



CALIFORNIA STATE UNIVERSITY **LONG BEACH**

# EDUCATIONAL LEADERSHIP DEPARTMENT

## **COURSE INFORMATION**

- Course: EDAD 680: Field Experience in Educational Administration
- Term: Summer 2021
- Meeting Time: Online
- Consult with your site and/or university supervisor for your schedule
- Complete a minimum of 120 hours of field work
- University Supervisor name/email/phone

## **COLLEGE OF EDUCATION MISSION STATEMENT**

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

## **COURSE DESCRIPTION**

Students will demonstrate competence in leadership standards (CAPEs) through their fieldwork placement as a quasi-administrator at a school or school district. Requires 120 hours of fieldwork to complete standards-aligned projects developed by the site supervisor, university supervisor, and the student. Credit/no credit grading only. Prerequisite: Admission to the Educational Administration program or consent of instructor.

## **STUDENT LEARNING OUTCOMES**

The California Administrator Performance Expectations (CAPEs) provide the basis for the learning outcomes for this course. Students are expected to complete projects that will allow them to demonstrate progress toward the CAPEs:

1. Facilitate the development and implementation of a shared vision of learning and growth of all students. (CAPE 1)

2. Shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth. (CAPE 2)
3. Manage the organization, including resources and personnel, to cultivate a safe, productive, and equitable learning environment for all students. (CAPE 3)
4. Collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources. (CAPE 4)
5. Make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard. (CAPE 5)
6. Influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices. (CAPE 6)

## REQUIRED TEXTS

The EDAD680 handbook (contained within this syllabus)

The California Administrator Performance Expectations:

[https://www.ctc.ca.gov/docs/default-source/educator-prep/asc/2017-cape-and-cace.pdf?sfvrsn=f66757b1\\_2&TSPD\\_101\\_R0=084e6f7cb6ab2000dff6ef434013cff0ab09b804b03a4145dcd696b4a63f1058c79914ae09a005e40810ef6452143000eacdd69d6e8d8a1b6dc7ccd4a1f1d24639481ee5b76643d627379ef499aafb4ab8db3f57eeee473c286bcf1f7f65529](https://www.ctc.ca.gov/docs/default-source/educator-prep/asc/2017-cape-and-cace.pdf?sfvrsn=f66757b1_2&TSPD_101_R0=084e6f7cb6ab2000dff6ef434013cff0ab09b804b03a4145dcd696b4a63f1058c79914ae09a005e40810ef6452143000eacdd69d6e8d8a1b6dc7ccd4a1f1d24639481ee5b76643d627379ef499aafb4ab8db3f57eeee473c286bcf1f7f65529)

Also available from:

[https://www.ctcexams.nesinc.com/content/docs/CAPE\\_Placemat.pdf](https://www.ctcexams.nesinc.com/content/docs/CAPE_Placemat.pdf)

*The instructor may also assign supplementary readings. Please check BeachBoard regularly.*

## COURSE POLICIES AND REQUIREMENTS

### Attendance & Participation

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Because this is a fieldwork course, your participation is dictated by the initial agreement you make with your site and university supervisors. Accordingly, if you are unable to attend a schedule meeting/event/activity and otherwise need to modify the agreed upon schedule, you should immediately reach out to your site supervisor and also include (cc) your university supervisor in the communication. Be sure to engage in respectful discourse at all times and follow the College of Education policy for professional conduct (below).

You will be expected to keep a log of your 120 hours and make it available to your site and university supervisors.

## **COLLEGE OF EDUCATION EXPECTATIONS FOR PROFESSIONAL CONDUCT**

Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

A CED student is expected to:

1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.
2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

CED students must adhere to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

## **PROFESSIONALISM**

We see professionalism, among faculty *and* students, as foundational to creating a robust learning environment. While consistent attendance is one aspect of this professionalism, there are others that we expect to see displayed during this course as well:

- **Preparation and Engagement:** We expect everyone to come to class having read the assigned readings, given thought to questions or issues raised in the readings, and completed the assignments due for that session. We expect each student to engage with the material in a critical way and to participate in whole class and small group discussions.
- **Respect and Netiquette:** We expect all students to demonstrate respect for their colleagues, instructors, guests, and themselves. This means seeking to listen and

understand before responding and critiquing, offering critiques in a constructive and thoughtful way, and drawing out and engaging one another. Consult this resource to learn more about netiquette expected for an online class:

<http://www.albion.com/netiquette/corerules.html>

- **Focus:** Working and studying at home can present unique challenges not experienced in a classroom with fewer distractions. Students are expected to make every effort to reduce disruptions while in a synchronous class session, including silencing cell phones, muting the microphone and/or stopping video to avoid disrupting others.

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## Course Communication & BeachBoard

The instructor will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students. Students should also review the Office of Student Conduct and Ethical Development's [Zoom Etiquette for Students @ the Beach](#).

Please use BeachBoard to submit all assignments unless directed otherwise by the instructor. (Note: This will enable you to easily import items from 680 into your EDAD program ePortfolio)

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## Policy for Withdrawal

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

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## Special Needs Accommodations

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at [bmac@csulb.edu](mailto:bmac@csulb.edu).

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## Grading/Course Credit

The final course grade will be based on the scale:

Credit = 80 – 100

No Credit = 79 and below

# Course Assignments

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## **Assignment #1 Contract (10 points)**

Students will submit a contract of activities aligned to the leadership standards (see p. 20). The contract must include coverage of all CAPEs by at least two projects. The contract must be agreed upon by the site and university supervisors as should be developed in collaboration with them. The contract submitted should be signed and contain initials of the site supervisor to verify project completion.

## **Assignment #2 CAPE Self-Assessment (10 points)**

Students will complete and submit pre- and post-fieldwork CAPE Self-Assessment (see pp. 12-19). This instrument is a tool designed for self-reflection on progress toward the CAPEs.

## **Assignment #3 Hours Log (6 points)**

Students will keep track of their 120 hours in a simple log. Each entry should include the date, number of hours, and a brief entry (one line) of the activity worked on. This log will be made available to the site and/or university supervisor on request, and the final version will be submitted to the university supervisor.

## **Assignment #4 Reflective Journal (24 points)**

Students will keep a reflective journal that both describes and reflects on their leadership work in EDAD680. Typically, the journal is divided into two columns, with the left column chronicling your time and the work/activities you perform and the right column reflecting on the work/activities. Reflections are expected to be related to your thoughts about how you perform the work, your observations connecting experiences with literature/theories you have studied in class, unanswered questions, further areas of investigation, a critical analysis, and what you have learned overall. Students are expected to complete one journal entry for every 10 hours of fieldwork completed. Each entry should be approximately 500 words.

## **Assignment #5 Fieldwork Artifacts & Documentation (30 points)**

Students will create and submit artifacts from their fieldwork accompanied by artifact documentation forms. For each CAPE, students should complete at least two projects/artifacts. For larger projects/artifacts where you worked collaboratively with others, students should indicate the specific portion(s) they completed. Examples of artifacts include documents, photos, videos (link to a video), or other documentation of leadership projects/tasks completed. Each artifact must be accompanied by an artifact documentation form (see p. 21).

## **Assignment #6 Disposition Assessments & Progress Report (10 points)**

The site supervisor is required to complete and sign a disposition assessment and progress report (see p. 22). These must be submitted to the university supervisor. The disposition assessment signed by the site supervisor will be submitted to the Credential Center at the end of the program, so please keep the original signed copy. The university supervisor may also complete a disposition assessment at the completion of fieldwork. The site supervisor will also complete a progress report (see p. 23).

## **Assignment #7 Meetings (10 points)**

Students are expected to attend four formal meeting with their university supervisor. One meeting will be during the first week of the summer term (or semester) and will serve as an EDAD680 orientation. The other three meetings should be scheduled for roughly the beginning, middle and end of the fieldwork experience. Two of these meetings (beginning and end of the fieldwork) should include the site supervisor, university supervisor and student. The other two meetings (orientation and mid-point check in) can just be between the student and university supervisor.

- Orientation (first week of summer term): student and university supervisor
- Initial meeting (beginning of field experience): student, site supervisor, and university supervisor
- Mid-point check in (approximate middle of field experience): student and university supervisor (site supervisor can also attend but not required)
- Final meeting (end of field experience): student, site supervisor, and university supervisor
- (Please note that you are also expected to have periodic check ins, roughly once a week, with your site supervisor. Please defer to your site supervisor's convenience on this.)

**California State University, Long Beach**  
**Educational Administration Field Experiences Information**  
**Introduction**

Program standards developed and adopted by the California Commission on Teacher Credentialing (CCTC) require that students seeking to obtain an Administrative Services Credential complete administrative field experience. Field experience is considered essential for the professional development of future educational leaders. While field experiences are imbedded throughout the EDAD program, the EDAD680 course is an opportunity to engage in an in-depth field experience.

The purposes of the field experience are:

1. to provide candidates with hands-on experiences in the daily life and work of an administrator where they apply theory to practice;
2. to apply current administrative knowledge and skills and to develop new areas of expertise;
3. to provide a real-life setting for assessing the candidate's ability to perform the responsibilities and tasks associated with administration;
4. to provide a service to the host school and the supervising site administrator;
5. to allow students to reflect on and demonstrate their growth in the CAPEs.

During the field experience, the candidate is expected to assist in significant and varied administrative responsibilities under the direct supervision of a supervising administrator. The supervising administrator (site supervisor) must possess a clear CA administrative credential. The goal is to develop the candidate's leadership and management abilities by engaging in projects aligned to the CAPEs. Potential topics for projects might include problem analysis, data collection, and problem-solving with others at the school site in areas such as overall school improvement, data-driven decision making, teacher observation and evaluation techniques, budgeting/fiscal procedures, school-community communications and activities, student discipline, supervision and leadership development, facility maintenance and repair, interpretation and use of statistical data especially related to improving student achievement, school curriculum development, student and program evaluation, staff development, development of class, student, and facility schedules, and technology use. The site supervisor, university supervisor, and candidate will work together to plan a series of meaningful activities and projects during the field experience that will allow the fullest possible development of the candidate's knowledge and skills. Opportunities will also be provided for reflection and discussion. Through a combination of coursework and the field experience, candidates should be able to begin to develop competency in each of the Commission for Teacher Credential Standards (California Administrative Content Expectations or CACE and the California Administrative Performance Expectations or CAPE, which are aligned to the California Professional Standards for Educational Leaders, CPSEL).

## **General Guidelines for the Administrative Field Experience EDAD 680**

This section, to be used by candidates enrolled in EDAD 680, is intended as a planning guide, a working document, and as a record and outline of responsibilities for the candidate, the supervising administrator, and the university supervisor. Although guidelines and expectations are prescribed and outlined according to the California Commission on Teacher Credentialing for the Preliminary Administrative Services Credential, activities, tasks, and requirements should be tailored to the needs of the school, the supervising administrator, and the candidate.

### **Candidate's Responsibilities**

Since acceptance of responsibility is a significant factor in the success of an administrator, the candidate will be expected to assume and carry out in a professional manner all required steps of the field experience and to follow the guidance and directives of the supervising administrator.

1. Read this handbook to learn the intent, scope, general expectations, and requirements for the field experience.
2. Give a copy of this handbook to your Supervising Administrator (Site Supervisor) for their information.
3. Re-read the California Administrator Performance Expectations (CAPEs).
4. Complete the CAPE Self-Assessment (Assignment 2). Your self-assessment in regard to these standards should be completed prior to meeting with your site supervisor. Once you have completed your CAPE Self-Assessment, share your assessment with your site supervisor.
5. Work with your site supervisor to develop a contract of activities, tasks, and projects aligned to the CAPEs (Assignment 1). Some sample ideas can be found on pp. 25-32. Select or identify activities that will help you to address the standards that both you and your site supervisor feel are most critical to your growth as a future administrator as well as those that will benefit the school. Your university supervisor should also be part of this conversation. The template for the contract is on page 20.
6. Sign the Field Experience Contract (Assignment 1) and have your site supervisor and university supervisor sign it as well.
7. Keep a log of your hours (Assignment 3) and a journal of your field experiences (Assignment 4) as you work to complete your projects.
8. Keep artifacts related to each project you complete as part of your fieldwork experience. Artifacts may include documents, photos, videos, etc., or other evidence that documents the work you completed. For each artifact, you must also complete an artifact documentation form (see p. 21). These artifacts and documentation forms will be submitted for this course (Assignment 5), and they will also become part of your EDAD Program Portfolio.
9. Begin each field experience by shadowing your site supervisor (and/or other school personnel if suggested by the site supervisor) to become familiar with leadership tasks. Gradually begin working on the projects outlined in the Field Experience Contract (Assignment 1). Remain in contact with your site supervisor as you complete projects and check in to get feedback or seek direction as



needed; however, be aware that your site supervisor is busy and the responsibility for completing these tasks lies with you as the student. Most of the contact should happen during your scheduled weekly check ins.

10. Check in with your university supervisor and schedule a meeting (Assignment 7) during the middle of your fieldwork.
11. Check in with your site supervisor and have them complete the progress report (Assignment 6) to get feedback about your progress with your projects.
12. Toward the end of the field experience, return to your CAPE Self-Assessment (Assignment 2) and re-assess yourself. Discuss the results with your site supervisor.
13. Schedule a meeting (Assignment 7) with the site supervisor and university supervisor at the end of the experience to evaluate growth and areas that may need further development. The site supervisor will be asked to sign off on each activity as outlined in the contract to verify completion and competency. Be sure to also get a signed copy of your disposition assessment (Assignment 6) from your site supervisor. Your university supervisor may also complete a disposition assessment (but not required).

