipt of the assessment, and does not necessarily imply agreement with the assessment.
What formal assessments does a candidate receive?	Credential candidates' fieldwork experiences are formally assessed twice, once during the fall semester and once during the spring semester. Other assessments are ongoing throughout the program.
What are the procedures for resolving field experience or supervision problems?	A credential candidate with a field experience or supervision problem should first approach the person with whom the problem exists. If no solution is forthcoming, the candidate should then contact, in this order, the Humboldt State University supervisor, the EDL Program Leader/Coordinator, and the Chair of the School of Education, if appropriate. If a situation cannot be resolved informally, the following sequence will be in effect: • The EDL Program Leader/Coordinator will request information in written form from all involved persons. • The Program Leader/Coordinator will forward a formal report, with recommendations, to the leader of the School of Education, if appropriate. • The Program Leader/Coordinator will request a response from the complainant within a given time frame. • The Program Leader/Coordinator and other involved parties will review the complainant's response. They either accept the response or request a formal meeting for final resolution. • If the matter still remains unresolved, the Program Leader/ Coordinator may contact the Dean of the College of Professional Studies or the university ombudsperson. (See University Student Grievance Procedure, Faculty Handbook, Appendix R-1.)
Do all candidates complete the program successfully?	In most instances, candidates are able to complete the program successfully. Occasionally a candidate experiences problems

during course work or field experiences. Based on documented evidence, EDL faculty or local school personnel may then request review or termination of a candidate's credential candidacy. In such a case, a committee consisting of the candidate's university supervisor, field experience supervisor, and the most recently involved site supervisor(s) determine whether the candidate will continue in the program.

The committee may require remedial action to improve the candidate's progress within the program. If the committee recommends the candidate's removal, the candidate has the right to normal university appeals procedures.

Is insurance required of the credential candidate?

School districts may require each candidate to carry professional liability insurance secured at the candidate's expense *prior* to the commencement of field experience activities. Some candidates may meet this requirement through a rider on a household insurance policy. Coverage may also be obtained through an associate membership in the Association of California School Administrators.

During the conduct of field experience activities, the university provides Worker's Compensation insurance for candidates injured in the performance of their duties. Candidates who want medical coverage may wish to consider a package obtainable through HSU's Student Health Center.

What does a candidate do in case of a strike or work stoppage in the school district?

In such an event, credential candidates and supervisors do the following:
- On the first day of the stoppage, candidates engaged in field experience activities consult with the university supervisor for direction and guidance.
- The university supervisor may establish alternative schedules and assignments for the following week/s. The supervisor documents these assignments thoroughly for the sake of the candidates and for justification with the California Commission on Teacher Credentialing, if necessary.
- Activities include library research and other approved alternative assignments. All activities must be approved by supervisors and thoroughly documented.
- This procedure is followed on a short-term basis covering one-week periods. If the stoppage exceeds two weeks, the program leader/coordinator may make or designate an alternative school setting for the continuance of field experience activities.

- Deviations from these general procedures require clearance by the Dean of the College of Professional Studies.

What are a credential candidate's legal rights & responsibilities?	As enrolled students at Humboldt State University, credential candidates are protected under federal and state constitutions, statutes, and/or regulations which prohibit discrimination on the basis of race, color, religion, national origin, gender, marital status, pregnancy, age, disability, disabled veteran's status, or Vietnam-era veteran's status. In addition, HSU students are protected under California State University policies, which prohibit discrimination on the basis of all of the above plus sexual orientation. Legal rights and responsibilities of HSU students are described in the current edition of the Humboldt State University Catalog. It is important to recognize that there may be some differences between the legal rights and responsibilities of HSU students and their rights and responsibilities as credential candidates working in cooperating school districts. Some current practices also may affect HSU credential candidates' legal rights and responsibilities i.e., the separate admissions interviews conducted at HSU and at cooperating schools; the worker's compensation coverage paid for by HSU; and the personal liability coverage paid for by credential candidates – often through self-selected membership in the Association of California School Administrators. Please be aware that there may be differences between private and public schools in this regard, i.e., there may be situations where private schools have a legal right to discriminate against individuals on the basis of religion under First Amendment rights guaranteed in the U.S. Constitution. Employees of Humboldt State University, including faculty and supervisors in credential programs, are bound by CSU nondiscrimination policies in regard to disclosure of personal information about credential candidates. Questions, concerns, or grievances related to credential candidates' legal rights and responsibilities should be directed to the program leader/coordinator, who will refer them to the appropriate university office.
What are the California Professional Standards for Educational Leaders?	Like content standards for students and professional standards (CSTP) for teachers, the California Administrator Content Expectations (CACEs) and California Administrator Performance Expectations (CAPEs) lay out the field of work in a thorough and balanced way in the Preliminary Administrative Services Credential Program and that blends with the Clear Credential Program (CPSEL) standards. These standards provide a common language for engaging in important discussions about quality administrators: what it takes to prepare them, induct them into the profession, support them in their continuing development, and recognize them

as highly accomplished professionals. The standards take individual needs into account in informing and guiding administrators as they progress from aspiring administrators to accomplished administrators.

The ISLLC are a set of standards for administrators that are used to prepare, license, and select administrators in several states. The California Commission on Teacher Credentialing (CCTC) standards for school administrators CACEs and CAPEs are aligned with the Administrative Services Clear Credential, CPSEL standards.

The Site Supervisor

Who are site supervisors? | The credential candidate's supervising site administrator plays a key role in the candidate's field experience, serving as a role model for effective school administration.

The supervising administrator observes the candidate's interactions with teachers, students, parents, and colleagues. He/she should also help the candidate prepare for and participate in a variety of administrative activities/experiences. These activities/experiences should enable the supervising administrator to assess the candidate's strengths and to identify any areas in need of improvement.

What are the selection criteria for site administrators? | With the support of superintendents and school boards in cooperating schools, supervising administrators selected to participate in the Educational Leadership Program at Humboldt State University:

1. are credentialed administrators with a minimum of three years of successful teaching experience;
2. model effective management strategies with their teachers and students, present demonstration/application activities to observe and provide regular opportunities for candidates to practice and receive feedback;
3. demonstrate excellent communication skills in working with students, families, colleagues, and community members;
4. are committed to providing support for their candidate's ongoing reflections and professional development through regular communications about curriculum, instruction, classroom management, parent/family involvement, and other professional concerns; and
5. are committed to their own professional growth and development in supervision by participating in available professional development opportunities.

What are the EDL Program requirements for all site supervisors? | At the beginning of the field experience phase, all supervising administrators meet with the EDL Program Leader to orient them to their roles and responsibilities. This is an important opportunity for candidates and administrators in cooperating schools to meet one another and to share ideas, interests, and/or concerns. The EDL University Leaders will share ways in which course assignments may be articulated with fieldwork activities and/or experiences.

What are the site supervisor's responsibilities to the credential candidate? Administrative credential candidates may have a wide variety of backgrounds and experiences and will need different levels of support. Supervising administrators should strive to establish a cordial relationship with the student administrator. It is helpful to lead the student administrator into the role of a "junior partner" in a common enterprise, equally interested in and responsible for the progress of the teachers and students in the classroom.

It is important to remember that most candidates do not come to the school setting fully prepared to administer programs or to supervise personnel. The supervising administrator will discover through the candidate's self-assessment and through interaction with the candidate, what skills, talents, and interests the candidate brings to the field experience setting. These observations will help the supervising administrator determine the activities for which the student is ready to safely assume responsibility. The following guidelines may be helpful in this process:

- Take a leadership role in orienting the prospective administrator to the school site, classroom, and curriculum.
- Create an atmosphere of acceptance among the teaching faculty by introducing the candidate to the school as an assistant and by providing personal space (desk, table space) for the candidate to use, if possible.
- Introduce the candidate to fellow administrators and site personnel.
- Guide the candidate into greater and greater involvement with administrative activities.
- Set a specific time for conferencing with the candidate. This will allow for open communication and discussion and usually helps prevent problems that may arise. When time is a major factor, consider conferencing by phone or e-mail and making a list of topics to review and discuss.
- Be aware of the administrative competencies that prospective administrators need to acquire before they are recommended for an administrative services credential.
- Share planning strategies (daily, weekly, etc.) throughout the year.
- Provide the candidate with professional advice and models of current administrative techniques and procedures (e.g. time management, conferencing, communication skills, etc.)
- Require plans for review and make suggestions before an assignment is carried out.
- Keep the university supervisor apprised of the candidate's gains in proficiency. Please inform the HSU supervisor of any difficulties that are not being resolved in a satisfactory

manner. The candidate should be absolutely reliable in such matters as attendance, promptness and daily preparation.

- Complete all university required assessment forms in a timely manner, including a final letter of reference for the candidate's placement file.

What level of competence is expected from the candidate?	Each candidate in the program is required to display competence and perform effectively in the application of specific administrative skills as outlined in the CAPEs and CACEs. As part of the university's ongoing program of professional assistance, candidates are informed of their strengths and weaknesses. It is critical that this process continue in all field experience placements. If weaknesses are observed, the supervising site administrator should provide opportunities for strengthening skills and/or behaviors. Similarly, strengths and weaknesses should be communicated to candidates so that candidates are able to develop a realistic appraisal of their administrative abilities. The following areas are identified as critical areas for candidate competence with specific skills delineated within each area:
	
	    ▪ Development & Implementation of a Shared Vision of Learning
	    ▪ Instructional Leadership
	    ▪ Management and Learning Environment
	    ▪ Families and Communities Engagement
	    ▪ Ethics and Integrity
	    ▪ External Context and Policy
	
	A final assessment of the candidate in the above areas is required. In the development of this final assessment, a systematic and fair process including evaluation of strengths and weaknesses is expected. The candidate's assessment includes multiple measures and multiple sources. For example, a presentation to the local school board may be evaluated by the supervising administrator and by the school board members.

