BRANDMAN
University Chapman University System

Preliminary Administrative Services Credential
Tier I

and
Internship

Program Handbook
Revised, August 2008

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INTRODUCTION TO THE PROGRAM

Welcome to Preliminary Administrative Services Credential - Tier I program at Brandman University. You have been admitted to a premier program that is based on the California Standards of Quality and Effectiveness for Preliminary Administrative Services Credential Programs and is explicitly designed to effectively develop Candidate Competence and Performance Standards as delineated in Category III of the Standards. Our goal is to prepare outstanding educational leaders for the 21st century. This program has been approved by the California Commission on Teacher Credentialing.

The 24 semester unit program of study for the Preliminary Administrative Services Credential Program at Brandman University includes the following course work:

EDUU 609	Seminar in Curriculum Studies	3 credits
EDAU 670	Organizational Leadership and Development	3 credits
EDAU 672	Management of Personnel, Resources and Operations	3 credits
EDAU 674	Supervision and Assessment of Instruction	3 credits
EDAU 675	Policy, Politics and Educational Governance	3 credits
EDAU 676	Educational Law and Finance	3 credits
EDAU 678	Leadership for Diversity, Equity and Community	3 credits
EDAU 691	Directed Fieldwork in Administrative Services	3/6 credits*
Total Program Credits		24/27 credits*

The program consists of seven required three semester credit courses that focus on the development of knowledge that is essential for successful administrative leadership and the development of associated administrative skills. In addition, one three semester credit field based course (EDAU 691) is required in which candidates gain first hand experience through supervised work in an administrative or qualified quasi-administrative position*.

Candidates for the Internship Program are required to take an additional three credits of EDAU 691. This course will provide the support needed to help ensure the candidates success in their administrative assignment. A University Supervisor will assist the candidate as he/she develops a Professional Development Plan that is appropriate for the candidate and their assigned duties.

Information and forms needed to successfully complete the Preliminary Administrative Services Program at Brandman University are presented on the following pages. Additional information and policies are presented in the Brandman University Catalog and all course syllabi are available on the University web-site.

 Each candidate is encouraged to maintain regular and frequent contact with their Program Advisor to ensure that they are appropriately and satisfactorily meeting all of the program requirements.

**Preliminary Administrative Services Credential – Tier I
Admission Requirements**

REV. 5/07

Candidates for the Tier I credential can transfer credits from another accredited institution but must complete a minimum of 12 credits in residency at Brandman University.

An Internship Option is available for Tier I candidates who are in or wish to accept an administrative position while completing the coursework for this program.

Prerequisite
1. EDUU 511, Collaboration for Inclusive Schooling **or** an equivalent course **or** a Professional Clear Teaching Credential.   This requirement must be met prior to filing for the credential.

Admission Requirements

1. Candidates must hold a valid CCTC "basic Credential"
2. Two recent letters of recommendation.
3. Current Resume.
4. Intake interview.
5. Passing score on the CBEST examination (Candidates who received a teaching credential after 1983 will have passed CBEST. Those who hold life credentials may not have passed the CBEST and will have to take the test.
6. Meet all criteria for credential program admission.

General Requirements

1. Candidates must have a minimum of three years verified full time experience under a "basic" CCTC Credential at the time of filing for the Tier I credential.
2. Successful presentation / submission of a Professional Portfolio.
3. Exit interview.

- *Internship candidates must meet all of the preceding admission requirements. In addition, Internship candidate's must provide verification that they have served three full academic years in an approved setting (form CL-41) and written evidence that s/he has been offered an administrative position (Brandman University Verification of Employment for Internship Credential form). The credential application form, which can be obtained from the Program Academic Advisor, must be completed by the candidate and filed with the credential specialist at the campus of residence.*

  Candidates serving under an Internship Credential while completing the Administrative Services Credential, Tier I are required to take an additional three credits of EDAU 691. This course will provide the support needed to help ensure the candidates success in their administrative assignment. A University Supervisor will assist the candidate as he/she develops a Professional Development Plan that is appropriate for the candidate and their assigned duties.

BRANDMAN University Chapman University System

PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL WORKSHEET (Tier I)

Intake Interview Date _____   Credential Tier I __*Tier I Internship*__

Name_____   ID # _____

Address _____

_____   Home # _____Work # _____

School / District _____   Email _____

Admission Application Requirements	Completion/Credential Requirements
1. Holds a valid "basic" CCTC Credential 2. Two recommendations on CUC form 3. Current Résumé 4. Statement of Intent 5. Intake Interview 6. Passing score on CBEST exam 7. Meets admission requirements for a CUC Credential Program	1. EDUU 511 **or** equivalent course **or** Professional Clear Teaching Credential Institution _____Course _____ Date _____ 2. Verification of three years of full-time service under a "basic" CCTC Credential (CTC form CL-41) 3. Successful Portfolio presentation / submission 4. Exit Interview

COURSEWORK			
Requirements	**Credit**	**Term of Completion**	**Grade**
EDAU 609 Seminar in Curriculum Studies	3		
EDAU 670 Organizational Leadership and Development	3		
EDAU 672 Mgmt. of Personnel, Resources and Operations	3		
EDAU 674 Supervision and Assessment of Instruction	3		
EDAU 675 Policy, Politics and Educational Governance	3		
EDAU 676 Educational Law and Finance	3		
EDAU 678 Leadership for Diversity, Equity and Community	3		
EDAU 691 Directed Fieldwork in Administrative Services	3-6		
Total **Tier I**	**24**		
Tier I Internship	*27*		

Career Goal _____   Campus Location _____

Comments: _____

Student's Signature _____

Coordinator's/Advisor's Signature _____

California Professional Standards for Educational Leaders

STANDARD 1

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a *vision of learning* that is shared and supported by the school community.