### **Site Supervisor's Responsibilities**

The site supervisor (supervising administrator) is the key to the success of the candidate's field experience. The site supervisor has been chosen to participate because of their expertise and willingness to fulfill the critical role of developing future educational leaders. The primary responsibility is to serve as a role model, give guidance and support, and to provide opportunities for the candidate to gain experiences that will enhance their competence to assume a future administrative position. The following suggestions are offered as an outline to guide the site supervisor during candidate's field experience:

1. Provide an orientation to the site for the candidate. This should especially focus on the leadership context of the site.
2. Become familiar with the Field Experience Handbook and the CAPEs (leadership standards).
3. Review the student's CAPE Self-Assessment of their strengths and areas for growth.
4. Work with the student to collaboratively develop a plan of activities, tasks, and projects to help the candidate develop his/her competencies and to meet school site needs. Keep in mind that the student needs to complete at least two projects connected to each CAPE. Once these projects are agreed upon by the student, the site supervisor, and the university supervisor, sign the Field Experience Contract. The site supervisor will initial the Contract to indicate that projects have been completed. (see p. 20).
5. Meet at least twice in a formal meeting with the university supervisor, site supervisor, and the student. One of these meetings should be at the beginning of the student's field experience and one should be at the end. At the end of the field experience, meet with the candidate and the university supervisor to evaluate the candidate's competencies and skills, discuss contributions to the work of the school during field experience as well as discuss growth related to the CAPE Self-Assessment.

6. Meet at least once weekly in a formal session with the candidate to review their plan and progress to make modifications to the plan and set new goals
7. Provide regular feedback to the candidate and the university supervisor about the candidate's growth and development, concerns and issues. Be available (by email or phone) to candidates and supervising administrators to address concerns and solve problems. It is critical that the site supervisor immediately reach out to the university supervisor if there are concerns about the student.
8. Complete a progress report (about halfway through the student's field experience) See p. 23.
9. Complete and sign a disposition & skills for leadership assessment (at the end of the student's field experience). The student will need a signed copy of this. See p. 22.
10. Ensure increasing levels of responsibility for the candidate that will enable them to experience the full range of administrative tasks and responsibilities, much as a student teacher would toward the end of practice teaching. If possible, involve candidate in a variety of tasks, activities and projects that will require him/her to practice a variety of skills.

## **University Supervisor's Responsibilities**

***Please note that for summer 2021, CSULB is still in Alternative Mode of Instruction (AMI). This means that the university supervisor will not be visiting fieldwork sites, and all meetings with the university supervisor will be conducted virtually (e.g., via Zoom or by phone). The student's fieldwork hours may be completed either online or in-person, following the rules/policies of the fieldwork host site and district.***

***The university supervisor will be responsible for helping the student problem-solve and complete their field work as well as hosting required meetings via Zoom.***

The relationship between the candidate, the site supervisor, and the university supervisor must be one of mutual respect, supportive cooperation and open communication. The quality of the field experience depends on this constructive interaction. The university supervisor will do the following to facilitate a productive field experience:

1. Utilize BeachBoard for the EDAD680 course and set up the submission of assignments according to the template provided by the EDAD program. This will enable students to seamlessly import items from their fieldwork into their EDAD Program Portfolio.
2. Meet with the student during the first week of the semester to host an orientation that reviews requirements and answers questions. This can be done in a group with students or 1:1.
3. Work with site supervisor to review field experience requirements, as needed.
4. Review and approve the projects in the Field Experience Contract developed by the candidate and site supervisor. Support their development of the contract as needed.

5. Visit/contact the field experience site at least two times to meet with the site supervisor and the student. In other words, facilitate at least two meetings where the student, site supervisor, and university supervisor are all in attendance. One of these meetings should be at the beginning of the fieldwork experience and one should be at the end.
6. Be available (by email or phone) to candidates and supervising administrators to address concerns and solve problems. This is especially important should any difficulties arise with their fieldwork experience. If needed, coordinate additional meetings with the student and/or the site supervisor.
7. Respond to emails within 48 business hours (communicate to students if there will be an exception to this).
8. Receive and review all candidate's assignments via BeachBoard, and conference with the candidate about the field experience.
9. Post timely feedback and grades on BeachBoard.
10. Consult with the supervising administrator to evaluate the total field experience in terms of meeting the objectives for preparation of future administrator and benefits of the school.

### **Conditions Necessary for the Field Experience**

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

1. Be admitted to the Preliminary Administrative Services Credential Program (Educational Administration Program)
2. Maintain a professional attitude and deportment at all times will be critical to a successful field experience (follow CED professional conduct expectations, p. 3 )
3. Read and complete the necessary portions of the Field Experience Handbook prior to beginning the placement.

### **Field Experience Duration and Placement**

Candidates must complete a minimum of the equivalent of 3 weeks of full-time service for EDAD680 (a minimum of 120 hours). Candidates should coordinate a schedule with the site supervisor and university supervisor. It is recognized that 120 hours is the minimum level of experience and that candidates will want to gain more experience whenever possible.

### **Evaluation of the Field Experience**

A final grade of Credit/No Credit will be assigned at the end of the field experience assignment. The decision will be based on work submitted by the student (Assignments 1-7) and input from the university supervisor, the site supervisor, and the student. Direct observations and interviews with the student, the site supervisor, and verification of contract fulfillment by the site supervisor will be used in the evaluation process. In addition, the student's observations and reflections through the journal and the submission of artifacts will all be included in the final evaluation to determine how well the administrative competencies have been mastered. It is recognized that the field experiences will only be the beginning of the candidate's development as a future administrator. A key component of the evaluation will be how the candidate approaches the learning task of becoming an administrator and progresses in the CAPEs.

# California Administrator Performance Expectations (CAPEs) Self-Assessment

## Preamble

The administrator at a school site has numerous responsibilities that ultimately lead to the improvement of the performance of all students in the school. By acquiring the skills, attitudes and behaviors as outlined in the following professional standards for educational leaders, students have the best opportunity to achieve the mission and vision of the district and to meet the expectations of high standards for student learning. Inherent in these standards is a strong commitment to cultural diversity and the use of technology as a powerful tool.

**Directions:** Rate yourself on each dimension of each standard using the following scale:

5 = Excellent; 4 = Above Average; 3 = Average; 2 = Needs Improvement; 1 = Needs Experience

Rate yourself at the beginning of field experience (1) and once again at the end (2).

## Standard 1: Visionary Leadership

Development and Implementation of a Shared Vision:

Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

### Element 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.

Candidate will:

1. \_\_\_ 2. \_\_\_ **1A-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.

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

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

1. \_\_\_ 2. \_\_\_ **1A-4** Analyze and align the school's vision and mission to the district's goals

1. \_\_\_ 2. \_\_\_ **1A-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.

1. \_\_\_ 2. \_\_\_ **1A-6** Communicate the school's vision of teaching and learning clearly to staff and stakeholders.

### Element 1B

#### Developing a Shared Vision and Community Commitment

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

Candidate will:

**1. \_\_\_2. \_\_\_1B-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. \_\_\_1B-2** Use effective strategies for communicating with all stakeholders about the shared vision and goals.

**1. \_\_\_2. \_\_\_1B-3** Promote a community commitment and collective sense of responsibility for enacting the school's vision, mission, and goals.

## **Element 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 process required to continuously improve teaching and learning.

Candidate will:

**1. \_\_\_2. \_\_\_1C-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. \_\_\_1C-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. \_\_\_1C-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. \_\_\_1C-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. \_\_\_1C-5** Facilitate and support school structures, systems, and conditions that offer equal opportunities for all students to succeed

## **Standard 2: Instructional Leadership**

Education leaders shape a collaborative culture of teaching and learning, informed by professional standards and focused on student and professional growth.

## **Element 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

Candidate will:

**1. \_\_\_2. \_\_\_2A-1** Use the CSTP for teachers and the CAPE and CPSEL for administrators to describe and set expectations for growth and performance for staff and for themselves

**1. \_\_\_2. \_\_\_2A-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

**1. \_\_\_2. \_\_\_2A-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, CAPE, and CPSEL.

1.\_\_2.\_\_2A-4 Use resources to support evidence-based practices that staff can apply to solve school-level problems of practice.

## **Element 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

Candidate will:

1.\_\_2.\_\_2B-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

1.\_\_2.\_\_2B-2 Establish and maintain high learning expectations for all students

1.\_\_2.\_\_2B-3 Support and promote effective instruction and a range of instructional methods and supporting practices that address the diverse educational needs of all student

1.\_\_2.\_\_2B-4 Identify and use multiple types of evidence-based assessment measures and processes to determine student academic growth and success

## **Element 2C**

### **Supporting Teachers to Improve Practice**

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

Candidate will:

1.\_\_2.\_\_2C-1 Use adult learning theory to design, facilitate, and implement various strategies that guide and support staff members in improving their practice.

1.\_\_2.\_\_2C-2 Use state-adopted professional standards (e.g., CAPE, CPSEL, and CSTP) with staff and the community as a foundation to guide professional learning.

1.\_\_2.\_\_2C-3 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.

## **Element 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.

Candidate will:

1.\_\_2.\_\_2D-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.

1.\_\_2.\_\_2D-2 Use the principles of reflective feedback to guide instructional improvement.

1.\_\_2.\_\_2D-3 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.

### **Standard 3: Management and Learning Environment**

*Education leaders manage the organization to cultivate a safe and productive learning and working environment.*

#### **Element 3A**

##### **Operations and Facilities**

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.

Candidate will:

**1. 2. 3A-1** Manage the interrelationships within the network of school operations; instructional programs; student services; and material, fiscal, and human resources.

**1. 2. 3A-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 and opportunities and resources and positive outcomes for all students.

**1. 2. 3A-3** Follow regulations related to accessibility of the physical plant, grounds, classes, materials, and equipment for staff and students.

**1. 2. 3A-4** Use technology to effectively facilitate communication, manage information, enhance collaboration, and support effective management of the school.

**1. 2. 3A-5** Handle confidential matters relating to students and staff in a manner consistent with legal practices and ethical principles.

#### **Element 3B**

##### **Managing Organizational Systems and Human Resources**

New administrators know the importance of established structures, policies and practices that lead to all student graduating ready for college and career.

Candidate will:

**1. 2. 3B-1** Follow legal and ethical procedures for hiring, evaluating, supervising, disciplining, recommending for non-reelection, and dismissing staff.

**1. 2. 3B-2** Apply labor relations processes and collective bargaining in CA and their application to contract implementation and management at the local level.

**1. 2. 3B-3** 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.

#### **Element 3C**

##### **School Climate**

New administrators understand the leader's role in establishing a positive, productive school climate, supportive of staff, students, and families.

Candidate will:

**1. 2. 3C-1** 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. 3C-2** 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. \_\_\_ 2. \_\_\_ **3C-3** 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.

### **Element 3D**

#### **Managing the School Budget and Personnel**

New administrators know how effective management of staff and the school's budget supports student and site needs.

Candidate will:

1. \_\_\_ 2. \_\_\_ **3D-1** 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.

1. \_\_\_ 2. \_\_\_ **3D-2** Provide unbiased, evidence-based feedback about observed teaching and learning to improve instructional practice.

1. \_\_\_ 2. \_\_\_ **3D-3** Provide staff with timely, constructive suggestions about strategies, available resources, and technologies that support student learning, safety, and well-being.

1. \_\_\_ 2. \_\_\_ **3D-4** Apply foundational laws and regulations pertaining to CA school finance, federal and state program funding, and local allocations.

1. \_\_\_ 2. \_\_\_ **3D-5** 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.

1. \_\_\_ 2. \_\_\_ **3D-6** Use various technologies related to financial management and business procedures.

1. \_\_\_ 2. \_\_\_ **3D-7** 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.

### **Standard 4: Family and Community Engagement**

*Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.*

### **Element 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

Candidate will:

1. \_\_\_ 2. \_\_\_ **4A-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.

1. \_\_\_ 2. \_\_\_ **4A-2** Create and promote a welcoming environment for family and community participation.

1. \_\_\_ 2. \_\_\_ **4A-3** Recognize and respect family goals and aspirations for students.



1. \_\_\_ 2. \_\_\_ **4A-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.

#### **Element 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.

Candidate will:

1. \_\_\_ 2. \_\_\_ **4B-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.

1. \_\_\_ 2. \_\_\_ **4B-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.

1. \_\_\_ 2. \_\_\_ **4B-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.

1. \_\_\_ 2. \_\_\_ **4B-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.

#### **Standard 5: Ethics and Integrity**

*Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.*

#### **Element 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.

Candidate will:

1. \_\_\_ 2. \_\_\_ **5A-1** 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. \_\_\_ **5A-2** Use a professional learning plan to focus on personal and professional growth in order to achieve the school's vision and goals.

1. \_\_\_ 2. \_\_\_ **5A-3** Seek opportunities for professional learning that address the range of students' academic, linguistic, cultural, aesthetic, social-emotional, physical, and economic needs.

1. \_\_\_ 2. \_\_\_ **5A-4** Maintain a high standard of professionalism, ethics, integrity, justice, and equity, and expect the same behavior of others.

#### **Element 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.

Candidate will:

1. \_\_\_ 2. \_\_\_ **5B-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.
1. \_\_\_ 2. \_\_\_ **5B-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.
1. \_\_\_ 2. \_\_\_ **5B-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.

## **Element 5C**

### **Ethical Action**

New administrators understand that how they carry out professional obligations and responsibilities affects the entire school community.

Candidate will:

1. \_\_\_ 2. \_\_\_ **5C-1** Apply policies and practices that both support student learning and protect the rights and confidentiality of students, families, and staff.
1. \_\_\_ 2. \_\_\_ **5C-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.
1. \_\_\_ 2. \_\_\_ **5C-3** Use personal and professional ethics as a foundation for communicating the rationale for their actions.

## **Standard 6: External Context and Policy**

*Education leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices.*

### **Element 6A**

#### **Understanding and Communicating Policy**

Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

Candidate will:

1. \_\_\_ 2. \_\_\_ **6A-1** Recognize that any school is part of a larger district, state, and federal context that is influenced by political, social, economic, legal, and cultural factors.
1. \_\_\_ 2. \_\_\_ **6A-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.
1. \_\_\_ 2. \_\_\_ **6A-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.
1. \_\_\_ 2. \_\_\_ **6A-4** Operate within legal parameters at all levels of the education system.

### **Element 6B**

#### **Representing and Promoting the School**

New administrators understand that they are a spokesperson for the school's accomplishments and needs.

Candidate will:

**1.\_\_2.\_\_6B-1** Improve their public speaking, writing, electronic communication, presentation, and advocacy skills.

**1.\_\_2.\_\_6B-2** 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.\_\_6B-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.

**1.\_\_2.\_\_6B-4** Involve stakeholders in helping address the school's challenges as well as sharing in its successes.