What are the site supervisor's responsibilities to the university supervisor?	In addition to their work with credential candidates, site supervisors aid the university supervisor by: - Providing time (at mutual convenience) for conferencing. These conferences may follow each of the university supervisor's site visits. - Documenting as necessary and/or appropriate, a candidate's performance to share with the university supervisor. - Completing and returning university-related evaluation forms in a timely manner.

How are site supervisor's trained?	• Advising the university program leader/coordinator of any problems that may need attention. Site supervisors meet with the university supervisor and review the Site Level Supervisor Guide. The university supervisor discusses the guidelines and expectations of the program and answers any questions or concerns. The Self-Assessment and Practical Field Experience Plan is explained and reviewed.
How are site supervisors evaluated?	At the conclusion of the candidate's field experiences, an adequate amount of time is set aside to discuss the candidate's progress as well as the effectiveness and quality of guidance provided by both the site supervisor and the university supervisor. This formal evaluation occurs at the end of each semester; the university supervisor and the credential candidate, independently, also evaluate the site supervisor using the forms on pp 71.
How are site supervisors rewarded?	Supervising administrators' greatest rewards may come from the satisfaction of aiding and mentoring new administrators.

The University Supervisor

Who are the university supervisors?

Supervisors are full or part-time university faculty members who have experience as public school educators. Part-time university personnel are subject to standard university hiring and evaluation procedures.

Supervisors serve as liaisons between cooperating schools and the Educational Leadership Program. Supervisors work closely with site supervisors and mentors to ensure that proper procedures are followed and all timelines are met.

As current or former public school administrators, supervisors can offer valuable insights into the candidate's progress. Supervisors visit candidates periodically and provide consultation and a variety of support services.

What are the university supervisor's required responsibilities to the credential candidate?

The university supervisor's required responsibilities are:

a) review and approve field experience and professional development plans;
b) visit and maintain contact with the candidate and with the candidate's site supervisor/mentor throughout the candidate's field experiences;
c) serve as the candidate's advisor, providing general guidance and support, as needed;
d) conduct periodic field experience seminars for all credential candidates;
e) ensure adequate communications among the candidate, site supervisor/mentor, and supervisor by scheduling periodic three-way meetings;
f) upon request, write letters of recommendation for credential candidates; and
g) attend scheduled EDL Program faculty meetings and participate in university-sponsored professional development activities.

What is the theory behind clinical supervision?

A successful field experience is the keystone of pre-service administrator preparation. Clinical supervision is a means of ensuring that field experience activities are carried out most effectively through systematic planning, observation, and feedback. Clinical supervision models are designed to help candidates grow. They systematically build on strengths while eliminating counterproductive approaches. They recognize that each candidate is

unique. No candidate will be a carbon copy of the "ideal administrator" or administer exactly according to a given model. Clinical supervision models develop the candidate's ability to reflect on experience and apply principles and concepts to self-improvement efforts. Three actors must play their roles well for a clinical supervision visit to succeed. The candidates must develop goals and objectives early enough that the university supervisor and site supervisor/mentor can review them before implementation. The site supervisor/mentor and university supervisor must find compatible strategies to support the candidate. When clinical supervision is a cooperative endeavor, the results can be rewarding to all.

What are the university supervisor's required responsibilities to the site supervisor?	These include: a) during the first three weeks of fall semester, schedule a meeting to orient site supervisors/mentors to any EDL program changes and review the calendar and EDL Handbook explanations of university requirements and procedures involved in the candidate's field experiences; and b) on a regular basis, confer with site supervisors/mentors (by phone or e-mail, if necessary) regarding candidate's progress.
What are the university supervisor's responsibilities to the site principal?	These include: a) meet with the site principal, provide a handbook and inform the administrator of university requirements and procedures involved in the field experience phase of the EDL Credential Program. If possible, include the principal in the school site orientation meeting for the site supervising administrators/mentors; b) inform the principal's office when visiting/supervising in a school. If a visitor's record is provided, sign in; and c) keep the principal advised of any special problems with the credential candidate.
What are the university supervisor's responsibilities to Humboldt State University?	These include: a) participate in coordination, in-service and required activities related to the credentialing program at HSU; b) use prescribed forms and procedures in documenting observations and evaluations of credential candidates. File all forms with the Education & Credentialing Office, when requested; and

c) work with the EDL Program leader/coordinator in identifying and evaluating credential candidate placements.

How are supervisors evaluated?	During the final assessment conferences for both fall and spring, the candidate, site supervisor/mentor, and university supervisor are all evaluated. An adequate amount of time should be set aside to discuss the candidate's progress as well as the effectiveness and quality of guidance provided by both the site supervisor/mentor and university supervisor. Formal evaluation also occurs at the end of each semester; the site supervisor/mentor, candidate, and principal independently evaluate the university supervisor using the forms on pp 72.

The School Administrator

For the credential candidate, field experiences can be both exciting and fraught with anxiety. Chief school administrators can help create an atmosphere of support through the following:

- Formally introduce credential candidates to office staff, counselors, school nurses, co-administrators, and others with whom they may have contact
- Use an orientation meeting at the beginning of fall and spring semesters to expose credential candidates to the school's philosophy, discipline procedures, chain of command, and demographic makeup. Convey your expectations to the credential candidate, including professional responsibilities, time commitments, and personal attire
- Invite the credential candidate to attend faculty meetings
- Have co-administrators include credential candidates in curriculum meetings, thus exposing them to issues involved in curriculum matters
- Include credential candidates in the loop for information routinely distributed to the faculty and staff
- Encourage credential candidates to involve themselves in the school's extracurricular activities. Candidates often have expertise valuable to the school community
- If possible, observe credential candidates in the conduct of their field experience activities. They'll appreciate your input. Observation also allows you to assess potential for other school or district needs
- Evaluate field experience supervisors working with supervising site administrators at your schools (see p. 80.)

In most cases, candidates seek out their own fieldwork placements. This allows the candidate to arrange a placement that works best for their specific needs and interests. However, all fieldwork placements must be approved by the EDL Program Leader. The EDL Program Leader will assist candidates, if necessary, with their field experience placement/s.

The preparation of school administrators to be critically important to the success of students. The changing demands of school management and new expectations for school leadership call for carefully designed, comprehensive preparation programs and ongoing attention to continued professional development and renewal.

FORMS AND OTHER INFORMATION

The following pages contain sample forms and documents used in the EDL Program. These materials are included to familiarize the reader with the various forms and documents used in both the Preliminary and the Professional (Clear) Educational Leadership Programs.

<u>Preliminary Educational Leadership Program</u>

- Application Checklist

- EDL Program Application

- Sample Verification of Experience Letter

- Field Experiences Approval Form

- Application for Site Supervisor Service

- Site Supervisor's Guide

- Site Supervisor Certification for Field Experiences

- Health Verification Form

- Candidate Self-Assessment Form

- Sample Field Experiences Plan

- Field Experiences Plan

- Field Experiences Log

- Field Experiences Professional Journal/Log

- Field Experiences Portfolio Outline

- Candidate Final Self-Assessment Form

- Candidate Evaluation of Site Supervisor

- Candidate Evaluation of University Supervisor

- Candidate Evaluation of EDL Program

- Site Supervisor Evaluation of Candidate

- University Supervisor's Evaluation of Candidate

- University Supervisor's Evaluation of Field Placement

- Site Supervisor's Evaluation of EDL Program & Fieldwork Support

- Principal's Evaluation of EDL Program & Fieldwork Support

- Candidate Final Oral Assessment

- Sample Memo – Program Completion/Recommendation

Humboldt State University
College of Professional Studies
School of Education

Preliminary Educational Leadership Program

APPLICATION CHECKLIST

Task	**Completed**	
	Yes	**No**
1. Application for admission to HSU completed on-line through Cal State Apply.	☐	☐
2. Application (hard-copy) for admission to Educational Leadership Program completed and filed with the School of Education, including required verifications and attachments noted below:	☐	☐
• Photocopy of teaching/qualifying credential/s.	☐	☐
• Evidence of satisfactory completion of CBEST (California Basic Educational Skills Test).	☐	☐
• Completed form letter from employer/s verifying a minimum of **four years full time teaching**/qualifying experience (five years need to be documented by the end the credential program).	☐	☐
• Two letters of recommendation (one from present supervisor and one from another school administrator).	☐	☐
• Completed health verification form.	☐	☐
•. Interview completed with Program Leader/Coordinator of Educational Leadership Program.	☐	☐

Preliminary Administrative Services Credential Program

EDUCATIONAL LEADERSHIP CANDIDATE APPLICATION

General Information:

Name: _____ Social Security #:_____

Home Mailing Address:_____

Home Phone:_____   Cell Phone: _____

Preferred e-mail address: _____

Work-related Information

Name of School Site/District/Organization: _____

Mailing Address:_____ _____

Professional Background:

Teaching/Other Qualifying Professional Service:

School District	Dates	Professional Service	Immediate Supervisor

Please list your earned college/university degrees:

	Major	Institution	Year of Degree
Bachelors			
Masters			
Doctorate			

Please list your earned credentials:

Name of Credential*	Institution	Date of Award

EDL Application: Page 2

Required Qualifying Criteria/Documents/Attachments:

- CBEST   Passed_____Not Passed_____Attachment (evidence) required
                    (date)   (date)

- Health Verification Form
        Completed_____Not Completed _____Attachment (evidence) required

- Evidence of completion of four years teaching/qualifying experience
        Completed_____Not Completed_____Attachment (evidence) required

- Two letters of recommendations (supervisor, administrator)
        Completed_____Not Completed_____Attachment (evidence) required

- Field experience approval by school district
        Completed_____Not Completed_____Attachment (evidence) required

- Please attach a photocopy of your "admission qualifying" teaching or professional service credential.