To achieve Standard 1, an educational leader must *promote a vision of learning*:

1.1 Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.

1.2 Communicate and implement the shared vision so the entire school community understands and acts on the mission of the school as a standards-based education system.

1.3 Leverage and marshal sufficient resources to implement and attain the vision for all students and all sub groups of students.

1.4 Identify and address any barriers to accomplishing the vision.

1.5 Shape school programs, plans, and activities to ensure integration, articulation and consistency with the vision.

1.6 Use the influence of diversity to improve teaching and learning.

STANDARD 2

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a *school culture and instructional program* conducive to student learning and staff professional growth.

To achieve Standard 2, an educational leader must *promote the school culture and instructional program*

2.1 Create an accountability system of teaching and learning based on student learning standards.

2.2 Utilize multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused on improving the learning of all students and all subgroups of students.

2.3 Shape a culture where high expectations for all students and for all subgroups of students is the core purpose.

2.4 Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards.

2.5 Promote equity, fairness, and respect among all members of the school community.

2.6 Provide opportunities for all members of the school community to develop and use skills in collaboration, leadership, and shared responsibility.

2.7 Facilitate the use of appropriate learning materials and learning strategies which include the following: students as active learners, a variety of appropriate materials and strategies, the use of reflection and inquiry, an emphasis on quality vs. quantity, and appropriate and effective technology.

STANDARD 3

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective *learning environment*.

To achieve Standard 3, an educational leader must *manage the learning environment*:

3.1 Monitor and evaluate the program and staff at the site.

3.2 Establish school structures, patterns, and processes that support student learning.

3.3 Manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.

3.4 Align fiscal, human and material resources to support the learning of all students and groups of students.

3.5 Sustain a safe, efficient, clean, well-maintained and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.

3.6 Utilize the principles of systems management, organizational development, problem solving, and decision-making techniques fairly and effectively.

3.7 Utilize effective and nurturing practices in establishing student behavior management systems.

STANDARD 4

A school administrator is an educational leader who promotes the success of all students by collaborating with families and *community* members, responding to diverse *community* interests and needs, and mobilizing *community* resources.

TTo achieve Standard 4, an educational leader must *collaborate with, respond to, and mobilize the community:*

4.1 Incorporate information about family and community expectations into school decision-making and activities.

4.2 Recognize and respect the goals and aspirations of diverse family and community groups.

4.3 Treat diverse community stakeholder groups with fairness and respect.

4.4 Support the equitable success of all students and all subgroups of students through the mobilization and leveraging of community support services.

4.5 Strengthen the school through the establishment of community, business, institutional, and civic partnerships.

4.6 Communicate information about the school on a regular and predictable basis though a variety of media and modes.

STANDARD 5

A school administrator is an educational leader who promotes the success of all students by modeling a personal code of *ethics* and developing professional *leadership* capacity.

To achieve Standard 5, an educational leader must *model personal ethics and professional leadership:*

5.1 Demonstrate skills in decision-making, problem solving, change management, planning, conflict management, and evaluation.

5.2 Model personal and professional ethics, integrity, justice, and fairness and expect the same behaviors from others.

5.3 Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.

5.4 Reflect on personal leadership practices and recognize their impact and influence on the performance of others.

5.5 Encourage and inspire others to higher levels of performance, commitment, and motivation.

5.6 Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.

5.7 Engage in professional and personal development.

5.8 Demonstrate knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades.

5.9 Use the influence of the office to enhance the educational program rather than for personal gain.

5.10 Protect the rights and confidentiality of students and staff.

STANDARD 6

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the *larger* political, social, economic, legal, and cultural *context.*

To achieve Standard 6, an educational leader must *operate within a larger context:*

6.1 View oneself as a leader of a team and also as a member of a larger team.

6.2 Ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.

6.3 Generate support for the school by two-way communication with key decision-makers in the school community.

6.4 Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.

6.5 Influence and support public policies that ensure the equitable distribution of resources, and support for all subgroups of students.

Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement.

BRANDMAN
University Chapman University System

General Guidelines
EDAU 691 Directed Fieldwork in Administrative Services

Directed Fieldwork in Administrative Services is a three-credit course typically completed at the candidate's worksite. The procedures begin with the candidate seeking approval to serve in an administrative or quasi-administrative position.). Following the **Selection /Assignment of Site/District Support Providers Guidelines** on page11, the candidate must then identify an appropriately qualified and certificated administrator to act as her/his mentor (Site/District Supervisor). Once the Site/District Support Provider has been approved an **Agreement of Understanding** (page 12) is signed by the candidate, the Site/District Supervisor and the University Supervisor.

The candidate, in consultation with the Site/District Support Provider and the University Supervisor, prepares a **Professional Development Plan** (page 13) which reflects the needs of the candidate and the unique characteristics and qualities of their fieldwork placement. The candidate will receive both formative and summative **Fieldwork Assessments** (page 23) of their performance based on the **Professional Development Plan**.

