Field Experience Handbook

Clear Administrative Services
(Tier II) Credential

Induction and Assessment

EDAD 697A: Supervised Field Experience / Induction (3 credits)
EDAD 697B: Supervised Field Experience / Evaluation (3 credits)

School of Education
La Sierra University
Department of Administration and Leadership

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Induction and Assessment Handbook

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EDAD 697B: Supervised Field Experience / Evaluation (3 credits)

Professional Administrative Services Credential Program

School Of Education
La Sierra University
Department of Administration & Leadership

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COURSE DESCRIPTION:

Mentored field experiences in administration at the school or district level.
Prerequisites: Certificate of Clearance & consent of the department chair.

This course is designed to meet the induction and field experience requirements for the Professional Administrative Services Credential. The course consists of the following three parts:
- pre-assessment
- supervised field experiences
- evaluation

The assessment phase consists of an evaluation of the candidate's administrative experience, skills, and goals. The assessment is collaborative in nature, including self evaluation as well as input from supervisors and mentors.

During the field experience phase, the candidate will participate in a wide range of activities designed to enhance his or her administrative dispositions and skills. The field experience activities will be individualized, designed in the context of the ISLLC/CPSEL standards and in consultation with the candidate, the site supervisor(s), and the university advisor.

During the evaluation phase, the candidate and the university advisor will participate in a collaborate review of the professional preparation program in terms of its effectiveness and the candidate in terms of his or her qualifications for administrative responsibilities.

The field experience placement(s) will be in a public school, public school district office, or county office of education.

50 clock hours of involvement is required for each unit of credit, thus the candidate will successfully complete a minimum of 300 clock hours in order to receive a satisfactory grade for this course.

PREREQUISITES:

1. The candidate should make application at least one quarter before the time of anticipated enrollment in EDAD 697.

2. The candidate must have satisfactory grades and a GPA of at least 3.3 in all graduate work to date.

3. The candidate must have satisfactorily completed the School of Education EdS core courses and the Department of Administration & Leadership EdS core courses prior to enrollment in this course.

4. The candidate must have a current Certificate of Clearance or be currently employed in a California public school.

COURSE PHILOSOPHY:

The education administrator serves in a complex human environment together with a broad variety of stakeholders and constituents. The administrator who plans to coordinate and direct some part of the educational program needs more than only formal classroom instruction and on-the-job experiences different from those secured as a classroom teacher. Mentored administrative field experience provides candidates with the opportunity to learn and apply some of the practical skills and techniques demanded by the work of educational leadership.

COURSE OBJECTIVES:

The primary purpose of this course is to enable the Tier 2 candidate to apply leadership theory and to gain insight into the competencies, duties and responsibilities of school administrators. The candidate's field experiences should focus on the following ISLLC/CPSEL standards. While candidates are not required to engage in activities pertaining to each standard equally, it is recommended that at least some activity relating to each of the standards be planned and satisfactorily completed.

Standard 1:
An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
   Functions:
   a. Collaboratively develop and implement a shared vision and mission
   b. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
   c. Create and implement plans to achieve goals
   d. Promote continuous and sustainable improvement
   e. Monitor and evaluate progress and revise plans

Standard 2:
An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff

professional growth.
Functions:
- a. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- b. Create a comprehensive, rigorous, and coherent curricular program
- c. Create a personalized and motivating learning environment for students
- d. Supervise instruction
- e. Develop assessment and accountability systems to monitor student progress
- f. Develop the instructional and leadership capacity of staff
- g. Maximize time spent on quality instruction
- h. Promote the use of the most effective and appropriate technologies to support teaching and learning
- i. Monitor and evaluate the impact of the instructional program

Standard 3:
An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
Functions:
- a. Monitor and evaluate the management and operational systems
- b. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- c. Promote and protect the welfare and safety of students and staff
- d. Develop the capacity for distributed leadership
- e. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4:
An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
Functions:
- a. Collect and analyze data and information pertinent to the educational environment
- b. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- c. Build and sustain positive relationships with families and caregivers
- d. Build and sustain productive relationships with community partners

Standard 5:
An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
Functions:
- a. Ensure a system of accountability for every student's academic and social success
- b. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- c. Safeguard the values of democracy, equity, and diversity
- d. Consider and evaluate the potential moral and legal consequences of decision-making
- e. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6:
An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

    Functions:
        a. Advocate for children, families, and caregivers
        b. Act to influence local, district, state, and national decisions affecting student learning
        c. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

PRELIMINARY ACTIVITIES

STEP #1. Establish the Field Experience Team:

The candidate's Professional Clear Administrative Services (Tier 2) Credential Field Experience Team should consist of one or more appointed school district site supervisors, the candidate's mentor (optional), and the university advisor.

