CHOOSING TO BE A LEADER

Introduction to Educational Administration

A Student Guide
for the Master of Arts in Educational Administration &
the Preliminary Administrative Services Credential Program

2017-2019

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Visit our program website at http://www.calstatela.edu/edad
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Services Credentials
Preliminary Administrative Services

1. Candidate Possesses A Valid Credential
   - Preliminary Administrative Services Credential
2. Candidate Meets the Basic Skills Requirement
   - Preliminary Administrative Services Credential
3. Verification of Experience
   - Preliminary Administrative Services Credential
4. Program Completion
   - Preliminary Administrative Services Credential
5. Verification of an Offer of Employment
   - Preliminary Administrative Services Credential

Clear Induction Administrative Services

1. Candidate Possesses a Valid California Preliminary Administrative Services Credential
   - Clear Induction Administrative Services Credential
2. Verification of an Offer of Employment
   - Clear Induction Administrative Services Credential
3. Clear Credential Induction Plan
   - Clear Induction Administrative Services Credential
4. Verification of Experience
   - Clear Induction Administrative Services Credential
5. Program Completion
   - Clear Induction Administrative Services Credential
I. CONCEPTUAL FRAMEWORK

CONCEPTUAL FRAMEWORK
Charter College of Education
California State University, Los Angeles

VISION STATEMENT

The Charter College of Education (CCOE) is a learning community of faculty, administrators, staff, CCOE students, and community members that work collaboratively to ensure that all CCOE students receive a high-quality education, honor the diversity of all learners, advocate for educational and community reforms, develop reflective practices that promote equity, and facilitate the maximum learning and achievement potential of all children and adults.

MISSION STATEMENT

The CCOE mission is to develop in CCOE students the professional knowledge, skills, and dispositions to promote the academic, social, and psychological development of diverse learners in urban schools and related agencies. CCOE graduates become teachers, special educators, school administrators, educational technologists, researchers, program evaluators, school psychologists, counselors, rehabilitation professionals, higher education faculty, and other educational specialists. Within an environment of shared governance, CCOE professional preparation programs utilize data-driven decision-making, technology-integrated instruction, meaningful curricula, and outcome-based assessments to ensure high-quality educational opportunities for all CCOE students.

CORE VALUES

EDUCATIONAL EQUITY: We believe in creating inclusive learning environments with equitable educational opportunities for all learners, including those with disabilities and those from diverse cultural, linguistic, and socio-economic backgrounds. We believe everyone can learn if given the opportunity and support. We honor the dignity of every individual and hold high academic expectations for all learners. We value diversity because it enriches the quality of everyone’s learning.

PROFESSIONALISM: We believe professionalism is mastery of the body of knowledge for one’s discipline and the demonstration of cultural, technological, ethical, and professional competencies. CCOE courses and professional preparation programs are designed to teach professional dispositions, skills, and/or knowledge.

REFLECTIVE PRACTICE: We believe all CCOE students should develop reflective practices, including self-assessment strategies to foster professional growth. We promote the deliberate application of knowledge to practice and the constant reflective analysis of one’s practice in relation to school and/or community needs.

COLLABORATION: We believe that collaborations and partnerships among CCOE faculty and staff, CCOE students, schools, families, and community organizations enhance educational excellence, urban school and related agency transformations, and educational access and equity for all learners. Meaningful and lasting educational collaborations and partnerships are grounded in understanding the complexity of all stakeholders’ needs and their interdependence, and we advocate that all CCOE professional preparation programs build collaborations and partnerships.
**VISION:** The Charter College of Education (CCOE) is a learning community of faculty, administrators, staff, CCOE students, and community members that work collaboratively to ensure that all CCOE students receive a high-quality education, honor the diversity of all learners, advocate for educational and community reforms, develop reflective practices that promote equity, and facilitate the maximum learning and achievement potential of all children and adults.

**MISSION:** The CCOE mission is to develop in CCOE students the professional knowledge, skills, and dispositions to promote the academic, social, and psychological development of diverse learners in urban schools and related agencies. CCOE graduates become teachers, special educators, school administrators, educational technologists, researchers, program evaluators, school psychologists, counselors, rehabilitation professionals, higher education faculty, and other educational specialists. Within an environment of shared governance, CCOE professional preparation programs utilize data-driven decision-making, technology-integrated instruction, meaningful curricula, and outcome-based assessments to ensure high-quality educational opportunities for all CCOE students.

**CORE VALUES:** The Charter College of Education prepares outstanding and caring educators, counselors, and leaders to work with diverse learners in urban schools and related agencies guided by the following core values.

**EDUCATIONAL EQUITY:** We believe in creating inclusive learning environments with equitable educational opportunities for all learners, including those with disabilities and those from diverse cultural, linguistic, and socio-economic backgrounds. We believe everyone can learn if given the opportunity and support. We honor the dignity of every individual and hold high academic expectations for all learners. We value diversity because it enriches the quality of everyone’s learning.

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II. **Educational Administration Programs at Cal State LA**

Cal State LA offers three Commission-approved administrative services credential programs and an Ed.D. program in the Charter College of Education (CCOE), through the Division of Applied and Advanced Studies in Education:

(a) Master of Arts in Educational Administration Program;
(b) Preliminary Administrative Services Credential program;
(c) CalStateLA CARES Clear Induction Administrative Services Credential program; and
(d) Educational Doctorate program in Educational Leadership.

*The preliminary credential program is intertwined with a graduate program that leads to a master’s degree in Educational Administration. Candidates obtain a Preliminary Administrative Services Credential and a Master of Arts degree at the same time by completing the 36-unit Educational Administration program.*

The Commission issues Administrative Services Credentials to individuals who demonstrate competence in California’s standards for school leadership through completion of a Commission-approved administrator preparation program or an alternative route authorized by California law. The Educational Administration Programs at Cal State LA are designed to ensure that the candidates can successfully provide the following services in California public schools as authorized by the CTC for the holders of the Administrative Services Credentials:

- Develop, coordinate, and assess instructional programs;
- Evaluate certificated and classified personnel;
- Provide student discipline, including but not limited to suspension and expulsion;
- Provide certificated and classified employee discipline, including but not limited to suspension, dismissal, and reinstatement;
- Supervise certificated and classified personnel;
- Manage school site, district, or county level fiscal services;
- Recruit, employ, and assign certificated and classified personnel;
- Develop, coordinate, and supervise student support services, including but not limited to extracurricular activities, pupil personnel services, health services, library services, and technology support services;
- Evaluate the quality and effectiveness of instructional services at the school site level;
- Evaluate certificated personnel employed at the school site level, with the exception of the site administrator;
- Student and certificated personnel discipline at the school site level.

The California Commission on Teacher Credentialing (CTC) employs a two-tiered Administrative Services Credential system. The first tier, the Preliminary Administrative Services Credential, is designed for the prospective administrators. The second tier,
Clear Administrative Services Credential is for the beginning administrators who are employed as administrators.

Preliminary Administrative Services Credential
The Preliminary Administrative Services Credential generally requires completion of a state-approved preparation program offered by a college or university, school district, county office of education, or other entity. Individuals able to demonstrate substantial administrative knowledge may also obtain the credential by passing a Commission-approved examination. Visit the Commission web site at [www.ctc.ca.gov](http://www.ctc.ca.gov) for more information.

The major thrust of the preliminary level program is to prepare individuals to perform the responsibilities of entry-level administrative positions. Program contents include both knowledge and practice components designed to meet the needs of schools both today and in the future and emphasize preparation of administrators to be instructional leaders. At Cal State LA, the preliminary program is intertwined with a graduate program that leads to a master’s degree in Educational Administration. Candidates obtain a Preliminary Administrative Services Credential and a Master of Arts degree at the same time by completing the 36-unit Educational Administration program. The instructional-leadership focused program is designed to help candidates maximize the opportunities to link theory and practice. By concurrently taking a pair of an academic course and its corresponding fieldwork course, candidates have the opportunities to experience how theories are being practiced in real life settings as well as to reverse the process, i.e., to initiate the investigation of the study to resolve the problems encountered in the school settings.

Upon successfully completing the 36-unit preliminary (Tier 1) program with an average grade of “B” or better and fulfilling other program requirements, the candidate may apply for a Certificate of Eligibility for the Preliminary Administrative Services Credential. The certificate authorizes one to seek initial employment as an administrator. Once employed in an administrative position, the candidate must file an application to the Commission for the Preliminary Administrative Services Credential authorizing service as an administrator, which is valid only for five years.

Clear Administrative Services Credential
The CTC requires that, within five years from the issuance of the Preliminary Administrative Services Credential, individuals pursuing a Clear Administrative Services Credential meet the following requirements described below:

1. Possession of a valid Preliminary Administrative Services Credential;
2. Verification of a minimum of two (2) years of successful experience in a full-time administrative position in a public school or private school of equivalent status; and
3. One of the following options:
   - Completion of a college or university standards-based program accredited by the CTC ([This is the CalStateLA CARES Induction Program.](http://www.ctc.ca.gov))
• Completion of a State Board of Education approved AB75 Principal Training Program.
• Mastery of fieldwork performance standards through a CTC accredited program. (no longer available at Cal State LA)
• Passage of a national administrator performance assessment adopted by the CTC (not available yet)
• Completion of a CTC approved guidelines-based program sponsored by a local education agency or university.
III. CTC ADMINISTRATIVE SERVICES CREDENTIAL REQUIREMENTS
(https://www.ctc.ca.gov/educator-prep/asc)

A. Preliminary Administrative Services Credential

The Preliminary Administrative Services Credential generally requires completion of a state-approved preparation program offered by a college or university, school district, county office of education, or other entity. Individuals able to demonstrate substantial administrative knowledge may also obtain the credential by passing a Commission-approved examination.

The major thrust of the preliminary level program is to prepare individuals to perform the responsibilities of entry-level administrative positions. Program content should include both knowledge and practice components designed to meet the needs of schools both today and in the future and emphasize preparation of administrators to be instructional leaders. The program requires significant field experiences focused on the development of leadership and management skills for creating an environment conducive to success for all students.

Underscoring the need to practice administrative skills, the 2013 Administrative Services Credential Preliminary standards require institutions to prepare future administrators through traditional coursework that is enhanced by quality day-to-day fieldwork, with assignments and experiences that reflect the responsibilities of today's school leadership and the program's coursework. By serving in today's schools, in positions where candidates are asked to recall and apply the knowledge and skills being learned in their preparatory program courses, the candidates become better prepared to address 21st century administrative job responsibilities.

Individuals must satisfy all the following requirements for the Five-Year Preliminary Credential: [return]

1. Possess a valid prerequisite credential.
2. Complete one of the following:
   a. A Commission-approved program of specialized and professional preparation in administrative services resulting in the formal recommendation of the program sponsor or,
   b. A one-year Commission-approved administrative services intern program consisting of supervised in-service training resulting in the formal recommendation by the California college or university where the program was completed or,
   c. Achieve a passing score on the California Preliminary Administrative Credential Examination (CPACE)
3. Satisfy the basic skills requirement. [return]
4. Complete five years of full-time experience with a valid prerequisite credential.
5. Verify employment in an administrative position. [return]
An individual who has completed requirements 1–4 above but does not have an offer of employment in an administrative position may apply for a Certificate of Eligibility, which verifies completion of all requirements for the preliminary credential and authorizes the holder to seek employment as an administrator. The Certificate of Eligibility has no expiration date. Once securing an offer of employment, the holder of a Certificate of Eligibility may apply for the preliminary credential by submitting an application, a Verification of Employment Form, and current processing fee to the Commission office.

At Cal State LA, the Preliminary ASC Program is intertwined with a graduate program that leads to a master’s degree in Educational Administration. Candidates obtain a Preliminary Administrative Services Credential and a Master of Arts degree at the same time by completing the 36-unit Educational Administration program. The instructional-leadership focused program is designed to help candidates maximize the opportunities to link theory and practice. By concurrently taking a pair of an academic seminar course and its corresponding fieldwork course, candidates have opportunities to experience how theories are being practiced in real life settings as well as to reverse the process, i.e., to initiate the investigation of the study to resolve the problems encountered in the school settings.

Upon successfully completing the 36-unit Preliminary ASC Program with an average grade of “B” or better and fulfilling other program standards and requirements, the candidate will be recommended, on application, to the Commission on Teacher Credentialing for the issuance of a Certificate of Eligibility, authorizing one to seek initial employment as an administrator, but not authorizing ongoing administrative service. (note to Cal State LA candidates: You apply through the Office of Student Services, for Credential Evaluation KHD2078). [return]

Upon employment in a position requiring the Preliminary Credential, the candidate, on application and verification of employment as an administrator, will be recommended to the Commission for the issuance of the Preliminary Administrative Services Credential [return] which will remain in force for five years. (note: You apply through the District). During this five-year period, the candidate must complete the requirements for the Professional Administrative Services Credential. Visit the Commission web site at www.ctc.ca.gov for more information.

**B. Clear Induction Administrative Services Credential**

At the time an administrator receives the Preliminary Administrative Services Credential, a five-year “time clock” begins for the completion of the Clear Administrative Services Credential requirements. Individuals must satisfy all of the following requirements for the Clear Induction ASC:

1. Possess a valid Preliminary Administrative Services Credential [return]
2. Verify a minimum of two years of successful experience in a full-time administrative position in a California public school, nonpublic school, or
private school of equivalent status, while holding the Preliminary Administrative Services Credential. [return]

3. Obtain the recommendation of a Commission-approved program verifying completion of an individualized program of advanced preparation designed in cooperation with the employer and the program sponsor. [return]

The major purpose of the clear credential program is to provide for support, mentoring and assistance designed to contribute to the success of the new administrator. The emphasis at this level of preparation is to move the administrator beyond the functional aspects of performing administrative service to reflective thinking about his or her role in providing an environment for effective and creative teaching, and student success in learning. Under most of the options above, each candidate's professional development at this level is guided by an individualized induction plan, which is based on an assessment of the new administrator's needs. The plan includes a mentoring component, and may include both academic requirements and other requirements that could include non-university activities. The Clear Administrative Services Credential is valid for a period of five years, and is renewable by submitting the normal application and fee. Ongoing professional development for the administrator is monitored by the employers.

With the adoption of the 2014 Clear Induction program standards, California joins numerous other states by requiring an induction experience as part of the credentialing of its educational leaders, providing a “strategy for novice principals that not only...supports individual transition and growth but also...enables the district to validate the quality of novice school principals. When novice [administrators] are able to improve and broaden their portfolio of skills, they are on a path to make a difference, stay in the job, and become highly accomplished leaders who use their expertise to affect successful teaching and learning”.

At Cal State LA, the CalStateLA CARES (Coaching with Assessment, Reflection, Encouragement, and Support) Induction Program provides support and guidance to beginning administrators with an individualized and job-embedded coaching and professional learning opportunities as well as formative and summative assessments.

As required by the CTC, the program consists of a minimum of 4 semesters consisting of 12 units of coaching, 8 units of assessment, and 4 units of professional learning. Each candidate's professional development at the professional level is guided by an individualized induction plan, which includes a mentoring component, and may include both academic requirements and other requirements, which could include non-university activities. The curriculum of the program is customized to accommodate individual needs of the candidates in meeting competence in every CPSEL (California Professional Standards for Educational Leaders). Prior to recommending for the Clear Administrative Services Credential, the CCOE Credential Analyst verifies that candidates have completed the full program, CTC-approved program as offered at Cal State LA. [return]
If you want more information, please contact the Division Office at 323-343-4330. For more details, please refer to CTC Credential Requirements at www.ctc.ca.gov.
IV. DESIGN OF THE Cal State LA EDUCATIONAL LEADERSHIP PROGRAM

The Educational Administration Programs at Cal State LA, housed under the College of Education, operates in the Division of Applied and Advanced Studies in Education. All educational programs, including the Educational Administration Programs are accredited by the California Commission on Accreditation (COA). The Educational Leadership Program has been designed with an objective to establish instructional leadership as the focus of California school administrator preparation, based on the California Professional Standards for Educational Leaders (CPSEL), recommendations made by the CSU Presidents Task Force on Educational Leadership Programs, adult learning theories, and other research findings on effective leadership (Darling-Hammond & Steinhauser, 2012; Darling-Hammond et al., 2007; Glickman et al., 2012; Lindsey et al., 2007; Knowles, 1980; Senge, 2000; Sergiovanni, 1995, 2000; Quinn, 2005; Ubben et al., 2015).

The California Professional Standards for Educational Leaders (CPSEL) adapted from the national administrator standards created by the Interstate School Leaders’ Licensure Consortium (ISLLC) in 1996 now form the centerpiece for curriculum development for the Educational Administration Programs:

- **Standard 1:** Educational leaders facilitate the development and implementation of a shared vision of learning and growth of all students.
- **Standard 2:** Educational leaders shape a collaborative culture of teaching and learning, informed by professional standards and focused on student and professional growth.
- **Standard 3:** Educational leaders manage the organization to cultivate a safe and productive learning and working environment.

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• Standard 4: Educational leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.
• Standard 5: Educational leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.
• Standard 6: Educational leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices.

With the CPSEL & CAPEs as the curriculum standards, the Educational Administration Programs at Cal State LA have been designed to prepare graduates who will function as effective instructional leaders. While today’s school administrators must assume multiple roles, they must first serve as effective instructional leaders ensuring that all students, including students with special needs, achieve high academic standards.

The Educational Administration Program faculty endeavored to develop a cohesive Program that consists of a continuum of coursework and fieldwork that is comprehensive, coherent, articulated, and connected to the world of real schools. The Educational Leadership Program offers both a Master of Arts degree in Educational Administration and a California Preliminary Administrative Services Credential to the graduates of the Program. Keeping the balance of research, theory, and practice, the Program is designed to establish systematic coaching and mentoring of candidates as they learn and practice their skills needed to become effective instructional leaders. The core academic courses were developed to ensure the opportunities for the candidates to learn knowledge base articulated in the CTC Candidate Competence and Performance Standards (CAPEs). Brief descriptions of the seven academic courses are as follows:

• EDAD 5061: Educational Leadership (3 units)
  Co-requisite: Must be taken concurrently with EDAD 5161: Fieldwork in Educational Leadership.

  This course prepares the candidate to understand the role of instructional leaders in a shared vision of learning, personal ethics, and leadership capacity.

• EDAD 5062: Research and Data Assessment (3 units)
  Co-requisite: Must be taken concurrently with EDAD 5162: Fieldwork in Research and Data Assessment.

  This course prepares the candidate to understand the role of instructional leaders as critical consumers of Research and Data Assessment to improve student achievement utilizing appropriate data and technological applications.
EDAD 5063: Pluralism, Collaboration, and Social Justice (3 units)

This course prepares the candidate to understand the role of instructional leaders in the political, social, and cultural context of the school, collaboratively working with diverse families and communities.

EDAD 5064: School Law (3 units)
Co-requisite: Must be taken concurrently with EDAD 5164: Fieldwork in School Law.

This course prepares the candidate to understand the role of instructional leaders in the legal context of the school, meeting the needs of diverse population, including individuals with disabilities.

EDAD 5065: Instructional Leadership (3 units)
Co-requisite: Must be taken concurrently with EDAD 5165: Fieldwork in Instructional Leadership.