List dates or times you would be available for on-campus or phone interview (list in order of preference).

1st_____

2nd_____

3rd_____

Signature: _____Date: _____

DISTRICT LETTERHEAD STATIONARY

VERIFICATION OF EXPERIENCE LETTER TEMPLATE

Date:

Kenny Richards, EDL Program Leader
School of Education
HGH 220, Harpst Street
Humboldt State University
Arcata, CA 95521

Dear Dr. Richards

Please be advised that, _____, a candidate in the Educational Leadership Program at HSU, has completed _____ years of full-time* CCTC qualifying teaching/pupil personnel work/librarianship, health services, clinical or rehabilitative services, or a combination of teaching and school services equal to five years.

His/her inclusive dates of the above service run from _____ to_____.

Very truly yours,

_____
District Superintendent/Principal/Human Resources Director (signature)

*Full-Time Teaching Experience: *This is defined as teaching a minimum of four hours a day, unless the minimum statutory attendance requirement for the students served is less. Experience must be on a daily basis and for at least 75% of the school year. Experience may be accrued in increments of a minimum of one semester. No substitute or part-time does not apply.*

Humboldt State University
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Preliminary Educational Leadership Program

HEALTH VERIFICATION

All students entering the credential program must verify a current (less than two years old) tuberculosis (TB) test. Credential candidates also need to verify a vaccination for measles, mumps, rubella and rubella (MMR). You may obtain these vaccinations from the HSU Student Health Center or a private physician or clinic.

You will also need to provide the measles documentation to the university's student health center in order to avoid a hold on your registration.

Verification must include either the **agency stamp** or an attached statement on **letterhead stationery**. We cannot accept signatures only.

STUDENTS NAME _____

Measles Vaccination: _____Examiner
(Rubella & Rubella)

_____Agency Stamp

_____Date

TB Test Results: _____Examiner

_____Agency Stamp

_____Date

(current within two years)

Humboldt State University
College of Professional Studies
School of Education

Preliminary Educational Leadership Program

**APPLICATION
FOR
SITE SUPERVISOR SERVICE**

GENERAL INFORMATION:

Name: _____

School:_____

School Address:_____

Phone: _____Fax:_____E-mail:_____

PROFESSIONAL BACKGROUND

School District	Dates	Job Title	Immediate Supervisor

Name of Credential	Institution	Date of Award

DESCRIPTION OF SCHOOL SITE/STUDENT POPULATION:

_____

_____

_____

_____

Signature:_____Date: _____

Humboldt State University
College of Professional Studies
School of Education

Preliminary Educational Leadership Program

Site Supervisor's Guide

The credential candidate's supervising site administrator plays a key role in the candidate's field experience, serving as a role model for effective school administration.

The site supervisor should observe the candidate's interactions with teachers, students, parents, and colleagues. He/she should also help the candidate prepare for and participate in a variety of administrative activities/experiences. These activities/experiences should enable the supervising administrator to assess the candidate's strengths and to identify any areas in need of improvement.

Supervising administrators need to be:

1) certified and experienced in school administration and
2) oriented to the supervisory role.

What are the Preliminary Administrative Services Credential requirements of Site Administrators?

At the beginning of the field experience phase, all supervising site administrators attend a meeting to help orient them to their roles and responsibilities. This is an important opportunity for candidates and administrators in cooperating schools to meet one another and share ideas, interests, and/or concerns. EDL faculty in attendance will share ways in which course assignments may be articulated with fieldwork activities and/or experiences.

What are the Site Supervisor's responsibilities to the credential candidate?

Prospective administrators may have a wide variety of backgrounds and experiences and will require different levels of support. They will all appreciate friendship and guidance. Supervising administrators should strive to establish a cordial relationship with the student administrator. It is helpful to lead the student administrator into the role of a "junior partner" in a common enterprise, equally interested in and responsible for the progress of the teachers and students in the classroom.

It is important to remember that most candidates do not come to the school setting fully prepared to administer programs or supervise personnel. The supervising site administrator will discover through the candidate's self-assessment and through interaction with the candidate, what skills,

talents, and interests the candidate brings to the fieldwork experience. These observations will help the supervising administrator determine the activities for which the student is ready to safely assume responsibility. The following guidelines may be helpful in this process:

- Take a leadership role in orienting the prospective administrator to the school site, classroom, and curriculum.
- Create an atmosphere of acceptance among the teachers by introducing the candidate to the school as an assistant and by providing personal space (desk, table space) for the student to use, if possible.
- Introduce the student to fellow teachers and site personnel.
- Guide the candidate into greater and greater involvement with administrative activities.
- Set a specific time for conferencing with the candidate. This will allow for open communication and discussion and usually helps prevent problems that may arise. When time is a major factor, consider conferencing by phone or e-mail and making a list of topics to review and discuss.
- Be aware of the administrative competencies which administrators need to acquire before they are recommended for an Administrative Services Credential.
- Share planning strategies (daily, weekly, etc.) throughout the year.
- Provide the candidate with professional advice and models of current administrative techniques and procedures (e.g., time management, conferencing, communication and facilitation skills, and etc.)
- Provide school wide data, volunteer teachers, feedback to candidates while candid require plans for your review and suggestions before an assignment are carried out.
- Keep the university supervisor apprised of the candidate's gains in proficiency. Please inform the HSU supervisor of any difficulties that are not being resolved in a satisfactory manner. The candidate should be absolutely reliable in such matters as attendance, promptness and daily preparation.
- Complete all university required assessment forms in a timely manner, including a final letter of reference for the candidate's placement file.

Level of Candidate Competence
What is Expected?

Each candidate in the program is required to display competence and perform effectively in the application of specific administrative skills outlined by the California Commission on Teacher Credentialing. As part of the university's ongoing program of professional assistance, candidates are informed of their strengths and weaknesses. It is critical that this process continue in all field experience placements. If weaknesses are observed, the supervising administrator should provide opportunities for strengthening skills and/or behaviors. Similarly, strengths and weaknesses should be communicated to candidates so that candidates are able to develop a realistic appraisal of their administrative abilities. The following domains are identified as critical areas for candidate competence:

1. DEVELOPMENT & IMPLEMENTATION OF A SHARED VISION
    A: Developing a Student-Centered Vision of Teaching and Learning
    B: Developing a Shared Vision and Community Commitment

C: Implementing the Vision

2. INSTRUCTIONAL LEADERSHIP
    A: Personal and Professional Learning
    B: Promoting Effective Curriculum, Instruction, and Assessment
    C: Supporting Teachers to Improve Practice
    D: Feedback on Instruction

3. MANAGEMENT AND LEARNING ENVIRONMENT
    A: Operations and Resource Management
    B: Managing Organizational Systems and Human Resources
    C: Managing the School Budget

4. FAMILY AND COMMUNITY ENGAGEMENT
    A: Parent and Family Engagement
    B: Community Involvement

5. ETHICS AND INTEGRITY
    A: Reflective Practice
    B: Ethical Decision-Making
    C: Ethical Action

6: EXTERNAL CONTEXT AND POLICY
    A: Understanding and Communicating Policy
    B: Representing and Promoting the School

A midterm and final assessment of the candidate in the above areas is required. In the development of these assessments, a systematic and fair process including evaluation of strengths and weaknesses is expected. The candidate's assessment includes multiple measures and multiple sources. For example, a presentation to the school board can be evaluated by the supervising administrator and by school board members.

What are the supervising administrator's responsibilities to the university supervisor?

1) Provide time (at mutual convenience) for conferencing with the supervisor. These conferences should follow each of the supervisor's site visits.
2) Document, as necessary and/or appropriate, candidate's performance to share with the supervisor.
3) Attend two university-hosted meetings and a supervision workshop for administrators. Other training in supervision techniques or procedures is encouraged.
4) Complete and return university-related evaluation forms in a timely manner.
5) Advise the university coordinator of any problems that may need attention.

How are site supervisors rewarded?

Supervising site administrator's greatest rewards may come from the satisfaction of aiding and mentoring new administrators.

Preliminary Educational Leadership Program

SITE SUPERVISOR CERTIFICATION
For
Field Experiences

This form certifies that the credentialed school administrator/s identified below meet/s the university's requirements for site supervisor service and has/have agreed to serve as my site supervisor/s for my required field experience hours.

_____   _____
Candidate's Signature   Date

_____   _____
Site Supervisor's Name   Site Supervisor's Signature

_____   _____
Position/Job Title   School/School District

                                                   Mailing Address:

                                                   _____

                                                   _____

_____   _____
Telephone   Fax   E-mail

_____   _____
Site Supervisor's Name   Site Supervisor's Signature

_____   _____
Position/Job Title   School/School District

                                                   Mailing Address:

                                                   _____

                                                   _____

_____   _____
Telephone   Fax   E-mail

Humboldt State University
College of Professional Studies
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APPROVAL FOR PARTICIPATION
IN
FIELD EXPERIENCES

_____, a candidate in the Preliminary Educational Leadership Program at HSU, has my permission to participate in 135 hours of field experiences that are designed to increase his/her understanding of the theoretical concepts and knowledge of school administration in a school-based *elementary/secondary program.