Site Supervisor. One or more school district Site Supervisors shall be selected to work with the candidate. These individuals are generally employed by the candidate's school district. The Site Supervisor shall be selected in consultation with the University Advisor. Building principals, district superintendents or deputy superintendents, or personnel from the county office of education may serve as Site Supervisors. The Site Supervisor's responsibilities will include:
1. Participation in the design of the candidate's Induction Plan
2. Supervision of the candidate during the field experience
3. Consultation with the University Advisor as needed
4. Coordination of portions of the field experience that are delegated to other administrators in the educational setting
5. Final evaluation of the candidate

Mentor. Each candidate, upon his or her request, may be assigned a mentor, selected and assigned in collaboration with the candidate, the university advisory and the school district supervisor. The mentor is an administrator with whom the candidate may consult on a regular basis, but who will not supervise or evaluate the candidate.

University Advisor. It is the University Advisor's responsibility to coordinate all aspects of the candidate's induction plan, program plan, program completion, and evaluation.

STEP #2. Pre-Assessment (Completed by the candidate prior to Step #3)

The initial phase of the Induction Plan shall be an assessment of the candidate's dispositions, knowledge, and skills.

Self-Assessment. An essential part of the pre-assessment process is self-assessment. The candidate is encouraged to develop a written self-assessment which identifies his or her administrative strengths and areas for professional development. This self-assessment should include a tentative description of the candidate's professional development goals.

Current Supervisor's Pre-Assessment. The candidate's current school district supervisor will be asked, by the candidate, to prepare a pre-assessment of the candidate, in the form of either a letter of reference or a description of the candidate's demonstrated administrative competencies as well as areas that would benefit from development or areas that have not been demonstrated in the candidate's current assignment.

Professional Development Goals. During completing the pre-assessment activities, the candidate should prepare a tentative list of professional development goals and desired activities to be addressed during the induction and evaluation process. This list will be presented and reviewed in the Pre-Assessment Conference.

STEP #3. Pre-Assessment Conference

A significant component of the induction phase shall be the pre-assessment conference. One or more meetings of the candidate, the Site Supervisor(s), and the University Advisor will be scheduled by the University Advisor. The candidate's mentor may participate if invited by the candidate. The conference

will consist of a review of the ISLLC/CPSEL standards, the candidate's pre-assessment documents, and the administrative needs of the educational site. The outcomes of these meetings will include:

    a. the candidate's finalized professional development goals
    b. a collaboratively developed proposal of field experience activities
    c. a mutually agreed upon schedule/timeline for completion of the planned activities
    d. agreement regarding the criteria and format of final competency evaluation. This often includes:
        i. A professional portfolio to be reviewed by the University Advisor
        ii. A letter of recommendation from each Site Supervisor
        iii. Agreement regarding the use of established evaluation tools

PROCESS ACTIVITIES

STEP #4. Develop a Mentor-Mentee Communication Plan (optional).

Each candidate, in collaboration with the mentor, will develop a mentor-mentee communication plan. This plan shall include the various communication media to be used and may include such as e-mail, telephone, lunch appointments, etc. The plan shall also include proposed frequencies of the various communications. This communication plan shall be copied to the University Advisor.

STEP #5. Develop a Professional Portfolio

Each candidate shall develop a professional administrative portfolio. This portfolio shall contain items representative of the candidate's experiences and accomplishments during the field experience. The portfolio will generally be organized to correspond with the ISLLC/CPSEL standards.