This course prepares the candidate to understand the role of instructional leaders in curriculum and instructional programs that promote success for all students from diverse backgrounds.

EDAD 5066: School Management (3 units)
Co-requisite: Must be taken concurrently with EDAD 5166: Fieldwork in School Management.

This course prepares the candidate to understand the role of instructional leaders in the management of the school, including human resources administration.

EDAD 5067: School Finance (3 units)
Co-requisite: Must be taken concurrently with EDAD 5167: Fieldwork in School Finance.

This course prepares the candidate to understand the role of instructional leaders in the fiscal and economic context of the school, ensuring equitable distribution of resources and support for all students.

Each of these seven academic seminar courses is accompanied with corresponding fieldwork course. Instruction in academic courses begins with presentation of theories and research findings and may be followed by examples of data or cases that candidates would practice interpreting under guidance of instructors.
Educational Administration Program at Cal State LA, candidates are provided with opportunities to develop mastery of the concepts and skills by applying them in practical settings, such as their own schools. By concurrently taking a pair of an academic seminar course and its parallel fieldwork course, candidates have opportunities to experience how theories are being practiced in real life settings as well as to reverse the process, i.e., to initiate the investigation of the study to resolve the problems encountered in the school settings.

In fieldwork class meetings, candidates would bring evidence of their work back to class, debrief their performance, receive input from peers and the instructor, and plan to improve their success. The synergy effect from combined coaching and mentoring by university faculty and site supervising administrators makes field experiences meaningful and valuable for the candidates.

- **EDAD 5161**: Fieldwork in Educational Leadership (1 unit)
  Co-requisite: Must be taken concurrently with EDAD 5061: Educational Leadership.
  Students develop and implement enriched fieldwork experiences that are designed to facilitate the application of theoretical concepts of EDAD 5061: Educational Leadership, in practical settings.

- **EDAD 5162**: Fieldwork in Research and Data Assessment (1 unit)
  Co-requisite: Must be taken concurrently with EDAD 5062: Research and Data Assessment.
  Students develop and implement enriched fieldwork experiences that are designed to facilitate the application of theoretical concepts of EDAD 5062: Research and Data Assessment, in practical settings.

- **EDAD 5163**: Fieldwork in Pluralism, Collaboration, and Social Justice (1 unit)
  Students develop and implement enriched fieldwork experiences that are designed to facilitate the application of theoretical concepts of EDAD 5063: Collaborative Pluralism, Collaboration, and Social Justice, in practical settings.

- **EDAD 5164**: Fieldwork in School Law (1 unit)
  Co-requisite: Must be taken concurrently with EDAD 5064: School Law.
  Students develop and implement enriched fieldwork experiences that are designed to facilitate the application of theoretical concepts of EDAD 5064: School Law, in practical settings.
• **EDAD 5165**: Fieldwork in Instructional Leadership (1 unit)
  Co-requisite: Must be taken concurrently with EDAD 5065: Instructional Leadership.

  Students develop and implement enriched fieldwork experiences that are designed to facilitate the application of theoretical concepts of EDAD 5065: Instructional Leadership, in practical settings.

• **EDAD 5166**: Fieldwork in School Management (1 unit)
  Co-requisite: Must be taken concurrently with EDAD 5066: School Management.

  Students develop and implement enriched fieldwork experiences that are designed to facilitate the application of theoretical concepts of EDAD 5066: School Management, in practical settings.

• **EDAD 5167**: Fieldwork in School Finance (1 unit)
  Co-requisite: Must be taken concurrently with EDAD 5067: School Finance.

  Students develop and implement enriched fieldwork experiences that are designed to facilitate the application of theoretical concepts of EDAD 5067: School Finance, in practical settings.

In **EDAD 5280**, Clinical Internship, candidates will perform comprehensive administrative tasks as administrative interns as they prepare themselves to complete the preparation program.
V. A Sample of 3-Semester Program Plan for Candidates

Master of Arts in Educational Administration and
Preliminary Administrative Services Credential

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Unit</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>Semester 1</td>
<td>EDAD 5001</td>
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<td>Introduction to Educational Administration</td>
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<td>EDAD 5101</td>
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<td>Laboratory for EDAD Digital Portfolios</td>
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<td>EDAD 5061</td>
<td>3</td>
<td>Educational Leadership</td>
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*Please note that the sequence of courses is subject to change.*
VI. CATALOG COURSE DESCRIPTION

EDAD 5001: Introduction to Educational Administration (3)
Co-requisite: Must be taken concurrently with EDAD 5101, Laboratory for Educational Administration Digital Portfolios.

This course examines professional changes in the transition to leadership roles and investigates and integrates the Educational Administration performance standards required by the CTC candidate assessment portfolios.

EDAD 5101: Laboratory for Educational Administration Digital Portfolios (1)
Co-requisite: Must be taken concurrently with EDAD 5001: Introduction to Educational Administration.

Students develop and implement technology skills and knowledge needed to create Educational Leadership digital portfolios for culminating assessment in student performance and competence as required by the CTC. A minimum of twenty hours is required.

EDAD 5061: Educational Leadership (3)
Co-requisite: Must be taken concurrently with EDAD 5161: Fieldwork in Educational Leadership.

This course prepares the candidate to understand the role of instructional leaders in a shared vision of learning, personal ethics, and leadership capacity.

EDAD 5161: Fieldwork in Educational Leadership (1)
Co-requisite: Must be taken concurrently with EDAD 5061: Educational Leadership.

Students develop and implement enriched fieldwork experiences that are designed to facilitate the application of theoretical concepts of EDAD 5061: Educational Leadership, in practical settings. A minimum of 20 hours of fieldwork experience under a qualified supervisor is required.

EDAD 5062: Research and Data Assessment (3)
Co-requisite: Must be taken concurrently with EDAD 5162: Fieldwork in Research and Data Assessment.

This course prepares the candidate to understand the role of instructional leaders as critical consumers of Research and Data Assessment to improve student achievement utilizing appropriate data and technological applications.

EDAD 5162: Fieldwork in Research and Data Assessment (1)
Co-requisite: Must be taken concurrently with EDAD 5062: Research and Data Assessment.
Students develop and implement enriched fieldwork experiences that are designed to facilitate the application of theoretical concepts of EDAD 5062: Research and Data Assessment, in practical settings. A minimum of 20 hours of fieldwork experience under a qualified supervisor is required.

**EDAD 5063: Pluralism, Collaboration, and Social Justice (3)**

This course prepares the candidate to understand the role of instructional leaders in the political, social, and cultural context of the school, collaboratively working with diverse families and communities.

**EDAD 5163: Fieldwork in Pluralism, Collaboration, and Social Justice (1)**

Students develop and implement enriched fieldwork experiences that are designed to facilitate the application of theoretical concepts of EDAD 5063: Collaborative Pluralism, Collaboration, and Social Justice, in practical settings. A minimum of 20 hours of fieldwork experience under a qualified supervisor is required.

**EDAD 5064: School Law (3)**
Co-requisite: Must be taken concurrently with EDAD 5164: Fieldwork in School Law.

This course prepares the candidate to understand the role of instructional leaders in the legal context of the school, meeting the needs of diverse population, including individuals with disabilities.

**EDAD 5164: Fieldwork in School Law (1)**
Co-requisite: Must be taken concurrently with EDAD 5064: School Law.

Students develop and implement enriched fieldwork experiences that are designed to facilitate the application of theoretical concepts of EDAD 5064: School Law, in practical settings. A minimum of 20 hours of fieldwork experience under a qualified supervisor is required.

**EDAD 5065: Instructional Leadership (3)**
Co-requisite: Must be taken concurrently with EDAD 5165: Fieldwork in Instructional Leadership.

This course prepares the candidate to understand the role of instructional leaders in curriculum and instructional programs that promote success for all students from diverse backgrounds.

**EDAD 5165: Fieldwork in Instructional Leadership (1)**
Co-requisite: Must be taken concurrently with EDAD 5065: Instructional Leadership.
Students develop and implement enriched fieldwork experiences that are designed to facilitate the application of theoretical concepts of EDAD 5065: Instructional Leadership, in practical settings. A minimum of 20 hours of fieldwork experience under a qualified supervisor is required.

**EDAD 5066: School Management (3)**
Co-requisite: Must be taken concurrently with EDAD 5166: Fieldwork in School Management.

This course prepares the candidate to understand the role of instructional leaders in the management of the school, including human resources administration.

**EDAD 5166: Fieldwork in School Management (1)**
Co-requisite: Must be taken concurrently with EDAD 5066: School Management.

Students develop and implement enriched fieldwork experiences that are designed to facilitate the application of theoretical concepts of EDAD 5066: School Management, in practical settings. A minimum of 20 hours of fieldwork experience under a qualified supervisor is required.

**EDAD 5067: School Finance (3)**
Co-requisite: Must be taken concurrently with EDAD 5167: Fieldwork in School Finance.

This course prepares the candidate to understand the role of instructional leaders in the fiscal and economic context of the school, ensuring equitable distribution of resources and support for all students.

**EDAD 5167: Fieldwork in School Finance (1)**
Co-requisite: Must be taken concurrently with EDAD 5067: School Finance.

Students develop and implement enriched fieldwork experiences that are designed to facilitate the application of theoretical concepts of EDAD 5067: School Finance, in practical settings. A minimum of 20 hours of fieldwork experience under a qualified supervisor is required.

**EDAD 5280: Clinical Internship (2)**
Administrative, supervisory and curricular experience at school or district levels. May not be repeated for credit.

**EDAD 5290: Reflection and Digital Portfolio Assessment (2)**
This is a capstone course designed for prospective administrators to demonstrate evidence of knowledge and skills reflective of the candidates' present competence and assessment of professional and academic growth achieved during the program.
VII. PRELIMINARY PROGRAM EXIT CHECK-OUT FORM

As you progress through the Program, write in the date you’ve completed each of these requirements.

1. Professional Teaching Credential ________________
2. CBEST Passed ________________
3. Verification of Five Years of Teaching Experience ________________
4. WPE Passed or CBEST writing score of 41 minimum ________________
5. CCOE Credential Control Card ________________
6. Completion of Program Plan ________________
7. The Program Plan must be completed at the Advisement Meeting.
8. Submission of Fieldwork Approval Form ________________
9. File for Advancement to Candidacy ________________ (Beginning of 2nd Semester)
   - If you have completed 12 units with a GPA of at least 3.0 and met the WPE requirement, file for advancement to candidacy.
   - Make sure that you don’t have any Incomplete, No Credit, or below C grades when you apply.
   - The Advancement to Candidacy Form (GS-10) is available in the Division office, KH C2098, the Associate Dean of Curriculum and Assessment, KH 2070 or http://www.calstatela.edu/sites/default/files/users/u93141/gs-10.pdf
   - Submit the completed form to the office of the Associate Dean of Curriculum and Assessment, KH D2070, as soon as the 2nd semester begins.

10. Apply for Graduation ________________ (filing period during 2nd Semester)
    - Graduation Application must be filed during the filing period, as indicated in http://www.calstatela.edu/graduation.
    - Review your Academic Requirements report in the GET Student Center to ensure you have met the following requirements: (a) Completed or registered to take the WPE (UNIV 4000) and (b) On track to complete all graduation requirements by end of declared term
    - Complete the Graduation Application: Graduation Application for Graduate/Doctorate Degrees
    - Using your Academic Requirements report, list all incomplete graduation requirements on the optional Degree Completion Worksheet attached to the Graduation Application. This must include all courses you still need to complete as well as any course substitutions or other exceptions that need department approval.
    - Before the last day of application filing period, meet with Dr. Jones (ajones4@calstatela.edu) to obtain the signature of your advisor.
    - Before the last day of application filing period, take the completed and signed Graduation Application and Degree Completion Worksheet to the Cashier’s Office (ADM 128) and pay the Application ($20) and the Diploma ($10) fees.
    - Leave the SIGNED (by you and your advisor) application at the Cashier’s Office. It will be forwarded to the Graduation Office for processing.

11. Apply for Credential ________________
    - Download the Evaluation & Processing Form from the CCOE Office of Student Services (OSS) website at http://www.calstatela.edu/academic/ccoe/studserv/administrative_services Credential_process.pdf.
- TYPE in the information on the form (Handwritten forms will NOT be accepted).
- Candidates completing the 1st-Tier program are applying for the Certificate of Eligibility if they are not hired as administrators at the time of application submission.
- Candidates completing the 1st-Tier program are applying for the Preliminary Administrative Services Credential if they are hired as administrators at the time of application submission.
- Completed Applications must be submitted to the CCOE Office of Student Services, KH D2078, by the deadline indicated on the OSS website, http://www.calstatela.edu/academic/ccoe/off_studentservices_cred_eval.htm.
- Once the CTC receives the recommendation from the CCOE, the CTC will contact you immediately by email so that you can complete the CTC Credential Application and pay the CTC credential fee directly to the CTC.

### 12. Academic Coursework

<table>
<thead>
<tr>
<th>Course</th>
<th>Unit</th>
<th>Title</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 5001</td>
<td>3</td>
<td>Introduction to Educational Administration</td>
<td></td>
</tr>
<tr>
<td>EDAD 5101</td>
<td>1</td>
<td>Laboratory for Educational Administration Digital Portfolios</td>
<td></td>
</tr>
<tr>
<td>EDAD 5061</td>
<td>3</td>
<td>Educational Leadership</td>
<td></td>
</tr>
<tr>
<td>EDAD 5161</td>
<td>1</td>
<td>Fieldwork in Educational Leadership</td>
<td></td>
</tr>
<tr>
<td>EDAD 5062</td>
<td>3</td>
<td>Research and Data Assessment</td>
<td></td>
</tr>
<tr>
<td>EDAD 5162</td>
<td>1</td>
<td>Fieldwork in Research and Data Assessment</td>
<td></td>
</tr>
<tr>
<td>EDAD 5063</td>
<td>3</td>
<td>Pluralism, Collaboration, and Social Justice</td>
<td></td>
</tr>
<tr>
<td>EDAD 5163</td>
<td>1</td>
<td>Fieldwork in Pluralism, Collaboration, and Social Justice</td>
<td></td>
</tr>
<tr>
<td>EDAD 5064</td>
<td>3</td>
<td>School Law</td>
<td></td>
</tr>
<tr>
<td>EDAD 5164</td>
<td>1</td>
<td>Fieldwork in School Law</td>
<td></td>
</tr>
<tr>
<td>EDAD 5065</td>
<td>3</td>
<td>Instructional Leadership</td>
<td></td>
</tr>
<tr>
<td>EDAD 5165</td>
<td>1</td>
<td>Fieldwork in Instructional Leadership</td>
<td></td>
</tr>
<tr>
<td>EDAD 5066</td>
<td>3</td>
<td>School Management</td>
<td></td>
</tr>
<tr>
<td>EDAD 5166</td>
<td>1</td>
<td>Fieldwork in School Management</td>
<td></td>
</tr>
<tr>
<td>EDAD 5067</td>
<td>3</td>
<td>School Finance</td>
<td></td>
</tr>
<tr>
<td>EDAD 5167</td>
<td>1</td>
<td>Fieldwork in School Finance</td>
<td></td>
</tr>
<tr>
<td>EDAD 5280</td>
<td>2</td>
<td>Clinical Internship</td>
<td></td>
</tr>
<tr>
<td>EDAD 5290</td>
<td>2</td>
<td>Reflection and Digital Portfolio Assessment</td>
<td></td>
</tr>
<tr>
<td>EDFN 5960</td>
<td>0</td>
<td>Comprehensive Exam</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
VIII. EDUCATIONAL ADMINISTRATION PROGRAM POLICIES

A. Cohort Assignment

When first admitted to the Program, candidates are assigned to a cohort, based on the candidate’s request and the need of the Program. Each cohort has specific days of the week and the location for the class meetings for the entire Program, unless the University is faced to alter the arrangements. Please note that class meetings for off-campus cohorts may be held on campus at the request of the instructors and for other reasons. Candidates should keep in mind that meeting at an off-campus site is not a right but a privilege. The candidate who has a personal reason to change the cohort assignment or the pace of the program must contact the Program Chair, Dr. Kim at Lkim@calstatela.edu, to make a necessary arrangement.

B. Registration

After the first several weeks of each semester, you will be provided with the registration information for the upcoming semesters. You’ll be given permits to register for a set of specific courses that are created for your cohort. You MUST register for the courses through GET during the registration period that is personally assigned to you by the University. If you fail to register by the end of the registration period, you may be dropped from your cohort and placed in the subsequent cohort only if there’s any space. REMEMBER, the key to registration is PAYING the fee before you register. Without paying your fee, you have NO access to GET. Keep in mind that it takes at least 3-4 days to process your payment before you’re given the access to GET. It is the student’s responsibility to confirm complete registration for ALL classes each semester through GET.

C. Grades

1. Students must maintain at minimum a B (3.0) grade point average in all course work included in the master’s degree program and must earn no grade lower than a "C" in any course.
2. Incomplete grades must be resolved within the following semester unless contracted otherwise.
3. Courses with NC or No Credit, grades must be retaken with the permission from the Program Chair.

D. Currency of Course Credits

All courses, including substituted courses, must be completed within seven (7) calendar years from the time the candidate plans to complete the program. Any course taken beyond the 7-year period must be retaken or validated regardless of the grade received. Permission to validate is granted only in very exceptional
circumstances; it is not given automatically and not given for more than 12 units. It requires the Program Chair’s recommendation and an approval by the CCOE Associate Dean of Curriculum and Assessment. Prior to the Program Chair’s recommendation, a faculty with the expertise in the course must validate currency and competence of the candidate in knowledge and skills covered in the substituted course through a variety of validating method, including examination. Permission is granted by approved “Petition for Course Validation by Examination” (GS-16) and this form is available in the Office Associate Dean of Curriculum and Assessment (KH D2070). Candidates planning to petition course validation must submit the request early in the program as the process may be delayed depending on the circumstances in the University. It is the candidate’s responsibility to acquire ‘approval for the course credit’ prior to disenrolling from the substituted course.

E. Course Schedule

Candidates must follow the course schedule assigned for the cohort team. Exceptions must be approved by the advisor AND the Program Chair. Candidates who are unable to stay with the assigned course schedule must be placed into a different cohort team by the Program Chair as soon as possible, Lkim@calstatela.edu.

F. Leave of Absence

Students can avoid losing current student standing by submitting a leave of absence request, approved by the CCOE Associate Dean of Curriculum and Assessment and the University Registrar prior to the beginning of the effective semester. Request forms are available at King Hall D2070 and Administration 146.

G. Student Conduct: Rights and Responsibilities

Inappropriate conduct by students is subject to discipline (expulsion, suspension, and probation) as provided in Sections 41301-41304 of Title 5, California Code of Regulations. Copies of the CSU Student Disciplinary Procedures, which govern enforcement of these regulations, are available from the Judicial Affairs Office, Student Affairs 108 or http://www.calstatela.edu/studentconduct.

Grounds for Student Discipline
Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences. The following are the grounds upon which student discipline can be based:
(1) Dishonesty, including:
   a. Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage.
   b. Furnishing false information to a University official, faculty member, or campus office.
c. Forgery, alteration, or misuse of a University document, key, or identification instrument.
d. Misrepresenting one’s self to be an authorized agent of the University or one of its auxiliaries.