**California State University, Long Beach**  
**Preliminary Administrative Services Credential Program EDAD 680**  
**Field Experience Contract**

Name: \_\_\_\_\_ Email: \_\_\_\_\_

Contact Phone: \_\_\_\_\_ Field Experience Site: \_\_\_\_\_

District: \_\_\_\_\_ Contract Dates: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_ Supervisor's Position: \_\_\_\_\_

Standard	Activities/Projects*	Projected Evidence of Competency	Date Activity Completed	Site Supervisor's Verification of Candidate Completion (initials and date)
CAPE 1 Development and Implementation of a Shared Vision				
CAPE 2 Instructional Leadership				
CAPE 3 Management and Learning Environment				
CAPE 4 Family and Community Engagement				
CAPE 5 Ethics and Integrity				
CAPE 6 External Context and Policy				

Candidate's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Site Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

University Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**\* MINIMUM OF TWO ACTIVITIES REQUIRED PER STANDARD**

\*\*\*\*\*

At the completion of EDAD 680, Verification of Completion of all Field Experience Assignments:

University Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Site Supervisor's Comments (optional):

**California State University, Long Beach  
Educational Administration Program  
Artifact Documentation and Reflection Form**

Name:

Field Experience Site/District (if applicable):

Date Activity/Artifact Completed:

Standard and Element:

Name and Description of Artifact:

Rationale for Inclusion:

(A complete rationale should include responses to the following:

1. Why did you select this artifact as a demonstration of your competence?
2. How does the artifact demonstrate knowledge or professional growth in the standard(s)?
3. What was your level of involvement in the activity or your level of involvement developing the artifact?)

Reflection:

(A quality and meaningful reflection should include responses to the following:

1. What are your thoughts on the quality and/or nature of the leadership learning experience illustrated by this artifact?
2. What leadership lessons did you learn during the process of completing this artifact?)

## Candidate Dispositions & Skills Assessment Preliminary Administrative Services Credential Program

**Uses:**

**Evaluated by:**

<ul style="list-style-type: none"> <li>▪ Evaluation of candidate as they progress in their course of study</li> <li>▪ Evaluation for Candidacy (EDAD621 course series)</li> <li>▪ Evaluation of performance in fieldwork (EDAD680)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Faculty member who has had the candidate in class or as an advisee</li> <li>▪ Field experience site supervisor and/or university supervisor</li> <li>▪ Candidate Self-Assessment</li> </ul>
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Candidate's Name: \_\_\_\_\_ I.D.#: \_\_\_\_\_ Program: Educational Administration

**Instructions:** Provide the appropriate score using the following criteria:

- |          |   |   |
|----------|---|---|
| 4 points | = | Distinguished (consistent demonstration of this disposition at an advanced level) |
| 3 points | = | Target (consistent demonstration of this disposition)                             |
| 2 points | = | Acceptable (demonstrates this disposition with reasonable consistency)            |
| 1 point  | = | Unacceptable (difficulty or inconsistency in demonstrating this disposition)*     |
| NA       | = | Not able to observe*  |

<b>DISPOSITION</b>	<i>A candidate is <b>knowledgeable</b>:</i>		<b>Points</b>
	✓	Communicates effectively in speech and in writing to a broad range of stakeholders	
	✓	Demonstrates preparedness to handle leadership situations that emerge.	
	✓	Understands when more information is needed and knows where to find it and is willing to ask probing questions	
	<i>A candidate is <b>skillful</b>:</i>		
	✓	Interacts with others (faculty, peers, students, and parents) in a thoughtful, respectful, and considerate manner.	
	✓	Reflects on their work (e.g., makes decisions that lead to improved professional competence, adapts to new and unexpected situations, responds positively to constructive suggestions).	
	<i>A candidate is <b>ethical</b>:</i>		
	✓	Follows the ethical and legal obligations of the profession (e.g. exercises confidentiality, respect for intellectual property of others and mandated reporting, etc.).	
	✓	Has articulate a personal and professional code of ethics and acts in accordance with this code	
	<i>A candidate is <b>caring</b>:</i>		
	✓	Demonstrates sensitivity to diversity (e.g., acknowledges alternative viewpoints, respects others, accepts personal/professional differences).	
	✓	Shows compassion when working with a diverse range of stakeholder groups, including students	
	✓	Demonstrates a passion for the profession and commitment for improving education for all students	
<i>A candidate behaves in a <b>professional manner</b>:</i>			
✓	Meets delegated obligations (e.g., punctual, reliable, accepts tasks, completes tasks to the best of their ability).		
✓	Communicates professionally, listens attentively, shows respect for diversity of opinions and perceptions.		
✓	Shows initiative (e.g., contributes, volunteers, goes above and beyond what is expected, etc.)		
✓	Dresses appropriately for the school environment and their role		
<b>Total Points</b>			

\_\_\_\_\_  
Signature of Assessor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Candidate (if not self assessment)

\_\_\_\_\_  
Date

California State University, Long Beach  
Preliminary Administrative Services Credential Program  
**Site Supervisor's Field Experience Progress Report (EDAD 680)**

Candidate's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_

Is the above-named candidate making satisfactory progress on the activities described in the Field Experience Contract?

Yes \_\_\_\_\_ No \_\_\_\_\_

Comments:

Site Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# EDAD 680 Assignment Checklist

Use this checklist as a tool for yourself to ensure that each required component has been submitted to BeachBoard for EDAD 680.

- \_\_\_\_\_ 1. **Pre- and Post- CAPE Self-Assessments**
- \_\_\_\_\_ 2. **Hours log** indicating the dates, hours, and brief description of activities
- \_\_\_\_\_ 3. **Reflective Journal** documenting each day's activities, your log of how you spent each day, and most importantly, your daily reflections/analysis related to what you learned, experienced, questioned, wondered about as well and your connections to theory taught in the program. You should have a minimum of one journal entry for every 10 hours completed.
- \_\_\_\_\_ 4. Final **Contract of Activities** signed by you, your site supervisor, and your university supervisor and initialed by your site supervisor verifying satisfactory completion of each activity.
- \_\_\_\_\_ 5. **Field Experience Artifacts & Documentation forms** (two per standard) and related artifacts that demonstrate your competence to be an administrator. These must be uploaded to BeachBoard under the appropriate CAPE.
- \_\_\_\_\_ 6. Candidate **Dispositions & Skills Assessment** form completed and signed by your site supervisor. (You may also have a disposition assessment completed by your university supervisor, but this is optional.)
- \_\_\_\_\_ 7. The **EDAD 680 Progress Report** completed by your site Supervisor.



### Signature Assignment for EDAD 680 Rubric

**Student Learning Outcome(s) Assessed:**

SLO #1-6: Apply and demonstrate competency according to CAPE standards as a quasi-administrator in a school placement.

**Description of the Signature Assignment**

Spend at least three weeks/120 hours working as an administrator in a school to carry out activities related to the CAPE standards.

**Directions for Students**

Develop a contract to list and describe project activities for each of the 6 CCTC standards. Write reflections to link experience to course theory and cite several authors from coursework texts or materials. Prepare artifacts to demonstrate competency.

**Scoring Rubric:**

Dimension	5-6 Exemplary	3-4 Satisfactory	1-2 Needs Additional Attention
Growth and Assessment	CAPE pre and post, are scored;  Candidates show <b>marked</b> improvement in competency on standards' elements between pre and post	CAPE assessment, both pre and post, are scored;  Candidates show <b>some</b> improvement in competency on standards' elements between pre and post	CAPE assessment, both pre and post, may not be completely scored;  Candidates show <b>little to no</b> improvement in competency on standards' elements between pre and post
Contract and Standards Based Activities	Contract included;  Contract lists and describes project activities for each of the 6 CAPE elements.  Project/activities show extensive depth and breadth to provide broad experiences to master standards;  Contract includes all signatures;  Contract includes site supervisor's approval/comments regarding candidate's performance	Contract included;  Contract lists and describes project activities for each of the 6 CAPE elements.  Project/activities show some depth and breadth to provide broad experiences to master standards;  Contract includes all signatures;  Contract includes site supervisor's approval/comments regarding candidate's performance	Contract included;  Contract lists and describes project activities for all or some of the 6 CAPE elements.  Project/activities show little depth and breadth to provide broad experience to master standards;  Contract may not include all signatures;  Contract may not include site supervisor's approval/comments regarding candidate's performance on each standard
Reflections (connected to program teaching/texts/activities)	All reflections demonstrate high quality of thought and a depth of analysis regarding the implications and applications of the experience; Candidate consistently links experience to course theory; cites several authors from coursework text or materials	All reflections demonstrate quality of thought and an adequate depth of analysis regarding the implications and applications of the experience;  Candidate links experience to course theory; cites 1-2 authors from coursework texts or materials	Some reflections demonstrate quality of thought and an adequate depth of analysis regarding the implications and applications of the experience; Candidate links experience to course theory; cites 1-2 authors from coursework texts or materials
Work Artifacts	Artifacts demonstrate a high degree of competency in each standard or standard element;  All artifacts are personally created by the candidate;  Each artifact is accompanied by a well developed rationale and reflection sheet (as included in the Fld. Exp. Handbook);  All artifacts are clearly labeled.	Artifacts demonstrate an adequate degree of competency in each standard or standard element;  All artifacts are personally created by the candidate;  Each artifact is accompanied by an adequately developed rationale and reflection sheet (as included in the Fld. Exp. Handbook);  All artifacts are labeled.	Artifacts demonstrate limited competency in each standard or standard element;  Some artifacts are personally created by the candidate;  Some artifacts are accompanied by a minimally developed or poorly developed rationale and reflection sheet (as included in the Fld. Exp. Handbook);  Some artifacts are labeled.
Supervisor's Evaluation	Disposition for Leadership and the Progress Report are included and document and reflect exemplary performance by the candidate.	Disposition for Leadership and Progress Report are included and document and reflect adequate performance by the candidate.	Disposition for Leadership and Progress Report are included and document and reflect less than adequate performance by the candidate.

## Examples of Activities Demonstrating Competencies in Each of the Standards

### Development and Implementation of a Shared Vision, CAPE/CPSEL 1

**Each candidate is able to develop and implement a shared vision. All activities should be undertaken in the context of this standard with a focus on an administrator's role in leading the development of a shared vision of learning.**

#### Suggested Types of Experiences

1. Act as a team leader for a resource or curriculum group or committee.
2. Plan, implement and supervise a new or existing school program; eg. graduation, assembly, student orientations, student senate, ASB elections.
3. Supervise student activities, eg. lunch supervision, school bus, playground, campus supervision.
4. Develop and schedule a conference or staff development program.
5. Lead and/or participate on a School Mission/Vision Committee.
6. Serve as chairperson of a school committee.
7. Organize and supervise a school event, eg. dance, athletic event, science fair, musical.
8. Work with staff to accomplish an objective in the school improvement or restructuring plan.
9. Chair, participate in, or organize a committee to develop a school mission or vision statement.
10. Organize and conduct a Town Hall Meeting where school achievement data are explained to the parents and community

## **Instructional Leadership, CAPE/CPSEL 2**

**Each Candidate is able to shape a collaborative culture of teaching and learning, informed by professional standards and focused on student and professional growth.**

**All activities should be undertaken in the context of the standard with a focus on administrator's role in shaping a collaborative culture of teaching and learning.**

### **Suggested Types of Experiences**

1. Assist principal or curriculum committee with the development or evaluation of the instructional program.
2. With the principal, conduct a curriculum audit of one aspect of the curriculum that is being addressed in the School Improvement Plan.
3. With the principal, analyze student achievement data and develop an action plan to enhance the instructional program.
4. Observe IEP planning conferences or student assistance team meetings.
5. Develop, schedule, and implement a staff development program for site personnel.
6. Observe (or participate in, if possible) interviews with prospective teachers and/or staff members.
7. Summarize and evaluate the district's grievance procedures and policies.
8. Summarize and evaluate the administrator's role in reaching goals and objectives of Title 1 and Bilingual programs.
9. Review the school improvement plan and assist in data collection to evaluate the effectiveness of a component.
10. Attend a School or Parent Site Council Community Advisory Committee meeting. Make a presentation explaining an aspect of the instructional program.
11. Conduct a survey of student or parent attitudes regarding curriculum and instruction.
12. Develop a job description file for each non-teaching position in the building.
13. Assist in reviewing, revising or developing procedures for school volunteers.
14. Review or develop an orientation program for substitutes, volunteers, and classroom assistants.
15. Participate with the supervising administrator in several teacher observations. Discuss outcomes with the administrator and participate in the post-observation conference.

## Management and Learning Environment, CAPE/CPSEL 3

**Each candidate is able to manage the organization to cultivate a safe and productive learning and working environment.**

All activities should be undertaken in the context and intent of this standard with a focus on an administrator's role in managing the organization, its operations, plans and procedures, climate, fiscal and human resources to ensure a safe, efficient and effective learning environment.