A portfolio is not an indiscriminate collection of papers and brochures. Portfolios are intended to provide a clear demonstration of the candidate's administrative competencies. Thus, the portfolio should include:
- a copy of the agreed upon field experience plan(s)
- a time log of activities (see illustration later in this document)
- copies of evaluation documents (letters of recommendations, forms, written evaluations)
- selected artifacts illustrating the candidate's skillful completion of activities and projects relating to the ISLLC/CPSEL standards
- an explanation of the significance of each artifact
- evaluation of the experience or project
- reflection on how the experience/project enhanced the candidates administrative understanding and/or competency

STEP 6. Maintain a Journal

To encourage the development of reflective leadership, each candidate is encouraged to begin a journal. This journal may include the candidate's personal reflections on the professional development process. The candidate is encouraged to use journal entries to continue to refine his or her vision, social purpose, and moral calling. The candidate may choose whether or not to share the journal, or any part of it, with the University Advisor.

STEP 7. Complete the Field Experiences

The field experiences will be under the primary supervision of the candidate's Site Supervisor and secondarily, under the direction of the university advisor. A total of 300 clock hours of field activities

should be logged and confirmed by the Site Supervisor's signature. The candidate will maintain a log of activities showing the accumulated time involved. (See suggested log format later in this document.)

ASSESSMENT ACTIVITIES

STEP #8. Assessment Conference

A final assessment conference shall be held and shall include the candidate and the university advisor. The candidate's mentor may also be invited by the candidate.

Professional Goals. During the final assessment conference, the candidate's goals shall be reviewed along with the evaluation plan that was developed as a part of the induction plan.

Evaluation Plan. The competency attainment evidence that was proposed in the evaluation plan shall be presented by the candidate as evidence of achievement of the goals.

The Portfolio. The candidate shall bring his or her portfolio to this assessment conference. The candidate shall then provide documentation, through portfolio documents, of the attainment of those goals.

STEP #9. Administrator and Advisor Evaluation

Based on the candidate's presentation, the university advisor will submit a grade of Satisfactory or Unsatisfactory to the La Sierra University Office of Records.

STEP #10. Candidate Program Assessment

Each candidate is required to complete an evaluation form which reflects his or her own assessment of the credential program and its effectiveness in preparing the candidate.

STEP #11. Departmental Review

The department reviews the candidate's record, including his or her academic record and the course grades resulting from the assessment conference, and , once all credential requirements have been satisfactorily completed, writes a letter of recommendation to the La Sierra University School of Education Credential Office.

FORMAT FOR FIELD EXPERIENCES LOG

Candidate: _____

Field Experiences Site: _____

ISLLC CPSEL Standard	Description of Activity	Date	Hours	Cumulative Hours
	Met with Robert Jones to discuss the need for the development of a Student Activities Handbook and to brainstorm its possible contents.	*5 Oct 09*	*0.5*	*0.5*
	Was introduced to the computer system for managing student data. Worked with the District Superintendent for the development of an improved student data system for all of the District's campuses.	*8 Oct 09*	*2.0*	*2.5*

SITE SUPERVISOR'S ASSESSMENT OF THE CANDIDATE
Professional Clear Administrative Services (Tier 2) Credential Competencies

Candidate's Name:_____ Date:_____

Site Supervisor's Name: _____

School/District Name: _____

The Department of Administration & Leadership in the School of Education at La Sierra University has organized its leadership program around the ISLLC/CPSEL standards. The standards and their associated functions are listed below. Please indicate, based on the work that the candidate did with/for you during his/her internship, how well the candidate demonstrated each function of the various CPSEL standards.

ISLLC / CPSEL Standards & Functions	5 = Superior 3 = Meets Normal Expectations 1 = Unsatisfactory 0 = Not Applicable
Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders. Functions:	
a. Collaboratively develop and implement a shared vision and mission	5 4 3 2 1 0
b. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning	5 4 3 2 1 0
c. Create and implement plans to achieve goals	5 4 3 2 1 0
d. Promote continuous and sustainable improvement	5 4 3 2 1 0
d. Monitor and evaluate progress and revise plans	5 4 3 2 1 0
Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. Functions:	
a. Nurture and sustain a culture of collaboration, trust, learning, and high expectations	5 4 3 2 1 0
b. Create a comprehensive, rigorous, and coherent curricular program	5 4 3 2 1 0