(2) Unauthorized entry into, presence in, use of, or misuse of University property.
(3) Willful, material and substantial disruption or obstruction of a University-related activity, or any on-campus activity.
(4) Participating in an activity that substantially and materially disrupts the normal operations of the University, or infringes on the rights of members of the University community.
(5) Willful, material and substantial obstruction of the free flow of pedestrian or other traffic, on or leading to campus property or an off-campus University related activity.
(6) Disorderly, lewd, indecent, or obscene behavior at a University related activity, or directed toward a member of the University community.
(7) Conduct that threatens or endangers the health or safety of any person within or related to the University community, including physical abuse, threats, intimidation, harassment, or sexual misconduct.
(8) Hazing, or conspiracy to haze. Hazing is defined as any method of initiation or pre-initiation into a student organization or student body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury to any former, current, or prospective student of any school, community college, college, university or other educational institution in this state (Penal Code 245.6), and in addition, any act likely to cause physical harm, personal degradation or disgrace resulting in physical or mental harm, to any former, current, or prospective student of any school, community college, college, university or other educational institution. The term "hazing" does not include customary athletic events or school sanctioned events. Neither the express or implied consent of a victim of hazing, nor the lack of active participation in a particular hazing incident is a defense. Apathy or acquiescence in the presence of hazing is not a neutral act, and is also a violation of this section.
(9) Use, possession, manufacture, or distribution of illegal drugs or drug-related paraphernalia, (except as expressly permitted by law and University regulations) or the misuse of legal pharmaceutical drugs.
(10) Use, possession, manufacture, or distribution of alcoholic beverages (except as expressly permitted by law and University regulations), or public intoxication while on campus or at a University related activity.
(11) Theft of property or services from the University community, or misappropriation of University resources.
(12) Unauthorized destruction, or damage to University property or other property in the University community.
(13) Possession or misuse of firearms or guns, replicas, ammunition, explosives, fireworks, knives, other weapons, or dangerous chemicals (without the prior authorization of the campus president) on campus or at a University related activity.
(14) Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose.
Misuse of computer facilities or resources, including:
   a. Unauthorized entry into a file, for any purpose.
   b. Unauthorized transfer of a file.
   c. Use of another's identification or password.
   d. Use of computing facilities, campus network, or other resources to interfere with the work of another member of the University community.
   e. Use of computing facilities and resources to send obscene or intimidating and abusive messages.
   f. Use of computing facilities and resources to interfere with normal University operations.
   g. Use of computing facilities and resources in violation of copyright laws.
   h. Violation of a campus computer use policy.

Violation of any published University policy, rule, regulation or presidential order.

Failure to comply with directions or, or interference with, any University official or any public safety officer while acting in the performance of his/her duties.

Any act chargeable as a violation of a federal, state, or local law that poses a substantial threat to the safety or well being of members of the University community, to property within the University community or poses a significant threat of disruption or interference with University operations.

Violation of the Student Conduct Procedures, including:
   a. Falsification, distortion, or misrepresentation of information related to a student discipline matter.
   b. Disruption or interference with the orderly progress of a student discipline proceeding.
   c. Initiation of a student discipline proceeding in bad faith.
   d. Attempting to discourage another from participating in the student discipline matter.
   e. Attempting to influence the impartiality of any participant in a student discipline matter.
   f. Verbal or physical harassment or intimidation of any participant in a student discipline matter.
   g. Failure to comply with the sanction(s) imposed under a student discipline proceeding.

Encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.

Student Referral

According to Title 5, Sec.41101, it is the responsibility of the faculty to ensure that students enrolled in professional education programs are continuously and formally assessed. This mandate requires that faculty members review the performance of individuals who appear to exhibit behaviors that are indicative of severe problems and/or that are predictive of a lack of success in a school/agency environment. Faculty may refer students experiencing academic and/or professional difficulties to the Division Chair. Please keep in mind that your attitudes and behaviors during
interactions with faculty, staff, and other students provide opportunities to assess your professional conduct and dispositions.

Student Grievances
Grievances are formal complaints by students arising out of alleged actions of the University or its faculty, administrators, or officers, such actions being alleged by students to be unauthorized or unjustified and adversely to affect students' status, rights, or privileges, including actions based on race, color, religion, sex, sexual orientation, national origin, age, handicap, or veteran status.

For Grade Appeals/Academic Grievances:
http://www.calstatela.edu/sites/default/files/groups/Student%20Conduct%20Office/docs/grade_appeal_policy.pdf

For Non-Academic Grievances:
http://www.calstatela.edu/sites/default/files/groups/Judicial%20Affairs/Docs/student_grievance_procedures.pdf

Steps to follow:
(a) Make an attempt to resolve the issue with the person (faculty or staff) being alleged.
(b) If no satisfactory resolution is reached, make an appointment with the Division Chair to discuss the matter and your efforts to resolve the issue.
(c) If you're not satisfied with the Division Chair's recommendation, file for grievance. The forms are available in the Dean's Office.
(d) The Student Development Committee of the Charter College of Education will review the case and make a recommendation to the Dean who will make a decision on your case.
(e) You may appeal the Dean's decision to the University.
(f) Academic Grievance Appeal Form:
http://www.calstatela.edu/sites/default/files/groups/Judicial%20Affairs/Docs/grade_appeal_academic_grievance_form.pdf

H. Cell Phones
For the entire duration of each class session, students are expected to set their cell phone on the vibration mode and discouraged to take calls other than emergencies.

I. Emails
Students are prohibited from using the email addresses of their peers or faculty for the purposes other than instructed. Students are required to save all emails sent by the faculty and staff while enrolled in the Program.

Cal State L.A.'s “official” means of communicating with students is through electronic mail (e-mail) using students' Cal State L.A. assigned email address. E-mail provides
an environmentally sensitive, timely, and cost-effective means of communicating University business and academic information.

Students are expected to access their Cal State L.A. e-mail account on a regular basis so that official university, college, department and course communications are delivered and received in a timely manner, and students do not miss important communications. Students are considered to have been “officially notified” when information is sent to their Cal State L.A. email address. If you wish, you may forward your Cal State L.A. email to another account. This is easily done by following the instructions that may be found at the following link: http://www.calstatela.edu/its/training/pdf/office365fwemail.pdf

**Note:** Redirecting your email does not relieve you of your responsibilities associated with official communications sent by Cal State L.A.

**J. Documents**

Students are strongly encouraged to make copies of any documents they submit to faculty or the Division office. **Students must be able to submit duplicates when requested by the faculty or the staff.** Fieldwork documents are never returned to the students once submitted to the Division office or course instructors; therefore, students MUST make copies of all fieldwork documents before submitting them to the office or faculty if they want to use the documents as artifacts for their portfolios.

**K. Campus Resources**

http://www.calstatela.edu/ecst/tech/resources

- Center for Student Financial Aid: (323) 343-6260
- University Bookstore: http://calstate-la.bncollege.com/
- Cal State LA Tutorial Center: (323) 343-5350, Library, Palmer Wing, RM. 1039 http://www.calstatela.edu/tutorialcenter
- Cal State LA Library Circulation & Reserves Desk: (323) 343-3988 http://web.calstatela.edu/library/
- Computer Help Desk: (323) 343-6170 http://www.calstatela.edu/its/helpdesk
  Email: HelpDesk@calstatela.edu
- Campus Police: (323) 343-3700, Emergency: 911
- Campus Operator: (323) 323-3000
- GET Helpline: (323) 343-7438
- Golden Eagle Card: (323) 343-6800, Golden Eagle Building, 2nd. Fl. Rm. 220.1 http://www.calstatela.edu/gec
**IX. Candidate Assessment System in the Educational Leadership Program**

The Educational Leadership Program provides four decision points for each candidate’s formal assessments: (a) Admission Review; (b) Acceptance to the Educational Leadership Program; (c) Advancement to Master’s Candidacy; (c) Assessment of Candidate Competence and Performance.

**Decision Points in Educational Leadership**

<table>
<thead>
<tr>
<th>1. Admission Review</th>
<th>Result</th>
<th>Decision</th>
<th>Content of Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision-Making</td>
<td>No</td>
<td>Rejection Letter</td>
<td>Explain why admission is denied and suggest what to do for future attempts</td>
</tr>
<tr>
<td>Question: Does an</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>applicant meet all</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>admission criteria?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td>Conditional Acceptance Letter</td>
<td>Explain conditional acceptance is pending on university &amp; college admissions. Candidates are invited to an advisement meeting.</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Acceptance to the Educational Leadership Program (Semester 1)</th>
<th>Decision-Making Question: Does the candidate successfully complete EDAD courses of Semester 1 without any referral from EDAD faculty on professional dispositions?</th>
<th>No</th>
<th>Referral to Student Development Committee/ Division Chair</th>
<th>Advise students regarding difficulties observed. Implement the decision made by the CCOE Dean.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Nothing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Advancement to Master’s Candidacy</th>
<th>Decision-Making Question: Does the candidate qualify for Advancement to Master’s Candidacy</th>
<th>No</th>
<th>Deficiency Letter</th>
<th>Letter from CCOE, explaining deficiency factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Approval Letter</td>
<td>Letter from CCOE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Assessment of Candidate Competence and Performance</th>
<th>Decision-Making Question: Does the candidate demonstrate competence in CTC Standards?</th>
<th>No</th>
<th>A grade below “C” in EDAD 5290 (Portfolio Assessment)</th>
<th>Letter from CCOE, not recommending for MA degree &amp; Preliminary Administrative Services Credential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Recommended for Credential and MA</td>
<td>Diploma from the University Credential from CTC</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CRITERIA FOR DECISION MAKING POINTS

1. Admission Review

<table>
<thead>
<tr>
<th>Knowledge: Academic Qualifications</th>
<th>Skills: Professional Experiences</th>
<th>Dispositions: Leadership Dispositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bachelor’s Degree</td>
<td>1. Professional Teaching Credential</td>
<td></td>
</tr>
<tr>
<td>2. GPA: 2.75 for the last 60 semester units</td>
<td>2. At least 3 years of successful full-time teaching (or equivalent) experience after obtaining Professional Teaching Credential</td>
<td></td>
</tr>
<tr>
<td>3. Passage of CBEST</td>
<td>3. Positive Ratings on Recommendation Forms and/or letters from Administrator(s)</td>
<td></td>
</tr>
<tr>
<td>4. Writing Proficiency Requirement (Passage of WPE or CBEST writing score of 41 or higher)</td>
<td>4. Positive Ratings on Assessment of Disposition from Administrator(s)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Positive Ratings on Candidate’s Personal Essay</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Positive Ratings on Candidate’s Resume</td>
<td></td>
</tr>
</tbody>
</table>

2. Acceptance to the Educational Leadership Program

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Dispositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Qualifications</td>
<td>Professional Experiences</td>
<td>Leadership Dispositions</td>
</tr>
<tr>
<td>B or better grades in academic courses taken during Semester 1</td>
<td>B or better grades in fieldwork courses taken during Semester 1</td>
<td>1. No referrals from Semester 1 instructors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Evaluation by Faculty and peers.</td>
</tr>
</tbody>
</table>

3. Advancement to Master’s Candidacy

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Dispositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Qualifications</td>
<td>Professional Experiences</td>
<td>Leadership Dispositions</td>
</tr>
<tr>
<td>1. Completed at least 12 units with a “B” average.</td>
<td>1. B or better grade average point for EDAD fieldwork courses</td>
<td>1. No referrals from EDAD instructors</td>
</tr>
<tr>
<td>2. Passed WPE.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Have no Incomplete or NC grade(s).</td>
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<td></td>
</tr>
</tbody>
</table>

4. Assessment of Candidate Competence and Performance

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Dispositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Qualifications</td>
<td>Professional Experiences</td>
<td>Leadership Dispositions</td>
</tr>
<tr>
<td>Demonstrate knowledge meeting CTC Standards</td>
<td>Demonstrate proficient skills meeting CTC Standards</td>
<td>Positive Ratings on Assessment of Disposition</td>
</tr>
</tbody>
</table>
X. ASSESSMENT OF CANDIDATE COMPETENCE AND PERFORMANCE

Prior to recommending each candidate for a Preliminary Administrative Services Credential, CTC Program Standard 14 requires the university to "determine, on the basis of thoroughly documented evidence, that each candidate has demonstrated a satisfactory knowledge and understanding of the California Administrator Content Expectations (CACEs) and satisfactory performance on the full range of California Administrator Performance Expectations (CAPEs)" in verification of candidate competence and performance.

Throughout EDAD courses, 109 CACEs are integrated in course contents. When you receive a satisfactory grade for a course, you’re determined to have “demonstrated a satisfactory knowledge and understanding of the California Administrator Content Expectations (CACEs)” that are specified in the course. Thus, when you complete the program with passing grades of all courses, you would have demonstrated a satisfactory knowledge and understanding of the ALL California Administrator Content Expectations (CACEs).

The Cal State LA Educational Leadership Program faculty determined that portfolio assessment would be used to assess the candidate performance on the full range of 17 California Administrator Performance Expectations (CAPEs). Candidates will start developing their own online portfolios while taking EDAD 5101, Laboratory for EDAD Digital Portfolios in the first semester and complete them during the last semester in EDAD 5290, Reflection and Digital Portfolio Assessment. It is strongly recommended that candidates collect documents and other artifacts throughout the Program and compile (and digitize) them according to each standard to alleviate the documentation process in EDAD 5290.

While there are many ways to fulfill the requirements, the Educational Administration faculty strongly recommend that candidates carefully review the competence standards and plan fieldwork activities that are related to these standards in collaboration with university and site supervisors. Note that many of the competence standards require performance evidences of demonstration of ability and knowledge. All candidates are encouraged to actively participate in many facets of leadership tasks.
### A. CTC Standards of Candidate Competence and Performance

**California Administrator Content Expectations (CACEs)**

<table>
<thead>
<tr>
<th>CACE</th>
<th>Description of CACEs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. DEVELOPMENT &amp; IMPLEMENTATION OF A SHARED VISION</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>A-1. Major theories and concepts in educational leadership</td>
</tr>
<tr>
<td>2</td>
<td>A-2. Relationships between leadership theory and practice in the context of contemporary educational issues in California</td>
</tr>
<tr>
<td>3</td>
<td>A-3. Skills and strategies for facilitating the development of a shared, student-centered vision with and across multiple constituencies</td>
</tr>
<tr>
<td>4</td>
<td>A-4. Components and characteristics of a sound and sustainable school vision, including applying data from multiple measures of student learning to developing a vision of teaching and learning for all students</td>
</tr>
<tr>
<td>5</td>
<td>A-5. Skills and strategies for facilitating the alignment of the school’s vision with the LEA’s vision and goals</td>
</tr>
<tr>
<td>6</td>
<td>A-6. Identify and understand the political, social, economic, and cultural contexts of education at the local, regional, state, and federal levels that affect California public schools and how to respond to and influence these contexts</td>
</tr>
<tr>
<td>7</td>
<td>A-7. Public school governance in California, including the structure and organization of public schooling and the roles and responsibilities of various individuals and system components</td>
</tr>
<tr>
<td>8</td>
<td>A-8. The relationships between federal, state, and local educational policies and practices and the role of specified policies and practices in ensuring equitable, democratic public education for all students</td>
</tr>
<tr>
<td>9</td>
<td>A-9. Examine and respond to equity issues related to race, diversity, and access, using inclusive practices</td>
</tr>
<tr>
<td>10</td>
<td>A-10. Identify potential barriers to accomplishing the vision and effective ways to work with others to address and overcome barriers</td>
</tr>
<tr>
<td>11</td>
<td>A-11. Shape school programs, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision</td>
</tr>
<tr>
<td>12</td>
<td>A-12. Facilitate the comprehensive integration of technology to support achievement of the vision</td>
</tr>
<tr>
<td>13</td>
<td>A-13. Communicate about, model, and hold oneself and others accountable for the exhibition of personal and professional ethics, integrity, justice, and fairness</td>
</tr>
<tr>
<td>14</td>
<td>A-14. Skills and strategies for leveraging and marshaling sufficient resources to implement and attain the vision for all student groups</td>
</tr>
<tr>
<td>15</td>
<td>A-15. The importance of communicating information about the school on a regular and predictable basis to all families through a variety of media, and ensuring that all constituents have ample access to information sources</td>
</tr>
<tr>
<td>16</td>
<td>A-16. Effective, professional, and interactive communication with various audiences and for various educational purposes, including consensus building and decision making</td>
</tr>
<tr>
<td>17</td>
<td>A-17. Network with other professionals to improve personal knowledge and skills necessary for the job of a school administrator</td>
</tr>
<tr>
<td>18</td>
<td>A-18. Understand the roles of a broad range of support staff and mental health professionals</td>
</tr>
<tr>
<td>19</td>
<td>A-19. Understand how to facilitate a strong network of support of all school staff including physical and mental health professionals</td>
</tr>
<tr>
<td>20</td>
<td>A-20. Understand how to identify and access resources to help address difficult or complex problems and issues that may arise</td>
</tr>
</tbody>
</table>