### Suggested Types of Experience

1. Lead or assist a team in assessing the school's goals that relate to managing operations and resources to determine their effectiveness. Develop and improvement plan to improve efficiency.
2. Assist in identifying needed resources to accomplish school goals.
3. Review or develop a system for distributing textbooks and managing supplies and equipment.
4. Survey the buildings and grounds for needed alterations and repairs of safety hazards.
5. Evaluate student attendance policies for effectiveness; make recommendations for improvement if appropriate.
6. Evaluate student and school-wide discipline policies; make recommendations and/or modifications for improvement, if appropriate.
7. Conduct a study of discipline referrals to identify patterns of referrals. Report findings to administrator or to staff at a faculty meeting.
8. Assess current level and use of student support services and devise a plan to evaluate their effectiveness.
9. Assist with budget preparation. Determine various allocation and funding sources such as federal, state, and local.
10. Assist in preparing reports for categorical programs and develop a cost/benefit analysis of one program component.
11. Review the plan for managing and using school facilities. Evaluate the plan's effectiveness. Propose recommendations for modifications and improvements, if needed.
12. Analyze the inventory/control/ordering/receiving process for supplies and materials.
13. Assist with the revision or preparation of a staff or parent/student handbook.
14. Study the effectiveness of the utilization of space in the buildings and grounds.
15. Plan and/or participate in the opening/closing of school. Prepare a policy summary of the steps needed to accomplish these tasks effectively.
16. Assist in reviewing the disaster preparedness plan and/or supervise a drill.
17. Maintain a daily log of the administrator's major management activities.
18. Prepare a schedule related to one aspect of the school's instructional program or for school operations.
19. Attend budget hearings and summarize the district budget preparation process.
20. Plan and/or assist with a school fundraising project.
21. Review the school policies and procedures for collecting gate or activity receipts from school events to ensure there are proper safeguards in place.
22. Assist with writing a grant proposal

## Family and Community Engagement, CAPE/CPSEL 4

**Each candidate will collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.**

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**All activities should be undertaken within the context and intent of this standard with a focus on an administrator's role in collaborating, responding to and mobilizing the community.**

### Suggested Types of Experiences

1. Work collaboratively with community members to develop a special program such as neighborhood or school clean-up, grandparent's day or volunteer recognition program. various constituents. Make recommendations for improvement based on the results.
2. Work collaboratively with community to plan school activities in observance of public school week, e.g. American Education Week, Day of the Teacher, etc. 11. Design and implement a parent education night, based on assessed educational program needs of the community.
3. Prepare a news release or featured article (approved by the supervising administrator) for distribution or publication. 12. Design a monthly newsletter to be distributed to parents.
4. Review, revise, or develop an orientation program for new students and their parents. 13. Implement informal principal/teacher/parent "coffee talks" to promote informal communication between the school and parents.
5. Design or assist in the preparation, data collection, analysis, and presentation of findings of a community survey. Prepare recommendations based on the results.
6. Review school-to-home communications and make recommendations on how they can be improved.
7. Conduct home visits to establish rapport with parents who may be reluctant to come to school.
8. Review or develop the annual calendar of school-community events and activities and identify major organizational procedures for each.
9. Evaluate a home-school community program and provide recommendations to the administrator for improvement (e.g. back-to-school night, parent teacher conferences).
10. Prepare an analysis of the home/school community environment by collecting data from

## **Ethics and Integrity CAPE/CPSEL 5**

**Each candidate is able to make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.**

**All activities should be undertaken in the context of this standard with a focus on an administrator's role of modeling a code of ethics and developing professional leadership capacity.**

### **Suggested Types of Experiences**

1. Attend and participate in administrative professional development workshop, conference, seminar, etc. Prepare a report documenting the activity focusing on new insights learned.
2. Plan and implement a leadership workshop for staff.
3. Prepare a personal/professional growth plan based on the results from the CCTC Standards Self-Assessment Instrument.
4. Serve as a mentor/coach or a new teacher and describe the effectiveness of the experience.
5. Develop a policy and procedure to insure that student confidentiality of records and information are maintained.
6. Describe the personal code of ethics modeled by the site administrator. Relate the observations to course readings or class discussions.
7. Create a plan or procedure to assist the school with developing professional leadership capacity.
8. Conduct a curriculum audit in a specific subject discipline to insure equity and non-biased presentation for subject matter.

## External Context and Policy, CAPE/CPSEL 6

**Each candidate influences political, social economic, legal and cultural contexts affecting education to improve education policies and practices.**

**All activities should be undertaken in the context of this standard with a focus on an administrator's role of understanding and responding to and influencing the larger contexts outlined in the standard. Suggested types of experiences include:**

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1. Examine and analyze federal programs, eg. IDEA, Title I, Title V, Title IX, NCLB, etc. at the school site. Prepare a brief report on one or all areas regarding what a future administrator needs to know within one or more aspects of the contexts outlined in this standard.
2. Attend a legal hearing and report on the major proceedings to the staff or supervising administrator.
3. Review and discuss with the site administrator the board policies on affirmative action, recruitment, selection, dismissals of staff.
4. Review and discuss with the supervising administrator the federal and state laws and regulations that most affect daily school life. Summarize the implications and applications of each.
5. Attend a school board meeting and analyze and critique the entire experience. In the critique, focus on the implications of any one aspect of the agenda for site administrators.
6. Study and critique a school board policy for thoroughness and legal compliance. If warranted, provide suggestions to improve that language of the policy to respond more effectively to the various contexts in this standard.
7. Attend and summarize the process of a school site council or governance committee meeting; provide suggestions on how to improve the process.
8. Attend and summarize the process of a PTA or parent group meeting. Assess the implications of the outcomes for the school site administrator, either actual or those to be considered.
9. Evaluate a planned holiday program to determine if it meets legal requirements and district policy.
10. Evaluate and/or prepare attendance, lunch, and transportation reports and track the way they progress through district channels for accuracy and legal compliance.
11. Conduct a study to determine if hazards exist in and around school that could result in possible cases of negligence.
12. Work on a school accreditation committee and describe the process that may have broad influence related to the contexts outlined in the standard.
13. Identify the various publics that influence school level policy and decision making; assess the impact of the influence exerted within the contexts outlined in this standard.
14. Create a community resource file for the school that can be used to build interagency cooperation.
15. Interview school staff and parents regarding a policy issue that is currently affecting the school community. Share the results of the interview with the staff and provide suggestions for future action if appropriate.

## **Summer 2021 EDAD680 Handbook Addendum Fieldwork in Online Settings due to COVID-19**

As you are now aware, all CSULB courses for summer 2021 are still in alternative mode of instruction (AMI), which means they are online. Accordingly, all meetings with your CSULB university supervisor will be conducted remotely (e.g., via Zoom or by phone). Per university policy, fieldwork courses in summer 2021 will follow the rules/policies of host site/district, and it is possible to complete your fieldwork hours in-person. The student may choose to complete the EDAD680 course completely online, so long as the site and university supervisor both agree. Students enrolling in EDAD680 in summer 2021 will be required to watch a COVID-19 video and sign a release of liability form (more info to be provided at the start of the spring semester from the Graduate Studies Office).

Fortunately for us, school administrators are continuing to lead their organizations and perform the important work of leading teaching and learning. In fact, there may be more work now than ever as leaders transition their sites to online settings and work to respond to a pandemic.

Many of the project examples on pages 25-30 above could be modified to be conducted in an online setting; however, we have compiled a special list of ideas for projects that could be completed in an online context. Please use your creativity and do not feel restricted by this list. As long as you can connect the project or activity back to one or more of the CAPEs, that's great! Keep in mind that the projects you engage in for EDAD680 should further your personal leadership development but should also provide a real service to the school or district where you conduct the fieldwork. This is a chance to show off your leadership skills while meeting a real need that an organization has right now.

- Crisis response team (including crisis communications protocol)
- Future policies for alternative AP testing/other testing
- Summer school/ESY
- Credit recovery
- Special education (back log of IEPs and assessments, online service delivery, etc.)
- Supports for English Learners in distance learning
- Master schedule for 20-21
- Classified employee schedule/remote work
- Meal distribution
- Online curriculum modules
- PD for teachers relates to online instruction (or other topics of need)
- Creating interim assessments to measure student progress (since there's no spring CAASPP data)
- Make up graduation or senior activities (also 5<sup>th</sup> & 8<sup>th</sup> grade promotion activities)
- Inventory of technology and/or creating a student/family/teacher tech checkout process



- Creating tutorials for students/families related to tech use/online learning
- Updating technology policy and/or handbook
- Monitoring, and providing feedback and support for online instruction



CALIFORNIA STATE UNIVERSITY

**LONG BEACH**

**Educational Leadership**

**Master's in Educational Administration  
with Preliminary Administrative Services  
Credential Program**

**Student Handbook  
2021-2022**

**Note: This handbook does not supersede CSULB or College of Education policies.**

**California State University Long Beach**  
**Masters in Educational Administration/Preliminary Administrative Services Credential Program**  
**Student Handbook**

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## A. Welcome to the Program



Dr. Stephen Glass  
Program Coordinator

Welcome to California State University, Long Beach and the Educational Leadership Department. The M.A. in Educational Administration with Preliminary Administrative Services Credential Program is designed to prepare school leaders for the important work of supporting equitable opportunity and achievement for all students.

Educational administrators in TK-12 serve in many capacities. No matter what position an administrator holds within an educational organization, all efforts should be directed at supporting equitable academic opportunity and achievement for all students. The courses in the EDAD program are designed to prepare leaders for this important work. Emphasis is placed on (1) examining the role of a school leader, with heavy emphasis on instructional leadership (2) using data to solve problems of practice, (3) leading school improvement to create more equitable schools, (4) managing and guiding change, and (5) working collaboratively with diverse families and communities. The program's primary mission is to educate candidates who will assume leadership positions in diverse, urban, TK-12 schools and districts.

The University looks forward to developing and sustaining a professional partnership with each of you in this new phase of your educational leadership development.

## B. Getting Started

### i. Accepting Admission

The Educational Administration Program admits a new cohort every fall. Applications typically become available in October with a spring application deadline. After a student has been admitted to the program, they receive communications from the Graduate Studies Office with an offer of admission. The student must then return the intent to enroll form to the Graduate Studies Office by the due date indicated to accept the offer of admission. Students are also advised to attend program welcome session and College of Education orientation.

### ii. Student ID Card

The ID Card Office is located inside of the University Bookstore. This essential form of identification also doubles as a Beach Club debit card, a form of payment at campus eateries, computer & print labs, and retail locations. The Beach Card is also accepted by participating off-campus retailers. All students, faculty, and staff are required to have a CSULB ID. Your ID card is your official form of identification on campus. The CSULB ID card is an all-purpose card that is required for all students. Your ID Card is your official form of identification while a member of the CSULB community.

How to get a CSULB ID card:

- Fill out an [application and agreement form](#)
- Contact the ID Card Office at (562) 985-7388 or [IDCard@csulb.edu](mailto:IDCard@csulb.edu)

### iii. Library Access

Your CSULB campus ID card serves as your library card. You must have a valid CSULB campus ID in order to use some library materials and equipment.

- [Library Services for Students](#)
- [Circulation Desk](#)
- [Library Policies](#)
- [Library News and Announcements](#)

Please note that at the moment, due to COVID-19, the library building is closed. Online services are available, and books may be requested for pick-up; we anticipate the building being open for limited hours in fall 2021. Please consult the [Library web site](#) for details. You can still access the librarians for support at (562) 985-8472, by texting a question to (562) 286-6857, or [emailing a question](#).

### iv. Parking

A Parking Permit is required to park on campus at all times as posted at the entrances to each parking facility. Parking on campus is enforced 24 hours a day, 7 days a week including holidays.

For the most up-to-date parking information, it is recommended that you consult the [Parking and Transportation Services web site](#).

You can purchase a parking permit [online](#) or daily permits are available at several parking kiosks on campus. The campus uses a [license plate recognition](#) system.

Questions about parking should be directed to [parkinggeneral@csulb.edu](mailto:parkinggeneral@csulb.edu)

**v. Tuition and Fees**

Please consult the [CSULB website](#) for the most up-to-date information regarding tuition and fees.

You are responsible for confirming your enrollment by making a payment by your assigned due date, even if you do not receive an invoice or reminder of a balance due. Make sure you check your account balance regularly at [MyCSULB](#) for payment due dates. You can also use [MyCSULB](#) to enroll in a payment plan, review financial aid award activity, pay fees, or verify payments have been received and processed.

It is also your responsibility to drop classes by the published deadlines, regardless of the reason, in order to be eligible for a full or pro-rated refund. Failure to track your enrollment and student account records may result in charges and holds, restricting access to critical university services.

If you had a Financial Aid fee deferment in place when you registered, and are later determined ineligible for aid, or you decline your aid, you are responsible for your fees. Students who do not plan to attend *any* classes should drop all classes before the first day of instruction. Once instruction begins, students who drop all their classes will owe pro-rated fees based on the date of withdrawal.

**vi. Payment Due Dates**

Please consult the [CSULB web site](#) for the most up-to-date information about deadlines for paying tuition and fees.

**vii. Payment Options**

Consult the [Student Financial Services web site](#) for the most up-to-date information

Student Financial Services: (562) 985-8280 or [studentaccounts@csulb.edu](mailto:studentaccounts@csulb.edu)

Payments can be made via [MyCSULB using an E-Check](#) with no service fee. Payments can also be made using a credit card with a 2.75% service fee. For instructions on how to make a payment online, visit our [How-To Guide](#).

The Cashier's Office is located at 148 Brotman Hall. Cash, check, or debit are the only accepted forms of payment accepted in person. A campus or government issued ID is required.

You can also email the Cashier's Office at [cashiers@csulb.edu](mailto:cashiers@csulb.edu) or call (562) 985-1752

During COVID-19, the Cashier's Office is open (Brotman Hall 148) on Friday, 8/21, and Friday, 8/28, from 8am-12pm and 1pm-5pm

### **viii. Financial Aid**

Consult the [CSULB Financial Aid web site](#) for the most up-to-date information.

Paying for graduate education can be a concern for students considering an advanced degree. We want to make sure you are aware that financing options are available. The EDAD program is an investment in your future and you might want to consider financing it as you would other investments. The most favorable financing options are available to those who apply for financial aid. If you are a U.S. citizen or an eligible non-citizen, we encourage you to apply. Be sure to list CSULB on your application (Code 001139) so the university receives the results. The [Free Application for Federal Student Aid \(FAFSA\)](#) is the 1<sup>st</sup> step of the process for determining your eligibility for the programs described below.

The CSULB Financial Aid Office can be reached at (562) 985-8403

The CSULB Enrollment Services Office can be reached at (562) 985-5471

Due to COVID-19, if you need to contact the Financial Aid Office please [submit a request to open a ticket](#)

Due to COVID-19, if you need to contact Enrollment Services please [submit a request to open a ticket](#)

### **ix. Academic Calendar**

For the most up-to-date Academic Calendar at CSULB please consult the [Academic Affairs web site](#)



## FALL SEMESTER 2021

<b>Events</b>	<b>Date(s)</b>
First Day of Fall Semester	Tuesday, August 17
Departmental Meetings & Activities	Monday, August 16-Friday, August 20
Convocation	Friday, August 20
First Day of Classes	Monday, August 23
Labor Day (campus closed)	Monday, September 6
Veterans Day (campus closed)	Thursday, November 11
Fall Break (no classes, campus open)	Monday, November 22-Wednesday, November 24

Events	Date(s)
Thanksgiving Holiday (campus closed)	Thursday, November 25-Friday, November 26
Last Day of Classes	Friday, December 10
Final Examinations	Monday, December 13-Saturday, December 18
Last Day of Fall Semester	Thursday, December 23
<b>(Winter Holiday Closure information only; to be confirmed by DAF)</b>	Friday, December 23-Friday, December 31

**SPRING SEMESTER 2022**

<b>Event</b>	<b>Date(s)</b>
Martin Luther King, Jr.'s Birthday observed (campus closed)	Monday, January 17
First Day of Spring Semester/First Day of Classes	Thursday, January 20
Spring Recess (no classes, campus open except March 31)	Monday, March 28-Friday, April 1
Cesar Chavez Day (campus closed)	Wednesday, March 31
Last Day of Classes	Friday, May 6
Final Examinations	Monday, May 9-Saturday, May 14
Commencement	Tuesday, May 16-Friday, May 20

Event	Date(s)
Last Day of Spring Semester	Friday, May 20

**x. Registration**

To find out when your registration access begins, please go to your Student Center in **MyCSULB**, and check the Enrollment Dates box on the right side of the page. Your enrollment appointment access date is displayed. Click on the details link for your access time and other important information.