I understand that field experience activities should provide opportunities to link theory with practice in an effort to strengthen the preparation of prospective administrators. I further understand that a significant portion of the field experiences should take place in the context of the regular school day and/or program and offer opportunities for the candidate to work with diverse student populations. In addition, I understand that each preliminary administrative services credential candidate must complete the three Cycles of the CalAPA at this selected school site as part of their program requirements, and that programs are required to actively support candidates in their preparation while they are at their selected school site. This includes access to school wide data, volunteer teachers, and feedback to candidates.

Site Administrator Signature:_____ Date_____

The above candidate will be assigned to the cooperating site supervisor listed below.

    NAME:_____   TITLE:_____

    SCHOOL SITE/S: _____

    SITE SUPERVISOR'S TELEPHONE:_____

    SITE SUPERVISOR'S E-MAIL:_____

Circle the school level, elementary or secondary, for which the candidate will be acquiring required field experience hours and Cycle (Project) completion.

Humboldt State University
Administrative Credential Program

CANDIDATE SELF ASSESSMENT
Preliminary Administrative Services Credential

Purpose

The results of this self-assessment will be used in organizing and development the candidate's administrative field experiences. More emphasis will be placed on the leadership and management domains where the candidate may lack experience, training or competence.

_____
Date of Self-Assessment

_____
Candidate's Signature

_____
Date of University Supervisor's Review

_____
University Supervisor's Signature

_____
Date of Site Supervisor's Review

_____
Site Supervisor's Signature

_____
Date of Site Supervisor's Review

_____
Site Supervisor's Signature

Humboldt State University
College of Professional Studies
School of Education

Preliminary Administrative Services Credential

CANDIDATE SELF ASSESSMENT (Initial and Final)

Objective:
For credential candidates to assess their perceptions of their administrative competencies at entry level, as stated by the California Commission for Teacher Credentialing for the preliminary administrative services credential standard of candidate competence and performance.

Directions:
After each statement, circle the number which best describes your level of competency, based on your training, experience, skills and knowledge.

   1 = Not Familiar – no training or experience
   2 = Familiar – some training and experience
   3 = Understanding – have training and experiences; need some review
   4 = Mastery – I am competent in this area

1. Development & Implementation of a Shared Vision

1A. Developing a Student-Centered Vision of Teaching and Learning
New administrators develop a collective vision that uses multiple measures of data and focuses on equitable access, opportunities and outcomes for all students. Aspiring administrators learn to:

1. Develop a student-centered vision of learning based   **1   2   3   4**
on the understanding that the school's purpose is to
increase student learning and well being.

2. Analyze available student and school data from   **1   2   3   4**
multiple sources to develop a site-specific vision and
mission.

3. Analyze and apply political, social, economic, and   **1   2   3   4**
cultural contexts to inform the school's vision and
mission.

4. Analyze and align the school's vision and mission to   **1   2   3   4**
the district's goals.

5. Explain how school plans, programs, and activities   **1   2   3   4**
support the school's vision to advance the academic,

linguistic, cultural, aesthetic, social-emotional, behavioral, and physical development of each student.

6. Communicate the school's vision of teaching and learning clearly to staff and stakeholders.

1   2   3   4

1B: Developing a Shared Vision and Community Commitment

New administrators apply their understanding of school governance and the roles, responsibilities, and relationships of the individual and entities within the California education system that shape staff and community involvement. Aspiring administrators learn to:

1. Engage staff and diverse community stakeholders in a collaborative process, including consensus building and decision making, to develop a vision of teaching and learning that is shared and supported by all stakeholders.

1   2   3   4

2. Use effective strategies for communicating with all stakeholders about the shared vision and goals.

1   2   3   4

3. Promote a community commitment and collective sense of responsibility for enacting the school's vision, mission, and goals.

1   2   3   4

1C: Implementing the Vision

New administrators recognize and explain to staff and other stakeholders how the school vision guides planning, decision-making, and the change processes required to continuously improve teaching and learning. Aspiring administrators learn to:

1. Engage staff and other stakeholders in sharing data to assess program/instructional strengths and needs that lead to student, staff, and community goals.

1   2   3   4

2. Use the goals in developing and implementing a plan aligned with the school's shared vision of equitable learning opportunities for all students.

1   2   3   4

3. Collect, analyze, and use multiple sources of data for ongoing monitoring to determine whether the plan is helping staff and stakeholders move toward the school's vision.

1   2   3   4

4. Share results with students, staff, and other stakeholders and use this information to guide updates, revisions, and the allocation of resources to support the plan and advance the vision.

1   2   3   4

5. Facilitate and support school structures, systems, and conditions that offer equal opportunities for all students to succeed.　　　　**1　　2　　3　　4**

2. INSTRUCTIONAL LEADERSHIP

2A: Personal and Professional Learning
New administrators recognize that professional growth is an essential part of the shared vision to continuously improve the school, staff, student learning, and student safety and well-being.

1. I am able to use the California Standards for the Teaching Profession (CSTP) for teachers and the CAPEs and CPSEL for administrators to describe and set expectations for growth and performance for staff and for themselves.　　　　**1　　2　　3　　4**

2. I am able to involve staff in identifying areas of professional strength and development that link to accomplishing the school's vision and goals to improve instruction and student learning.　　　　**1　　2　　3　　4**

3. I am able to assist staff in developing personalized professional growth plans, based on state-adopted standards that identify differentiated activities and outcomes for individual and collaborative learning based on the CSTP, CAPEs, and CPSEL.　　　　**1　　2　　3　　4**

4. I am able to use resources to support evidence-based practices that staff can apply to solve school-level problems of practice.　　　　**1　　2　　3　　4**

2B: Promoting Effective Curriculum, Instruction, and Assessment
New administrators understand the role of instructional leader and use the state-adopted standards and frameworks to guide, support, and monitor teaching and learning. Aspiring administrators learn how to:

1. I am able to use a range of communication approaches to assist staff and stakeholders in understanding state standards, student assessment processes, and how these relate to accomplishing the school's vision and goals.　　　　**1　　2　　3　　4**

2. I am able to establish and maintain high learning expectations for all students.　　　　**1　　2　　3　　4**

3. I am able to support and promote effective instruction and a range of instructional methods and supporting practices that address the diverse educational needs of all students.

    1   **2**   **3**   **4**

4. I am able to recognize discriminatory practices, signs of trauma, manifestations of mental illness, and promote culturally responsive, positive and restorative strategies to address diverse student and school needs.

    1   **2**   **3**   **4**

5. I am able to identify and use multiple types of evidence-based assessment measures and processes to determine student academic growth and success.

    1   **2**   **3**   **4**

2C: Supporting Teachers to Improve Practice

New administrators know and apply research-based principles of adult learning theory and understand how teachers develop across the phases of their careers, from initial preparation and entry, through induction, ongoing learning, and accomplished practice.

1. I am able to use adult learning theory to design, facilitate, and implement various strategies that guide and support staff members in improving their practice.

    1   **2**   **3**   **4**

2. I am able to create and foster a culture of continuous improvement by employing strategies to encourage staff to be open to new ideas and motivated to learn and change.

    1   **2**   **3**   **4**

3. I am able to use state-adopted professional standards (e.g., CAPEs, CPSEL and CSTP) with staff and the community as a foundation to guide professional learning.

    1   **2**   **3**   **4**

4. I am able to build a comprehensive and coherent system of professional learning focused on reaching the shared vision of equitable access to learning opportunities and resources and positive outcomes for all students.

    1   **2**   **3**   **4**

2D: Feedback on Instruction

New administrators know and understand TK–12 student content standards and frameworks, TK–12 performance expectations, and aligned instructional and support practices focused on providing equitable learning opportunities so that all students graduate ready for college and careers.

1. I am able to use knowledge of TK-12 student academic content standards and appropriate instructional practices to observe classroom planning and instruction

    1   **2**   **3**   **4**

in accordance with LEA policy and practices; analyze evidence of teacher effectiveness based on student work and learning outcomes; communicate evaluative feedback effectively, equitably, and on a timely basis to help teachers improve instructional practices and foster positive learning environments.

2. I am able to use the principles of reflective, courageous, and collegial conversation to provide unbiased, evidence-based feedback about observed teaching and learning to improve instructional practice.

    1   **2**   **3**   **4**

3. I am able to provide timely, constructive suggestions about instructional strategies and assessments, available resources, and technologies to refine and enhance instruction and assessment that supports student learning, safety, and well-being.

    1   **2**   **3**   **4**

3: MANAGEMENT AND LEARNING ENVIRONMENT

3A: Operations and Resource Management
New administrators know that day-to-day and long-term management strategies are a foundation for staff and student health, safety, academic learning, and well-being.

1. I am able to manage the interrelationships within the network of school operations; instructional programs; student services; and material, fiscal, and human resources.

    1   **2**   **3**   **4**

2. I am able to develop a plan to engage staff and other stakeholders in establishing routines and procedures for monitoring facilities, operations, and resource acquisition and distribution that help maintain a focus on access to learning opportunities and resources and positive outcomes for all students.