| **B. INSTRUCTIONAL LEADERSHIP** |
| 21 | B-1. Understand how to advocate, nurture, and sustain a positive culture of learning that emphasizes high expectations and an instructional program that promotes success for all student groups. |
| 22 | B-2. Recognize and identify mental health conditions that support or hinder student achievement |
| 23 | B-3. California’s K–12 student academic content standards and state-adopted assessment systems for measuring student performance |
| 24 | B-4. K–12 standards-based curricula and adopted/articulated instructional programs and materials throughout the grades and/or content areas, including instructional uses and applications of technology within the educational program for all teachers and student |
| 25 | B-5. Teacher observation and evaluation systems grounded in standards-based teaching and learning |
| 26 | B-6. Appropriate and “best” instructional practices for all learners, including English learners, students with special needs, and students who are gifted/talented |
| 27 | B-7. Types of evidence need to support making evidence-based decisions regarding instructional improvement, including changes in practice |
| 28 | B-8. Data Analysis and Use techniques for identifying, collecting, analyzing, evaluating, and using various types of data to engage staff in looking at their instructional effectiveness and making data-based instructional and programmatic decisions |
| 29 | B-9. Methods/approaches to providing constructive feedback to teachers based on classroom observations and analysis of student work and/or assessments |
| 30 | B-10. Promote student engagement in understanding learning objectives, student understanding of how they will be able to achieve the learning objectives, and multiple ways for students to access the curriculum |
| 31 | B-11. Valid processes for developing appropriate and effective classroom assessments as one source of multiple data about teacher effectiveness and student learning |
| 32 | B-12. Understand the purpose, role and use of multiple assessments to continuously evaluate student learning |
| 33 | B-13. Barriers to learning such as discriminatory practices, personal and institutional bias and steps to minimize or eliminate these barriers |
| 34 | B-14. Knowledge of appropriate, effective college and career readiness and co-curricular activities |
| 35 | B-15. Skills and strategies for engaging all parents/guardians in the instructional program and in behavior management systems in ways that support high expectations |
| 36 | B-16. Principles of adult learning and their use in designing, facilitating, and implementing effective, motivating, and data-driven professional development programs and opportunities that focus on authentic problems and student outcomes |
| 37 | B-17. Induction programs for beginning teachers, including BTSA |
| 38 | B-18. Support methods such as mentoring, coaching, observation, and feedback, to promote effective teaching and improve performance for all faculty and staff |
| 39 | B-19. Effective uses of data to assess and diagnose instructional needs, define staff goals for continuous improvement, and collaboratively design differentiated professional development to meet needs and achieve goals |
| 40 | B-20. Strategies for building staff capacity through systems of support and development, integrating opportunities for continuous learning into the educational environment, and engaging faculty and staff in ongoing reflection, self-assessment and self-directed change and improvement |
| 41 | B-21. Effective uses of staff time for purposes of professional development for both individual and school purposes and goals |
| 42 | B-22. Strategies for self-improvement and planning for continuous learning in order to serve as a role model for others |
| 43 | B-23. Classroom structures, schedules, instructional materials, and grouping practices that support teaching and learning goals and that facilitate active learning and promote student reflection and inquiry |
| 44 | B-24. Understands how to create a dynamic learning environment that appropriately integrates technology to facilitate student learning, creativity, and collaboration |
| 45 | B-25. Policies and practices for determining student learning needs, placing students in appropriate learning contexts, and ensuring full access to the curriculum for all students |
| 46 | B-26. Understand and maximize the relationships between student behavior management systems and student success |
| 47 | B-27. Understand how to develop and implement positive and equitable behavior management systems that promote and support a collaborative, positive culture of learning |
| 48 | B-28. Understand how to establish a culture of individual and collective accountability among students, teachers, and other staff by developing and implementing an accountability system grounded in standards-based teaching and learning |
| 49 | B-29. Understand how to use the influence and power inherent in a leadership position to enhance the educational program, promote learning for all student groups, and make fair and appropriate decisions |
| 50 | B-30. Strategies for creating a positive, safe, and supportive learning environment for all student groups by promoting equity and respect among all members of the school community |
| 51 | B-31. Principles of educational equity and diversity, and how to provide equitable access to the school, the curriculum, and available programmatic supports to all groups of students and their parents/guardians |
| 52 | B-32. Identify and recognize discriminatory practices in education and how to identify, analyze, minimize, and eliminate potential personal and institutional bias |
## C. MANAGEMENT AND LEARNING ENVIRONMENT

| 53 | C-1. Theories and strategies for instituting, managing, and evaluating a school change process |
| 54 | C-2. Theories and strategies for communicating with and involving multiple constituencies in identifying student and school needs and in working with others to improve student learning opportunities and outcomes for all students, including English learners and students with special needs |
| 55 | C-3. Culturally responsive, research-based, student centered classroom management and school-wide positive discipline intervention and prevention strategies that address the social and mental health needs of the child with the goal of keeping all students in school and on course toward graduation |
| 56 | C-4. Strategies for involving multiple constituencies in sharing and using data to assess and diagnose instructional needs, define student, staff, and community goals for continuous improvement, problem solve, and collaboratively design a school growth plan consistent with the school’s vision and goals |
| 57 | C-5. Strategies for building staff capacity to bring about school improvement through implementing systems of support and development, integrating opportunities for continuous learning into the educational environment, and engaging faculty and staff in ongoing reflection and self-assessment relative to student outcomes |
| 58 | C-6. Strategies for building community capacity to bring about school improvement through involving the community in school improvement activities and engaging with the community in ongoing reflection relative to student outcomes |
| 59 | C-7. Use time and technology effectively to help manage the school improvement process |
| 60 | C-8. Understand how to coordinate the identification, acquisition, development and use of internal and external resources, including human, fiscal, and material resources to provide support for implementing the school growth plan |
| 61 | C-9. Strategies for continuous progress monitoring of the school’s growth plan and outcomes, and for using those data for updating the school growth plan as needed |

## D. FAMILY AND COMMUNITY ENGAGEMENT

<p>| 62 | D-1. Principles of adult learning and their use in designing, facilitating, and implementing effective, motivating, and data-driven professional development programs and opportunities that focus on authentic problems and on improving student learning outcomes consistent with the school growth plan |
| 63 | D-2. Skills and strategies for providing opportunities for all staff to develop and use skills for collaboration, distributed leadership, reflection, shared decision making, and problem solving in support of student learning and for inspiring higher levels of performance, commitment, and motivation |
| 64 | D-3. Model self-improvement and related professional growth activities, and demonstrating monitoring of improvement in one’s own performance |
| 65 | D-4. Understand how to use professional development for faculty, staff, and self to promote lifelong learning and the success of all student groups |
| 66 | D-5. Understand how to implement effective induction plans for new teachers and use a variety of methods, such as mentoring, coaching, observation, and feedback, to promote effective teaching and improve performance for all faculty and staff |
| 67 | D-6. Understand how to use data to assess and diagnose instructional needs, define staff goals for continuous improvement, and collaboratively design differentiated professional development to meet needs and achieve goals |
| 68 | D-7. Strategies for building individual staff capacity through systems of support and development, integrating opportunities for continuous learning into the educational environment, and engaging faculty and staff in ongoing reflection and self-assessment |
| 69 | D-8. Model how to develop and implement a plan for self-improvement and continuous learning; use various types of activities and resources to engage in effective professional development; and reflect on personal leadership practices and their influence on others |
| 70 | D-9. Understand how to use time and technology effectively to improve instructional leadership and promote personal and professional growth |
| 71 | D-10. Understand how to support, motivate, and provide recognition to staff at various stages in career development |
| 72 | D-11. Strategies and opportunities to involve parents and the community in identifying and providing targeted professional and personal growth activities to support student achievement as well as increase adults’ knowledge and skills |</p>
<table>
<thead>
<tr>
<th>E. ETHICS AND INTEGRITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>73 E-1. Understand federal, state, and local laws, regulations, and guidelines relating to public schools and the educational process</td>
</tr>
<tr>
<td>74 E-2. School finance in California, including relevant laws and regulations (e.g., state and local revenue sources, capital and operational funding, federal funding)</td>
</tr>
<tr>
<td>75 E-3. Understand constitutional rights and protections for students and staff (e.g., due process, equal access, free speech, harassment) in various educational contexts and the role of the educational administrator in monitoring and ensuring compliance with these rights and protections</td>
</tr>
<tr>
<td>76 E-4. Understand and apply principles of conflict resolution, student discipline, school disciplinary procedures, including manifestation determination for serious offenses and overall management of the school climate to promote a school culture that is safe and welcoming for all students</td>
</tr>
<tr>
<td>77 E-5. Understand school-wide intervention strategies</td>
</tr>
<tr>
<td>78 E-6. Understand legal issues and responsibilities related to an evolving technological culture (e.g., ensuring equitable access to digital tools and resources to meet all students’ needs, implementing policies for the safe and appropriate use of information technology, promoting responsible use of technology)</td>
</tr>
<tr>
<td>79 E-7. Understand how district policies and specific laws (e.g., related to students with disabilities, English learners, parents/guardians, mandated reporting, confidentiality, liability) at the federal, state, and local levels affect individuals and schools, and how to ensure that the school operates consistently within the parameters of applicable laws, policies, regulations, and requirements</td>
</tr>
<tr>
<td>80 E-8. Understand, develop, and monitor the school’s budget and expenditures, including involving stakeholders in budgeting processes and procedures for communicating and reporting accurate financial information to a variety of audiences (e.g., school boards, community members)</td>
</tr>
<tr>
<td>81 E-9. Prioritize use of school resources, including the budget, to support the school’s vision, goals, and growth plan</td>
</tr>
<tr>
<td>82 E-10. Research-based strategies and best practices for establishing, monitoring, and evaluating organizational structures, processes, and systems that promote a culture of collaboration and respect and that maintain a focus on continuous improvement and enhanced achievement for all student groups</td>
</tr>
<tr>
<td>83 E-11. Understand how to apply systems thinking to set priorities and manage organizational complexity</td>
</tr>
<tr>
<td>84 E-12. Principles and procedures for evaluating and using technology to facilitate effective and timely communication, manage information, enhance collaboration, and support effective management of the organization</td>
</tr>
<tr>
<td>85 E-13. Effective, legal, equitable, and ethical procedures for recruiting, selecting, hiring, inducting, developing, and retaining staff</td>
</tr>
<tr>
<td>86 E-14. Effective, legal, equitable, and ethical procedures for evaluating, supervising, disciplining, and dismissing staff</td>
</tr>
<tr>
<td>87 E-15. Skills and strategies for coordinating and aligning human resources, including making appropriate staffing and teacher placement decisions, to support organizational goals and promote equitable learning opportunities for all student groups</td>
</tr>
<tr>
<td>88 E-16. Understand processes of labor relations and collective bargaining as they relate to education in California, and contract implementation and management within the local setting</td>
</tr>
<tr>
<td>89 E-17. Understand how to manage legal and contractual agreements and records in ways that foster a professional work environment and ensure privacy and confidentiality for all students and staff, including using appropriate technological tools</td>
</tr>
<tr>
<td>90 E-18. Practices and procedures (e.g., record keeping, repair and maintenance, custodial services) and legal requirements (e.g., fire safety codes, OSHA regulations, Civic Center Act) for sustaining a safe, efficient, clean, well-maintained, and productive school environment</td>
</tr>
<tr>
<td>91 E-19. Legal and policy requirements related to school safety and how to develop and implement district and school plans and procedures for ensuring student and staff safety and building security, including principles and practices related to crisis planning and emergency management</td>
</tr>
<tr>
<td>92 E-20. Effective and equitably applied student behavior management principles and practices, including tiered disciplinary measures, that promote a safe and productive learning environment for all students</td>
</tr>
<tr>
<td>93 E-21. Understand the effective use of outside support organizations for student health, safety, and well-being</td>
</tr>
</tbody>
</table>
| 94 E-22. Space to meet instructional needs and accommodate extended learning programs (e.g.,
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>95</td>
<td>E-23. Use of technological systems and tools to support the management of school operations</td>
</tr>
<tr>
<td>96</td>
<td>E-24. Procedures, practices, and legal requirements for managing auxiliary services (e.g., federal and state regulations related to food services, health services, student transportation, free and reduced-price meals)</td>
</tr>
<tr>
<td>97</td>
<td>E-25. Understand how to use planning and problem solving to allocate fiscal and material resources effectively, legally, equitably, ethically, and in ways that align with teaching and learning goals for all student groups</td>
</tr>
<tr>
<td>98</td>
<td>E-26. Types of financial records, procedures for accurate record keeping and reporting, including legal requirements, and the use of current technologies for financial management and business procedures</td>
</tr>
<tr>
<td>99</td>
<td>E-27. Strategies for responding effectively to the unpredictable circumstances or unintended consequences of decisions and/or school events</td>
</tr>
<tr>
<td>F</td>
<td>F. EXTERNAL CONTEXT AND POLICY</td>
</tr>
<tr>
<td>100</td>
<td>F-1. Defining an inclusive “school community”</td>
</tr>
<tr>
<td>101</td>
<td>F-2. Understand the multiple connections between school, families, and the community</td>
</tr>
<tr>
<td>102</td>
<td>F-3. Skills and strategies for effectively communicating the shared vision, helping all stakeholders understand the vision, and encouraging the entire school community to work toward achieving the vision</td>
</tr>
<tr>
<td>103</td>
<td>F-4. Strategies for developing, nurturing, mobilizing and leveraging community support for the school, its programs and activities to promote equity and success for all student groups</td>
</tr>
<tr>
<td>104</td>
<td>F-5. How to learn about and address the diverse expectations, needs, goals, and aspirations of family and community groups and incorporate this knowledge as a basis for planning and decision making</td>
</tr>
<tr>
<td>105</td>
<td>F-6. Skills and strategies for trust building, team building, consensus building, and conflict resolution and for promoting a sense of shared responsibility among all members of the multicultural educational community</td>
</tr>
<tr>
<td>106</td>
<td>F-7. Strategies for addressing the concerns of stakeholders who may find change threatening and to overcome barriers to change</td>
</tr>
<tr>
<td>107</td>
<td>F-8. Strategies for reaching out to the broader community, including families, agencies, and community organizations, to promote the health, safety, and well-being of all students</td>
</tr>
<tr>
<td>108</td>
<td>F-9. Public speaking, advocacy, diplomacy, writing and presentation skills necessary to advocate for the school, its accomplishments and its needs</td>
</tr>
<tr>
<td>109</td>
<td>F-10. Expository, persuasive, and narrative writing skills necessary to advocate for the school, its accomplishments and its needs</td>
</tr>
</tbody>
</table>
### California Administrator Performance Expectations (CAPEs)

<table>
<thead>
<tr>
<th>Cape</th>
<th>Description of CAPEs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAPE 1: Development &amp; Implementation of a Shared Vision</strong></td>
<td>Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.</td>
</tr>
</tbody>
</table>

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

1. Develop a student-centered vision of teaching and learning based on the understanding that the school’s purpose is to increase student learning and well-being.
2. Analyze available student and school data from multiple sources to develop a site-specific vision and mission.
3. Analyze and apply political, social, economic, and cultural contexts to inform the school’s vision and mission.
4. Analyze and align the school’s vision and mission to the district’s goals.
5. Explain how school plans, programs, and activities support the school’s vision to advance the academic, linguistic, cultural, aesthetic, social-emotional, behavioral, and physical development of each student.
6. Communicate the school’s vision of teaching and learning clearly to staff and stakeholders.

#### 1B: Developing a Shared Vision and Community Commitment
New administrators apply their understanding of school governance and the roles, responsibilities, and relationships of the individual and entities within the California education system that shape staff and community involvement. During preliminary preparation, aspiring administrators learn how to:

1. Engage staff and diverse community stakeholders in a collaborative process, including consensus building and decision making, to develop a vision of teaching and learning that is shared and supported by all stakeholders.
2. Use effective strategies for communicating with all stakeholders about the shared vision and goals.
3. Promote a community commitment and collective sense of responsibility for enacting the school’s vision, mission, and goals.

#### 1C: Implementing the Vision
New administrators recognize and explain to staff and other stakeholders how the school vision guides planning, decision-making, and the change processes required to continuously improve teaching and learning. During preliminary preparation, aspiring administrators learn how to:

1. Engage staff and other stakeholders in sharing data to assess program/instructional strengths and needs that lead to student, staff, and community goals.
2. Use the goals in developing and implementing a plan aligned with the school’s shared vision of equitable learning opportunities for all students.
3. Collect, analyze, and use multiple sources of data for ongoing monitoring to determine whether the plan is helping staff and stakeholders move toward the school’s vision.
4. Share results with students, staff, and other stakeholders and use this information to guide updates, revisions, and the allocation of resources to support the plan and advance the vision.
5. Facilitate and support school structures, systems, and conditions that offer equal opportunities for all students to succeed.

### Cape 2: Instructional Leadership
Education Leaders shape a collaborative culture of teaching and learning, informed by professional standards and focused on student and professional growth.

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

1. Use the California Standards for the Teaching Profession (CSTP) for teachers and the CAPEs and CPSEL for administrators to describe and set expectations for growth and performance for staff and for themselves.
2. Involve staff in identifying areas of professional strength and development that link to accomplishing the school’s vision and goals to improve instruction and student learning.
3. Assist staff in developing personalized professional growth plans, based on state-adopted standards that identify differentiated activities and outcomes for individual and collaborative learning based on the CSTP, CAPEs, and CPSEL.
4. Use resources to support evidence-based practices that staff can apply to solve school-level problems of practice.
### 2B: Promoting Effective Curriculum, Instruction, and Assessment

New administrators understand the role of instructional leader and use the state-adopted standards and frameworks to guide, support, and monitor teaching and learning. During preliminary preparation, aspiring administrators learn how to:

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

### 2C: Supporting Teachers to Improve Practice

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

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

### 2D: Feedback on Instruction

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

1. Use knowledge of TK–12 student academic content standards and appropriate instructional practices to observe classroom planning and instruction in accordance with LEA policy and practices; analyze evidence of teacher effectiveness based on student work and learning outcomes; communicate evaluative feedback effectively, equitably, and on a timely basis to help teachers improve instructional practices and foster positive learning environments.
2. Use the principles of reflective, courageous, and collegial conversation to provide unbiased, evidence-based feedback about observed teaching and learning to improve instructional practice.
3. Provide timely, constructive suggestions about instructional strategies and assessments, available resources, and technologies to refine and enhance instruction and assessment that supports student learning, safety, and well-being.

### CPSEL 3: Management & Learning Environment

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

### 3A: Operations and Resource Management

New administrators know that day-to-day and long-term management strategies are a foundation for staff and student health, safety, academic learning, and well being. During preliminary preparation, aspiring administrators learn how to:

1. Manage the interrelationships within the network of school operations; instructional programs; student services; and material, fiscal, and human resources.
2. Develop a plan to engage staff and other stakeholders in establishing routines and procedures for monitoring facilities, operations, and resource acquisition and distribution that help maintain a focus on access to learning opportunities and resources and positive outcomes for all students.
3. Follow regulations related to accessibility of the physical plant, grounds, classes, materials, and equipment for staff and students.
4. Use technology to facilitate communication, manage information, enhance collaboration, and support effective management of the school. Handle confidential matters relating to students and staff in a manner consistent with legal practices and ethical principles.
9 3B: Managing Organizational Systems and Human Resources
New administrators recognize personal and institutional biases and inequities within the education system and the school site that can negatively impact staff and student safety and performance and address these biases. During preliminary preparation, aspiring administrators learn how to:
1. Follow legal and ethical procedures for hiring, evaluating, supervising, disciplining, recommending for non-renewal, and dismissing staff.
2. Apply labor relations processes and collective bargaining in California and their application to contract implementation and management at the local level.
3. Use principles of positive behavior interventions, conflict resolution, and restorative justice and explain to staff and community members how these approaches support academic achievement, safety, and well-being for all students.
4. Use a systems thinking perspective to set priorities and manage organizational complexity; develop schedules and assignments that coordinate human resources, physical space, and time to maximize staff collaboration and student learning; and to engage staff and other stakeholders in using data to help establish, monitor, and evaluate the alignment and effectiveness of organizational processes to meet school goals and provide equitable access to opportunities for all students.

10 3C: Managing the School Budget
New administrators know the school’s budget and how the budget supports student and site needs. During preliminary preparation, aspiring administrators learn how to:
1. Apply foundational laws and regulations pertaining to California school finance, federal and state program funding, and local allocations.
2. Assess and analyze student and site needs and use this understanding as a base to support financial decision-making and efforts to prioritize expenditures that support the school’s vision, goals, and improvement plans.
3. Use various technologies related to financial management and business procedures.
4. Collaborate with finance office staff and other stakeholders, as appropriate, to understand, monitor, and report in a clear and transparent manner the school’s budget and expenditures including financial record keeping and accounting.