The candidate begins to assemble a **Professional Portfolio** of administrative experiences that reflect the standards set by the California Teacher Credentialing Commission (page 30).   In addition, each week the candidate must complete a weekly **Journal** (page 31) entry of his/her administrative activities and e-mails the entry to the University Supervisor for review and comment. The contents of the journal will be held in strict confidence and will not be shared with anyone.

When the candidate has completed the 100 hour fieldwork requirement and their **Professional Portfolio** arrangements are made to conduct an **Exit Interview** (see page 34). The interview is formatted to simulate an Administrative Leadership site level interview or, in the case of a district office employee, to simulate a district office level interview.

Upon the successful conclusion of the **Exit Interview** all parties sign a **Verification of Completion** form (page 35) for inclusion in the applicant's academic file and portfolio. This document is needed for application to the state for the Tier I Certificate of Eligibility or Preliminary Administrative Services Credential.

Internships
*A candidate chosen by his/her district to be an intern is required to file for an **Internship Credential**. The candidate must meet all admissions requirements for the program and must provide written evidence that he/she has been offered an administrative position with a specific start date for the administrative assignment. The credential application form, which can be obtained from the Program Academic Advisor, must be completed by the candidate and filed with the credential specialist at the campus of residence. Interns are required to be continuously enrolled in classes during the two year term of the internship credential.*

Directed Fieldwork - EDAU 691 is the first course an intern is required to take in her/his administrative coursework in order to have to support needed to help ensure the candidates success in their administrative assignment. EDAU 691 it must be taken a second time at the end of the program of study.

BRANDMAN
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Preliminary Administrative Services Credential

Selection /Assignment of Site/District Support Providers Guidelines

I. Selection
   A. The Credential Candidate in consultation with Site/District Personnel selects an appropriately qualified individual to sever as the Site/District Support Provider.
      - The Support Provider must be an individual who serves at the Principal level, or above, usually at the candidate's site.
      - The Support Provider must have a minimum of two years of successful experience as a site or district level administrator.
      - The Support Provider must be an individual with whom a productive and on-going learning relationship can be established over the time of the fieldwork experience.
   B. The Candidate offers the name this individual to the Brandman University Program Coordinator/Advisor for approval along with a vita and supporting evidence of appropriate qualifications.
   C. Once approved, the Site/District Support Provider and candidate prepare an Agreement of Understanding (see page 12 of the Handbook). The Agreement of Understanding is to be retained in the candidates file.
   D. The Site/District Support Provider, the University Supervisor and the candidate confer to prepare a Professional Development Plan that is suited to the candidate's needs and the unique qualities and characteristics of the placement site.

II. Support Provider's Demonstrated Qualifications
   A. Assures powerful learning experiences for students and community,
   B. Has recognized leadership skills,
   C. Has professional expertise, particularly in areas of the candidates primary professional growth interests,
   D. Has professional knowledge and is an agent for productive change,
   E. Has interpersonal skills and is able to engage other in a collaborative effort to meet agreed upon goals for effective teaching and learning,
   F. Is actively involved in professional development and organizations,
   G. Has a philosophy that is consistent with Brandman University ,
   H. Is willing to support the candidate and commit the necessary time and effort over the candidate's term of service.

Agreement of Understanding

Preliminary Administrative Credential Fieldwork – EDAU 691

_____, a candidate in the

Preliminary Administrative Services Credential Program at Brandman University, has

submitted the name of _____, who holds the

position of _____, to serve as their Site/District

Support Provider at the following site _____.

The above named administrator agrees to serve as the district liaison, working with the
named candidate and the Brandman University Supervisor during the term of fieldwork
service.

_____

Candidate's Name (please print)

_____

Candidate's ID #

_____

Candidate's Signature   Date

_____

Site/District Support Provider's Signature   Date

_____

Brandman University Supervisor (please print)

_____

Brandman University Supervisor's Signature   Date

BRANDMAN
University Chapman University System

Education Division

PROFESSIONAL DEVELOPMENT PLAN
Preliminary Administrative Services Credential Tier - I

Student Name_____ **Term/Year**_____

Brandman University
Supervisor_____

School/District Support Provider_____

School /District _____ **Position** _____

Candidates for the Preliminary Administrative Services Credential, Tier I must prepare a Professional Development Plan for effectively practicing and developing competency in each of the California Professional Standards for Educational Leadership. Candidates will develop their plan at the onset of their fieldwork experience (EDAU 691) and compile evidence of having achieved at least minimal competency in each Standard for inclusion in their Professional Portfolio which must be presented at the conclusion of the fieldwork experience.

The Professional Development Plan is to be developed by the candidate in consultation with their University Supervisor and District / Site Support Provider. The Plan should reflect the unique characteristics and needs of the candidate and their particular fieldwork placement. Upon completion, both the University Supervisor and the District / Site Support Provider must indicate approval of the plan in the space below.

On the following pages "Goals" are presented that represent the Professional Standards for Educational Leadership are presented. Below each Goal are "Key Concepts" which combine and highlight the numerous elements encompassed by the Standard. Following each Key Concept statement is an "Activity" box in which the candidate will write a description of the activities that will be undertaken to gain experience and competence in the Standard. Activities may include such things as; observing, interviewing, reflective, document and journal writing, attending meetings and so forth. An "Artifacts" box follows in which the candidate will indicate the types of exhibits or "artifacts" they can produce or collect for inclusion in their Professional Portfolio as evidence of their experience and demonstration of competency in the Standard.