c. Create a personalized and motivating learning environment for students	5 4 3 2 1 0	
d. Supervise instruction	5 4 3 2 1 0	
e. Develop assessment and accountability systems to monitor student progress	5 4 3 2 1 0	
f. Develop the instructional and leadership capacity of staff	5 4 3 2 1 0	
g. Maximize time spent on quality instruction	5 4 3 2 1 0	
h. Promote the use of the most effective and appropriate technologies to support teaching and learning	5 4 3 2 1 0	
i. Monitor and evaluate the impact of the instructional program	5 4 3 2 1 0	
Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment. Functions:		
a. Monitor and evaluate the management and operational systems	5 4 3 2 1 0	
b. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources	5 4 3 2 1 0	
c. Promote and protect the welfare and safety of students and staff	5 4 3 2 1 0	
d. Develop the capacity for distributed leadership	5 4 3 2 1 0	
e. Ensure teacher and organizational time is focused to support quality instruction and student learning	5 4 3 2 1 0	
Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources. Functions:		
a. Collect and analyze data and information pertinent to the educational environment	5 4 3 2 1 0	
b. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources	5 4 3 2 1 0	
c. Build and sustain positive relationships with families and caregivers	5 4 3 2 1 0	

d. Build and sustain productive relationships with community partners	5 4 3 2 1 0	
Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner. Functions:		
a. Ensure a system of accountability for every student's academic and social success	5 4 3 2 1 0	
b. Model principles of self-awareness, reflective practice, transparency, and ethical behavior	5 4 3 2 1 0	
c. Safeguard the values of democracy, equity, and diversity	5 4 3 2 1 0	
d. Consider and evaluate the potential moral and legal consequences of decision-making	5 4 3 2 1 0	
e. Promote social justice and ensure that individual student needs inform all aspects of schooling	5 4 3 2 1 0	
Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context. Functions:		
a. Advocate for children, families, and caregivers	5 4 3 2 1 0	
b. Act to influence local, district, state, and national decisions affecting student learning	5 4 3 2 1 0	
c. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies	5 4 3 2 1 0	

In the space below, please offer any general comments or recommendations that you believe would be useful for the candidate/intern. Feel free to use additional pages as necessary.

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Please mail this completed evaluation to:
Department of Administration & Leadership, School of Education,
La Sierra University, 4500 Riverwalk Parkway, Riverside, CA 92515

CANDIDATE'S ASSESSMENT OF THE PROGRAM
Professional Clear Administrative Services (Tier 2) Credential Competencies

Graduate:_____ Date:_____

The Department of Administration & Leadership in the School of Education at La Sierra University has organized its leadership program around the ISLLC/CPSEL standards. The standards and their associated functions are listed below. Please assist us by indicating how well the courses, field experiences, and advisement offered by the Department of Administration & Leadership has prepared you for each of the areas.

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Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders. 　　Functions:	
e.　Collaboratively develop and implement a shared vision and mission	5　4　3　2　1　0
f.　Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning	5　4　3　2　1　0
g.　Create and implement plans to achieve goals	5　4　3　2　1　0
d.　Promote continuous and sustainable improvement	5　4　3　2　1　0
h.　Monitor and evaluate progress and revise plans	5　4　3　2　1　0
Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. 　　Functions:	
j.　Nurture and sustain a culture of collaboration, trust, learning, and high expectations	5　4　3　2　1　0
k.　Create a comprehensive, rigorous, and coherent curricular program	5　4　3　2　1　0
l.　Create a personalized and motivating learning environment for students	5　4　3　2　1　0
m.　Supervise instruction	5　4　3　2　1　0

n. Develop assessment and accountability systems to monitor student progress	5 4 3 2 1 0	
o. Develop the instructional and leadership capacity of staff	5 4 3 2 1 0	
p. Maximize time spent on quality instruction	5 4 3 2 1 0	
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h. Safeguard the values of democracy, equity, and diversity	5 4 3 2 1 0
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e. Act to influence local, district, state, and national decisions affecting student learning	5 4 3 2 1 0
f. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies	5 4 3 2 1 0

 In the space below, please offer any comments, suggestions, or observations that you believe would enable the Department of Administration & Leadership to enhance its credential or doctoral programs.

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