CPSEL 4: Family and Community Engagement
Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

11 4A: Parent and Family Engagement
New administrators engage families in education and school activities and understand the benefits of and regulations pertaining to their involvement. During preliminary preparation, aspiring administrators learn how to:
1. Engage family and community members in accomplishing the school’s vision of equitable schooling and continuous improvement that includes the academic, linguistic, cultural, social-emotional, mental and physical health, and/or other supports needed to succeed in school.
2. Create and promote a welcoming environment for family and community participation.
3. Recognize and respect family goals and aspirations for students.
4. Work with staff to develop a range of communication strategies to inform families about student assessments and achievement, teacher professional learning activities, school climate, and progress toward achieving school goals.

12 4B: Community Involvement
New administrators recognize the range of family and community perspectives and, where appropriate, use facilitation skills to assist individuals and groups in reaching consensus on key issues that affect student learning, safety, and well being. During preliminary preparation, aspiring administrators learn how to:
1. Build trust and work collaboratively with families and the community to promote a sense of shared responsibility and accountability for achieving the goal of graduating every student ready for college and careers.
2. Use strategies such as conflict resolution in facilitating communication between different community groups to reach consensus on key issues that can be incorporated into the school’s vision, plans, and decisions.
3. Access community programs and services that assist all students, including those who require extra academic, mental health, linguistic, cultural, social-emotional, physical, or other needs to succeed in school.
4. Explain to staff and other stakeholders the importance of ongoing community understanding and support by mobilizing and sustaining resources directed toward achieving school goals.

CPSEL 5: Ethics & 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.

**5A: Reflective Practice**

New administrators regularly review and reflect on their performance and consider how their actions affect others and influence progress toward school goals. During preliminary preparation, aspiring administrators learn how to:

1. Take responsibility for developing their professional leadership capacity and assess personal and professional challenges as a way to identify areas for self-improvement.
2. Use a professional learning plan to focus personal and professional growth in order to achieve the school’s vision and goals.
3. Seek opportunities for professional learning that address the range of students’ academic, linguistic, cultural, aesthetic, social-emotional, physical, and economic needs.
4. Maintain a high standard of professionalism, ethics, integrity, justice, and equity and expect the same behavior of others.

**5B: Ethical Decision-Making**

New administrators develop and know how to use professional influence with staff, students, and community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students. During preliminary preparation, aspiring administrators learn how to:

1. Recognize any possible institutional barriers to student and staff learning and use strategies that overcome barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, gender identity, sexual orientation, or other sources of educational disadvantage or discrimination.
2. Guide staff in examining issues that may affect accomplishment of the school’s vision, mission, and goals, including issues that may be related to race, diversity, and access.
3. Involve family and community stakeholders in reviewing aggregated and, where appropriate, disaggregated student data and evidence-based best practices to identify and address actual and anticipated challenges that can negatively affect student success.

**5C: Ethical Action**

New administrators understand that how they carry out professional obligations and responsibilities affects the entire school community. During preliminary preparation, aspiring administrators learn how to:

1. Apply policies and practices that both support student learning and protect the rights and confidentiality of students, families, and staff.
2. Act with integrity, fairness, and justice and intervene appropriately so that all members of the school community are treated equitably and with dignity and respect.
3. Use personal and professional ethics as a foundation for communicating the rationale for their actions.

**CPSEL 6: External Context & Policy**

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

**6A: Understanding and Communicating Policy**

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

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

**6B: Representing and Promoting the School**

New administrators understand that they are a spokesperson for the school’s accomplishments and needs. During preliminary preparation, aspiring administrators learn how to:

1. Improve their public speaking, writing, electronic communication, presentation, and advocacy skills.
2. Provide the public with a clear picture of what the school’s mission, vision, and goals are in order to garner public support for the school and its activities to promote student learning, safety, and well-being.
3. Communicate how the school is doing in meeting its goals and identify where resource contributions from the public are needed and would be most helpful.
4. Involve stakeholders in helping address the school’s challenges as well as sharing in its successes.
**B. Required Artifacts for California Administrator Performance Expectations (CAPEs)**

*Please clearly indicate in your CAPE cover page, if you have pre-approved alternate artifacts for any of these required artifacts for portfolio.*

<table>
<thead>
<tr>
<th>CAPE</th>
<th>CAPE Description</th>
<th>Required Artifacts for Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1A: Developing a Student-Centered Vision of Teaching and Learning</td>
<td>● SPSA</td>
</tr>
<tr>
<td>2</td>
<td>1B: Developing a Shared Vision and Community Commitment</td>
<td>● Promotional Video or Promotional Website</td>
</tr>
<tr>
<td>3</td>
<td>1C: Implementing the Vision</td>
<td>● School Climate Research Data Analysis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● School Climate Research Result(s)</td>
</tr>
<tr>
<td>4</td>
<td>2A: Personal and Professional Learning</td>
<td>● Video of PD Presentation</td>
</tr>
<tr>
<td>5</td>
<td>2B: Promoting Effective Curriculum, Instruction, and Assessment</td>
<td>● School Instructional Program Project</td>
</tr>
<tr>
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<td>● Professional Development Plan Form</td>
</tr>
<tr>
<td>6</td>
<td>2C: Supporting Teachers to Improve Practice</td>
<td>● Induction Plan</td>
</tr>
<tr>
<td>7</td>
<td>2D: Feedback on Instruction</td>
<td>● Teacher Observation Write Up</td>
</tr>
<tr>
<td>8</td>
<td>3A: Operations and Resource Management</td>
<td>● Schedule Matrix</td>
</tr>
<tr>
<td>9</td>
<td>3B: Managing Organizational Systems and Human Resources</td>
<td>● Formal Letter of Employee Reprimand/Warning</td>
</tr>
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<td></td>
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<td>● Summary of Interview with Union Leader</td>
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<tr>
<td>10</td>
<td>3C: Managing the School Budget</td>
<td>● PowerPoint of School Budget</td>
</tr>
<tr>
<td>11</td>
<td>4A: Parent and Family Engagement</td>
<td>● Grant Proposal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Recommendation of Parent/Community Activities</td>
</tr>
<tr>
<td>12</td>
<td>4B: Community Involvement</td>
<td>● PowerPoint of Partnership with Community Agency</td>
</tr>
<tr>
<td>13</td>
<td>5A: Reflective Practice</td>
<td>● Resource Packet</td>
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<tr>
<td></td>
<td></td>
<td>● Reflective Responses</td>
</tr>
<tr>
<td>14</td>
<td>5B: Ethical Decision-Making</td>
<td>● Current Event Log</td>
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<tr>
<td></td>
<td></td>
<td>● Equity Project</td>
</tr>
<tr>
<td>15</td>
<td>5C: Ethical Action</td>
<td>● Legal Research Project</td>
</tr>
<tr>
<td>16</td>
<td>6A: Understanding and Communicating Policy</td>
<td>● IRAC</td>
</tr>
<tr>
<td>17</td>
<td>6B: Representing and Promoting the School</td>
<td>● Opinion Letters to a Local Newspaper or Memo to the Board</td>
</tr>
</tbody>
</table>
C. **EDAD 5290 Grading Policy**

The grading policy for EDAD 5290, Reflection and Digital Portfolio Assessment, is based on the requirements of the CTC that prior to recommending each candidate for a Preliminary Administrative Services Credential, one or more persons responsible for the program determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of standards of candidate competence and performance in CAPEs. While individual instructors may include additional course requirements in addition to the development of the candidate portfolio in EDAD 5290, the Educational Administration Program faculty have determined that a candidate will be recommended for the Preliminary Administrative Services Credential if the candidate receives a passing grade in EDAD 5290, i.e., a “C” or better grade.

Using the Tier-1 Portfolio Assessment Rubrics, the guidelines for the grading system are as follows:

- **Grade A:** The Candidate must receive “Competent” or “Excellent” in EVERY CAPE and meet other criteria from the class for Grade A.
- **Grade B:** The Candidate must receive “Competent” in EVERY CAPE* and meet other criteria from the class for Grade B.
- **Grade C:** The candidate receives “Needs Improvement” on 1-3 CAPEs without “No Evidence” on any CAPE and meets other criteria from the class for Grade C.
- **Grade D:** The candidate receives “Needs Improvement” on 4 or more CAPEs or any “No Evidence”.

*Note: The candidate will be considered “Competent” in EVERY CAPE* when ALL required assignments for EDAD courses with “A” or “B” grades are included.

Candidates are strongly recommended to study the Portfolio Assessment Rubrics thoroughly and develop or collect artifacts that can be used to demonstrate a satisfactory performance on EVERY CAPE while enrolled in the Program.

D. **Multiple Assessors**

Each candidate must find three assessors to assess the portfolio, with each assessor completing the Portfolio Assessment Form, prior to submitting the portfolio to the EDAD 5290 instructor. The three assessors must consist of (a) one site administrator (the fieldwork site supervisor who has supervised the majority of the candidate’s fieldwork activities), (b) any other administrator who is currently employed in a school district; and (c) a cohort peer or a teacher who holds a professional clear teaching credential.

E. **Artifacts (Evidences)**

Artifacts are documented evidences you present to demonstrate your competence in meeting the CAPEs in your portfolio. After reviewing carefully what level of
performance competence is required in the CAPEs and rubrics, candidates should carefully select artifacts that best matches 'competence' level of every CAPE.

While candidates are strongly encouraged to collect the artifacts while enrolled in the Program, they are allowed to use artifacts produced within 3 years prior to the enrollment of the Program.

- A maximum of 20% Artifacts can be produced as candidates engage in volunteer activities in school and communities as well as other professional activities that are not part of the EDAD program activities.
- Each CAPE must have all Required Artifacts.
- Multiple types of artifacts must be collected, such as research papers, essays, reports, fieldwork documents, PowerPoint (PPT) slides, videos, letters of appreciation or commendation, etc.
- No artifact can be used more than one time.

Start collecting artifacts as soon as possible. Review and reflect on the past several years of your life records and see if you can find good artifacts as they can be used for your portfolio. As artifacts are being collected, they should be stored in an organized way by the CPSEL/CAPEs. Before filing each artifact away, be sure to highlight your name on the artifact and make a note of which aspect of the artifact should be emphasized for the best alignment with the CAPEs. This note on the artifact will help you write the rationale for the evidence(s) when you complete your portfolio in EDAD 5290. See Portfolio CAPE Cover Pages for CTC Standards. If your name cannot be highlighted in the artifact, explore other options to document that you are the actual author of the artifact, such as a verification memo from the supervisor. Developing a habit of documenting with your name for any administrative activity you are engaged is highly recommended. Keep in mind that you should NOT use handouts from a workshop or guidelines/handbooks from the district as artifacts unless you participated in the development of those documents.

After each semester, align the artifacts you’ve collected by that time to the most appropriate CAPE. As you’re reviewing the collection of the artifacts, pay attention to the CAPEs that are not well documented. Keep these CAPEs in mind when you’re engaged in the activities to produce artifacts, such as completing course assignments or planning for fieldwork activities. If you have a choice in selecting a topic for your course assignment, consider how you can complete the assignment while making it to be a good artifact for the missing element. When you’re planning optional fieldwork activities, discuss with your site supervisor (with feedback from the university faculty) on the selection of the activities to create needed artifacts. You can always read additional materials or seek for volunteer opportunities in school or community.

In EDAD 5290, when you develop your portfolio, use your discernment and wisdom as you select final artifacts for your portfolio. By the time you take EDAD 5290, you probably have collected many artifacts for each CAPE. Keep in mind that your portfolio will be assessed by at least three volunteer assessors (site supervisor, another
One way to show your appreciation to these volunteer assessors is to make the assessment process straightforward and undemanding. For each CAPE, choose the minimum number of artifacts that best demonstrate your competence. If an artifact only demonstrates one aspect of the competence in the CAPE while another artifact covers that particular aspect and other aspects of the CAPE as well, be brave and DELETE the first artifact that only covers one aspect of the CAPE even if it has a special sentimental value to you. Remember, the more is not always necessarily the better.

F. Organizing Your Portfolio

The portfolio you’re going to complete in EDAD 5290 represents a great deal of you—your administrative knowledge and skills as well as your creativity and organization skills. While the artifacts demonstrate your competence in educational leadership, how they are organized will demonstrate your uniqueness. You are encouraged to embellish your portfolio with graphics, quotes, pictures, videos, and other creative work. Guidelines on developing an online portfolio can be found in Section I.

While each portfolio is creatively developed to represent the candidate’s uniqueness, every portfolio must be organized within the following configuration:

1. Table of Contents
2. Introduction Page
3. Personal Data
4. Evidence of the CTC Competence, organized by CAPE
5. Reflection Essay

Table of Contents
The Table of Contents provides an outlined overview of your portfolio and helps assessors quickly find artifacts. The TOC should have the descriptions as well as page numbers or other location markers (such as hyperlinks).

Introduction Page
In this ONE page, provide a succinct overview of the portfolio and highlights of your portfolio. The purpose of this Introduction Page is to provide a commercial to the assessor on your portfolio.

Personal Data
Any documents that represent you but do not have a specific place in the Evidence section of your portfolio should be included in this section, such as your resume, transcripts, credentials, letters of recommendation, vision statement, certificates, etc. Remember to remove ALL personal information of yours and other people from documents BEFORE you upload them.

Evidence of the CTC Competence
This is the main body of the portfolio, organized under SIX (6) CPSEL. For each standard, artifacts should be organized by CAPE. Each CAPE should have a CAPE Cover Page where artifacts are listed and the rationales of the artifacts for the CAPE.

Reflection Essay
Complete ONLINE at https://drlorikim.wixsite.com/edad before the due date.

1. About You and the Program....
   a. What are your perceptions of any personal and professional changes that you experienced as a result of your participation in the EDAD program at Cal State LA? Please cite specific examples whenever possible.
   b. What were the most transforming experiences you had while participating in the program?
   c. Do you feel that you are “ready” to assume an administrative position? Whether yes or no, please elaborate.
   d. What will you want to work on next to increase your effectiveness as a school leader? How would you do that?

2. About You and Your Portfolio....
   a. What were your feeling and thinking at the beginning of the portfolio compilation process?
   b. What were your feeling and thinking at the end of the portfolio compilation process?
   c. Do you agree that portfolio assessment is authentic, i.e., measure the competence of candidates accurately?
   d. Do you have any suggestions for the students in the EDAD program regarding portfolios?

G. CTC CAPE Cover Pages for Your Portfolio

You are encouraged to use these cover pages for each of the CAPEs when you organize the artifacts for your portfolio. Include each cover page in front of the artifacts for the corresponding CAPE in your portfolio. Each cover page indicates to which CAPE it belongs, describes the content of the CAPE and the rubrics that the assessors will use to evaluate your portfolio. At the bottom of each cover page, you will TYPE in the artifacts and the rationales that correspond to each artifact. After you organize artifacts for each CAPE, list the artifacts in the right column of the CAPE cover page, in the order they appear in your portfolio. In the left column, describe how each artifact demonstrates the competency required in the CAPE. Keep in mind that you will NOT be standing next to the portfolio assessor to explain why you included particular artifacts for the CAPE. The rationale you write in the left column must be succinct and to the point. Remember, the portfolio assessors have to review ALL of your artifacts for all CAPEs, in the midst of their busy schedule.

When you’re organizing the artifacts for each CAPE, first reflect upon the content of the CAPE and the rubrics, then select the MINIMUM number of the artifacts that fully demonstrate the competency required in the CAPE. Since you’ve been collecting artifacts for more than a year, you will have plenty of artifacts to choose from. While
you may be very fond of the initial collections as they have precious memories of your new awakening experiences to leadership, keep in mind that they may not be the best quality artifacts as you’ve grown professionally throughout the program. You need to be very brave to select quality artifacts over sentimentally-valued artifacts.

When your portfolio is complete, give your portfolio link to each assessor, the Portfolio Rubrics booklet, and a Portfolio Assessment Form. After you collect three Portfolio Assessment Forms (from your site administrator, another administrator, and a cohort peer/professional teacher), submit the three Portfolio Assessment Forms to the EDAD 5290 instructor.
CPSEL 1: Development & Implementation of a Shared Vision

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

CAPE 1

1A: Developing a Student-Centered Vision of Teaching and Learning

New administrators develop a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.

During preliminary preparation, aspiring administrators learn how to:
1. Develop a student-centered vision of teaching and learning based on the understanding that the school’s purpose is to increase student learning and well-being.
2. Analyze available student and school data from multiple sources to develop a site-specific vision and mission.
3. Analyze and apply political, social, economic, and cultural contexts to inform the school’s vision and mission.
4. Analyze and align the school’s vision and mission to the district’s goals.
5. Explain how school plans, programs, and activities support the school’s vision to advance the academic, linguistic, cultural, aesthetic, social-emotional, behavioral, and physical development of each student.
6. Communicate the school’s vision of teaching and learning clearly to staff and stakeholders.

Rubrics for 1A: Developing a Student-Centered Vision of Teaching and Learning

<table>
<thead>
<tr>
<th>Needs Improvement (NI) Practice that is directed toward the standard</th>
<th>Competent (C) Practice that meets the standard</th>
<th>Excellent (E) Practice that exemplifies the standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The candidate may have begun the process of engaging all stakeholders of the school (program, grade level, district, etc.) in initial dialogue about the importance of site vision and activities toward the development and use of multiple data are in preliminary stages.</td>
<td>• The candidate facilitates participants in examining standards, considering data/information about students, and identifying desired outcomes.</td>
<td>• The candidate guides a collaborative process of dialogue that generates a site vision for which there is broad consensus while ensuring the vision reflects the needs and strengths of the student population, as indicated from the data and other indicators.</td>
</tr>
</tbody>
</table>

How would you demonstrate competency in the CAPE?

| Evidence(s) |
CPSEL 1: Development & Implementation of a Shared Vision

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

CAPE 2

1B: Developing a Shared Vision and Community Commitment

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

During preliminary preparation, aspiring administrators learn how to:

1. Engage staff and diverse community stakeholders in a collaborative process, including consensus building and decision making, to develop a vision of teaching and learning that is shared and supported by all stakeholders.
2. Use effective strategies for communicating with all stakeholders about the shared vision and goals.
3. Promote a community commitment and collective sense of responsibility for enacting the school’s vision, mission, and goals.

Rubrics for 1B: Developing a Shared Vision and Community Commitment

<table>
<thead>
<tr>
<th>Needs Improvement <strong>(NI)</strong></th>
<th>Competent <strong>(C)</strong></th>
<th>Excellent <strong>(E)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice that is directed toward the standard</td>
<td>Practice that meets the standard</td>
<td>Practice that exemplifies the standard</td>
</tr>
<tr>
<td>□ The candidate may have begun to introduce the shared vision into site meetings and school activities.</td>
<td>□ The candidate ensures that decisions about the vision are shared with the school community and reflect the needs/input of key constituencies.</td>
<td>□ The candidate has begun linking the vision to ongoing teaching and learning activities.</td>
</tr>
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</table>

How would you demonstrate competency in the CAPE?

<table>
<thead>
<tr>
<th>Evidence(s)</th>
<th>Evidence(s)</th>
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</table>
**CPSEL 1: Development & Implementation of a Shared Vision**

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

**CAPE 3**

**1C: Implementing the Vision**

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

During preliminary preparation, aspiring administrators learn how to:

1. Engage staff and other stakeholders in sharing data to assess program/instructional strengths and needs that lead to student, staff, and community goals.
2. Use the goals in developing and implementing a plan aligned with the school’s shared vision of equitable learning opportunities for all students.
3. Collect, analyze, and use multiple sources of data for ongoing monitoring to determine whether the plan is helping staff and stakeholders move toward the school’s vision.
4. Share results with students, staff, and other stakeholders and use this information to guide updates, revisions, and the allocation of resources to support the plan and advance the vision.
5. Facilitate and support school structures, systems, and conditions that offer equal opportunities for all students to succeed.