Approval of Professional Development Plan

Brandman University Supervisor _____**Date**_____

School/District Support Provider _____ **Date**_____

VISION OF LEARNING (#1)	
GOAL:	*Each Candidate will demonstrate the ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision that is shared and supported by the school community.*
KEY CONCEPT 1:	Develop a Shared Vision ❖ Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators. ❖ Communicate the shared vision so the entire school community understands and acts on the school's mission to become a standards-based education system. ❖ Use the influence of diversity to improve teaching and learning.
ACTIVITY:	
ARTIFACTS:	
KEY CONCEPT 2:	Plan and Implement Activities Around the Vision ❖ Identify and address any barriers to accomplishing the vision. ❖ Shape school programs, plans and activities to insure that they are integrated, articulated through the grades and consistent with the vision.
ACTIVITY:	
ARTIFACTS:	

KEY CONCEPT 3:	Allocate Resources to Support the Vision ❖ Leverage and marshal sufficient resources, including technology, to implement and attain the vision for all students and all support subgroups of students.
ACTIVITY:	
ARTIFACTS:	

STUDENT LEARNING AND PROFESSIONAL GROWTH (#2)	
GOAL:	*Each candidate demonstrates understanding of the organization, structure, and cultural context of schools and is able to lead others in the development and attainment of short-term and long-term goals.*
KEY CONCEPT 1:	Develop School Culture and Ensure Equity ❖ Shape a culture in which high expectations are the norm for each student as evident in rigorous academic work. ❖ Promote equity, fairness and respect among all members of the school community.
ACTIVITY:	
ARTIFACTS:	

KEY CONCEPT 2:	Guide the Instructional Program
	❖ Facilitate the use of a variety of appropriate content-based learning materials and learning strategies that:
	   • recognize students as active learners,
	   • value reflection and inquiry,
	   • emphasize the quality versus the amount of student application and performance, and
	   • utilize appropriate and effective technology

ACTIVITY:	
ARTIFACTS:	
KEY CONCEPT 3:	Guide Professional Growth of Staff ❖ Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards. ❖ Provide opportunities for all members of the school community to develop and use skills in collaboration, distributed leadership and shared responsibility.
ACTIVITY:	
ARTIFACTS:	
KEY CONCEPT 4:	Create and Utilize Accountability Systems ❖ Create an accountability system grounded in standards-based teaching and learning. ❖ Utilize multiple assessments to evaluate student learning in an ongoing process focused on improving the academic performance of each student.

ACTIVITY:	
ARTIFACTS:	

ORGANIZATIONAL MANAGEMENT FOR STUDENT LEARNING (#3)	
GOAL:	*Each Candidate demonstrates the ability to promote the success of all students by ensuring management of the organization, operations and resources for safe, efficient and effective learning environment.*
KEY CONCEPT 1:	Ensure a Safe School Environment ❖ Sustain a safe, efficient, clean, well-maintained and productive school environment that nurtures student learning and supports the professional growth of teacher and support staff. ❖ Utilize effective and nurturing practices in establishing student behavior management systems.
ACTIVITY:	
ARTIFACTS:	
KEY CONCEPT 2:	Create an Infrastructure to Support an Effective Learning Environment ❖ Establish school structures and processes that support student learning.

ACTIVITY:	
ARTIFACTS:	
KEY CONCEPT 3:	Manage the School as a Learning-Support System ❖ Utilize effective systems management, organizational development and problem-solving and decision-making techniques. ❖ Align fiscal, human and material resources to support the learning of all subgroups of students. ❖ Monitor and evaluate the program and staff.

WORKING WITH DIVERSE FAMILIES AND COMMUNITIES (#4)	
GOAL:	*Each Candidate demonstrates the ability to promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.*
KEY CONCEPT 1:	Collaborate to Incorporate the Perspective of Families and Community Members ❖ Recognize and respect the goals and aspirations of diverse family and community groups. ❖ Treat diverse community stakeholder groups and community expectations into school decision-making and activities.
ACTIVITY:	
ARTIFACTS:	

KEY CONCEPT 2:	Establish and Manage Linkages Between the Site and the Larger Community Context ❖ Strengthen the school through the establishment of community, business, institutional and civic partnerships. ❖ Communicate information about the school on a regular and predictable basis through a variety of media.
ACTIVITY:	
ARTIFACTS:	
KEY CONCEPT 3:	Engage and Coordinate Support From Agencies Outside the School ❖ Support the equitable success of all students and all subgroups of students by mobilizing and leveraging community support services.
ACTIVITY:	
ARTIFACTS:	

PERSONAL ETHICS AND LEADERSHIP CAPACITY (#5)	
GOAL:	*Each candidate demonstrates the ability to promote the success of all students by modeling a personal code of ethics and developing professional leadership capacity.*
KEY CONCEPT 1:	Maintain Ethical Standards of Professionalism ❖ Model personal and professional ethics, integrity, justice and fairness and expect the same behavior from others. ❖ Protect the rights and confidentiality of students and staff. ❖ Use the influence of the office to enhance the education program, not personal gain.

