CALIFORNIA STATE UNIVERSITY **LONG BEACH**

EDUCATIONAL
LEADERSHIP DEPARTMENT

COURSE INFORMATION
- o Course: EDAD 680: Field Experience in Educational Administration
- o Term: Summer 2020 (May 26-August 14, 2020)
- o Meeting Time: Online
- o Consult with your site and/or university supervisor for your schedule
- o Complete a minimum of 120 hours of field work
- o University Supervisor: Ryan Weiss-Wright (ryanmichaelwright@gmail.com)

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=084e6f7cb6ab2000dff6ef434013cff0ab09b804b03a4145dcd696b4a63f1058c79914ae09a005e40810ef6452143000eacdd69d6e8d8a1b6dc7ccd4a1f1d24639481ee5b76643d627379ef499aafb4ab8db3f57eeeee473c286bcf1f7f65529

Also available from:
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

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.

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

BeachBoard

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 for announcements and materials. All assignments must be submitted by 11:59pm on the due date to the Dropbox on BeachBoard unless otherwise indicated by your instructor.

Email

Your university supervisor will use email as an official form of notification. Please make sure that you check your official CSULB email regularly. Per University policy, all official course communications must come through your CSULB email address.

Statement Regarding Students with Disabilities

Students with a disability or medical restriction who are requesting a classroom or academic accommodation should contact the Bob Murphy Access Center (BMAC) located in the Student Success Center, #110, or by phone at 562-985-5401 or via email at BMAC@csulb.edu. The BMAC will work with the student to identify a reasonable accommodation in partnership with appropriate academic offices and medical providers. We encourage students to reach out to BMAC as soon as possible. It is the student's responsibility to notify the instructor in advance of the need for accommodation related to a university-verified disability.

Assistive Technology

In keeping with the CSU Assistive Technology Initiative (Fall 2007), instructors are required to make their course syllabi and materials accessible to all students, including print and e-versions.

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 -http://www.csulb.edu/depts/enrollment/ student_academic_records/grading.html)

Application for withdrawal from CSULB or from a class must be officially filed by the student with Enrollment Services whether the student has ever attended the class or not; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. Please refer to the CSULB Course Catalog - http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2008/02/ to get familiar with the policy.

Incompletes

Incompletes are strongly discouraged and granted only in cases of emergencies beyond the student's control. University policy states that at least 2/3 of assignments must be complete before an incomplete can be granted. Consult the CSULB Student Catalog for details of this policy.

Grading/Course Credit

The final course grade will be based on the scale:
> Credit = 80 – 100
> No Credit = 79 and below

Course Assignments

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. 11-18). 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 studies 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. 20).

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. 21). 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. 22).

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. 25-31. 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 19.
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. 20). 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).

<u>Site Supervisor's Responsibilities</u>

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 his or her 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. 19).
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 his or her 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. 22.
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. 21.
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.

<u>University Supervisor's Responsibilities</u>

Please note that for summer 2020 the EDAD680 course will be completely online, so the university supervisor must be able to host the course in an online format using BeachBoard as well as facilitate meetings via Zoom.

During summer 2020 it is critical that all aspects of fieldwork are conducted online. The university supervisor will be responsible for helping the student problem-solve and complete their field work in an online environment.

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
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 the equivalent of 3 weeks of full-time service for EDAD680 (approximately 120 hours). It is recognized that 120 hours is the minimum level of experience and that candidates will want to gain more experience whenever possible. Due to COVID-19, all 120 hours for EDAD680 must be completed online. Accordingly, most students will work fewer than 8 hours per day and the term of their fieldwork will be spread out for longer than 3 weeks.

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 impro e 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:
▪ Evaluation of candidate as they progress in their course of study ▪ Evaluation for Candidacy (EDAD621 course series) ▪ Evaluation of performance in fieldwork (EDAD680)	▪ Faculty member who has had the candidate in class or as an advisee ▪ Field experience site supervisor and/or university supervisor ▪ Candidate Self-Assessment

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*

DISPOSITION		Points
	A candidate is *knowledgeable*:	
	✓ 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	
	*A candidate is **skillful**:*	
	✓ 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).	
	*A candidate is **ethical**:*	
	✓ 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	
	*A candidate is **caring**:*	
	✓ 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	
	*A candidate behaves in a **professional manner**:*	
	✓ 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	

_____   _____
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.

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 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 **marked** improvement in competency on standards' elements between pre and post	CAPE assessment, both pre and post, are scored; Candidates show **some** improvement in competency on standards' elements between pre and post	CAPE assessment, both pre and post, may not be completely scored; Candidates show **little to no** 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 Standard 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 Standard 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 Standard 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 Standard 4

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

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.

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.

3. Prepare a news release or featured article (approved by the supervising administrator) for distribution or publication.

4. Review, revise, or develop an orientation program for new students and their 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 various constituents. Make recommendations for improvement based on the results.

11. Design and implement a parent education night, based on assessed educational program needs of the community.

12. Design a monthly newsletter to be distributed to parents.

13. Implement informal principal/teacher/parent "coffee talks" to promote informal communication between the school and parents.

Ethics and Integrity CAPE Standard 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, CPSEL Standard 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:

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 appropriat

Summer 2020 EDAD680 Handbook Addendum
Fieldwork in Online Settings

As you are now aware, all CSULB courses for summer 2020, including fieldwork, will be online. This means that all meetings for EDAD680 will be conducted remotely, via Zoom or via telephone. Your fieldwork activities at your site should also be conducted remotely under the leadership of your site and university supervisors.

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 5th & 8th 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