**Rubrics for 1C: Implementing the Vision**

<table>
<thead>
<tr>
<th>Needs Improvement (NI)</th>
<th>Competent (C)</th>
<th>Excellent (E)</th>
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</thead>
<tbody>
<tr>
<td>Practice that is directed toward the standard</td>
<td>Practice that meets the standard</td>
<td>Practice that exemplifies the standard</td>
</tr>
<tr>
<td>☐ The candidate may have introduced the vision and the examination of data into some planning and decision-making.</td>
<td>☐ The candidate supports staff in developing capacity to think systematically about strategic courses of action that are likely to move the school toward the vision.</td>
<td>☐ The candidate organizes and facilitates data analysis and long-range planning activities with staff that result in the development of a strategic plan for the site that identifies course of action aimed at achieving the vision.</td>
</tr>
</tbody>
</table>

**How would you demonstrate competency in the CAPE?**

<table>
<thead>
<tr>
<th>Evidence(s)</th>
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</table>
**CPSEL 2: Instructional Leadership**

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

**CAPE 4**

**2A: Personal and Professional Learning**

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

During preliminary preparation, aspiring administrators learn how to:

1. Use the California Standards for the Teaching Profession (CSTP) for teachers and the CAPEs and CPSEL for administrators to describe and set expectations for growth and performance for staff and for themselves.
2. Involve staff in identifying areas of professional strength and development that link to accomplishing the school’s vision and goals to improve instruction and student learning.
3. Assist staff in developing personalized professional growth plans, based on state-adopted standards that identify differentiated activities and outcomes for individual and collaborative learning based on the CSTP, CAPEs, and CPSEL.
4. Use resources to support evidence-based practices that staff can apply to solve school-level problems of practice.

**Rubrics for 2A: Personal and Professional Learning**

<table>
<thead>
<tr>
<th>Needs Improvement (NI)</th>
<th>Competent (C)</th>
<th>Excellent (E)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice that is directed toward the standard</td>
<td>Practice that meets the standard</td>
<td>Practice that exemplifies the standard</td>
</tr>
<tr>
<td>□ The candidate presents state standards* (CSTP, CAPE, &amp; CPSEL) to staff with expectation of developing individual professional learning plans.</td>
<td>□ The candidate assists faculty to develop personal and professional learning plans in standards-based education, professionalism, and excellence.</td>
<td>□ The candidate engages in a range of ongoing activities that shape and reinforce a professional culture by conveying a consistent set of beliefs, values, and assumptions regarding high expectations for all students in a standards-based system.</td>
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How would you demonstrate competency in the CAPE?

<table>
<thead>
<tr>
<th>Evidence(s)</th>
<th>Evidence(s)</th>
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</tbody>
</table>
**CPSEL 2: Instructional Leadership**

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

**CAPE 5**

**2B: Promoting Effective Curriculum, Instruction, and Assessment**

New administrators understand the role of instructional leader and use the state-adopted standards and frameworks to guide, support, and monitor teaching and learning.

During preliminary preparation, aspiring administrators learn how to:

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

**Rubrics for 2B: Promoting Effective Curriculum, Instruction, and Assessment**

<table>
<thead>
<tr>
<th>Needs Improvement (NI) Practice that is directed toward the standard</th>
<th>Competent (C) Practice that meets the standard</th>
<th>Excellent (E) Practice that exemplifies the standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate initiates professional dialogue with teachers around instructional goals and strategies or participates in curriculum-related and instructional activities.</td>
<td>The candidate engages faculty in dialogue around curriculum, instructional strategies, and state assessments, with a focus on standards and site data and/or facilitates various activities of instructional programs that respond to the diverse needs of all students and to state and district learning expectations.</td>
<td>The candidate works with faculty to develop and improve the instructional program at the site using the knowledge of standards-based teaching and learning.</td>
</tr>
</tbody>
</table>

**How would you demonstrate competency in the CAPE?**

<table>
<thead>
<tr>
<th>Evidence(s)</th>
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</thead>
</table>
### CPSEL 2: Instructional Leadership

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

### CAPE 6

#### 2C: Supporting Teachers to Improve Practice

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

During preliminary preparation, aspiring administrators learn how to:

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

<table>
<thead>
<tr>
<th>Rubrics for 2C: Supporting Teachers to Improve Practice</th>
<th>Needs Improvement (NI)</th>
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<td></td>
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<td>Practice that exemplifies the standard</td>
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<tr>
<td></td>
<td>• The candidate may rely on “one-size-fits-all” staff development opportunities and defer to “outside experts” to facilitate teachers’ learning.</td>
<td>• The candidate facilitates the identification of short- and long-term learning goals for the staff to meet individual and collective needs in standards-based teaching and learning.</td>
<td>• The candidate develops and implements a variety of strategies to build leadership capacity in others, especially with respect to standards-based teaching and learning processes.</td>
</tr>
</tbody>
</table>

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<tr>
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<tbody>
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</tbody>
</table>
CPSEL 2: Instructional Leadership

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

CAPE 7

2D: Feedback on Instruction

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

During preliminary preparation, aspiring administrators learn how to:

1. Use knowledge of TK–12 student academic content standards and appropriate instructional practices to observe classroom planning and instruction in accordance with LEA policy and practices; analyze evidence of teacher effectiveness based on student work and learning outcomes; communicate evaluative feedback effectively, equitably, and on a timely basis to help teachers improve instructional practices and foster positive learning environments.
2. Use the principles of reflective, courageous, and collegial conversation to provide unbiased, evidence-based feedback about observed teaching and learning to improve instructional practice.
3. Provide timely, constructive suggestions about instructional strategies and assessments, available resources, and technologies to refine and enhance instruction and assessment that supports student learning, safety, and well-being.

Rubrics for 2D: Feedback on Instruction

<table>
<thead>
<tr>
<th>Needs Improvement (NI)</th>
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<tbody>
<tr>
<td>Practice that is directed toward the standard</td>
<td>Practice that meets the standard</td>
<td>Practice that exemplifies the standard</td>
</tr>
<tr>
<td>□ The candidate reviews student learning data with teachers individually and in groups.</td>
<td>□ The candidate discusses data from the accountability procedures with staff to identify areas for improvement.</td>
<td>□ The candidate works with staff to use student data to implement instructional improvement and professional development.</td>
</tr>
</tbody>
</table>

How would you demonstrate competency in the CAPE?  

Evidence(s)
CPSEL 3: Management & Learning Environment

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

CAPE 8

3A: Operations and Resource Management

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

During preliminary preparation, aspiring administrators learn how to:

1. Manage the interrelationships within the network of school operations; instructional programs; student services; and material, fiscal, and human resources.
2. Develop a plan to engage staff and other stakeholders in establishing routines and procedures for monitoring facilities, operations, and resource acquisition and distribution that help maintain a focus on access to learning opportunities and resources and positive outcomes for all students.
3. Follow regulations related to accessibility of the physical plant, grounds, classes, materials, and equipment for staff and students.
4. Use technology to facilitate communication, manage information, enhance collaboration, and support effective management of the school. Handle confidential matters relating to students and staff in a manner consistent with legal practices and ethical principles.

Rubrics for 3A: Operations and Resource Management

<table>
<thead>
<tr>
<th>Needs Improvement (NI) Practice that is directed toward the standard</th>
<th>Competent (C) Practice that meets the standard</th>
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</tr>
</thead>
<tbody>
<tr>
<td>▪ The candidate may have begun to seek out opportunities to increase capacity in the areas where management requires strengthening in support of student learning and achievement of important goals.</td>
<td>▪ The candidate oversees and manages the daily and cyclical operations of the school to ensure a continuity of performance.</td>
<td>▪ The candidate works with faculty and community members to establish and implement management structures and timeliness for coordinated planning and decision-making.</td>
</tr>
<tr>
<td>▪ The candidate utilizes technology to manage databases.</td>
<td>▪ The candidate utilizes technology to manage multiple types of databases.</td>
<td>▪ The candidate identifies ways to improve instruction by utilizing technology to manage multiple types of databases.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
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</table>
CPSEL 3: Management & Learning Environment

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

CAPE 9

3B: Managing Organizational Systems and Human Resources

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

During preliminary preparation, aspiring administrators learn how to:

1. Follow legal and ethical procedures for hiring, evaluating, supervising, disciplining, recommending for non-reelection, and dismissing staff.
2. Apply labor relations processes and collective bargaining in California and their application to contract implementation and management at the local level.
3. Use principles of positive behavior interventions, conflict resolution, and restorative justice and explain to staff and community members how these approaches support academic achievement, safety, and well being for all students.
4. Use a systems thinking perspective to set priorities and manage organizational complexity; develop schedules and assignments that coordinate human resources, physical space, and time to maximize staff collaboration and student learning; and to engage staff and other stakeholders in using data to help establish, monitor, and evaluate the alignment and effectiveness of organizational processes to meet school goals and provide equitable access to opportunities for all students.

Rubrics for 3B: Managing Organizational Systems and Human Resources

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<td>Practice that exemplifies the standard</td>
</tr>
<tr>
<td>☐ The candidate participates in legal and ethical procedures related to human resources.</td>
<td>☐ The candidate facilitates legal and ethical activities related to human resources.</td>
<td>☐ The candidate coordinates legal and ethical activities related to human resources.</td>
</tr>
<tr>
<td>☐ The candidate communicates expectations and procedures to all stakeholders of the school.</td>
<td>☐ The candidate facilitates staff involvement in solving problems and sharing practices.</td>
<td>☐ The candidate organizes ad-hoc committees to identify potential changes to improve site procedures.</td>
</tr>
</tbody>
</table>

How would you demonstrate competency in the CAPE?

Evidence(s)
CPSEL 3: Management & Learning Environment

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

CAPE 10

3C: Managing the School Budget

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

During preliminary preparation, aspiring administrators learn how to:
1. Apply foundational laws and regulations pertaining to California school finance, federal and state program funding, and local allocations.
2. Assess and analyze student and site needs and use this understanding as a base to support financial decision-making and efforts to prioritize expenditures that support the school’s vision, goals, and improvement plans.
3. Use various technologies related to financial management and business procedures.
4. Collaborate with finance office staff and other stakeholders, as appropriate, to understand, monitor, and report in a clear and transparent manner the school’s budget and expenditures including financial record keeping and accounting.

Rubrics for 3C: Managing the School Budget

<table>
<thead>
<tr>
<th>Needs Improvement (NI)</th>
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<tr>
<td>Practice that is directed toward the standard</td>
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</tr>
<tr>
<td>☐ The candidate ensures that fiscal, personnel, and material resources are allocated in a timely manner.</td>
<td>☐ The candidate ensures that fiscal, personnel, and material resources are allocated soundly to support teaching and learning.</td>
<td>☐ The candidate makes effective and equitable decisions in allocating and aligning fiscal, personnel, and material resources to facilitate the achievement of all students and subgroups of students.</td>
</tr>
</tbody>
</table>

How would you demonstrate competency in the CAPE?

Evidence(s)
CPSEL 4: Family and Community Engagement

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

CAPE 11

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

During preliminary preparation, aspiring administrators learn how to:
1. Engage family and community members in accomplishing the school’s vision of equitable schooling and continuous improvement that includes the academic, linguistic, cultural, social-emotional, mental and physical health, and/or other supports needed to succeed in school.
2. Create and promote a welcoming environment for family and community participation.
3. Recognize and respect family goals and aspirations for students.
4. Work with staff to develop a range of communication strategies to inform families about student assessments and achievement, teacher professional learning activities, school climate, and progress toward achieving school goals.

Rubrics for 4A: Parent and Family Engagement

<table>
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</table>

- The candidate provides assistance with activities for parents and community members.
- The candidate communicates with staff the needs to incorporate various perspectives of the diverse stakeholders.
- The candidate provides activities for parents and community members.
- The candidate guides staff in identifying specific site activities that would benefit from community involvement.
- The candidate coordinates activities for parents and community members to collaborate and share responsibilities.
- The candidate maintains and assesses an established set of strategies for communicating about the school and about student results with stakeholders in the community.

How would you demonstrate competency in the CAPE?

<table>
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<th>Evidence(s)</th>
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</table>
CPSEL 4: Family and Community Engagement

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

CAPE 12

4B: Community Involvement

New administrators recognize the range of family and community perspectives and, where appropriate, use facilitation skills to assist individuals and groups in reaching consensus on key issues that affect student learning, safety, and well being.

During preliminary preparation, aspiring administrators learn how to:

1. Build trust and work collaboratively with families and the community to promote a sense of shared responsibility and accountability for achieving the goal of graduating every student ready for college and careers.
2. Use strategies such as conflict resolution in facilitating communication between different community groups to reach consensus on key issues that can be incorporated into the school’s vision, plans, and decisions.
3. Access community programs and services that assist all students, including those who require extra academic, mental health, linguistic, cultural, social-emotional, physical, or other needs to succeed in school.
4. Explain to staff and other stakeholders the importance of ongoing community understanding and support by mobilizing and sustaining resources directed toward achieving school goals.

Rubrics for 4B: Community Involvement

<table>
<thead>
<tr>
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<td>Practice that exemplifies the standard</td>
</tr>
<tr>
<td>☐ The candidate demonstrates understanding of the importance of incorporating the perspectives of families and community members into the life of the school.</td>
<td>☐ The candidate works with staff to prioritize and address needs concerning the incorporation of perspectives of families and community members.</td>
<td>☐ The candidate ensures that avenues for providing input are available to families and community members.</td>
</tr>
<tr>
<td>☐ The candidate identifies areas in which students would benefit from community support services and provides appropriate information to families.</td>
<td>☐ The candidate participates in networking and exploratory dialogue with potential partners.</td>
<td>☐ The candidate maintains linkages between the school and a range of community service agencies ensuring that families and students are supported in accessing needed services.</td>
</tr>
</tbody>
</table>

How would you demonstrate competency in the CAPE?

<table>
<thead>
<tr>
<th>Evidence(s)</th>
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</thead>
</table>
CPSEL 5: Ethics & 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.

CAPE 13

5A: Reflective Practice

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

During preliminary preparation, aspiring administrators learn how to:
1. Take responsibility for developing their professional leadership capacity and assess personal and professional challenges as a way to identify areas for self-improvement.
2. Use a professional learning plan to focus personal and professional growth in order to achieve the school’s vision and goals.
3. Seek opportunities for professional learning that address the range of students’ academic, linguistic, cultural, aesthetic, social-emotional, physical, and economic needs.
4. Maintain a high standard of professionalism, ethics, integrity, justice, and equity and expect the same behavior of others.

Rubrics for 5A: Reflective Practice

<table>
<thead>
<tr>
<th>Needs Improvement (NI)</th>
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<tr>
<td>Practice that is directed toward the standard</td>
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<td>Practice that exemplifies the standard</td>
</tr>
<tr>
<td>☐ The candidate reflects on his/her own personal leadership practices and demonstrates knowledge of and compliance with ethical standards and professional expectations that apply to her/his work.</td>
<td>☐ The candidate models principles of reflective practice and consistently applies and models principles of ethical and professional behavior in carrying out her/his role.</td>
<td>☐ The candidate integrates professional and personal growth into her/his daily practice and facilitates and supports decisions and courses of action that embody principles of high ethical and professional standards.</td>
</tr>
<tr>
<td>☐ The candidate demonstrates commitment to professional growth by regular participation in professional activities.</td>
<td>☐ The candidate engages in appropriate learning opportunities in support of identified goals for growth.</td>
<td>☐ The candidate engages in a variety of strategies to extend his/her relevant professional and personal development.</td>
</tr>
</tbody>
</table>

How would you demonstrate competency in the CAPE?

Evidence(s)
CPSEL 5: Ethics & 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.

CAPE 14

5B: Ethical Decision-Making

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

During preliminary preparation, aspiring administrators learn how to:

1. Recognize any possible institutional barriers to student and staff learning and use strategies that overcome barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, gender identity, sexual orientation, or other sources of educational disadvantage or discrimination.
2. Guide staff in examining issues that may affect accomplishment of the school’s vision, mission, and goals, including issues that may be related to race, diversity, and access.
3. Involve family and community stakeholders in reviewing aggregated and, where appropriate, disaggregated student data and evidence-based best practices to identify and address actual and anticipated challenges that can negatively affect student success.

Rubrics for 5B: Ethical Decision-Making

<table>
<thead>
<tr>
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</tr>
<tr>
<td>☐ The candidate communicates to teachers the importance of using student data and other relevant information to inform practice.</td>
<td>☐ The candidate demonstrates the use of student data and other information in site decisions.</td>
<td>☐ The candidate ensures that the professional culture of the school reflects a commitment to the use of student data on an ongoing basis.</td>
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</table>

How would you demonstrate competency in the CAPE?

| Evidence(s) | 
|---|---|
| | |
CPSEL 5: Ethics & 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.

CAPE 15

5C: Ethical Action

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

During preliminary preparation, aspiring administrators learn how to:

1. Apply policies and practices that both support student learning and protect the rights and confidentiality of students, families, and staff.
2. Act with integrity, fairness, and justice and intervene appropriately so that all members of the school community are treated equitably and with dignity and respect.
3. Use personal and professional ethics as a foundation for communicating the rationale for their actions.

Rubrics for 5C: Ethical Action

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<tr>
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</table>

- ☐ The candidate is aware of the rights of all students, families, and staff and acts to protect these rights.
- ☐ The candidate demonstrates knowledge of and compliance with ethical standards and professional expectations that apply to her/his work.

- ☐ The candidate works with staff to articulate a shared understanding of the rights of all students and their families.
- ☐ The candidate consistently applies and models principles of ethical and professional behavior in carrying out her/his role.

- ☐ The candidate works with staff to incorporate shared understanding of the rights of all students and their families into practices.
- ☐ The candidate facilitates and supports decisions and courses of action that embody principles of high ethical and professional standards.

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<thead>
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**CPSEL 6: External Context & Policy**

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

**CAPE 16**

### 6A: Understanding and Communicating Policy

New administrators are aware of the important role education policy plays in shaping the learning experiences of students, staff, families, and the larger school community.

During preliminary preparation, aspiring administrators learn how to:

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

**Rubrics for 6A: Understanding and Communicating Policy**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>□ The candidate identifies the areas of the school operation that are not in compliance with legal requirements.</td>
<td>□ The candidate ensures that the school operates in compliance with legal requirements.</td>
<td>□ The candidate works collaboratively with all members of the professional staff to ensure that the school operates in compliance with legal requirements.</td>
</tr>
<tr>
<td>□ The candidate participates in local discussions about district policy and site practices.</td>
<td>□ The candidate actively seeks policy information relevant to her/his site from a variety of sources and works with the board, district, and other local candidates.</td>
<td>□ The candidate maintains up-to-date knowledge and understanding of policy development, particularly at the state and local levels, and uses this knowledge proactively to further important education goals for the site and district.</td>
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**How would you demonstrate competency in the CAPE?**

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<th>Evidence(s)</th>
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</table>
### CPSEL 6: External Context & Policy

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

### CAPE 17

#### 6B: Representing and Promoting the School

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

During preliminary preparation, aspiring administrators learn how to:

1. Improve their public speaking, writing, electronic communication, presentation, and advocacy skills.
2. Provide the public with a clear picture of what the school’s mission, vision, and goals are in order to garner public support for the school and its activities to promote student learning, safety, and well being.
3. Communicate how the school is doing in meeting its goals and identify where resource contributions from the public are needed and would be most helpful.
4. Involve stakeholders in helping address the school’s challenges as well as sharing in its successes.