ACTIVITY:	
ARTIFACTS:	
KEY CONCEPT 2:	Guide Sound Courses of Action Using Pertinent, State-of-the-Art Methods ❖ Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices and equity. ❖ Demonstrate knowledge of the standards-based curriculum and the ability to integrate and articulate programs throughout the grades. ❖ Demonstrate skills in decision-making, problem solving, change management, planning, conflict management and evaluation.
ACTIVITY:	
ARTIFACTS:	
KEY CONCEPT 3:	Model Reflective Practice and Continuous Growth ❖ Reflect on personal leadership practices and recognize their impact and influence of the performance of others. ❖ Engage in professional and personal development.
ACTIVITY:	

ARTIFACTS:	
KEY CONCEPT 4:	Sustain Professional Commitment and Effort ❖ Encourage and inspire others to higher levels of performance, commitment and motivation. ❖ Sustain personal motivation, commitment, energy and health by balancing professional and personal responsibilities.
ACTIVITY:	
ARTIFACTS:	

POLITICAL, SOCIAL, ECONOMIC, LEGAL AND CULTURAL UNDERSTANDING (#6)	
GOAL	*Each candidate demonstrates the ability to promote the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context.*
KEY CONCEPT 1:	Engage With the Policy Environment to Support School Success ❖ Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning. ❖ Influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students. ❖ Ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations and statutory requirements.
ACTIVITY:	

ARTIFACTS:	
KEY CONCEPT 2:	Interact With Stakeholders ❖ Generate the support for the school by two-way communication with key decision-makers in the school community. ❖ Collect and report accurate records of school performance. ❖ View oneself as a leader of a team and also as a member of a larger team.
ACTIVITY:	
ARTIFACTS:	
KEY CONCEPT 3:	Incorporate Input From the Public ❖ Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement.
ACTIVITY:	
ARTIFACTS:	

BRANDMAN University Chapman University System

Education Division

Preliminary Administrative Services Credential – Tier I
Fieldwork Assessment: EDAU 691

Student: _____ I.D. # _____

Placement Site: _____ Position: _____

University Supervisor: _____

Site/District Support Provider: _____

Chapman Campus: _____ Date: _____

The assessment grid below is based on the California Professional Standards for Educational Leadership and replicates the areas of competence as indicated on the candidate's <u>Professional Development Plan</u>. Four levels of leadership skill development are presented for each standard. These categories are:

1) Has not demonstrated skills that approach competence in the standard,
2) Demonstrates skills that approach competence in the standard,
3) Demonstrates skills of competence in the standard and
4) Demonstrates skills that exemplify the standard.

Both the University Supervisor and the Site/District Support Provider are to complete this form in assessing the candidate's performance in her / his fieldwork assignment. The form can be used at any time as a formative assessment but must be officially used at mid-term as a formative assessment of the candidate's progress. Any areas in which the candidate is not making satisfactory progress should be described and accompanied by specific recommendations for corrective actions.

The form must be used at the end of the term of service for the candidate's summative assessment. Any areas in which the candidate is deemed to have not demonstrated skills that approach competence in the standard, (1) should be accompanied with specific recommendations for corrective actions. The University Supervisor in collaboration with the Site/District Support Provider will determine; a) if additional fieldwork is necessary to correct the deficiencies, b) if the deficiencies are not materially significant and are not likely to negatively affect the candidate's performance as a school leader, or c) if the candidate is unsuitable for a career as a school leader an should not be recommended for the credential.

Upon satisfactory demonstration of competence, the form should be endorsed by the University Supervisor and the Site/District Support Provider (page 29 below) to indicate that the candidate has qualified for recommendation to the Commission.

Standard of Competence (1)	Rating of Skill Level			
	1	2	3	4
Each Candidate will demonstrate the ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision that is shared and supported by the school community.				
Develop a Shared Vision ❖ Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators. ❖ Communicate the shared vision so the entire school community understands and acts on the school's mission to become a standards-based education system. ❖ Use the influence of diversity to improve teaching and learning.				
Plan and Implement Activities Around the Vision ❖ Identify and address any barriers to accomplishing the vision. ❖ Shape school programs, plans and activities to insure that they are integrated, articulated through the grades and consistent with the vision.				
Allocate Resources to Support the Vision ❖ Leverage and marshal sufficient resources, including technology, to implement and attain the vision for all students and all support subgroups of students.				
Comments:				

Standard of Competence (2)	Rating of Skill Level			
	1	2	3	4
Each candidate demonstrates understanding of the organization, structure, and cultural context of schools and is able to lead others in the development and attainment of short-term and long-term goals.				
Develop School Culture and Ensure Equity ❖ Shape a culture in which high expectations are the norm for each student as evident in rigorous academic work. ❖ Promote equity, fairness and respect among all members of the school community.				
Guide the Instructional Program ❖ Facilitate the use of a variety of appropriate content-based learning materials and learning strategies that: • recognize students as active learners, • value reflection and inquiry, • emphasize the quality versus the amount of student application and performance, and • utilize appropriate and effective technology				
Guide Professional Growth of Staff ❖ Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards. ❖ Provide opportunities for all members of the school community to develop and use skills in collaboration, distributed leadership and shared responsibility.				
Create and Utilize Accountability Systems ❖ Create an accountability system grounded in standards-based teaching and learning. ❖ Utilize multiple assessments to evaluate student learning in an ongoing process focused on improving the academic performance of each student.				
Comments:				