Registration access is determined by graduation status, class level and units earned for the Fall/Spring terms and by class level and units for Summer and Winter terms.

**Continuing student registration usually begins:**

- **Fall:** Early April
- **Spring:** Late October
- **Summer:** Mid March

All class registration and class adjustments are completed through your **MyCSULB Student Center**. In order to successfully register or adjust your class schedule, you must have a Campus ID (this appears in your registration appointment email) and be assigned a registration appointment. You can register for classes starting on the day and time assigned in your registration appointment email.

You can register during Self-Service Registration, if you meet the following conditions:

- You are an admitted or eligible student in an approved CSULB program.
- You register within your assigned registration appointment window.
- You have no registration holds placed on your student account.

**Please note:** In order for you to maintain eligibility to enroll, you must attend and complete at least one class every Fall and Spring semester every calendar year after you are admitted to CSULB, unless you are on an approved educational leave.

You may be prevented from registering because you have not met a University obligation.

You can view any holds you may have in your **MyCSULB Student Center**, as well as additional information pertaining to clearing the hold and the appropriate contact information for that specific hold. Your emailed registration appointment notification will also include a notice of any holds placed on your registration access.

If you still have questions, call Enrollment Services at (562) 985-5471.

## C. Program Admission Requirements

The Master's in Educational Administration with Preliminary Administrative Services Credential Program is designed to admit candidates who meet the academic requirements for rigorous graduate study, who possess personal qualities and professional experiences that suggest a strong potential for success both as master's students and as educational leaders, and who meet the California Commission on Teacher Credentialing (CTC) Preconditions for the Preliminary Administrative Services Credential. Meeting the minimum requirements qualifies an individual for consideration, but does not guarantee admission to the program. Admission will be granted on a competitive basis.

Please note that it may be possible to apply for and be admitted to the M.A.-only portion of the program even without meeting the CTC preconditions if other admissions requirements are met. Please consult the program coordinator to discuss the M.A.-only option.

Applicants who meet all admission criteria and have been recommended by the Admissions Committee will be fully admitted to the program. Applicants who do not meet admissions criteria due to deficiencies in prerequisite preparation may be admitted conditionally. Program faculty will determine specific additional preparation requirements and the student will be granted full admission to the program when preparation is completed and rectifies any deficiencies.

Admissions Requirements:

- Baccalaureate degree from an accredited college or university.
- 15 upper-division units in education.
- Minimum 2.85 overall grade point average in last degree (not credential or certificate) earned from an accredited institution of higher education. Applicants whose overall GPA is less than 2.85 but meet the University minimum GPA requirement and who present compelling evidence of academic and professional potential either through recent academic performance and/or experiential background, may be considered for admission at the discretion of the program admission committee.
- Please see the "Preconditions for California Educator Preparation Programs" from the Commission on Teacher Credentialing at this link, specifically pages 25 & 26 for all of the preconditions for the Preliminary Administrative Services Credential <http://www.ctc.ca.gov/educator-prep/standards/Standards-Preconditions.pdf>. Before admission to the Preliminary Administrative Services Credential program, the candidate must:
  1. Possess one of the following:
    - (a) valid clear or life California teaching credential that requires a baccalaureate degree and a program of professional preparation, including student teaching or the equivalent, and holds an English learner authorization; or
    - (b) valid clear or life California designated subjects teaching credential in adult education, career technical education, vocational education or special subjects, provided the applicant also possesses a baccalaureate degree, and holds an English learner authorization; or
    - (c) valid clear or life California services credential in pupil personnel services, health services for school nurse, teacher librarian services, or speech-language pathology or clinical or rehabilitative services requiring a baccalaureate degree and a program of professional preparation, including field work or the equivalent.
  2. Meet the basic skills requirement as described in Education Code section 44252(b), unless exempt by statute.  
(Note: If a student is pursuing the M.A. only and not the credential, the credential requirement may be waived. Please contact a program advisor.)
- Applicants must have a minimum of 3 years of full-time, credentialed service (teaching, counselor, or psychologist) in order to be eligible for the program. (Note: If a student is pursuing the

M.A. only and not the credential, this requirement may be waived. Please contact a program advisor for more information.)

- Admission preference will be given to applicants with 5 or more years of credentialed classroom teaching and/or related credentialed educational experiences.
- International applicants have additional university application requirements including meeting the English language proficiency requirement. Please visit The Center for International Education (CIE) website at [www.csulb.edu/cie](http://www.csulb.edu/cie) for more information.

#### D. Program Support

##### i. Coordinator

The Master's/Preliminary Administrative Services Credential Program Coordinator is Dr. Stephen Glass; he can best be reached at [stephen.glass@csulb.edu](mailto:stephen.glass@csulb.edu). The office location is in Academic Services 207. His office telephone number is (562) 985-8650. Students should see Dr. Glass for academic advising (e.g., coursework and degree progress).

Due to COVID-19 Dr. Glass can best be reached via email ([Stephen.glass@csulb.edu](mailto:Stephen.glass@csulb.edu)) and can meet with students via Zoom.

##### ii. Faculty

Full-time program faculty can also serve as academic advisors and are a source of support for students in the program. Faculty can also assist you in developing an appropriate Master's research project topic. Faculty may also be able to provide coaching on resume construction and interviewing tips for administrative positions.

	<b>Email</b>	<b>Phone</b>	<b>Room</b>
<b>Dr. Erin Biolchino</b>	<a href="mailto:erin.biolchino@csulb.edu">erin.biolchino@csulb.edu</a>	(562) 985-1539	AS-203
<b>Dr. Stephen Glass</b>	<a href="mailto:stephen.glass@csulb.edu">stephen.glass@csulb.edu</a>	(562) 985-8650	AS-207
<b>Dr. Charles Slater</b>	<a href="mailto:charles.slater@csulb.edu">charles.slater@csulb.edu</a>	(562) 985-5701	AS-204
<b>Dr. Maiyoua Vang</b>	<a href="mailto:maiyoua.vang@csulb.edu">maiyoua.vang@csulb.edu</a>	(562) 985-1182	EED-36
<b>Dr. Devery Rodgers</b>	<a href="mailto:devery.rodgers@csulb.edu">devery.rodgers@csulb.edu</a>	TBD	TBD

Due to COVID-19, faculty are working off campus in fall 2021, and email is the best way to reach them.

## E. Program of Study/Requirements

### i. Program Courses & Typical Course Sequence

The M.A. in Educational Administration with Preliminary Administrative Services Credential is a 30-unit program.

This program has been revised to meet the new California Commission on Teacher Credentialing (CTC) Program Standards and is based on the California Administrator Performance Expectations (CAPEs).

Students must take all of the following courses (30 units). A typical schedule for completing these units is outlined below.

#### **Semester 1**

EDAD 621A (1 unit) Seminar: Introduction to Educational Leadership

EDAD 625 (2 units) Leadership, Organizational Management, and Social Justice

EDAD 636 (3 units) Applied Research for School Leaders: Using Data for School Improvement and Equity

#### **Semester 2**

EDAD 621B (1 unit) Seminar: Equity and Educational Leadership

EDAD 651 (2 units) Urban Schools & Communities: Social, Political, and Cultural Issues

EDAD 655A (3 units) Introduction to Instructional Leadership for Equity

#### **Summer**

EDAD 680 (3 units) Field Experience in Educational Administration\*

#### **Semester 3**

EDAD 621C (1 unit) Seminar: Collaboration and Educational Leadership

EDAD 655B (3 units) Instructional Leadership: Leading Professional Learning & School Improvement

EDAD 652 (3 units) Resources in Educational Administration

EDAD 623 (2 units) Legal Aspects of Education

#### **Semester 4**

EDAD 621D (1 unit) Seminar: Preparing for Educational Leadership Positions

EDAD 655C (2 units) Instructional Leadership: Teacher Supervision & Coaching

EDAD 695 (3 units) Master's in Educational Administration Action Research Study\*

\*Students must apply and be issued a permit in order to enroll in EDAD 680 and EDAD 695.

ii. **Course Descriptions**

**Fall 1**

**EDAD 621A (1 unit) Seminar: Introduction to Educational Leadership**

Prerequisite(s): Admission to the Educational Administration Program or consent of instructor. Introduces students to the program expectations and requirements, including current state credentialing requirements. Sets students up to begin program portfolio and prepare for the state administrator assessment. Letter grade only (A-F)

**EDAD 625 (2 units) Leadership, Organizational Management, and Social Justice**

Prerequisite(s): Admission to the Educational Administration Program or consent of instructor. The course emphasizes students' development of self as a social justice leader and the role of educational leaders in involving stakeholders in creating a shared mission and vision to support equitable achievement for all students. Students are introduced to systems thinking. Letter grade only (A-F).

**EDAD 636 (3 units) Applied Research for School Leaders: Using Data for School Improvement and Equity**

Prerequisite(s): Admission to the Educational Administration program or consent of instructor. The course introduces students to educational research with an emphasis on practical problems of practice in school settings. Basic quantitative and qualitative data analysis skills are introduced to develop students' competencies in using educational data for equitable school improvement, including program evaluation. Letter grade only (A-F)

**Spring 1**

**EDAD 621B (1 unit) Seminar: Equity and Educational Leadership**

Prerequisite(s): Admission to the Educational Administration Program or consent of instructor. Supports students in their leadership development and progress in the program (including program portfolio) and on the state administrator assessment. Emphasis on preparing for equity and leadership with a focus on Cycle 1 of the CalAPA. Letter grade only (A-F)

**EDAD 651 (2 units) Urban Schools & Communities: Social, Political, and Cultural Issues**

Prerequisite(s): Admission to the Educational Administration Program or consent of instructor. Examines the relationship and dynamics of urban schools and communities with emphasis on social, political and cultural issues. Explores the school's relationship with and engagement of diverse families, community groups, including the formation of partnerships and effective communication strategies. Letter grade only (A-F).

**EDAD 655A (3 units) Introduction to Instructional Leadership for Equity**

Prerequisite(s): Admission to the Educational Administration program or consent of instructor. Examines the role of instructional leaders in overcoming institutional barriers to student success and implementing equitable practices in PK-12 settings in an era of accountability. Emphasizes using data to identify equity gaps and meeting the diverse needs of all learners. Students will take Cycle 1 of the CalAPA (fee associated) while they are completing this course. Letter grade only (A-F). Course fee may be required.

**Summer (3 units)**

**EDAD 680 (3 units) Field Experience in Educational Administration**

Prerequisites: Admission to the Educational Administration Program or consent of instructor. Students will demonstrate competence in leadership standards through their fieldwork placement as a quasi-administrator at a school or school district. Requires 120 hours of fieldwork to complete standards-aligned projects developed by the site supervisor, university supervisor, and the student. Credit/No Credit grading only.



**Fall 2 (9 units)****EDAD 621C (1 unit) Seminar: Collaboration and Educational Leadership**

Prerequisite(s) Admission to the Educational Administration Program or consent of instructor. Supports students in their leadership development and progress in the program (including program portfolio) and on the CalAPA. Supports students in preparing for collaborative leadership with a focus on facilitating professional learning as expected in Cycle 2 of the CalAPA. Letter grade only (A-F)

**EDAD 655B (3 units) Instructional Leadership: Leading Professional Learning & School Improvement**

Prerequisite(s): Admission to the Educational Administration program or consent of instructor. This course examines the role of a school leader in facilitating professional learning and communities of practice for continuous school improvement. Students will take Cycle 2 of the CalAPA (fee associated) while they are completing this course. Letter grade only (A-F). Course fee may be required.

**EDAD 652 (3 units) Resources in Educational Administration**

Prerequisite(s): Admission to the Educational Administration Program or consent of instructor Examines the role of leaders in managing school and district resources with an emphasis on fiscal and human resources. Laws related to school finance and human resources will also be covered. An overall focus is equitable resource distribution. Letter grade only (A-F).

**EDAD 623 (2 units) Legal Aspects of Education**

Prerequisite(s): Admission to the Educational Administration Program or consent of instructor. This course emphasizes the development of foundational legal knowledge for school leaders. Students are provided with tools for online legal research. Students apply statutes, regulations, and case law to practical contexts facing school administrators. Letter grade only (A-F).

**Spring 2 (6 units)****EDAD 621D (1 unit) Seminar: Preparing for Educational Leadership Positions**

Prerequisite(s): Admission to the Educational Administration Program or consent of instructor. Supports students in preparing for leadership positions, completion of the program/program portfolio, and completion of Cycle 3 of the CalAPA. Letter grade only (A-F)

**EDAD 655C (2 units) Instructional Leadership: Teacher Supervision & Coaching**

Prerequisite(s): Admission to the Educational Administration Program or consent of instructor. This course examines the role of leaders in supervising teachers, including classroom observations and facilitating professional growth among teachers to improve student learning. Special focus on observation, feedback, and coaching. Letter grade only (A-F). Course fee may be required.

**EDAD 695 (3 units) Master's Research Project in Educational Administration**

Prerequisites: Admission to the Educational Administration Program and successful completion of [EDAD 636](#) or consent of instructor. Utilization of research methods to study a school/district-based problem. Students prepare an action research project which includes: the issue under investigation, a review of related literature, data collection methods, findings and analysis/discussion, and plans for action. Credit/No Credit grading only. May be repeated to a maximum of 6 units in different semesters.