### Rubrics for 6B: Representing and Promoting the School

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<tr>
<td>Practice that is directed toward the standard</td>
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<td>Practice that exemplifies the standard</td>
</tr>
<tr>
<td>☐ The candidate engages the public in the events of the school so as to maintain a positive image.</td>
<td>☐ The candidate establishes and implements regular means of communicating information about the site with stakeholders.</td>
<td>☐ The candidate provides stakeholders with timely, useful, understandable information related to site issues, policies, and practices, including data about a school and student performance.</td>
</tr>
<tr>
<td>☐ The candidate responds appropriately to specific requests for information.</td>
<td>☐ The candidate identifies areas in which to strengthen communication with stakeholders and takes positive action in these directions.</td>
<td>☐ The candidate uses interactions with stakeholders as opportunities to listen and inform, thereby building positive and open relationships.</td>
</tr>
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</table>

### How would you demonstrate competency in the CAPE?

<table>
<thead>
<tr>
<th>Evidence(s)</th>
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</table>
G. Portfolio Assessment Rubrics

The California Commission on Teacher Credentialing (CTC) requires Assessment of Candidate Competence on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of standards of candidate competence and performance in all 17 CAPEs. Satisfactory performance is defined as achieving at least minimal competence as expected for entry-level candidates, and appropriate for the developmental stage of each candidate.

The Educational Leadership Program at Cal State LA requires every successful candidate to receive at least 45 out of 50 required elements with “Competent” scores. Each element will be scored using three scales of (a) Needs Improvement; (b) Competent; and (c) Excellent:

a. (NI) Needs Improvement: Practice that is directed toward the standard, yet not quite meeting the standard
b. (C) Competent: Practice that meets the standard
c. (E) Excellent: Practice that exemplifies the standard

CPSEL 1: Development & Implementation of a Shared Vision
Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

CAPE1

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.

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<tbody>
<tr>
<td>NI</td>
<td>The candidate may have begun the process of engaging all stakeholders of the school (program, grade level, district, etc.) in initial dialogue about the importance of site vision and activities toward the development and use of multiple data are in preliminary stages.</td>
</tr>
<tr>
<td>C</td>
<td>The candidate facilitates participants in examining standards, considering data/information about students, and identifying desired outcomes.</td>
</tr>
<tr>
<td>E</td>
<td>The candidate guides a collaborative process of dialogue that generates a site vision for which there is broad consensus while ensuring the vision reflects the needs and strengths of the student population, as indicated from the data and other indicators.</td>
</tr>
</tbody>
</table>
### CAPE 2

**1B: Developing a Shared Vision and Community Commitment**

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

| NI | - The candidate may have begun to introduce the shared vision into site meetings and school activities. |
| C | - The candidate ensures that decisions about the vision are shared with the school community and reflect the needs/input of key constituencies. |
| E | - The candidate has begun linking the vision to ongoing teaching and learning activities. |

### CAPE 3

**1C: Implementing the Vision**

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

| NI | - The candidate may have introduced the vision and the examination of data into some planning and decision-making. |
| C | - The candidate supports staff in developing capacity to think systemically about strategic courses of action that are likely to move the school toward the vision. |
| E | - The candidate organizes and facilitates data analysis and long-range planning activities with staff that result in the development of a strategic plan for the site that identifies course of action aimed at achieving the vision. |
**CPSEL 2: Instructional Leadership**

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

### CAPE 4

#### 2A: Personal and Professional Learning

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

<table>
<thead>
<tr>
<th>NI</th>
<th>▪ The candidate presents state standards* (CSTP, CAPE, &amp; CPSEL) to staff with expectation of developing individual professional learning plans.</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>▪ The candidate assists faculty to develop personal and professional learning plans in standards-based education, professionalism, and excellence.</td>
</tr>
<tr>
<td>E</td>
<td>▪ The candidate engages in a range of ongoing activities that shape and reinforce a professional culture by conveying a consistent set of beliefs, values, and assumptions regarding high expectations for all students in a standards-based system.</td>
</tr>
</tbody>
</table>

### CAPE 5

#### 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.

<table>
<thead>
<tr>
<th>NI</th>
<th>▪ The candidate initiates professional dialogue with teachers around instructional goals and strategies or participates in curriculum-related and instructional activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>▪ The candidate engages faculty in dialogue around curriculum, instructional strategies, and state assessments, with a focus on standards and site data and/or facilitates various activities of instructional programs that respond to the diverse needs of all students and to state and district learning expectations.</td>
</tr>
<tr>
<td>E</td>
<td>▪ The candidate works with faculty to develop and improve the instructional program at the site using the knowledge of standards-based teaching and learning.</td>
</tr>
</tbody>
</table>
## CAPE 6

### 2C: Supporting Teachers to Improve Practice

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

<table>
<thead>
<tr>
<th>NI</th>
<th>The candidate may rely on &quot;one-size-fits-all&quot; staff development opportunities and defer to &quot;outside experts&quot; to facilitate teachers' learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>The candidate facilitates the identification of short- and long-term learning goals for the staff to meet individual and collective needs in standards-based teaching and learning.</td>
</tr>
<tr>
<td>E</td>
<td>The candidate develops and implements a variety of strategies to build leadership capacity in others, especially with respect to standards-based teaching and learning processes.</td>
</tr>
</tbody>
</table>

## CAPE 7

### 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.

<table>
<thead>
<tr>
<th>NI</th>
<th>The candidate reviews student learning data with teachers individually and in groups.</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>The candidate discusses data from the accountability procedures with staff to identify areas for improvement.</td>
</tr>
<tr>
<td>E</td>
<td>The candidate works with staff to use student data to implement instructional improvement and professional development.</td>
</tr>
</tbody>
</table>
**CPSEL 3: Management & Learning Environment**

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

**CAPE 8**

**3A: Operations and Resource Management**

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

| **NI** | The candidate may have begun to seek out opportunities to increase capacity in the areas where management requires strengthening in support of student learning and achievement of important goals.  
|        | The candidate utilizes technology to manage databases. |
| **C**  | The candidate oversees and manages the daily and cyclical operations of the school to ensure a continuity of performance.  
|        | The candidate utilizes technology to manage multiple types of databases. |
| **E**  | The candidate works with faculty and community members to establish and implement management structures and timeliness for coordinated planning and decision-making.  
|        | The candidate identifies ways to improve instruction by utilizing technology to manage multiple types of databases. |

**CAPE 9**

**3B: Managing Organizational Systems and Human Resources**

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

| **NI** | The candidate participates in legal and ethical procedures related to human resources.  
|        | The candidate communicates expectations and procedures to all stakeholders of the school. |
| **C**  | The candidate facilitates legal and ethical activities related to human resources.  
|        | The candidate facilitates staff involvement in solving problems and sharing practices. |
| **E**  | The candidate coordinates legal and ethical activities related to human resources.  
|        | The candidate organizes ad-hoc committees to identify potential changes to improve site procedures. |
### CAPE 10

#### 3C: Managing the School Budget

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

<table>
<thead>
<tr>
<th>NI</th>
<th>The candidate ensures that fiscal, personnel, and material resources are allocated in a timely manner.</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>The candidate ensures that fiscal, personnel, and material resources are allocated soundly to support teaching and learning.</td>
</tr>
<tr>
<td>E</td>
<td>The candidate makes effective and equitable decisions in allocating and aligning fiscal, personnel, and material resources to facilitate the achievement of all students and subgroups of students.</td>
</tr>
</tbody>
</table>

### CPSEL 4: Family and Community Engagement

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

### CAPE 11

#### 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.

<table>
<thead>
<tr>
<th>NI</th>
<th>The candidate provides assistance with activities for parents and community members.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The candidate communicates with staff the needs to incorporate various perspectives of the diverse stakeholders.</td>
</tr>
<tr>
<td>C</td>
<td>The candidate provides activities for parents and community members.</td>
</tr>
<tr>
<td></td>
<td>The candidate guides staff in identifying specific site activities that would benefit from community involvement.</td>
</tr>
<tr>
<td>E</td>
<td>The candidate coordinates activities for parents and community members to collaborate and share responsibilities.</td>
</tr>
<tr>
<td></td>
<td>The candidate maintains and assesses an established set of strategies for communicating about the school and about student results with stakeholders in the community.</td>
</tr>
</tbody>
</table>
**CAPE 12**

**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.

| NI | The candidate demonstrates understanding of the importance of incorporating the perspectives of families and community members into the life of the school.  
|    | The candidate identifies areas in which students would benefit from community support services and provides appropriate information to families. |

| C  | The candidate works with staff to prioritize and address needs concerning the incorporation of perspectives of families and community members.  
|    | The candidate participates in networking and exploratory dialogue with potential partners. |

| E  | The candidate ensures that avenues for providing input are available to families and community members.  
|    | The candidate maintains linkages between the school and a range of community service agencies ensuring that families and students are supported in accessing needed services. |
**CPSEL 5: Ethics & 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.

**CAPE 13**

<table>
<thead>
<tr>
<th>5A: Reflective Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>New administrators regularly review and reflect on their performance and consider how their actions affect others and influence progress toward school goals.</td>
</tr>
</tbody>
</table>

- **NI**
  - The candidate reflects on his/her own personal leadership practices and demonstrates knowledge of and compliance with ethical standards and professional expectations that apply to her/his work.
  - The candidate demonstrates commitment to professional growth by regular participation in professional activities.

- **C**
  - The candidate models principles of reflective practice and consistently applies and models principles of ethical and professional behavior in carrying out her/his role.
  - The candidate engages in appropriate learning opportunities in support of identified goals for growth.

- **E**
  - The candidate integrates professional and personal growth into her/his daily practice and facilitates and supports decisions and courses of action that embody principles of high ethical and professional standards.
  - The candidate engages in a variety of strategies to extend his/her relevant professional and personal development.

**CAPE 14**

<table>
<thead>
<tr>
<th>5B: Ethical Decision-Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

- **NI**
  - The candidate communicates to teachers the importance of using student data and other relevant information to inform practice.

- **C**
  - The candidate demonstrates the use of student data and other information in site decisions.

- **E**
  - The candidate ensures that the professional culture of the school reflects a commitment to the use of student data on an ongoing basis.
### CAPE 15

<table>
<thead>
<tr>
<th>5C: Ethical Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>New administrators understand that how they carry out professional obligations and responsibilities affects the entire school community.</td>
</tr>
</tbody>
</table>

| NI | The candidate is aware of the rights of all students, families, and staff and acts to protect these rights. |
|    | - The candidate demonstrates knowledge of and compliance with ethical standards and professional expectations that apply to her/his work. |

| C  | The candidate works with staff to articulate a shared understanding of the rights of all students and their families. |
|    | - The candidate consistently applies and models principles of ethical and professional behavior in carrying out her/his role. |

| E  | The candidate works with staff to incorporate shared understanding of the rights of all students and their families into practices. |
|    | - The candidate facilitates and supports decisions and courses of action that embody principles of high ethical and professional standards. |
**CPSEL 6: External Context & Policy**

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

### CAPE 16

**6A: Understanding and Communicating Policy**

New administrators are aware of the important role *education policy* plays in shaping the learning experiences of students, staff, families, and the larger school community.

| **NI** | The candidate *identifies the areas* of the school operation that are not in compliance with legal requirements.  
|        | The candidate *participates* in local discussions about district policy and site practices. |
| **C**  | The candidate ensures that the school operates in compliance with legal requirements.  
|        | The candidate *actively seeks* policy information relevant to her/his site from a variety of sources and *works with* the board, district, and other local candidates. |
| **E**  | The candidate *works collaboratively* with all members of the professional staff to ensure that the school operates in compliance with legal requirements.  
|        | The candidate *maintains up-to-date knowledge* and understanding of policy development, particularly at the state and local levels, and *uses this knowledge proactively* to further important education goals for the site and district. |

### CAPE 17

**6B: Representing and Promoting the School**

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

| **NI** | The candidate *engages the public* in the events of the school so as to maintain a positive image.  
|        | The candidate *responds appropriately* to specific requests for information. |
| **C**  | The candidate *establishes and implements regular means* of communicating information about the site with stakeholders.  
|        | The candidate *identifies areas* in which to strengthen communication with stakeholders and takes positive action in these directions. |
| **E**  | The candidate *provides stakeholders* with timely, useful, understandable information related to site issues, policies, and practices, including data about a school and student performance.  
|        | The candidate *uses interactions* with stakeholders as opportunities to listen and inform, thereby building positive and open relationships. |
Candidate's Name: ___________________________ Semester/Year ________

Assessor's Name: _____________________________________________________

Title/Position: ________________________ School/School District: ____________

Phone Number: ______________ Email Address: ____________________________

I have read each of the CTC Standards/Elements, examined the evidence documented in this portfolio, and assessed the portfolio to determine the candidate's competence based on the rubrics.

________________________________________
Assessor's Signature Date

Based on the evidence provided in the candidate's portfolio and the rubrics for each CTC element, please check the practice that best describes the candidate's competence from:

(NI) Needs Improvement: Practice that is directed toward the standard
(C) Competent: Practice that meets the standard
(E) Excellent: Practice that exemplifies the standard

<table>
<thead>
<tr>
<th>CAPE</th>
<th>NI</th>
<th>C</th>
<th>E</th>
<th>CAPE</th>
<th>NI</th>
<th>C</th>
<th>E</th>
<th>CAPE</th>
<th>NI</th>
<th>C</th>
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<td>8-3A</td>
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<td>13-5A</td>
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<td>9-3B</td>
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<td>14-5B</td>
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<td>3-1C</td>
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<td></td>
<td>10-3C</td>
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<td>15-5C</td>
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<td>5-2B</td>
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I. **Online Portfolio**

*Many thanks to Joann Luu Chan & Veronica Rodriguez, graduates from our Educational Leadership Program and adjunct faculty, who have written this section on Online Portfolio and shared their online portfolio templates with our current students.*

**Google Sites Online Portfolio Tutorial**

**Getting Started**

1. In order to access Google Sites, you will first need a G Suite account (Gmail account) to access Google Sites. If you don’t have one, then you will need to create a Google email account by going to www.gmail.com. Once you have created an account, then you will have access to all Google tools and features. Remember your google username and password.

2. When you are done creating an account, go to https://sites.google.com/new to start with your Google site.

3. Log in using your Gmail account.
Create Your Google Site

1. Once you have logged into https://sites.google.com/new, click “+” to create a website.

2. Give your website a name. It is suggested that you name your website using your first and last name and add “EDAD portfolio.” For example, “Joanne Chan EDAD portfolio.” This name will determine the URL that will be used to locate your site. It is important to note that once you publish the site name, you cannot change it.
Themes and header type

1. To select your website themes, click on the “THEMES.”

2. To change header type, hover over the background image and click “Header Type” and choose header option.
Add/Delete Pages and Sub Pages

1. To add pages, click on “Pages”, then  and name the page. Name the page and click Done.

2. To add or delete subpages, select a page, and click on More.
Add Content (Text, Images, Upload, Embed URL)

1. On the right, click Insert and choose the content you want to add.

2. Once you add text, you can edit text from tool bar (font size, alignment, or hyperlink).

Link

1. A link is a shortcut or jump that opens a document stored on a network server or the Internet. When you click the word or picture that contains the hyperlink function, your webpage will open the link.
2. Before you hyperlink, your files in Google Drive must not be private and you must copy the URL and then return to Google Site.

Prepare Your Google Doc to Be Linked To Your Google Site:

1. Open any document that you have uploaded in Google Drive. Hover over the PDF file that you would like to hyperlink. For example, select a file to be used as an artifact to hyperlink. Right click and select “Share.”
2. Go to “Who has access” and click “Change” to change permissions settings.

3. Select radio button for “Anyone with the link” and then click “Save.”
4. Copy the entire URL.

Link Your Shared Files in Google Drive to your Google Site:

1. Open your Google Site, go to your page and add text.
2. **Highlight the text** you would like to turn into a link.
3. Click on the "Link" button in the tool bar above.

Preview and Publish Your Site

1. Click eye icon to Preview and click “X” to exit preview screen.
2. Click Publish and add a name to the end of the URL.

How to Upload a file to Google Drive
1. Sign in to Google Drive at drive.google.com.
2. Next to "Create," click "Upload" button to upload any file type in the Google Drive. Then select "Files."
3. After you click "Upload," a window at the bottom right corner will appear and show you the upload status.

Click “Upload” to upload any files or folder

This shows that your file is uploading.
**EDAD Digital Portfolio (wix.com)**

**Getting Started**

1. Sign up for a wix account by going to http://www.wix.com/. Click on the “sign up” button and on “I’m a new user.” Enter your email address and choose a password, then press go.

2. Once you create your account, you have two options. You can either choose your own template by clicking on “create your website.” This will lead you to a page where you can choose your own template.
3. If you would like to use a template designed specifically for the EDAD program, please email vero.rodriguez@att.net once you have signed up for a wix account. You will then receive an email from the wix team with the subject title “Someone has just transferred a website to you.”

4. Click on the email and “accept transfer.” This will take you to the wix login page, where you will sign in using your email and password.
5. Once you login, you will be redirected to this page. Click on “manage site”.

6. This will take you to your Site Manager page. Click on “edit site.”
7. Once you click on “Edit Site”, a new window will open. This is called the Wix Website Editor page. This is where you will upload images, documents and edit your website. IT IS IMPORTANT TO SAVE YOUR WORK OFTEN.

Editing Your Website

1. Double click on the word “Name” at the top left hand corner and type in your name. Once you do so, click outside the box to confirm your choice. Click on the “save” tab at the upper right hand corner.
2. **Editing and Uploading Images:** If you would like to edit an image, double click on the image and then proceed to click on the button “change image.”

![Image of Wix Editor](image1.png)

This will then take you a page where you can upload images from your files or social media sites including google sites. Click on the orange “Upload Images” button on the top right hand corner to upload your images.

![Image of Upload Images](image2.png)
3. Once you upload your image, you will see a thumbnail version of your image.

4. Click on the blue button on the right lower hand corner labeled “choose image” and this will upload your image to your site. Don’t forget to SAVE.
5. Double click on the Orange “Resume” button and click on “Change Link.”

This will take you to the following page, where you will choose link to “document.” Click on the blue button labeled “choose file.”
6. Follow the same process as when you upload images. Click on the orange button “Upload Docs” and proceed to click on the button on the bottom left corner labeled “Apply.” Then, click “Done.” SAVE YOUR WORK.

7. Once you click on “done,” you should be back on your editor page. Click on the “preview” button on the right upper corner, which will take you to a preview of your website.