    1   **2**   **3**   **4**

3. I am able to follow regulations related to accessibility of the physical plant, grounds, classes, materials, and equipment for staff and students.

    1   **2**   **3**   **4**

4. I am able to use technology to facilitate communication, manage information, enhance collaboration, and support effective management of the school. Handle confidential matters relating to students and staff in a manner consistent with legal practices and ethical principles.

    1   **2**   **3**   **4**

3B: Managing Organizational Systems and Human Resources

New administrators recognize personal and institutional biases and inequities within the education system and the school site that can negatively impact staff and student safety and performance and address these biases.

1. I am able to follow legal and ethical procedures for hiring, evaluating, supervising, disciplining, recommending for non-reelection, and dismissing staff.

   1   2   3   4

2. I am able to apply labor relations processes and collective bargaining in California and their application to contract implementation and management at the local level.

   1   2   3   4

3. I am able to use principles of positive behavior interventions, conflict resolution, and restorative justice and explain to staff and community members how these approaches support academic achievement, safety, and well being for all students.

   1   2   3   4

4. I am able to use a systems thinking perspective to set priorities and manage organizational complexity; develop schedules and assignments that coordinate human resources, physical space, and time to maximize staff collaboration and student learning; and to engage staff and other stakeholders in using data to help establish, monitor, and evaluate the alignment and effectiveness of organizational processes to meet school goals and provide equitable access to opportunities for all students.

   1   2   3   4

3C: Managing the School Budget

New administrators know the school's budget and how the budget supports student and site needs.

1. I am able to apply foundational laws and regulations pertaining to California school finance, federal and state program funding, and local allocations.

   1   2   3   4

2. I am able to assess and analyze student and site needs and use this understanding as a base to support financial decision-making and efforts to

   1   2   3   4

prioritize expenditures that support the school's
vision, goals, and improvement plans.

                                                               1   **2**   **3**   **4**

3. I am able to use various technologies related to
financial management and business procedures.

                                                               1   **2**   **3**   **4**

4. I am able to collaborate with finance office staff and
other stakeholders, as appropriate, to understand,
monitor, and report in a clear and transparent
manner the school's budget and expenditures
including financial record keeping and accounting.

4: FAMILY AND COMMUNITY ENGAGEMENT

4A: Parent and Family Engagement
New administrators engage families in education and school activities and understand the
benefits of and regulations pertaining to their involvement.

1. I am able to engage family and community   **1**   **2**   **3**   **4**
members in accomplishing the school's vision of
equitable schooling and continuous improvement
that includes the academic, linguistic, cultural,
social-emotional, mental and physical health,
and/or other supports needed to succeed in school.

2. I am able to create and promote a welcoming   **1**   **2**   **3**   **4**
environment for family and community
participation.

                                                                1   **2**   **3**   **4**

3. I am able to recognize and respect family goals and
aspirations for students.

                                                                 1   **2**   **3**   **4**

4. I am able to work with staff to develop a range of
communication strategies to inform families about
student assessments and achievement, teacher
professional learning activities, school climate, and
progress toward achieving school goals.

4B: Community Involvement
New administrators recognize the range of family and community perspectives and, where
appropriate, use facilitation skills to assist individuals and groups in reaching consensus on
key issues that affect student learning, safety, and well being. During preliminary
preparation, aspiring administrators learn how to:

                                                                 1   **2**   **3**   **4**

1. I am able to build trust and work collaboratively with families and the community to promote a sense of shared responsibility and accountability for achieving the goal of graduating every student ready for college and careers.

                                          1   2   3   4

2. I am able to use strategies such as conflict resolution in facilitating communication between different community groups to reach consensus on key issues that can be incorporated into the school's vision, plans, and decisions.

                                          1   2   3   4

3. I am able to access community programs and services that assist all students, including those who require extra academic, mental health, linguistic, cultural, social-emotional, physical, or other needs to succeed in school.

                                          1   2   3   4

4. I am able to explain to staff and other stakeholders the importance of ongoing community understanding and support by mobilizing and sustaining resources directed toward achieving school goals.

5: ETHICS AND INTEGRITY

5A: Reflective Practice

New administrators regularly review and reflect on their performance and consider how their actions affect others and influence progress toward school goals. Aspiring administrators learn how to:

1. I am able to take responsibility for developing their professional leadership capacity and assess personal and professional challenges as a way to identify areas for self-improvement.

                                          1   2   3   4

2. I am able to use a professional learning plan to focus personal and professional growth in order to achieve the school's vision and goals.

                                          1   2   3   4

3. I am able to seek opportunities for professional learning that address the range of students' academic, linguistic, cultural, aesthetic, social-emotional, physical, and economic needs.

                                          1   2   3   4

4. I am able to maintain a high standard of professionalism, ethics, integrity, justice, and equity and expect the same behavior of others.

5B: Ethical Decision-Making
New administrators develop and know how to use professional influence with staff, students, and community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.

1. I am able to recognize any possible institutional barriers to student and staff learning and use strategies that overcome barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, gender identity, sexual orientation, or other sources of educational disadvantage or discrimination.

    1   2   3   4

2. I am able to guide staff in examining issues that may affect accomplishment of the school's vision, mission, and goals, including issues that may be related to race, diversity, and access.

    1   2   3   4

3. I am able to involve family and community stakeholders in reviewing aggregated and, where appropriate, disaggregated student data and evidence-based best practices to identify and address actual and anticipated challenges that can negatively affect student success.

    1   2   3   4

5C: Ethical Action
New administrators understand that how they carry out professional obligations and responsibilities affects the entire school community.

1. I am able to apply policies and practices that both support student learning and protect the rights and confidentiality of students, families, and staff.

    1   2   3   4

2. I am able to act with integrity, fairness, and justice and intervene appropriately so that all members of the school community are treated equitably and with dignity and respect.

    1   2   3   4

3. I am able to use personal and professional ethics as a foundation for communicating the rationale for their actions.

    1   2   3   4

6: EXTERNAL CONTEXT AND POLICY

6A: Understanding and Communicating Policy
New administrators are aware of the important role education policy plays in shaping the learning experiences of students, staff, families, and the larger school community. During preliminary preparation, aspiring administrators learn how to:

1. I am able to recognize that any school is part of a larger district, state, and federal contexts that is influenced by political, social, economic, legal, and cultural factors.   **1   2   3   4**

2. I am able to understand and analyze governance and policy systems and use this knowledge to explain roles and relationships of school and district administrators, local and state boards of education, and the legislature to staff and the school community.   **1   2   3   4**

3. I am able to facilitate discussions among staff and the community about aligning mandates and policies with staff and student goals for continuously improving instruction, learning, and well-being.   **1   2   3   4**

4. I am able to operate within legal parameters at all levels of the education system.   **1   2   3   4**

6B: Representing and Promoting the School
New administrators understand that they are a spokesperson for the school's accomplishments and needs. Aspiring administrators learn how to:

1. I am able to improve their public speaking, writing, electronic communication, presentation, and advocacy skills.   **1   2   3   4**

2. I am able to provide the public with a clear picture of what the school's mission, vision, and goals are in order to garner public support for the school and its activities to promote student learning, safety, and well being.   **1   2   3   4**

3. I am able to communicate how the school is doing in meeting its goals and identify where resource contributions from the public are needed and would be most helpful.   **1   2   3   4**

4. I am able to involve stakeholders in helping address the school's challenges as well as sharing in its successes.

1   2   3   4

Practical Field Experience Plan
Preliminary Administrative Services Credential
School of Education, Humboldt State University

CANDIDATE'S NAME: _____ DATE: _____

COURSE NUMBER & TITLE: _____ UNITS_____

FIELD WORK SITE: _____ SITE SUPERVISOR: _____

UNIVERSITY SUPERVISOR:_____ SEMESTER COMPLETION DATE: _____

*CAPEs Used in Cycles 1-3 Structured Administrative Fieldwork.

Program Standard Competence/Performance	CAPEs	Performance Indicators	Candidate's Activity Plan
1. Development and Implementation of a Shared Vision	***1A: Developing a Student-Centered Vision of Teaching and Learning** New administrators develop a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students. During preliminary preparation, aspiring administrators learn how to: 1. Develop a student-centered vision of teaching and learning based on the understanding that the school's purpose is to increase student learning and well being. 2. Analyze available student and school data from multiple sources to develop a site-specific vision and mission. 3. Analyze and apply political, social, economic, and cultural contexts to inform the school's vision and mission. 4. Analyze and align the school's vision and mission to the district's goals.	Examples of Performance Indicators: • Copies of vision/mission statement • Meeting agenda/minutes of vision development discussions • Activity log of observation, activities, staff development • Electronic Portfolio	