Students who already have an M.A. and wish to pursue only the credential may complete a 27-unit program. The program duration and cost are the same, but credential-only students

won't need to take EDAD695 in the final semester. If you are interested in a preliminary administrative services credential and already have an Ed.D., we may be able to offer course equivalency and/or an accelerated program. Contact one of the program faculty coordinators for more information.

iii. **The Master's Research Project – EDAD 695 – 3 units**

The Master's Research Project in Educational Administration is a culminating scholarly activity requiring candidates to demonstrate their knowledge of theory and practice through site-based research. It is an individual activity, and candidates complete their research and writing independently from each other. This is an intensive research and writing experience that generally takes one semester to complete, although the foundation for this course is laid in earlier courses such as EDAD 636 and EDAD 655A. For example, a candidate may choose to investigate the equity gap found in data in the EDAD 655A course.

If a candidate does not complete the study in one semester, a grade of No Credit will be assigned, and the candidate must then enroll in 3 additional units the following semester.

It is never too early to start thinking about a study topic. A good place to begin is with the school principal or a district office leader. Are there important questions needing answers related to instruction, curriculum policies, procedures, etc.? What data would be helpful to collect to guide the candidate's school's future decision making? These questions could serve as a starting point to develop a topic and research questions. You may also use your work in EDAD 655A and Cycle 1 of the CalAPA as the foundation for this project.

You must Advance to Candidacy before you can enroll in EDAD 695. You must apply and be issued a permit to enroll before enrolling in the course. Please see the application at the end of this handbook, which is also made available to students on BeachBoard. Students consult with an advisor or their EDAD 636 or EDAD 655A instructors for assistance to develop a short description of a problem to be investigated (the problem statement) and tentative research questions which are required on the application. Because EDAD 695 is taken in the spring, the deadline to apply for EDAD 695 is the preceding October 1.

Please note that you will not be required to complete and submit an Institutional Research Board (IRB) application as part of your EDAD 695 project. Because you are engaging in research without IRB approval, this research may not be published, presented, or disseminated beyond the EDAD 695 course.

iv. **Advancement to Candidacy**

In order to Advance to Candidacy (which formally declares you as a Master's degree candidate), you must 1) have completed six units of program course work, including EDAD 636; 2) Meet GVAR (Graduate Writing Assessment Requirement)\*, 3) have maintained a 3.0 GPA, 4) Have resolved all Incomplete grades in all Educational Administration program courses, and 5) Be enrolled in classes during the semester you wish to be advanced. You must be advanced to candidacy at least one semester before you graduate. Students are encouraged to advance in their second semester of the program. The form must be signed by a program advisor and then submitted the Graduate Studies Office.

\*Beginning in Fall 2013, graduate students who have previously (1) received degrees from accredited colleges and universities in the United States; or (2) received degrees from accredited non-US institutions located in a country where English is a primary language of communication; or (3) attained a score of 4 or higher on the analytical writing test of the GRE or GMAT have met the GVAR requirement and are exempt from the WPE

## **v. Field Experience – EDAD 680**

You must apply and be issued a permit to enroll before enrolling in the course. Please see the application at the end of this handbook, which is also made available to students on BeachBoard.

Program standards developed and adopted by the California Commission on Teacher Credentialing (CTC) require that students seeking to obtain an Administrative Services Credential complete administrative field experiences. These experiences are considered essential for the professional development of future educational leaders.

The purposes of the field experiences are:

1. to provide candidates with hands-on experiences in the daily life and work of an administrator where they apply theory to practice;
2. to apply current administrative knowledge and skills and to develop new areas of expertise;
3. to provide a real-life setting for assessing the candidate's ability to perform the responsibilities and tasks associated with administration;
4. to provide a service to the host school and the supervising site administrator
5. make progress toward meeting the California Administrator Performance Expectations (CAPEs)

While field experiences are imbedded throughout all program courses, the EDAD 680 course is an intensive, supervised field experience. During the field experience, the candidate is expected to assist in significant and varied administrative responsibilities under the direct supervision of a supervising administrator. The goal is to develop the candidates' leadership and management abilities by engaging in problem analysis, data collection, and problem-solving with others at the school site in areas such as overall school improvement, data-driven decision making, teacher observation and evaluation techniques, budgeting/fiscal procedures, school-community communications and activities, student discipline, supervision and leadership development, facility maintenance and repair, interpretation and use of statistical data especially related to improving student achievement and NCLB mandates, school curriculum development, student and program evaluation, staff development, development of class, student, and facility schedules, and technology use. The supervising site administrator, university supervisor (instructor), and candidate will work together to plan a series of meaningful activities and projects during the field experience that will allow the fullest possible development of the candidate's knowledge and skills. Opportunities will also be provided for reflection and discussion. Through a combination of coursework and the field experience, candidates should be able to begin to develop competency in each of the California Administrator Performance Expectations (CAPEs).

The EDAD 680 course has its own handbook, so please see the EDAD 680 handbook for further instructions related to field experience.

## **vi. Exit Portfolio Assessment Summary Exhibition**

If you have finished all credential requirements and have compiled your program portfolio, you are eligible to participate in the program's Exit Portfolio Assessment Summary Exhibition Night. This culminating event is part exhibition, part group interview, and part celebration, and provides students with the opportunity to reflect upon and showcase their professional growth and accomplishments in the Educational Administration Program. It is also the final requirement for the Preliminary Administrative Services Credential recommendation. Each candidate must show a depth and breadth of accomplishments demonstrating competency mastery in each of the six leadership standards. The Exit

Portfolio Assessment Summary Exhibition Night is held at the end of the spring semester.

Students will compile a program portfolio (ePortfolio on BeachBoard) throughout their time in the program to document, collect artifacts, and reflect on their leadership learning. Please see the **Portfolio Table of Contents** document for a list of what must be contained in the portfolio. The EDAD 621 A-D course series will support students in the creation of their portfolio.

The **Portfolio Assessment Summary** document must be completed (typed), signed, and submitted at the end of the Exit Portfolio Assessment Summary Exhibition Night. Used as an organizational tool, the form will expand as text is inserted. It is not limited to one page. The **Portfolio Exit Assessment Summary Rubric** should be used to make sure the Portfolio meets the highest standard.

On the night of the portfolio exhibition, students must be prepared to share their portfolio and at least one experience for each standard. It is the candidate's time to highlight and reflect on the professional growth accomplished while enrolled in the Educational Administration program.

## vii. **The California Administrator Performance Assessment (CalAPA)**

### **CalAPA Overview**

Information about the CalAPA can be found on the [CalAPA web site](#). [The CalAPA Overview document](#) will be particularly helpful.

In 2000, the Commission on Teacher Credentialing (CTC) began a comprehensive effort to update and revise standards, policies, and regulations relating to the licensure of school administrators and the accreditation of the programs that prepare school administrators. This effort has been motivated by advancements in both the research regarding and practices of effective school administrators and by the complex needs of California's public schools at the dawn of the 21st century.

Based on 20 years of experience improving the design and use of performance assessment as one of multiple measures to inform teacher candidate preparedness, in September 2013, the Commission amended the requirements for earning the Preliminary Administrative Services Credential to include the passage of a performance assessment along with the successful completion of a CTC-approved administrator preparation program.

Consequential, full implementation of the CalAPA began in the 2019-20 academic year for all candidates enrolling in a Commission-approved PASC preparation program on or after June 1, 2019. As of this date, candidates who enroll in a PASC program will be held to meeting the CalAPA passing standard as a condition for earning a Preliminary Administrative Services Credential.

The CalAPA has been purposefully structured to address the state's Administrator Performance Assessment Design and Program Implementation Standards as well as key elements of the California Administrator Performance Expectations (CAPE). The CAPE are aligned with the California Professional Standards for Education Leaders (CPSEL). Adopted by the CTC in June 2016, the CAPE provide the conceptual and practical basis for the following three leadership cycles that comprise the CalAPA, with a focus on organizational development, change management, and leadership.

- Leadership Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity (Cost: \$125)

- Leadership Cycle 2: Facilitating Communities of Practice (Cost: \$150)
- Leadership Cycle 3: Supporting Teacher Growth (Cost: \$150)

Each leadership cycle includes four inquiry-oriented steps: (1) investigate, (2) plan, (3) act, and (4) reflect. The Commission’s CalAPA model provides an overarching conceptual framework of progressively interrelated cognitive steps to help guide and refine the administrative candidate’s thinking and encourage decision-making throughout each cycle.

Students will register for and pay for each cycle directly through Pearson.

The coursework in EDAD 655A, 655B, and 655C is meant to directly support students’ completion of the CalAPA. Further information can be found in the materials for those courses and on the program BeachBoard site.

The CTC meets annually (typically in August) to review and revise the CalAPA as well as set passing standards, and students are subject to any changes or revisions made by the CTC. The Educational Administration Program will do our best to keep students updated about any changes to the CalAPA or CTC requirements.

### **CalAPA Completion & Remediation Policy**

The CTC requires that students successfully complete (“pass”) all three Cycles of the CalAPA prior to being recommended for their Preliminary Administrative Services Credential/Certificate of Eligibility (see section below on Credential Exit Requirements).

When a student does not pass a CalAPA Cycle, the program will provide up to two hours of 1:1 coaching (remediation) for that Cycle. Coaching is not offered over winter break but will be available during the academic year and over the summer. After the 1:1 coaching session(s), the student is expected to promptly re-register and pay for that Cycle and resubmit within 3 months of the conclusion of the coaching session(s). The program cannot guarantee ongoing coaching and support for former students who have completed all coursework and graduated from the program but do not successfully complete all three Cycles of the CalAPA with 3 months of the completion of the coaching sessions.\* After that timeframe, it is the responsibility of the former student to complete the necessary Cycle(s) successfully on their own timeline and meet final eligibility requirements for recommendation for the credential. The program will direct former students to CalAPA resources, including the CTC’s web-based resources to support success on the CalAPA.

Students are strongly encouraged to meet the program timeline for CalAPA re-submission in order to successfully complete the PASC in a timely manner without disrupting career options. As noted below, students must be recommended by the College of Education for their credential within 3 months of program completion or they may risk needing to reapply to the program, take additional coursework, and/or taking other steps to meet changes in CTC requirements.

### **viii. Credential Exit Requirements**

Before recommendation for the Preliminary Administrative Services Credential (or Certificate of Eligibility for the PASC), candidates must:

1. Open a file with the University Credential Center (note: fee required)
2. Meet the basic skills requirement as described in Education Code section 44252(b), unless exempt by statute. (e.g., CBEST)
3. Possess one of the following:

- a. valid clear or life California teaching credential that requires a baccalaureate degree and a program of professional preparation, including student teaching or the equivalent, and holds an English learner authorization; or
  - b. valid clear or life California designated subjects teaching credential in adult education, career technical education, vocational education or special subjects, provided the applicant also possesses a baccalaureate degree, and holds an English learner authorization; or
  - c. valid clear or life California services credential in pupil personnel services, health services for school nurse, teacher librarian services, or speech-language pathology or clinical or rehabilitative services requiring a baccalaureate degree and a program of professional preparation, including field work or the equivalent.
4. Verification of five years of successful experience in a position requiring one of the credentials in item #3 above. Must verify one of the below:
    - a. **Five years** of successful, full-time teaching experience with an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1) and (2)(A);
    - b. **Five years** of successful, full-time experience in the fields of pupil personnel, school nurse, teacher librarian, or speech-language pathology. or clinical or rehabilitative services with an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1) and (2)(A); or
    - c. combination of (3a) or (3b).
  5. Verification of successful completion of the California Administrator Performance Assessment (CalAPA). (Note: fee required)
  6. Presentation of a professional Exit Portfolio to program faculty with program artifacts of course- and field- related experiences documenting the candidate's competence and readiness to serve as a school administrator.
  7. Recommendation of the Administrative Credential, to the California Commission on Teacher Credentialing, will be processed through the Credential Center.

It is your responsibility to submit all required verification/documentation to the Credential Center in order to be recommended for your Certificate of Eligibility or Preliminary Administrative Services Credential. Failure to follow deadlines and submit documents to the Credential Center may result in a delay in the issuance of your credential. Any delay beyond 3 months of program completion may result in your having to complete additional requirements (e.g. additional coursework or assessments) if the California Commission on Teacher Credentialing (CTC) changes their requirements.

During the first semester of the program, you are expected to open a file in the Credential Center which includes the application form and: (1) fee, (2) proof of your clear credential with English learner authorization, (3) proof of basic skills/CBEST completion, (4) verification of 5 years of full-time, credentialed work experience (see application form for details). You can access the application to open a Credential Center File at the [Credential Center web site](#). (Please note that you can wait to submit your verification of 5 years of experience in your final semester in the program, but you should open your file and submit as many of the above items as you have during your first semester in the program.)

At the culmination of the program, you are also expected to submit (1) proof of successful completion of all three Cycles of the CalAPA, and (2) proof of participation in a portfolio exit interview to the Credential Center before you can be recommended for your credential/certificate of eligibility. Please be sure to read and respond to all emails from the Credential Center, including applying for and paying for your credential in a timely manner.

Any delay beyond 3 months of program completion in completing the above tasks may result in your having to reapply to the program, take additional coursework, and/or meet additional

requirements established by the CTC before your credential/certificate of eligibility can be issued.

## **F. Standards for EDAD Students**

### **i. Program Learning Outcomes**

By the end of the program, students will be able to:

1. Recognize and solve problems of practice using equity-driven leadership thinking.
2. Facilitate the development and implementation of a shared vision of learning and growth of all students (CAPE 1)
3. Shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth. (CAPE 2)
4. Use multiple sources of quantitative and qualitative data to make decisions that improve learning outcomes for all students.
5. Manage the organization, include resources and personnel, to cultivate a safe, productive, and equitable learning environment for all students. (CAPE 3)
6. Collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources. (CAPE 4)
7. Make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard. (CAPE 5)
8. Influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices. (CAPE 6)

These program learning outcomes are broken down into more manageable student learning outcomes by course.

### **ii. California Administrator Performance Expectations (CAPE)**

The program learning outcomes and course-level student learning outcomes are derived, in large part, from the California Administrator Performance Expectations (CAPEs). The CAPEs are a set of leadership performance expectations (standards) that are aligned to the California Professional Standards for Educational Leaders (CPSEL).