Standard of Competence (3)	Rating of Skill Level			
	1	2	3	4
Each Candidate demonstrates the ability to promote the success of all students by ensuring management of the organization, operations and resources for safe, efficient and effective learning environment.				
Ensure a Safe School Environment ❖ Sustain a safe, efficient, clean, well-maintained and productive school environment that nurtures student learning and supports the professional growth of teacher and support staff. ❖ Utilize effective and nurturing practices in establishing student behavior management systems.				
Create an Infrastructure to Support an Effective Learning Environment ❖ Establish school structures and processes that support student learning.				
Manage the School as a Learning-Support System ❖ Utilize effective systems management, organizational development and problem-solving and decision-making techniques. ❖ Align fiscal, human and material resources to support the learning of all subgroups of students. ❖ Monitor and evaluate the program and staff.				
Comments:				

Standard of Competence (4)	Rating of Skill Level			
	1	2	3	4
Each Candidate demonstrates the ability to promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.				
Collaborate to Incorporate the Perspective of Families and Community Members ❖ Recognize and respect the goals and aspirations of diverse family and community groups. ❖ Treat diverse community stakeholder groups and community expectations into school decision-making and activities.				
Establish and Manage Linkages Between the Site and the Larger Community Context ❖ Strengthen the school through the establishment of community, business, institutional and civic partnerships. ❖ Communicate information about the school on a regular and predictable basis through a variety of media.				
Engage and Coordinate Support From Agencies Outside the School ❖ Support the equitable success of all students and all subgroups of students by mobilizing and leveraging community support services.				
Comments:				

Standard of Competence (5)	Rating of Skill Level			
	1	2	3	4
Each candidate demonstrates the ability to promote the success of all students by modeling a personal code of ethics and developing professional leadership capacity.				
Maintain Ethical Standards of Professionalism ❖ Model personal and professional ethics, integrity, justice and fairness and expect the same behavior from others. ❖ Protect the rights and confidentiality of students and staff. ❖ Use the influence of the office to enhance the education program, not personal gain.				
Guide Sound Courses of Action Using Pertinent, State-of-the-Art Methods ❖ Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices and equity. ❖ Demonstrate knowledge of the standards-based curriculum and the ability to integrate and articulate programs throughout the grades. ❖ Demonstrate skills in decision-making, problem solving, change management, planning, conflict management and evaluation.				
Model Reflective Practice and Continuous Growth ❖ Reflect on personal leadership practices and recognize their impact and influence of the performance of others. ❖ Engage in professional and personal development.				
Sustain Professional Commitment and Effort ❖ Encourage and inspire others to higher levels of performance, commitment and motivation. ❖ Sustain personal motivation, commitment, energy and health by balancing professional and personal responsibilities.				
Comments:				

Standard of Competence (6)	Rating of Skill Level			
	1	2	3	4
Each candidate demonstrates the ability to promote the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context.				
Engage With the Policy Environment to Support School Success ❖ Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning. ❖ Influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students. ❖ Ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations and statutory requirements.				
Interact With Stakeholders ❖ Generate the support for the school by two-way communication with key decision-makers in the school community. ❖ Collect and report accurate records of school performance. ❖ View oneself as a leader of a team and also as a member of a larger team.				
Incorporate Input From the Public ❖ Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement.				
Comments:				

University Supervisor _____ Date _____

Site/ District Support Provider _____ Date _____

Candidate _____ Date _____

Candidate's signature indicates receipt of this assessment and acceptance of any recommendations that have been made by the University Supervisor and Support Provider

BRANDMAN University Chapman University System

PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL – TIER I

Portfolio Guidelines

Each Administrative Services Credential Candidate must present a thorough and well prepared **Professional Portfolio** at the time of their exit interview. The Portfolio will contain, at minimum, the following items:

An updated **Vita** that lists all professional activity undertaken within the last five years of service including:
- Professional Preparation (credentials and degrees earned)
- Professional Experience (teaching and administrative assignments)
- Inservice Training (workshops and other training events attended)
- Conferences that you have attended or participated in
- Three current references

Offer a one or two page **Personal Vision of Educational Leadership**. This may be somewhat autobiographical in style as you may want to recount how you have come to seek a career as a school administrator. You will certainly want to describe your values and beliefs about Educational Leadership.

A **formal paper** that you have written that demonstrates your scholarship, professional interests, understanding of professional research or current issues in education and your ability to think and write coherently – this paper may have been written in one of your courses.

Include the **Professional Development Plan** that you prepared for EDAU 691 (see page 13 of the Program Handbook). The Plan should be followed by key artifacts that were developed during your Fieldwork Experience to demonstrate your competency in meeting the CCTC Standards for the Preliminary Administrative Services Credential. The Artifacts presented should include but not be limited to:

- Your **Journal** or significant selected entries (see guidelines on page 31 of the Program Handbook),
- Your **Journal Summary Report,** this is important (see guidelines on page 32 of the Program Handbook)
- Documents and/or Reports that you prepared
- Letters that you wrote
- Meeting agendas that you prepared

The portfolio can be presented in a black or white three ring binder with a clear cover that allows the insertion of a Cover Page that you can create. Clear page protectors cover each page so that additions and deletions can be easily made. You may divide the portfolio into several key sections that are tabbed and titled. Be sure that everything included is clean, neat and free of typos. DO A GREAT JOB!