	5. Explain how school plans, programs, and activities support the school's vision to advance the academic, linguistic, cultural, aesthetic, social-emotional, behavioral, and physical development of each student. 6. Communicate the school's vision of teaching and learning clearly to staff and stakeholders. ***1B: Developing a Shared Vision and Community Commitment** New administrators apply their understanding of school governance and the roles, responsibilities, and relationships of the individual and entities within the California education system that shape staff and community involvement. During preliminary preparation, aspiring administrators learn how to: 1. Engage staff and diverse community stakeholders in a collaborative process, including consensus building and decision making, to develop a vision of teaching and learning that is shared and supported by all stakeholders. 2. Use effective strategies for communicating with all stakeholders about the shared vision and goals. 3. Promote a community commitment and collective sense of responsibility for		

	enacting the school's vision, mission, and goals. ***1C: Implementing the Vision** New administrators recognize and explain to staff and other stakeholders how the school vision guides planning, decision-making, and the change processes required to continuously improve teaching and learning. During preliminary preparation, aspiring administrators learn how to: 1. Engage staff and other stakeholders in sharing data to assess program/instructional strengths and needs that lead to student, staff, and community goals. 2. Use the goals in developing and implementing a plan aligned with the school's shared vision of equitable learning opportunities for all students. 3. Collect, analyze, and use multiple sources of data for ongoing monitoring to determine whether the plan is helping staff and stakeholders move toward the school's vision. 4. Share results with students, staff, and other stakeholders and use this information to guide updates, revisions, and the allocation of resources to support the plan and advance the vision. 5. Facilitate and support school structures, systems, and		

	conditions that offer equal opportunities for all students to succeed.		
2. Instructional Leadership	***2A: Personal and Professional Learning** New administrators recognize that professional growth is an essential part of the shared vision to continuously improve the school, staff, student learning, and student safety and well being. During preliminary preparation, aspiring administrators learn how to: 1. Use the California Standards for the Teaching Profession (CSTP) for teachers and the CAPEs and CPSEL for administrators to describe and set expectations for growth and performance for staff and for themselves. 2. Involve staff in identifying areas of professional strength and development that link to accomplishing the school's vision and goals to improve instruction and student learning. 3. Assist staff in developing personalized professional growth plans, based on state-adopted standards that identify differentiated activities and outcomes for individual and collaborative learning based on the CSTP, CAPEs, and CPSEL. 4. Use resources to support evidence-based practices that	Examples of Performance Indicators: • Activities log. • Diary of experiences. • Evidence of observation/participation. • Sample documents. • Written outlines/summaries of key learning's. • Written summaries of discussions with staff • Review/Critique of School Curriculum • Curriculum guides/frameworks. • Grade level content/performance standards. • Local curriculum development. • Evaluation processes. • Promotion/retention policies. • Student/school reporting systems/processes. Curriculum Change/Improvement Processes • District testing program. • Identification of student • strengths/weaknesses • Use of assessment results • Curriculum alignment strategies	

	staff can apply to solve school-level problems of practice.	• School/grade level instructional priorities	

*2B: Promoting Effective Curriculum, Instruction, and Assessment
New administrators understand the role of instructional leader and use the state-adopted standards and frameworks to guide, support, and monitor teaching and learning. During preliminary preparation, aspiring administrators learn how to:

1. Use a range of communication approaches to assist staff and stakeholders in understanding state standards, student assessment processes, and how these relate to accomplishing the school's vision and goals.
2. Establish and maintain high learning expectations for all students.
3. Support and promote effective instruction and a range of instructional methods and supporting practices that address the diverse educational needs of all students.
4. Recognize discriminatory practices, signs of trauma, manifestations of mental illness, and promote culturally responsive, positive and restorative strategies to address diverse student and school needs.
5. Identify and use multiple types of evidence-based assessment measures and processes to

Assist with evaluation of some aspect of instructional program
Prepare program for interpreting/explaining test scores

Observe IEP meetings

Assist with supervising student teachers

Attend advisory and school board meetings

Prepare, administer and interpret surveys

Staff Development Activities

determine student academic growth and success.

*2C: Supporting Teachers to Improve Practice
New administrators know and apply research-based principles of adult learning theory and understand how teachers develop across the phases of their careers, from initial preparation and entry, through induction, ongoing learning, and accomplished practice. During preliminary preparation, aspiring administrators learn how to:

1. Use adult learning theory to design, facilitate, and implement various strategies that guide and support staff members in improving their practice.
2. Create and foster a culture of continuous improvement by employing strategies to encourage staff to be open to new ideas and motivated to learn and change.
3. Use state-adopted professional standards (e.g., CAPEs, CPSEL and CSTP) with staff and the community as a foundation to guide professional learning.
4. Build a comprehensive and coherent system of professional learning focused on reaching the shared vision of equitable access to learning opportunities and resources and positive outcomes for all students.

*2D: Feedback on Instruction

New administrators know and understand TK–12 student content standards and frameworks, TK–12 performance expectations, and aligned instructional and support practices focused on providing equitable learning opportunities so that all students graduate ready for college and careers. During preliminary preparation, aspiring administrators learn how to:

1. Use knowledge of TK-12 student academic content standards and appropriate instructional practices to observe classroom planning and instruction in accordance with LEA policy and practices; analyze evidence of teacher effectiveness based on student work and learning outcomes; communicate evaluative feedback effectively, equitably, and on a timely basis to help teachers improve instructional practices and foster positive learning environments.

2. Use the principles of reflective, courageous, and collegial conversation to provide unbiased, evidence-based feedback about observed teaching and learning to improve instructional practice.

3. Provide timely, constructive suggestions about instructional strategies and assessments, available resources, and technologies to refine and

		Examples of Performance Indicators:	
3. Management and Learning Environment	**3A: Operations and Resource Management** New administrators know that day-to-day and long-term management strategies are a foundation for staff and student health, safety, academic learning, and well being. During preliminary preparation, aspiring administrators learn how to: 1. Manage the interrelationships within the network of school operations; instructional programs; student services; and material, fiscal, and human resources. 2. Develop a plan to engage staff and other stakeholders in establishing routines and procedures for monitoring facilities, operations, and resource acquisition and distribution that help maintain a focus on access to learning opportunities and resources and positive outcomes for all students. 3. Follow regulations related to accessibility of the physical plant, grounds, classes, materials, and equipment for staff and students. 4. Use technology to facilitate communication, manage information, enhance	Review/Critique Personnel Policy Practices • Professional growth • Collective bargaining contracts. • Position descriptions. • Evaluation procedures. • Extra duty assignments. • Working hours/conditions. • Staff supervision. • Complaint procedures • Incentives/opportunities Observation/Participation – Formal/Informal Staff Meetings Organize/deliver a staff development program Study student trends in the areas of discipline, attendance, achievement, etc. Sit in on interviews Prepare a study on faculty turn over Help update job descriptions Prepare orientation for classified staff	

enhance instruction and assessment that supports student learning, safety, and well being.

| | | collaboration, and support effective management of the school. Handle confidential matters relating to students and staff in a manner consistent with legal practices and ethical principles.

3B: Managing Organizational Systems and Human Resources
New administrators recognize personal and institutional biases and inequities within the education system and the school site that can negatively impact staff and student safety and performance and address these biases. During preliminary preparation, aspiring administrators learn how to:
1. Follow legal and ethical procedures for hiring, evaluating, supervising, disciplining, recommending for non-reelection, and dismissing staff.
2. Apply labor relations processes and collective bargaining in California and their application to contract implementation and management at the local level.
3. Use principles of positive behavior interventions, conflict resolution, and restorative justice and explain to staff and community members how these approaches support academic achievement, safety, and well being for all students. | Co-curricular activities
- Activities log
- Diary of experiences
- Evidence of observation/participation
- Sample documents
- Written outlines/summaries of key learning | |

	4. Use a systems thinking perspective to set priorities and manage organizational complexity; develop schedules and assignments that coordinate human resources, physical space, and time to maximize staff collaboration and student learning; and to engage staff and other stakeholders in using data to help establish, monitor, and evaluate the alignment and effectiveness of organizational processes to meet school goals and provide equitable access to opportunities for all students. **3C: Managing the School Budget** New administrators know the school's budget and how the budget supports student and site needs. During preliminary preparation, aspiring administrators learn how to: 1. Apply foundational laws and regulations pertaining to California school finance, federal and state program funding, and local allocations. 2. Assess and analyze student and site needs and use this understanding as a base to support financial decision-making and efforts to prioritize expenditures that support the school's vision, goals, and improvement plans.		

	3. Use various technologies related to financial management and business procedures. 4. Collaborate with finance office staff and other stakeholders, as appropriate, to understand, monitor, and report in a clear and transparent manner the school's budget and expenditures including financial record keeping and accounting.	
4. Family and Community Engagement	***4A: Parent and Family Engagement** New administrators engage families in education and school activities and understand the benefits of and regulations pertaining to their involvement. During preliminary preparation, aspiring administrators learn how to: 1. Engage family and community members in accomplishing the school's vision of equitable schooling and continuous improvement that includes the academic, linguistic, cultural, social-emotional, mental and physical health, and/or other supports needed to succeed in school. 2. Create and promote a welcoming environment for family and community participation.	Examples of Performance Indicators: Evidence of Formal Practices: • Board policies/procedures. • External communications. • Parent involvement strategies. • Community involvement strategies. • Calendar of special events. • Athletics/co-curricular activities. • PTA-parent clubs/organizations. • Newsletters. • Media relations. Parent/Community Racial/Ethnic Composition • Evidence of outreach strategies. • Communications. • Attention to special needs.