## **G. Department Policies and Procedures**

### **i. Communication**

The syllabus, readings, and electronic versions of course documents, and other relevant material will be posted on BeachBoard. The instructor will post announcements on BeachBoard and use the Grades function. You should check BeachBoard regularly (at a minimum, once a week) for announcements and materials. All assignments must be submitted by the due date via BeachBoard.

The instructors use email as an official form of notification. Please make sure that you check your official CSULB email regularly (at a minimum, once per week). Per University policy, all official communications must come through your CSULB email address.

### **ii. Attendance**

Individual instructors have the discretion of developing their own attendance policies in accordance with the university attendance policy, so please consult individual course syllabi for detailed attendance policies.

In general, program courses are participatory and interactive. Your attendance and participation is critical to our collective success. Successful participation on the part of students includes:

- Attending all synchronous class sessions on time and in their entirety.
- Being prepared for each class meeting (completing readings, having questions in hand, etc.).
- Moving the conversation forward through asking questions, contributing examples/comments, constructively building on the ideas of others, and listening and responding to others' ideas.
- Being sensitive to your level of participation and to the engagement of your colleagues.
- Engaging in respectful, professional discourse at all times.

Perfect attendance, active engagement, and punctuality and adherence to class hours, whether online or in-person class sessions, are expected. Observance of class norms for participation, and thorough preparation for class are integral components of the learning process and expectations of program courses. Course readings need to be completed prior to class, online modules must be completed by the due date indicated, and assignments must be completed and submitted on time.

Since classes are interactively structured, you are expected to participate to the best of your ability in all class activities, whether online or in-person, synchronous or asynchronous. Your participation grade and/or points for an in-class activity may be reduced, at the instructor's discretion, for failure to attend class or failure to participate in an online class session (synchronous or asynchronous).

It is your responsibility to inform the instructor of absences in advance when possible. It is your responsibility to take proactive measures (e.g., checking BeachBoard, asking classmates) to obtain any information missed due to an absence.

### iii. Academic Integrity

The University Catalog defines plagiarism as: "...the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source." The concept of academic honesty includes receiving improper assistance. Students found to have engaged in academic dishonesty are subject to review as per university policy (see p. 24).

Please also consult the [College of Education Graduate Program Policy on Academic Integrity](#).

#### **Self-Plagiarism**

The following policy has been adopted by the EDAD program faculty to guide student practice regarding the repeated use of previously submitted student work (often referred to as "self-plagiarism"). It acknowledges that graduate study is a developmental process, where students can and should develop their work over time across multiple courses. This often means that students have the opportunity to draw on work submitted for prior courses in completing new assignments and projects. It recognizes that the research and writing processes are iterative, cumulative and dynamic. This policy does not supersede the University Policy on Cheating and Plagiarism, [found here](#):

- If students wish to use any portion of prior work in an assignment, they should consult with the instructor(s) in advance so that the instructor can approve the plan and can give proper guidance on developing the work *and* meeting the expectations of the assignment.



- Any work submitted which draws upon or uses prior coursework (at any level) or culminating experiences (e.g., thesis) should:
  - be used in a way that clearly revises, extends, or develops the original work:
  - be acknowledged (either through a citation or a footnote) appropriately, whether the work has been published (including thesis) or done as a class assignment (this includes group work, so credit is given to all authors);
  - fulfill the requirements of the assignment for a course.
- Instructors may use TurnItIn (or other related software) for course assignments.
- Any allegations of plagiarism or cheating will be resolved through the normal University protocols.

To ensure academic integrity, we may use **TurnItIn** to compare your work with multiple sources. The software will report a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, we make that judgment. We encourage you to use it yourself, as a means of checking your work and preventing plagiarism. Avoid plagiarism by:

- Reviewing the [University policy](#)
- Reviewing the [College of Education policy on Academic Integrity](#)
- Learning about the [principles of paraphrasing](#)

## H. College of Education Policies

### i. CED Expectations for Professional Conduct

Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments. Please consult the full [College of Education Student Professional Conduct Policy](#).

### ii. CED Graduate Program Policy on Academic Integrity

The CED Graduate Program Policy on Academic Integrity uses the following as guiding principles:

1. The College of Education recognizes that developing scholarly writing skills is an essential component of graduate education. The College offers resources and support throughout students' careers so that they may learn and practice proper attribution skills and develop as scholarly writers.
2. An essential element in having a positive graduate learning experience is taking seriously one's educational responsibilities and adhering to principles of academic integrity. As with other forms of academic misconduct, cheating, plagiarism and self-plagiarism are considered to be serious breaches of academic integrity and may have serious consequences for a student's course grade and/or progress toward the degree. Students who are found to be in violation of Academic Senate PS 21-01 and/or the College of Education Graduate Programs Policy on Academic Integrity may be dismissed from the program, particularly for multiple offenses and/or in the case of cheating, plagiarism or self-plagiarism on a doctoral qualifying paper or master's/doctoral culminating activity.

Please consult the full [CED Graduate Program Policy on Academic Integrity](#).

## I. University Policies and Procedures

### i. Academic Integrity

Please consult the [university catalog](#) for the most up-to-date information about standards for student conduct, including the university's cheating and plagiarism policy and procedures.

[Regulation XVI \(Standards for Student Conduct\)](#) can also be located online.

Please also refer to the program policy on page 23.

### ii. Student Grievances

The [Student Grievance Policy](#) and procedure can be found in the university catalog.

The CSULB grievance policy and procedure are designed to provide the campus community with a protocol to accommodate circumstances for which no other policy or procedure exists. This policy does not cover grade appeals, prohibited discrimination, or any other issues that are covered by existing policies. Students are advised to consult appropriate additional campus resources (e.g., the *Undergraduate and Graduate Catalog*, "The Regs"). The Office of the Dean of Students has staff to help students understand the details of the grievance procedure and may be called upon for assistance.

### iii. Incompletes

Consult the [CSULB web site](#) for the most up-to-date information about incomplete grades.

If you are unable to complete all of the assigned work for a class (normally completed a minimum of 66% of the requirements) and there is still a possibility for earning credit, you must contact your instructor to review the possibility of receiving an Incomplete Contract which will include the terms and conditions for the Incomplete (I) grade. This will extend the time allowed for you to finish the assignments and receive an official grade. Please know that Incompletes are always at the discretion of the instructor. To receive an Incomplete, you must:

- Have "unforeseen, but fully justified" reasons for not completing the class work ([Policy Statement 12-03](#)).
- Have completed a minimum of two-thirds of required course work.
- Bring all relevant information to the class instructor and agree with the instructor's terms for how and when you will satisfy the remaining class requirements.
- Make sure that the class instructor completes an Incomplete Contract online.
- Accept the online contract on MyCSULB, located in the Grades section of Other Academics.
- Complete the work within one year of the end of the semester in which you took the class, or within a shorter period as specified on the online contract. You may receive an extension of the one-year completion period only for compelling reasons such as serious illness or military service, and only with the prior permission of the class instructor, department chairperson, and the college dean.

After you have submitted your completed class work to the instructor, he/she will assign your final grade for the class. If you do not submit any work, you will receive the grade indicated by your instructor on the online Incomplete contract. If the instructor did not indicate a grade and you do not submit any work under the agreement, you will receive an "F" in the class.

You cannot re-enroll for an "Incomplete" class.

#### **iv. Educational Leave**

Any registered student, undergraduate or graduate, in good academic standing may request an Educational Leave. Students requesting an Educational Leave must complete [an Educational Leave Form \(via DocuSign\)](#), in advance, including an explanation of their reasons for seeking the leave and a statement of when they intend to resume academic work.

Consult the [CSULB web site](#) for details and steps for applying for an educational leave as well as the educational leave application form.

#### **v. Withdrawing from the University**

Students who find it necessary to cancel their registration or to withdraw from all classes after enrolling for any academic term are required to follow the university's official withdrawal procedures. Failure to follow formal university procedures may result in an obligation to pay fees as well as the assignment of failing grades in all courses and the need to apply for readmission before being permitted to enroll in another academic term. Information on canceling registration and withdrawal procedures is available from the Office of Enrollment Services or by accessing [their web site](#).

#### **vi. Equal Access and Opportunity/Non-discrimination/Non-harassment**

The [university policy for Equal Access and Opportunity, Non-discrimination/Non-harassment](#) can be found in the catalog.

California State University, Long Beach is a comprehensive, urban university. The University has a professional, cultural and ethical commitment to provide a climate that enables each individual to realize their potential for excellence and that nurtures academic growth and professional development.

Diversity is both an ideal and an imperative. California State University, Long Beach takes pride in its student body and employees, and affirms that this diversity enriches the work and learning environment of the campus. For this reason, the recognition of diversity in our University community extends beyond the limits established by federal or state laws or regulations.

In addition to fully meeting its obligations of nondiscrimination under federal and state law, CSULB is committed to creating a community in which a diverse population can learn, live, and work in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual, without regard to professional rank, employment status, economic status, ethnic background, political views, sexual orientation, gender identity, or other personal characteristics or beliefs.

CSULB takes seriously its tradition of maintaining civility and mutual respect toward all members of the University community. These qualities are intrinsic to the establishment of excellence in teaching and learning. They also contribute to the maintenance of a productive workplace and an overall positive campus climate. Civility and mutual respect thrive only when equal opportunity and access exist, and when retaliation for exercising rights, privileges and obligations is not feared. (Policy 03-09)

The Assistant Vice President of Equity & Diversity is the designated campus coordinator for equal employment opportunity, affirmative action, and civil rights.

For more information please reach out to the [Office of Equity and Diversity](#) at (562) 985-8256 or [oed@csulb.edu](mailto:oed@csulb.edu).

**vii. Academic Standing**

Academic Standing is determined by a student's CSULB and Overall Grade Point Average (GPA) and is noted on the transcript after the Fall and Spring terms. Academic Standing notations include: Good Standing, Probation, Cleared Probation, Continued on Probation and Disqualification. Please refer to the University Catalog for information regarding [Administrative Academic Probation](#) and [Administrative Academic Disqualification](#).

Students in the Educational Administration Program must maintain at least a 3.0 GPA.

## I. Campus Resources

ATS	<a href="https://www.csulb.edu/academic-technology-services/academic-technology-services/form/contact-ats">https://www.csulb.edu/academic-technology-services/academic-technology-services/form/contact-ats</a> AS-120 562.985.8324 BeachBoard Help 562.985.4959 <a href="mailto:beachboard@csulb.edu">beachboard@csulb.edu</a>
AIM Center	<a href="https://web.csulb.edu/divisions/students/dss/aim/">https://web.csulb.edu/divisions/students/dss/aim/</a> AS-116 562.985.1663 <a href="mailto:aimc@csulb.edu">aimc@csulb.edu</a>
Bob Murphy Access Center:	<a href="https://web.csulb.edu/divisions/students/dss/contact/">https://web.csulb.edu/divisions/students/dss/contact/</a> SSC-110 562.985.5401 <a href="mailto:bmac@csulb.edu">bmac@csulb.edu</a>
Counseling & Psychological Services:	<a href="http://web.csulb.edu/divisions/students/caps/">http://web.csulb.edu/divisions/students/caps/</a> BH-226 562.985.4001 <a href="mailto:caps@csulb.edu">caps@csulb.edu</a>
Credential Center:	<a href="https://www.csulb.edu/college-of-education/credential-center">https://www.csulb.edu/college-of-education/credential-center</a> EED-42 562.985.4109 <a href="mailto:ced-credentials@csulb.edu">ced-credentials@csulb.edu</a>
Enrollment Services:	<a href="https://www.csulb.edu/enrollment-services">https://www.csulb.edu/enrollment-services</a> BH-101 562.985.5471
Financial Aid Office:	<a href="https://www.csulb.edu/financial-aid">https://www.csulb.edu/financial-aid</a> BH-101 562.985.8403
Graduate Studies Office:	<a href="https://www.csulb.edu/college-of-education/graduate-studies-office">https://www.csulb.edu/college-of-education/graduate-studies-office</a> EED-7 <a href="mailto:ced-gradstudies@csulb.edu">ced-gradstudies@csulb.edu</a>
Office of Equity and Diversity:	<a href="https://www.csulb.edu/equity-diversity">https://www.csulb.edu/equity-diversity</a> Foundation Suite 220 562.985.8256 (nonurgent) <a href="mailto:oed@csulb.edu">oed@csulb.edu</a>
Title IX Office:	<a href="https://www.csulb.edu/equity-diversity/title-ix">https://www.csulb.edu/equity-diversity/title-ix</a> Foundation Suite 220
University Bookstore:	<a href="https://www.fortyninershops.net">https://www.fortyninershops.net</a> 562.985.5093
University Police:	<a href="https://www.csulb.edu/university-police">https://www.csulb.edu/university-police</a> Brick building located south of the Student Recreation and Wellness Center, off Palo Verde Ave. 562.985.4101 (non-emergency) 9-1-1 (emergency) (text to 911 is available on campus) 562.985.0042 (anonymous crime tip line)

## Important Tasks to Remember

**Have I turned in my Application for Advancement to Candidacy?**

**Due: SEMESTER after you have completed 6 EDAD units (Spring 1).**

Where do I turn it in? Program Coordinator (it's an assignment in EDAD621B), who will forward it to the Graduate Studies Office on your behalf

**Have I opened my file in the Credential Center?**

**Due: FIRST SEMESTER of the program (Fall 1)**

Where do I turn it in? To the Credential Center ([ced-credentials@csulb.edu](mailto:ced-credentials@csulb.edu))

Fee: \$25

**Have I completed my EDAD 680 Application?**

**Due: ONE semester prior to enrollment (Oct 1 for Spring enrollment, or March 1 for summer enrollment)**

Where do I turn it in? Program Coordinator (it's an assignment in EDAD621B)

**Have I turned in my Application for the EDAD Research Project?**

**Due: October 1<sup>st</sup> for Spring Semester enrollment**

Where do I turn it in? Program Coordinator (it's an assignment in EDAD621C), who will forward it to the Graduate Studies Office on your behalf

**Have I completed my Request to Graduate?**

**Due: October 15<sup>th</sup> for Spring or Summer Graduation**

Where do I submit? Online through MyCSULB (it's also an assignment in EDAD621C)

Fee: \$70

**Have I turned in my Administrative Credential request?**

**Due: After my Portfolio Review is completed**

Where do I turn it in? Credential Center ([ced-credentials@csulb.edu](mailto:ced-credentials@csulb.edu))

Fee Required! \$25



CALIFORNIA STATE UNIVERSITY

**LONG BEACH**

**Educational Leadership**

## Instructions

Please review the EDAD Program Handbook carefully and in its entirety.