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University *Chapman University System*

JOURNAL REQUIREMENTS – EDAU 691

As a candidate for the Preliminary Administrative Services Credential you are required to maintain a **Journal** in which you will record all administrative activities engaged in during your fieldwork experience (EDAU 691 Directed Fieldwork Administrative Services). The **Journal** is intended to cause you to reflect on your experiences and your work toward meeting your Professional Development Plan.

The Journal must include:
> * Dates and times of involvement.
> * A description of the duties carried out.
> * Artifacts representing work that has been generated during the
> EDAU 691 assignment (memos, letter, minutes, announcements, etc.
> (*Please black-out all names*).
> * Documenting photographs as appropriate

Each week you are to reflect upon your administrative involvement. Then respond, in writing, to the following questions and include these responses in your **Journal**:
> 1. What accomplishment(s) am I most pleased with?
> 2. What was my greatest disappointment; what could I have done differently that might have resulted in a more positive outcome?
> 3. What "next steps" can I take to insure that I will be better prepared to deal with this type of situation in the future?

These "reflections" are to be submitted to your University Supervisor for review and comment.

As a part of your EDAU 691 Field Work requirement you are expected to "shadow" an administrator for at least one full day (this should be an administrator from a school that is a different level (i.e., elementary, middle grades or secondary) from the school you are working at. Record your impressions from this experience in your **Journal** (please do not use any names or references that could be identified or recognized).

Accompany an administrator on a classroom observation (this should definitely be done at a school other than your own). Record your observations and compare these with those of the experienced administrator. Provide a written summary of this experience in your **Journal**.

Accompany your District Support Provider to a district level Leadership Team Meeting.   Record your impressions from this experience in your **Journal.**

Follow a site or district issue through administrative channels all the way to the district board (some board action should be required). Record your impressions from this experience in your **Journal.**

Assume responsibility for managing a site issue, program, etc.
> * gather the necessary data
> * plan and conduct necessary meetings

       * maintain records of meeting proceedings
       * develop proposals and recommendations
       * implement the adopted recommendations

Record this experience in your **Journal.**

A Journal Worksheet template is attached for use in recording your journal entries.

IMPORTANT -

As a final activity you are required to write a **Journal Summary Report**. This one to two page **Summary Report** is intended to help you to develop your skills as a "Reflective Practitioner". In this Report you should reflect upon your fieldwork activities and highlight your greatest accomplishments and areas of weakness. You should also highlight the things that you plan to do to improve your leadership skills.

The **Report** must be well written and reflect the writing skills that are appropriate and necessary for successful educational leaders. This **Report** will become an integral piece of the **Professional Portfolio** (see page 30 of the Program Handbook) and will be assessed based the writing rubric that has been presented in all of the program's course syllabi.

Remember, your Journal will become a significant component of the Professional Portfolio of Competency.

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EDAU 691: Journal Worksheet

Name: _____

Date	Hours	CCTC Standard	Task/Activity	Reflections

Exit Interview Procedures

The purpose of the Exit Interview is to provide; 1) a summative assessment of the candidate's competence, 2) a feedback learning opportunity and 3) a position interviewing rehearsal. The Exit Interview should be scheduled following the completion of all coursework and EDAU 691, Directed Fieldwork in Administrative Services and with the recommendation of the University Supervisor and the Site/District Support Provider as evidenced by the signed Field Assessment form.

1. The **Exit Interview** should be arranged by the candidate with their Program Coordinator / Advisor.

2. The **Exit Interview** will include the Candidate and the Program Coordinator / Advisor and may include the University Supervisor, the Site/District Support Provider and other appropriate individuals if the candidate so chooses.

3. The candidate must present the following completed and properly signed form:
    *   **Fieldwork Assessment: EDAU 691**

4. The candidate must present their <u>completed</u> **Professional Portfolio of Competency** the presiding Exit Interview participant(s). Any Candidate with <u>incomplete</u> **Portfolio** will be dismissed from the **Exit Interview** and will be required to make alternate arrangements, with a specified timeline, for a new **Exit Interview** upon completion of all **Portfolio requirements** (see page 30 of the Program Handbook).

5. The candidate will be asked a series of questions related to the California Professional Standards for Educational Leadership (Standards 10 – 15 of Category III) and expected to present exhibits from their **Professional Portfolio of Competency** that demonstrate competency in the Standards.

6. Upon successful Demonstration of Competency of the Standards the **Verification of Completion** form (page 35 of the Program Handbook) will be signed by the Program Coordinator / Advisor as evidence of satisfactory completion of all Program requirements.

    8. Following the Exit Interview the candidate is requested to complete a **CANDIDATE PROGRAM EVALUATION** form (see page 36 of the Program Handbook).

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VERIFICATION OF COMPLETION
Preliminary Administrative Services Credential – Tier I

Candidate Name _____ I.D. # _____

This is to verify that the above named student has completed all of the requirements for the Preliminary Administrative Services Credential, Tier I.

The candidate has successfully;
1. _____ Completed all required coursework
2. _____ Completed the Fieldwork Experience (EDAU 691),
3. _____ Met the Standards as outlined in the Professional Development Plan,
4. _____ Presented a comprehensive Professional Portfolio of Competency.