	3. Recognize and respect family goals and aspirations for students. 4. Work with staff to develop a range of communication strategies to inform families about student assessments and achievement, teacher professional learning activities, school climate, and progress toward achieving school goals. **4B: Community Involvement** New administrators recognize the range of family and community perspectives and, where appropriate, use facilitation skills to assist individuals and groups in reaching consensus on key issues that affect student learning, safety, and well being. During preliminary preparation, aspiring administrators learn how to: 1. Build trust and work collaboratively with families and the community to promote a sense of shared responsibility and accountability for achieving the goal of graduating every student ready for college and careers. 2. Use strategies such as conflict resolution in facilitating communication between different community groups to reach consensus on key issues that can be incorporated into the school's vision, plans, and decisions.	School Accountability Reporting Local Ballot Measures Plan and participate in back-to-school activities Draft a news release under supervision of site supervisor Prepare/deliver a presentation for parent/community groups Develop/update orientation program for students/parents Develop annual public relations calendar • Activities log • Diary of experiences • Evidence of observation/participation • Sample documents • Written outlines/summaries of key learning	

	3. Access community programs and services that assist all students, including those who require extra academic, mental health, linguistic, cultural, social-emotional, physical, or other needs to succeed in school. 4. Explain to staff and other stakeholders the importance of ongoing community understanding and support by mobilizing and sustaining resources directed toward achieving school goals.		
5. Ethics and Integrity	***5A: Reflective Practice** New administrators regularly review and reflect on their performance and consider how their actions affect others and influence progress toward school goals. During preliminary preparation, aspiring administrators learn how to: 1. Take responsibility for developing their professional leadership capacity and assess personal and professional challenges as a way to identify areas for self-improvement. 2. Use a professional learning plan to focus personal and professional growth in order to achieve the school's vision and goals. 3. Seek opportunities for professional learning that address the range of students' academic, linguistic, cultural,	Examples of Performance Indicators: Review codes, policies, documents pertaining to professional ethics • Check local policies, documents • AASA, ACSA codes of ethics • Observe leadership behaviors/practices Review and critique strategic plans, site plans, and instructional support efforts • Interview site and district-level leaders for insights into leadership strategies • Sample documents • Activity log • Record of observations	

	aesthetic, social-emotional, physical, and economic needs. 4. Maintain a high standard of professionalism, ethics, integrity, justice, and equity and expect the same behavior of others. ***5B: Ethical Decision-Making** New administrators develop and know how to use professional influence with staff, students, and community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students. During preliminary preparation, aspiring administrators learn how to: 1. Recognize any possible institutional barriers to student and staff learning and use strategies that overcome barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, gender identity, sexual orientation, or other sources of educational disadvantage or discrimination. 2. Guide staff in examining issues that may affect accomplishment of the school's vision, mission, and goals, including issues that may be related to race, diversity, and access.		

	3. Involve family and community stakeholders in reviewing aggregated and, where appropriate, disaggregated student data and evidence-based best practices to identify and address actual and anticipated challenges that can negatively affect student success. ***5C: Ethical Action** New administrators understand that how they carry out professional obligations and responsibilities affects the entire school community. During preliminary preparation, aspiring administrators learn how to: 1. Apply policies and practices that both support student learning and protect the rights and confidentiality of students, families, and staff. 2. Act with integrity, fairness, and justice and intervene appropriately so that all members of the school community are treated equitably and with dignity and respect. 3. Use personal and professional ethics as a foundation for communicating the rationale for their actions.		
6. External Context and Policy	***6A: Understanding and Communicating Policy** New administrators are aware of the important role education policy plays in shaping the learning experiences of	<u>Examples of Performance Indicators:</u> Review/Critique Fiscal Practices	

students, staff, families, and the larger school community. During preliminary preparation, aspiring administrators learn how to:
1. Recognize that any school is part of a larger district, state, and federal contexts that is influenced by political, social, economic, legal, and cultural factors.
2. Understand and analyze governance and policy systems and use this knowledge to explain roles and relationships of school and district administrators, local and state boards of education, and the legislature to staff and the school community.
3. Facilitate discussions among staff and the community about aligning mandates and policies with staff and student goals for continuously improving instruction, learning, and well-being.
4. Operate within legal parameters at all levels of the education system.

6B: Representing and Promoting the School
New administrators understand that they are a spokesperson for the school's accomplishments and needs. During preliminary preparation, aspiring administrators learn how to:
1. Improve their public speaking, writing, electronic communication, presentation, and advocacy skills.
2. Provide the public with a clear picture of what the school's mission, vision, and goals are

- Local budgeting/accounting procedures.
- Budget development/monitoring.
- Student body funds/accounting.

Local, State & Federal Sources of Income.
Expenditures.
Centralized/Decentralized Budgeting.
Budget Development.

Legal framework/Bases for Public Schools.
- U.S. Constitution.
- State Constitution.
- Court decisions.
- State and federal laws/regulations.
- Local board policies.

Implementation of Laws at Local Level
- Teacher handbooks.
- Student handbooks.
- Discipline codes of conduct.
- Safety programs/procedures.
- Financial reports.
- Audits

Help with data gathering and report writing
Assist juvenile authorities under supervision of site supervisor
Work with categorical programs, e.g., Title 1, class size reduction, special education

	in order to garner public support for the school and its activities to promote student learning, safety, and well being. 3. Communicate how the school is doing in meeting its goals and identify where resource contributions from the public are needed and would be most helpful. 4. Involve stakeholders in helping address the school's challenges as well as sharing in its successes.	Provide in-service programs to staff (laws relating to student supervision, field trips, etc.) Attend budget discussions/hearings Examination of Roles/Responsibilities. • Board of Trusties • Superintendent of Schools. • Principal. • Certificated staff. • Classified staff. • Advisory Committees. • Professional organizations. • Parent groups and organizations. • Other governmental agencies. Observation of Roles/Responsibilities. School Board Meetings. Faculty Meetings. Professional Groups/Organizations PTA Meetings Local Ballot Measures Work on accreditation committees Attend site council meetings • Activities log. • Diary of experiences. • Evidence of observation/participation. • Sample documents. • Written outlines/summaries of key learning.	

Total Hours

- Calculated at 135 hours of fieldwork per semester unit.

- Substantial portion of the fieldwork shall be performed at a site where at least 10% of the pupils are on an ethnic/racial group other than that of the candidate.

This document must be completed and signed by the concerned parties, and filed in the appropriate office as designated by the Dean of the College of Professional Studies, and be available for six years.

Approved by:

_____

       Student   Site Administrator   University Supervisor

_____

        Date   Date

Practical Field Experience Plan Summary
Preliminary Administrative Services Certificate/Credential
School of Education, Humboldt State University

CANDIDATE'S NAME: _____ DATE: _____

COURSE NUMBER & TITLE: _____ UNITS _____

FIELD WORK SITE: _____ SITE SUPERVISOR: _____

UNIVERSITY SUPERVISOR: _____ SEMESTER/ DATE: _____._____

Program Standards Competence/Performance	Performance Indicators	Estimated Hours
1. Development and Implementation of a Shared Vision		
2. Instructional Leadership		
3. Management and Learning Environment		
4. Family & Community Engagement		
5. Ethics and Integrity		
6. External Contexts & Policy		

Humboldt State University
College of Professional Studies
School of Education

Educational Leadership Program

FIELD ADMINISTRATIVE EXPERIENCES
PROFESSIONAL JOURNAL/LOG

<u>DATE</u>   <u>ACTIVITY/EXPERIENCE</u>   <u>HOURS</u>   <u>CAPEs STANDARDS</u>

Candidates Signature _____   Total Hours _____

Credential Program _____   Level (Elem/Sec) _____

Site Supervisor/Mentor Signature: _____

University Supervisor Signature: _____

Educational Leadership Program
Preliminary Administrative Services Credential

PROGRAM PORTFOLIO OUTLINE

SECTION 1 (Initial Fieldwork Approval Documentation)

- Approval for Participation in Field Experiences Form

- Site Supervisor/s Certification/s for Field Experiences Form/s

- Site Supervisor Application

SECTION II (Field Experiences Plan/s: elementary/secondary)

- Candidate Self-Assessment (original) Form

- Elementary Administration Plan
  - Log/record of standard specific activities
  - Sample artifacts, documents, exhibits

- Secondary Administration Plan
  - Log/record of standard specific activities
  - Sample artifacts, documents, exhibits

SECTION III (Summary and Evaluation)

- Candidate Reflections on Elementary and Secondary Field Experiences (one page or more for each level).

- Candidate Self Reflection on Growth and Development in each of the 6 CAPE areas
  - Fall Semester
    - One page mid-program review for each CAPE area with related artifacts from fieldwork and university coursework
  - Spring Semester
    - One page final-reflection review for each CAPE area with related artifacts from fieldwork and university coursework

- Candidate Feedback/Evaluations
  - Site supervisors
  - University supervisor
  - EDL Program

- Candidate Final Self-Assessment

Humboldt State University
School of Education
Educational Leadership Program
Preliminary Administrative Services Credential

SITE SUPERVISOR EVALUATION

Site Supervisor's Name: _____

School Site: _____

Commendations:

_____

_____

_____

_____

_____

_____

_____

Recommendations:

_____

_____

_____

_____

_____

_____

_____

Candidate's Signature: _____   Date: _____

Return to Program leader/Coordinator

Humboldt State University
College of Professional Studies
School of Education

Educational Leadership Program
Preliminary Administrative Services Credential

UNIVERSITY SUPERVISOR EVALUATION FORM

University Supervisor's Name:_____

Site: _____

Please provide an assessment of your university supervisor's support and guidance with your supervised field work experiences.