This form must be submitted to the program coordinator before the start of the program (before the first day of the fall semester). Please fill in your name at the top, check the box indicating you have received and read the handbook, sign and date at the bottom (electronic signature is ok) and return via email to your program coordinator ([stephen.glass@csulb.edu](mailto:stephen.glass@csulb.edu))

I \_\_\_\_\_ (CSULB Student ID: \_\_\_\_\_)  
(print name)

\_\_\_\_\_ have read the complete 2021-2022 EDAD program handbook and agree to follow the EDAD program, College of Education, and university policies and procedures outlined therein

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**CSULB College of Education**  
**Advancement to Candidacy, Catalog 2021-2022**  
**MA in Education, option in Educational Administration**

*The information on this form must be typed*

Name: \_\_\_\_\_ ID #: \_\_\_\_\_

Preferred Phone #: \_\_\_\_\_ Email: \_\_\_\_\_

First Semester & Year in Program: \_\_\_\_\_ Semester & Year of Advancement: \_\_\_\_\_

**Advancement to Candidacy Requirements:**

1. Graduation Writing Assessment Requirement (GWAR). \_\_\_\_\_ Met \_\_\_\_\_ Not Met
2. Resolve all incomplete grades, if applicable.
3. Maintain a minimum 3.00 cumulative and program grade point average.
4. Complete EDAD 636 and one other EDAD course for a total of 6 units in residence.

Course and Title	Units	Semester	Year	Grade
EDAD 621A Seminar: Introduction to Educational Leadership	1			
EDAD 621B Seminar: Equity and Educational Leadership	1			
EDAD 621C Seminar: Collaboration and Educational Leadership	1			
EDAD 621D Seminar: Preparing for Educational Leadership Positions	1			
EDAD 623 Legal Aspects of Education	2			
EDAD 625 Leadership, Organizational Management, and Social Justice	2			
EDAD 636 Applied Research for School Leaders: Using Data for School Improvement and Equity	3			
EDAD 651 Urban Schools and Communities: Social, Political, and Cultural Issues	2			
EDAD 652 Resources in Educational Administration	3			
EDAD 655A Introduction to Instructional Leadership for Equity	3			
EDAD 655B Instructional Leadership: Leading Professional Learning & School Improvement	3			
EDAD 655C Instructional Leadership: Teacher Supervision and Coaching	2			
EDAD 680 Field Experience in Educational Administration	3			
EDAD 695 Master's in Educational Administration Action Research Study	3			
<b>Total Units:</b>		<b>30</b>		

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Graduate Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\*\*\*\*\*  
 The Graduate Studies Office (EED, Room 7) will obtain the Associate Dean's signature.

Associate Dean Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Copy sent to faculty advisor and student: \_\_\_\_\_ Entered in ARS: \_\_\_\_\_



**CALIFORNIA STATE UNIVERSITY, LONG BEACH**  
**Department of Educational Leadership**

**FIELD EXPERIENCE APPLICATION: EDAD 680**

Filing Deadlines: October 1 for Spring; March 1 for Summer and Fall

Date of Application: \_\_\_\_\_

Field Experience Semester Requested: \_\_\_\_\_ Year: \_\_\_\_\_

Name: \_\_\_\_\_ ID \_\_\_\_\_

Home Address: \_\_\_\_\_  
Street City Zip

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Present Position (include level): \_\_\_\_\_ School: \_\_\_\_\_ District: \_\_\_\_\_

Credentials Held: \_\_\_\_\_

Do you need us to help you find a placement? Yes No

If you have a placement already in mind that you would like us to consider, please indicate

District: \_\_\_\_\_

Site: \_\_\_\_\_

Administrator name (must have clear CA admin credential): \_\_\_\_\_

Contact (phone and/or email): \_\_\_\_\_

FIELD EXPERIENCE IS A 120-HOUR COMMITMENT THAT IS USUALLY SPREAD OUT OVER A 3-WEEK PERIOD. PLEASE INDICATE BELOW YOUR 1<sup>ST</sup>, 2<sup>ND</sup>, AND 3<sup>RD</sup> CHOICE REGARDING YOUR AVAILABILITY.

CHOICE #1: \_\_\_\_\_  
Beginning date Ending date

CHOICE #2: \_\_\_\_\_  
Beginning date Ending date

CHOICE #3: \_\_\_\_\_  
Beginning date Ending date

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(OFFICE USE ONLY) Approved by: \_\_\_\_\_  
(program coordinator)

PLACEMENT/ASSIGNED TO: \_\_\_\_\_

SECTION: \_\_\_\_\_



# Application for Master's Research Study - EDAD 695

California State University, Long Beach  
College of Education, Office of Graduate Studies, EED Room 7, (562) 985-8476

Research Study Semester	Application Deadline
Fall	Preceding March 1
Spring	Preceding October 1

## What do I need?

- Advancement to Candidacy** (check one)
  - I Advanced to Candidacy in: (Semester) \_\_\_\_\_ (Year) \_\_\_\_\_  
-OR-
  - I submitted my Advancement to Candidacy worksheet to the Graduate Studies office on: \_\_\_\_/\_\_\_\_/\_\_\_\_  
*\*Please note that you must be advanced to candidacy in order to begin EDAD 695. If you have not advanced, please obtain an application to advance [online](#) and meet with your advisor to complete the form before submitting it to the Graduate Studies Office.*
- Successful completion of EDAD 636**
- Attach **Tentative Statement of the Problem** to be studied. Please be sure that you are describing the actual overall problem, issue or concern that is motivating your research. State the problem in the form of a problem statement. Please refer to your work in EDAD 636 and EDAD 655A to help inform this choice.
- Attach **Tentative Guiding Research Question(s) and/or Hypothesis** related to the above problem. Please state your research question(s) as actual, researchable questions.
- Submit this **Application form** to your program coordinator before the deadline. Consult with her in advance if you have questions about determining a suitable topic for research. Accompanying documents must be attached in order for your application to be considered and for timely processing of your permission to enroll. The form will be forwarded to the Graduate Studies Office.

\*\*\*\*\*

Name: \_\_\_\_\_ ID #: \_\_\_\_\_ Email: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip: \_\_\_\_\_ Home/Cell #: \_\_\_\_\_

MASTER'S RESEARCH STUDY APPLICATION FOR: (Semester) \_\_\_\_\_ (Year) \_\_\_\_\_

- EDAD 695 enrollment is allowed by permit only. You must wait until receiving your section number and permit before enrolling. Your program coordinator will review your request to enroll in master's research study.
- You will be notified of your permission to enroll via email (typically by the Graduate Studies Office)
- If you have questions about this application or about EDAD 695, please contact Dr. Erin Biolchino, coordinator of the Educational Administration program at [Erin.Biolchino@csulb.edu](mailto:Erin.Biolchino@csulb.edu)

PROGRAM COORDINATOR: \_\_\_\_\_ Approve \_\_\_\_\_ Deny: Reason(s) \_\_\_\_\_

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\*\*\*\*\*

### GRADUATE STUDIES OFFICE USE ONLY:

Course #: \_\_\_\_\_ Instructor: \_\_\_\_\_ Permission Date: \_\_\_\_\_ Student Notified : \_\_\_\_\_

**Portfolio Assessment Summary**  
**Department of Educational Leadership**  
**Preliminary Administrative Services Credential Program**  
**California State University, Long Beach**

**Student's Name:** \_\_\_\_\_

Included in Portfolio:

- Resume
- Leadership Philosophy Statement
- CAPE Leadership Statements/Reflections (one for each of the 6 CAPEs)
- Completed Disposition Assessment Sheet attached to this document (you only need to submit the one signed by your field experience site supervisor)
- Artifacts and reflections that best represent the candidate's competence in each standard (3 for each of the 6 standards)
- Note: you must also submit documentation of successful completion of all three CalAPA Cycles prior to completing this form*

<b>Standard and Artifact</b>	<b>Rationale for Inclusion: Brief description why or how the artifact represents the student's competency (can be a brief version of the reflection sheet description accompanying each artifact)</b>
<b>CAPE/CPSEL 1: Development &amp; Implementation of a Shared Vision</b>	
Artifact:	
Artifact:	
Artifact:	
<b>CAPE/CPSEL 2: Instructional Leadership</b>	
Artifact:	
Artifact:	
Artifact:	
<b>CAPE/CPSEL 3: Management and Learning Environment</b>	
Artifact:	
Artifact:	
Artifact:	
<b>CAPE/CPSEL 4: Family and Community Engagement</b>	
Artifact:	
Artifact:	
Artifact:	
<b>CAPE/CPSEL 5: Ethics and Integrity</b>	
Artifact:	
Artifact:	
Artifact:	
<b>CAPE/CPSEL 6: External Context and Policy</b>	
Artifact:	
Artifact:	
Artifact:	

**III. Recommendation:**

- Has demonstrated competency to apply for Certificate of Eligibility or Preliminary Services Credential
- Needs additional work outlined below:

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Faculty Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Candidate Dispositions & Skills Assessment Preliminary Administrative Services Credential Program

**Uses:**

**Evaluated by:**

<ul style="list-style-type: none"> <li>▪ Evaluation of candidate as they progress in their course of study</li> <li>▪ Evaluation for Candidacy (EDAD621 course series)</li> <li>▪ Evaluation of performance in fieldwork (EDAD680)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Faculty member who has had the candidate in class or as an advisee</li> <li>▪ Field experience site supervisor and/or university supervisor</li> <li>▪ Candidate Self-Assessment</li> </ul>
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Candidate's Name: \_\_\_\_\_ I.D.#: \_\_\_\_\_ Program: Educational Administration

**Instructions:** Provide the appropriate score using the following criteria:

- |          |   |   |
|----------|---|---|
| 4 points | = | Distinguished (consistent demonstration of this disposition at an advanced level) |
| 3 points | = | Target (consistent demonstration of this disposition)                             |
| 2 points | = | Acceptable (demonstrates this disposition with reasonable consistency)            |
| 1 point  | = | Unacceptable (difficulty or inconsistency in demonstrating this disposition)*     |
| NA       | = | Not able to observe*  |

<b>DISPOSITION</b>	<i>A candidate is <b>knowledgeable</b>:</i>		<b>Points</b>	
	✓	Communicates effectively in speech and in writing to a broad range of stakeholders		
	✓	Demonstrates preparedness to handle leadership situations that emerge.		
	✓	Understands when more information is needed and knows where to find it and is willing to ask probing questions		
	<i>A candidate is <b>skillful</b>:</i>			
	✓	Interacts with others (faculty, peers, students, and parents) in a thoughtful, respectful, and considerate manner.		
	✓	Reflects on their work (e.g., makes decisions that lead to improved professional competence, adapts to new and unexpected situations, responds positively to constructive suggestions).		
	<i>A candidate is <b>ethical</b>:</i>			
	✓	Follows the ethical and legal obligations of the profession (e.g. exercises confidentiality, respect for intellectual property of others and mandated reporting, etc.).		
	✓	Has articulate a personal and professional code of ethics and acts in accordance with this code		
	<i>A candidate is <b>caring</b>:</i>			
	✓	Demonstrates sensitivity to diversity (e.g., acknowledges alternative viewpoints, respects others, accepts personal/professional differences).		
	✓	Shows compassion when working with a diverse range of stakeholder groups, including students		
	✓	Demonstrates a passion for the profession and commitment for improving education for all students		
<i>A candidate behaves in a <b>professional manner</b>:</i>				
✓	Meets delegated obligations (e.g., punctual, reliable, accepts tasks, completes tasks to the best of their ability).			
✓	Communicates professionally, listens attentively, shows respect for diversity of opinions and perceptions.			
✓	Shows initiative (e.g., contributes, volunteers, goes above and beyond what is expected, etc.)			
✓	Dresses appropriately for the school environment and their role			
<b>Total Points</b>				

\_\_\_\_\_  
Signature of Assessor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Candidate (if not self assessment)

\_\_\_\_\_  
Date

### Rubric for Program ePortfolio

<b>Assessment Category</b>	<b>Exemplary: Score of “4”</b>	<b>Meets Standards: Score of “3”</b>	<b>Minimally Meets Standards: Score of “2/1”</b>
<i>Selection of Artifacts</i>	Artifacts presented are clearly related to the relevant CAPE domain and elements and demonstrate a high level of competence in the standard	Artifacts selected relate to the relevant CAPE and demonstrate some competence in the standard	Some/all artifacts selected do not clearly relate to the relevant standard and demonstrate limited to no degree of competence in the standard
<i>Documentation of Artifacts</i>	All artifacts presented are of high quality and are accompanied by an in-depth reflection on the value of the activity and how it contributes to candidate’s leadership competency (the Artifact Documentation & Reflection Form)	Some artifacts presented are of high quality and most are accompanied by a reflection on the value of the activity and how it contributes to candidate’s leadership competency	The portfolio is missing some required artifacts, or some artifacts included do not have a reflection included
<i>Oral Presentation of Artifacts</i>	The candidate is able to fluidly and completely answer the questions posed during the Exit Interview while using artifacts skillfully to provide responses that clearly communicate the credential competencies have been met	The candidate is able to completely answer the questions while locating artifacts to accentuate responses that communicate the credential competencies have been met. The response is complete, however not entirely fluid in delivery.	The candidate is hesitant in some/all responses and/or appears unable to locate key artifacts to support his/her statements.
<i>Physical Presentation of Artifacts</i>	The ePortfolio is organized logically around the standards. Artifacts are free from spelling and grammatical errors. The portfolio aesthetically appealing and easy to navigate.	The ePortfolio is organized logically around the standards. With the exception of a few minor mistakes that do not interfere with understanding, artifacts are free from spelling and grammatical errors. The portfolio aesthetically appealing and easy to navigate, though perhaps not as polished as a “4”	The ePortfolio is organized around the standards but may lack organizational features such as table of contents, and/or may contain several noticeable spelling or grammatical errors. Portions of the portfolio may not be complete.

**The EDAD Program ePortfolio includes artifacts from fieldwork, course work, and the culminating presentation of these artifacts during the Portfolio Exit Interview**