Brandman University is pleased to recommend the above named candidate to the California Commission on Teacher Credentialing for the:

_____ Preliminary Administrative Services - Tier I Certificate of Eligibility.

_____ Preliminary Administrative Services Credential - Tier I Credential
       (Form CL – 777 must be submitted with the application).

University Supervisor _____ Date _____

Site/District Support Provider _____ Date_____

Program Coordinator / Advisor _____ Date _____

This document is to be present to the credential specialist at the time application to the California Commission on Teacher Credentialing for the Preliminary Administrative Services, Tier I Certificate of Eligibility or Credential.

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University — Chapman University System

CANDIDATE PROGRAM EVALUATION:
PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL – TIER I

Campus: _____   Date of Completion: _____

I. Please give us feedback as you rate the value of your experiences in each of these domains.

Please circle your rating for each item below	*Of little value*	*Somewhat valuable*	*Very valuable*
A. VISION OF LEARNING The program prepared me to:			
▪ Develop a shared vision	1	2	3
▪ Plan and implement activities around the vision	1	2	3
▪ Allocate resources to support the vision	1	2	3
B. STUDENT LEARNING AND PROFESSIONAL GROWTH The program prepared me to:			
▪ Develop school culture and ensure equality	1	2	3
▪ Guide the instructional program	1	2	3
▪ Guide professional growth of staff	1	2	3
▪ Create and use accountability systems			
C. ORGANIZATIONAL MANAGEMENT FOR STUDENT LEARNING The program prepared me to:			
▪ Ensure a safe school environment	1	2	3
▪ Create an infrastructure to support an effective learning environment	1	2	3
▪ Manage the school as a learning-support system	1	2	3
D. WORKING WITH DIVERSE FAMILIES AND COMMUNITIES The program prepared me to:			
▪ Collaborate to incorporate the perspective of families and community members	1	2	3
▪ Establish and manage linkages between the site and the larger community context	1	2	3
▪ Engage and coordinate support from agencies outside the school	1	2	3

E. **PERSONAL ETHICS AND LEADERSHIP CAPACITY**			
The program prepared me to:			
▪ Maintain ethical standards of professionalism	1	2	3
▪ Guide sound courses of action using pertinent, state-of-the-art methods	1	2	3
▪ Model reflective practice and continuous growth	1	2	3
▪ Sustain professional commitment and effort	1	2	3
F. **POLITICAL, SOCIAL, ECONOMIC, LEGAL AND CULTURAL UNDERSTANDING**			
The program prepared me to:			
▪ Engage with the policy environment to support school success	1	2	3
▪ Interact with stakeholders	1	2	3
▪ Incorporate input from the public	1	2	3

II. Please write briefly about your experiences with this program.

A. What did you especially like and find most helpful?

B. How could the program and/or courses be improved?

C. Other comments:

VERIFICATION OF EXPERIENCE

If experience is a requirement for your credential, please have the experience verified by your current and/or previous employer using this form. You only need to verify experience that is appropriate for the issuance of this credential. If you have served in more than one position for a single employer, have a separate form completed for each position that you held.

▶ *Do not mail this form directly to the Commission separate from the application.*

This is to certify that:_____
                                     (Name of Applicant)

has served satisfactorily from:_____ to _____
                         (Month/Year)   *(Month/Year)*

in the position of: _____
                  (Teacher, Counselor, Resource Specialist, Principal, etc.)

in the following grade or level:_____

in area or subject of: _____

    Full time

    Part time: _____ hours/day _____ days/week

    Day-to-day Substitute

School/agency: _____

Address: _____

                       _____

Telephone number: _____

Verified by: _____
                                (Signature)

Name: _____

Title: _____

Date: _____

State Of California
California Commission On Teacher Credentialing
Box 944270
1900 Capitol Avenue
Sacramento, CA 94244-2700

Telephone:
(916) 445-7254 or (888) 921-2682
E-mail: credentials@ctc.ca.gov
Web site: www.ctc.ca.gov

VERIFICATION OF EMPLOYMENT AS AN ADMINISTRATOR
To be Completed by Employing Agency

1. **Personal Information**

   Applicant's Full Legal Name: _____ _____ _____
                First   *Middle*   *Last*

   Social Security Number: _____

2. **Employing Agency**

   Title of Administrative Position: _____

   Date Initial Employment in an Administrative Position is to begin (mm/dd/yy):_____

   Name of Employing Agency: _____

   Mailing Address: _____
                    Street

   _____ _____ _____
        City   *State*   *ZIP*

   County of Employment: _____ Telephone: (_____) _____

   Name of Immediate Supervisor: _____

   Position: _____

   Approved by:

   _____ _____
    Name of Employer or Designee (print or type)   *Title of Employer or Designee*

   _____ _____
    Signature of Employer or Designee (print or type)   *Date*

3. **Tentative Plan for Developing the Individualized Induction Plan**

   Mentor Tentatively Assigned to Credential Holder: _____

   Position of Mentor: _____

   Employing Agency:_____

   Agency Tentatively Selected for Development of Individualized Induction Plan and Completion of Professional-level Program:
   _____

   I am aware that I must develop an Individualized Induction Plan during my first year of employment as an administrator.

   _____ _____
      Signature of Applicant   *Date*