Commendations:

_____
_____
_____
_____
_____
_____
_____

Recommendations:

_____
_____
_____
_____
_____
_____
_____

Candidate's Signature:_____Date: _____

Humboldt State University
College of Professional Studies
School of Education

Preliminary Administrative Services Credential
Educational Leadership Program

CANDIDATE ASSESSMENT
OF
PRELIMINARY EDUCATIONAL LEADERSHIP PROGRAM

Academic Year Enrolled in Program:_____

Please provide offer your overall assessment of HSU's Preliminary Administrative Services
Credential Program. (Use reverse side of form, if necessary)

Commendations:

_____

_____

_____

_____

_____

_____

_____

Recommendations:

_____

_____

_____

_____

_____

_____

_____

Candidate's Signature (optional):_____Date: _____

Humboldt State University
Preliminary Administrative Services Candidate
Field Experiences

SCHOOL SITE SUPERVISOR'S EVALUATION OF CANDIDATE

Candidate's Name: _____

School and/or District Where Field Work was Performed: _____

Phone: _____   **Fall/Spring Semester** (please circle one)

Name of Site Supervisor: _____**Title:** _____

Humboldt State University recognizes and appreciates the valuable service site level supervisors provide to our credential candidates. Your evaluation and comments are essential in helping each individual candidate become a successful school administrator. We are grateful for your time and service! Thank you!

PLEASE COMPLETE

1. **Did the candidate continually confer with you, outlining the approaches to be taken and the areas of involvement in his/her field experience activities?**

2. **Did the candidate follow through on his/her mutually agreed upon plan(s)?**

3. **Did the candidate complete his/her Cycles (Projects) at your site?**

4. **Please estimate the total number of hours the candidate performed field experience activities plus cycles?(total req. -- 135 hrs.) Cycles range from 30-40 hours each.**

Total estimated hours_____

Please complete the following evaluation summary based upon the fieldwork.

Rate (check) candidate's performance in addressing the following standards:	Professional Quality	Acceptable Performance	Needs Improvement	Comments
Development & Implementation of a Shared Vision				
Instructional Leadership				
Management and Learning Environment				
Family & Community Engagement				
Ethics and Integrity				
External Contexts & Policy				

Cycle 1: Analyzing Data to Inform School Improvement & Promote Equity: Completed or Not Completed?
Cycle 2: Facilitating Communities of Practice: Completed or Not Completed?
Cycle 3: Supporting Teacher Growth: Completed or Not Completed? (Please circle)

Based on my observations of this candidate's field experience performance and my knowledge of his/her general administrative competencies, I believe that he/she has the following potential as a prospective school administrator:
(Check one)   _____Outstanding
                       _____Above Average
                       _____Average
                       _____Below Average
                       _____Should be counseled toward another profession
Please use the reverse side of this page for any additional comments you may wish to make regarding the candidate's performance during his/her field experiences.

_____   _____
    Signature of Site Supervisor   Date

_____   _____
    Signature of Candidate   Date

Humboldt State University
Preliminary Administrative Services Candidate
Field Experiences

UNIVERSITY SUPERVISOR'S EVALUATION OF CANDIDATE

Candidate's Name: _____

School and/or District Where Field Work was Performed: _____

Phone: _____ **Fall/Spring Semester** (please circle one)

Name of Site Supervisor: _____ **Title:** _____

Humboldt State University recognizes and appreciates the valuable service site level supervisors provide to our credential candidates. Your evaluation and comments are essential in helping each individual candidate become a successful school administrator. We are grateful for your time and service! Thank you!

<u>PLEASE COMPLETE</u>

1. **Did the candidate continually confer with you, outlining the approaches to be taken and the areas of involvement in his/her field experience activities?**

2. **Did the candidate follow through on his/her mutually agreed upon plan(s)?**

3. **Did the candidate complete his/her Cycles (Projects) at your site?**

4. **Please estimate the total number of hours the candidate performed field experience activities plus cycles?(total req. --135 hrs.) Cycles range from 30-40 hours each.**

Total estimated hours_____

Please complete the following evaluation summary based upon the fieldwork.

Rate (check) candidate's performance in addressing the following standards:	Professional Quality	Acceptable Performance	Needs Improvement	Comments
Development & Implementation of a Shared Vision				
Instructional Leadership				
Management and Learning Environment				
Family & Community Engagement				
Ethics and Integrity				
External Contexts & Policy				

Cycle 1: Analyzing Data to Inform School Improvement & Promote Equity: Completed or Not Completed?
Cycle 2: Facilitating Communities of Practice: Completed or Not Completed?
Cycle 3: Supporting Teacher Growth: Completed or Not Completed? (Please circle)

Based on my observations of this candidate's field experience performance and my knowledge of his/her general administrative competencies, I believe that he/she has the following potential as a prospective school administrator:

(Check one)   _____Outstanding
      _____Above Average
      _____Average
      _____Below Average
      _____Should be counseled toward another profession

Please use the reverse side of this page for any additional comments you may wish to make regarding the candidate's performance during his/her field experiences.

_____   _____
   Signature of Site Supervisor   Date

_____   _____
   Signature of Candidate   Date

Humboldt State University
College of Professional Studies
School of Education
Educational Leadership Program Preliminary Program

UNIVERSITY SUPERVISOR'S EVALUATION
OF
FIELD PLACEMENT

Site Supervisor's Name:

Site:

Please provide an assessment of your site supervisor's support and guidance with your supervised field experience activities.

Commendations:

Recommendations:

University Supervisor's Signature: Date:
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Humboldt State University
College of Professional Studies
School of Education
Preliminary Administrative Services Credential
Educational Leadership Program

SITE SUPERVISOR EVALUATION
OF
EDL PROGRAM AND FIELDWORK SUPPORT

University Supervisor's Name: _____

Site: _____

Please provide an assessment of your site supervisor's support and guidance with your supervised field experience activities.

Commendations:

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Recommendations:

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Site Supervisor's Signature: _____ Date: _____

Humboldt State University
College of Professional Studies
School of Education
Preliminary Administrative Services Credential
Educational Leadership Program

PRINCIPAL'S EVALUATION
OF
EDL PROGRAM AND FIELDWORK SUPPORT

University Supervisor's Name:_____

Site: _____

Please provide an assessment of your site supervisor's support and guidance with your supervised field experience activities.

Commendations:

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Recommendations:

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Principal's Signature:_____Date: _____

Humboldt State University
Preliminary Administrative Services Candidate
Field Experiences

CANDIDATE FINAL ORAL ASSESSMENT

Purpose: This oral assessment will be used by the university supervisor as part of preparing the candidate's final evaluation for the CCTC recommendation.

Note: A final oral assessment of the candidate will occur after the completion of the coursework and field experiences. Portions of this assessment will be conducted by the University Supervisor(s) and/or the School Site Supervisor(s). Passage of the assessment will require a rating of at least three in all of the competency domain areas. Further assessment activities will be conducted, including, but not limited to, a written examination in a questionable competency area.

Candidate: _____ Date _____

Assessor: _____ Title: _____

School/District: _____ Phone: _____

Standard/Competency Areas:

Rating (circle)
4=high to 1=low

Development & Implementation of a Shared Vision	4 3 2 1
Instructional Leadership	4 3 2 1
Management and Learning Environment	4 3 2 1
Family & Community Engagement	4 3 2 1
Ethics and Integrity	4 3 2 1
External Context & Policy	4 3 2 1

_____   _____
Signature of Site/University Supervisor   Date

Comments, if any (please continue on back side)

SCHOOL OF EDUCATION
HUMBOLDT STATE UNIVERSITY

Candidate Credential Check List
Educational Leadership Program

Name: *Degree School:*
                                             Grad Date:

HSU Student ID #:

_____   Letter verifying 5 years of teaching experience

_____   Proof of CBEST

_____   Request for Credential Check

_____   Cycles 1, 2, 3 completed

_____   Professional Program Form

School of Education
HUMBOLDT STATE UNIVERSITY
Program Form
Preliminary Administrative Services Credential

Name_____HSU ID #_____

Street Address_____Phone_____

City, State, Zip_____

Date B.A. Conferred_____University/College_____

Please show semester and year taken beside each course. If any of the courses were taken before graduation, please star (*) them. Any changes to this program plan should be documented on this form.

PROFESSIONAL PRACTICE PROGRAM 2016-2017

Semester/Year	Course Number	Course Title	Units
Fall 19	EDL 645	Personnel Administration & Supervisor	3
Fall 19	EDL 646	The Principal: Leader & Administrator	3
Fall 19	EDL 649	Ethics & School Administration	1
Fall 19/Spring 20	EDL 695	Secondary School Administration Fieldwork	3
Fall 19	EDL 660	Technology & School Management	2
Spring 20	EDL 642	Curriculum: Development & Governance	3
Spring 20	EDL 647	Practicum: Diversity Issues & School Administration	2
Spring 20	EDL 648	Legal & Fiscal Aspects of School Administration	3
Fall 19/Spring 20	EDL 694	Elementary School Administration Fieldwork	3
Spring 19	EDL 696	Fieldwork & Final Evaluation Seminar	1

_____

_____
EDL Credential Candidate   Date

_____
EDL Program Leader   Date

Advice from Former Credential Candidates

- "The program is "doable," but plan for the necessary time commitment!"

- "Create a field experience plan that works for you."

- "Be flexible!"

- "Spend enough time with your site supervisor to identify and adequately plan for your field experiences."

- "Learn more about the politics of education."

- "The portfolio provides an excellent opportunity to bring together the different instructional themes of the program."

- " I have learned so much from this "hands-on" experience from my time working in the field as an administrator."

- "Take advantage of the networking/cohort opportunities the program provides, and learn from other administrators."

- "I would suggest that certain sections of the portfolio be completed at specified times during the school year."

- "The instructors are from the K-12 educational field and have vast knowledge of providing leadership in schools, county, and state levels. Amazing quality!"

- The outside speakers have been excellent and bring further enrichment to the program.