Once you are on the preview window, click on the “Resume” button. When you do so, this should open another window that shows your resume.
8. Go to the Wix Website Editor window. Click on the green button on the upper right hand corner labeled “Back to Editor.”

9. Follow the same process for “Recommendations.” (Steps 5-8).

**Adding Text on Pages**

1. Click on the “Pages” menu on the top left hand corner.
A drop down menu will then appear. Click on the page labeled CTC Standards. Then proceed to click on the + sign next to the “CTC Standards” button. There will be subpages labeled CAPE 1 through 7.
2. Click on the “CAPE 1.” For each CAPE, you will have to add descriptions and explain how each artifact demonstrates your competency. To add text, click on any text and a box will pop up labeled “Edit Text.” Proceed to type in the text box and when done, click on SAVE.

Repeat this process for each box/page in which you need to add text.

**Uploading artifacts (images and documents) onto your website.**

1. Click on the “Add” button on the left hand side. Proceed to click on “Add Image.” Then, “My Upload Images.”
2. You can either upload a new image or choose one in your image library. Once you choose, click on “Apply.” The image will appear on your page. You can resize and move your image by left clicking and dragging it to where you would like it to be placed. Click on the SAVE button.

3. In order to link a document to your image, you must first click on the image. Then, click on the link icon.
4. Once you click on the “Link” button, a window will appear. Click on link to document and then “Choose File.” After you choose your file, SAVE YOUR WORK. You can click on the preview button to check if your image and document are properly linked. Don’t forget to click on “Back to Editor” after you preview your work.

More Actions
- Changing page layout: If you would like to change the page layout, background or design, click anywhere on the page and the following menu will appear:
• **Adding/deleting boxes**: Depending on the CAPE standard, it may be necessary to add or delete a box. If so, right click on the line and drag to move. There is also a “Delete” button. *IF YOU MAKE A MISTAKE, YOU CAN ALWAYS CLICK ON THE LEFT ARROW ICON ON THE MENU AT THE TOP OF THE PAGE, TO GO BACK.*

![Adding/deleting boxes](image1.png)

• **Publishing**: Before you exit your website, click on the “Publish” button on the upper right hand corner. This will make your site go live and you will get a URL for your website.

![Publishing](image2.png)
XI. FIELD EXPERIENCES

The primary educational objective of field experiences in the Educational Leadership Program is to provide candidates with opportunities to facilitate the application of theoretical concepts in practical settings. Each candidate addresses major duties and responsibilities authorized by the administrative services credential in a variety of realistic settings. Field experiences include intensive experiences both in the day-to-day functions of administrators and in longer-term policy design and implementation. While comprehensive coverage is most essential, the candidate may be encouraged to pursue individual interests, needs, and problems.

There are seven fieldwork courses associated with each corresponding academic course in the Educational Administration program and one clinical internship course. Candidates are required to spend a minimum of 20 hours for each fieldwork course and 45 hours for the clinical internship course.

A. Field Experience Sites

Fieldwork placements are made consistent with the Conceptual Framework. All fieldwork placements involve schools/districts whose practices reflect diversity, equity, and collaboration.

Candidates may conduct fieldwork activities at self-selected sites unless disapproved by the University faculty. When selecting a school/district site for field experience, the candidate must ensure that the site is a self-renewing school/district in which the curriculum and the staff develop continually. The school/district must use computer-based technology to support teaching and learning. Only exemplary and well-managed schools/districts will be approved as field experience sites. In addition, there must be a qualified administrator TO DIRECTLY SUPERVISE the candidate at the site. Before the completion of the program, each candidate must participate in at least three different school levels (elementary, secondary, and district) and at least one site with a diverse school population. The secondary level includes middle school, junior high schools, and high schools.

B. Field Experience Site Supervisors

Cal State LA faculty selects site supervisors who are currently employed in public schools as administrators. Cal State LA reviews resumes/vita of all supervising administrators to ensure that site supervisors have had academic preparation and successful administrative experiences and have remained current with changes in the profession and the student population. In addition, every site supervisor is requested to submit a copy of California Administrative Services Credential prior to supervision of fieldwork candidate(s). Site supervisors may be observed and interviewed by Cal State LA instructors during site visits.
Site supervisors must be willing to cooperate with the Cal State LA supervisor in arranging a variety and depth of experiential activities in accordance with the objectives of the Educational Leadership Program, provide complete, accurate and timely feedback, every week or more frequently, to the candidate while supervising the candidate at the site, and meet with the candidate to review the quality of the candidate’s performance (and the Cal State LA supervisor when necessary).

At the end of the semester, the site supervisor holds a conference with the candidate. Prior to this conference, the candidate must prepare the log of fieldwork activities or clinical internship experiences. During the conference, the site supervisor reviews the log, verifies the activities, describes strengths and weaknesses of the candidate, provides constructive suggestions for improvement, and assesses the performance of the candidate.

At the end of each fieldwork course, candidates would report to the University faculty on the level of effectiveness and assistance/mentoring of the site supervisors as part of the site supervisor evaluation process. Cal State LA recognizes supervising administrators for their services in a variety of Cal State LA activities, such as invitations to the program advisory board, seminars, graduation ceremony, appreciation luncheon, etc. Certificates of Appreciation are sent to the site supervisors when recommended by the candidates in EDAD 5280, Clinical Internship.

C. Field Experience Activities

Fieldwork activities and clinical internship experiences are carefully designed to be meaningful experiences for the candidate and valuable contribution to the site school. University faculty may make site visitations to observe and evaluate candidate's performance. In addition to site visitations, ongoing communication and collaboration exists between Cal State LA and school sites.

Plans for fieldwork activities or clinical internship experiences are developed in collaboration among the candidate, the site supervisor, and the university faculty to provide most effective opportunities for the candidate and the site school. The following factors should be considered when making plans for fieldwork activities:

1. The field experiences duties are closely related to the job performance requirements of administrators.
2. Linkages are made between the field experiences and the content of coursework in school administration.
3. The candidate is provided adequate time to perform administrative field experiences during the regular school day.
4. Significant, intensive filed experiences occur in at least one setting in which the candidate is able to perform a wide range of the typical responsibilities of a full-time administrator.
5. The supervisor provides appropriate, on-site direction to the quality of the field experiences assignments.
6. Fieldwork experiences include opportunities to deal with long-term educational policy issues in the school or district.
7. Authentic and significant field experiences are required for each candidate at least 3 different level sites with a diverse school population.
8. Each candidate is assigned field experiences, which include a variety of school levels and a variety of school settings.

D. **Field Experience Courses: Fieldwork Courses and Clinical Internship Course**

Fieldwork Courses (EDAD 5161, 5162, 5163, 5164, 5165, 5166, and 5167)

These fieldwork courses are concurrently taken with corresponding academic courses, respectively. The candidate is expected to spend a minimum of 20 hours for each fieldwork course, conducting required and additional fieldwork activities. The required fieldwork activities of each fieldwork course are described below. The nature of the additional activities must be congruent to the topics covered in the corresponding academic course that is taken concurrently. The candidate should plan for additional activities that would help the candidate demonstrate competence in all CTC CAPEs when the candidate completes the program.

Candidates are strongly advised to plan the fieldwork activities with their site supervisor(s) to schedule activities to match the schedule of events at the school sites. The Fieldwork Induction Plan which is required for EDAD 5101 is an elaborate plan for fieldwork activities throughout the whole program.

Clinical Internship (EDAD 5280)

This is a culminating fieldwork course where candidates may choose to engage in day-to-day school operation activities or planning/implementation of long-term projects. The candidate is expected to spend a minimum of 45 hours. In this course, site supervisors are strongly recommended to provide candidates with a wide range of the typical responsibilities of a full-time administrator as well as the authority to carry out administrative tasks. Candidates are strongly recommended to engage in start & closing-of-the-school-year activities during summer. In order to emphasize the importance of the candidate’s involvement in the real administrative world, the Program refers the activities of this course as “clinical internship experiences” instead of “fieldwork activities.”

E. **Required Fieldwork Activities**

EDAD 5161: Fieldwork in Educational Leadership

1. Make a presentation of a 3-min Promotional Video or a Promotional Website of your school.

EDAD 5162: Fieldwork in Research and Data Assessment
1. Conduct School Climate Research (data collection/analysis for each student group--SES, Foster Youth, Special Ed, ELLs).

**EDAD 5163: Fieldwork in Pluralism, Collaboration, and Social Justice**
1. Shadow a person with different ethnic background at school and spend time with him/her in his/her cultural community.
2. Engage with a community agency to learn about its services and how it could help your school or how the school could help the agency.

**EDAD 5164: Fieldwork in School Law**
1. Participate in, or facilitate when possible, the development of an Individualized Educational Program (IEP) for student.
2. Attend a district board meeting.

**EDAD 5165: Fieldwork in Instructional Leadership**
1. Investigate an Instructional Program that serves the diverse learning styles and needs of all students.
2. Participate in the development and/or implementation of an IEP instructional program.
3. Design an induction plan to meet the needs of first-year teachers.
4. Conduct a teacher observation (pre-observation conference, observation with scripted notes, actionable feedback, and post-observation conference).

**EDAD 5166: Fieldwork in School Management**
1. Construct a schedule of classes and teacher assignments for a new semester/year/track or a department.
2. Interview the head of the teachers’ association/union to identify the organization’s top five priorities for action in the present school year and share the results with a stakeholder group.
3. Provide a professional development for any stakeholder group.

**EDAD 5167: Fieldwork in School Finance**
1. Participate in the budget committee on your school site.
2. Review categorical program budgets.
3. Investigate operation of any supplementary budget within the school (e.g., petty cash, student store, athletics, student body, choir).

**F. Program Policies on Fieldwork Experiences**

**Submission Deadline**
One of the most important responsibilities of administrators is meeting the deadlines. Candidates in the Educational Leadership Program will be trained on this aspect of the administration by meeting the deadlines for fieldwork paper submissions. It is the candidate’s responsibility to meet the submission deadlines of all required
documents, without any exceptions. As indicated in the grading rubrics for the fieldwork courses, the candidate’s request for exceptions is approved with the understanding that the candidate will NOT receive a grade of an “A” for the course, provided all other requirements are successfully met. Plan ahead to make an arrangement for the meetings with your VERY BUSY supervisors. Also make a back-up plan and the back-up plan for the back-up plan in case of emergencies where the meeting with your supervisor has to be re-scheduled. There’s always a possibility that emergencies can happen to you as well. Regardless of these unforeseen emergencies, it is the candidate’s responsibility to meet the submission deadlines. After trying the best and all fails, it’s also a professional training experience to gracefully accept the consequences. Remember one “B” grade will not affect your overall success in the program in any way.

Documentation of fieldwork
During the first meeting with your site supervisor, review ALL required fieldwork activities. You may complete required fieldwork activity at any time while you’re enrolled in the Program. Based on the event schedules at your school site, there may be a better fit for scheduling some fieldwork activities at a time when you’re not enrolled in that particular fieldwork course. In that case, make sure you document all the fieldwork papers when you complete those specific fieldwork activities so that you can submit the papers when you’re actually enrolled in an appropriate fieldwork course.

While we discourage you to conduct optional fieldwork activities while you are not enrolled in the appropriate fieldwork courses unless they are dependent on public school calendars, you may get credit for any fieldwork activity you do during the time period of your enrollment in the Program.

Requirement of Multiple School Levels
It is required that all candidates conduct fieldwork activities at least three different levels, including elementary, secondary and district. Candidates are strongly encouraged to explore as many different sites as possible. Elementary schools are K-5 or K-6. Secondary schools include middle schools, junior high schools, and senior high schools. For the District level, candidates must PHYSICALLY work at the district office under supervision by a district administrator. There are many district-level administrative work conducted at a local site, and those are NOT qualified to be district-level activities.

It is expected that each candidate completes a minimum of 20 hours at each school level. Candidates are free to design their own fieldwork schedule, by completing all 20 hours of fieldwork activities at one school for one specific courses or completing several hours each semester for a variety of activities as long as the total hours of fieldwork activities add up to be 20 hours at each school level by the end of the Program.
Candidates are also strongly encouraged to explore schools or district offices in a variety of school districts. The University policy requires that every candidate engaged in field experiences in the school district that is not his/her employer, the candidate must purchase the "Professional Liability Insurance" through Cal State LA.

Long-Term Education Policy Issues
Candidates are required to engage in fieldwork activities that deal with long-term educational policy issues, such as activities dealing with long-term professional development, forecasting of enrollment estimates, long-term goals and strategies, etc. Fieldwork activities that last more than one semester or have long-term impacts on school community would be good samples.

G. Required Forms for Field Experience Activities

For every fieldwork course, the candidate must submit a set of documents:

During the first 2 weeks of the semester...
(a) Partnership Form;
(b) A copy of Administrative Services Credential of the site supervisor;
(c) A resume of the site supervisor; and
(d) "Fieldwork Proposal" Form, signed by the site supervisor.
* Note: Documents (a)-(c) need to be submitted only once for the duration of the program, unless a new or different site supervisor is assigned.

By the end of the semester...
(a) "Evaluation of Field Experiences" Form, signed by the site supervisor.
(b) "Log" of Field Experience Activities, signed by the site supervisor.
(c) Fieldwork Reflection Summary for EDAD 5161 to 5167 or Clinical Internship Reflection Summary for EDAD 5280 ([https://drlorikim.wixsite.com/edad](https://drlorikim.wixsite.com/edad))

Fieldwork Proposal form must be submitted prior to beginning of fieldwork. The plan of fieldwork activities or clinical internship experiences must be a product of mutual agreement between the candidate and the site supervisor. All fieldwork activities must be approved by the university supervisor prior to implementation of the fieldwork plan.

Fieldwork Activities Log
You can either use the Log form or create your own, including the following information for each of the fieldwork activities: (a) description of the activity; (b) date; (c) hours; (d) your involvement; (e) result/evaluation of the activity; and (f) reflection of your involvement.

Evaluation of Field Experiences form must be signed by the site supervisor after discussion of the candidate's performance with the candidate in terms of strengths, weaknesses, future challenges, and other suggestions. Evaluation rating score must be either “Level 3” or higher to receive a passing grade. The “Level 2” score may or
may not be eligible to receive a passing grade. The “Level 1” score will be a ground to repeat the activity or the course. It is your responsibility to ensure that your site administrator has indicated the rating score on the evaluation form before you submit the paperwork to the instructor.

Guidelines for the Fieldwork Reflection Summary (for EDAD 5161 to EDAD 5167)
You will complete this form ONLINE at https://drlorikim.wixsite.com/edad before the due date.

(a) In one paragraph, briefly describe the nature of your fieldwork and report the results (or outcomes) of your fieldwork.
(b) How did your school benefit from your fieldwork activities?
(c) What are the valuable learning experiences you gained from your fieldwork activities? Any other benefits to you from engaging in the fieldwork activities?
(d) If you were to do the fieldwork activities again, what and how would you do them to improve yourself?
(e) Describe how your site supervisor(s) assisted you in your fieldwork activities in terms of observation and coaching techniques and in ways of successfully fostering learning in adults.
Rate your supervisors using the following suggestive descriptors: (4) Outstanding, exemplary, excellent; (3) Great, good, helpful, supportive; (2) Helpful and supportive when needed, could have provided more support, mentoring, feedback; (1) Too busy to meet, didn’t provide constructive feedback.
(f) What advice can you give to novice EDAD students who will be doing fieldwork activities? Make your advice as specific as you can for the activities of THIS COURSE.

Guidelines for the Clinical Internship Reflection Summary (for EDAD 5280)
You will complete this form ONLINE at https://drlorikim.wixsite.com/edad before the due date.

(a) In one paragraph, briefly describe the nature of your clinical internship activities.
(b) What have you learned about yourself and leadership?
(c) How will you use what you’ve learned?
(d) Describe how your site supervisor(s) assisted you in your clinical internship activities in terms of observation and coaching techniques and in ways of successfully fostering learning in adults.
(e) Rate your supervisors using the following suggestive descriptors: (4) Outstanding, exemplary, excellent; (3) Great, good, helpful, supportive; (2) Helpful and supportive when needed, could have provided more support, mentoring, feedback; (1) Too busy to meet, didn’t provide constructive feedback.
(f) What advice can you give to the novice EDAD 5280 students who will be doing clinical internship?
H. Peer Advice & Suggestions for Fieldwork Courses

1. It is very important to keep up with writing in your log immediately after you complete an activity so that you can clearly recall and capture the specifics about the experience in your writing assignments. Also try to take advantage of your time spent shadowing and interviewing. Ask lots of questions because the varied answers that you get will add to the perspective that you are building.

2. Plan ahead. Acquire a tool that is reliable to keep track of dates and notes of each activity. A tape recorder is helpful, even just a pocket-size notepad is recommended. Do not trust that you will remember the dates and nature of activities—jot everything down. Pursue and maintain a professional relationship with your supervisor. It would be nice if you would buy your supervisor a token of appreciation—a $10 Starbucks cards would be nice. Do not let your pride hold you back from asking for any type of help. Use whatever resource available that would make your fieldwork easier.

3. Write up the fieldwork activity as soon as you can when you complete the activity. Also on the first Fieldwork Log, start to cross-check the activities with the CTC standards that we must meet for the portfolio. Keeping a running list of the activities completed and the standards accomplished, will help direct planning future fieldwork activities.

4. PLAN. PRIORITIZE. PRODUCE. Plan the semester starting from the first week. Prioritize tasks and goals and meet with your site administrator on a regular basis. Produce artifacts with CTC Standards in mind and document fieldwork activities as you complete them. In addition, learn to develop and grow quickly in personal and interpersonal leadership skills. You’re going to need these skills in working in groups with team members in your cohort from the very start.

5. Become friendly with all of the administrators and the coordinators. I find myself going to them to ask them for help finding information, numbers, people, etc. Things are a lot easier if you know who to go to for certain information. It cuts down on the running around like a lost soul. Things get done quicker and easier if you ask the right person.

6. Start the fieldwork activities with enough time to get the total fieldwork hours, so that they have time to reflect on them and continue to grow. Also always be opened to new ideas, positive and negative criticism, and most importantly, be flexible with time management. Furthermore, be flexible when working with others’ schedules, because you are just a learner and they are your facilitators. Lastly, have fun with all roles and the new knowledge you are obtaining from each fieldwork at the end you will see the positive results.

7. Plan ahead and give yourself plenty of time to complete fieldwork hours. Time flies when working. It is important to meet with your site administrators to plan activities for the semester and schedule dates and time of activities in advance, this will give them plenty of time to plan, prepare, and research information for any activity. Most importantly, always ask for help from site administrator and instructor, remember that we are in this program to learn and gain experience, and not expected to know everything.
8. Ask as many questions as possible to clarify any confusing terms of the assignments. I would also encourage that person to periodically review thinking an understanding of assignments with cohort members. This type of questioning and clarifying is the same work a new principal must do with peers and mentors in order to truly be effective at a campus.

9. In advising a novice EDAD student who will be conducting fieldwork activities, first, I would advise the student to be a part of a team willing to work collaboratively. The student and his/her team should draw out a schedule or deadlines for the different sections of the study. I would suggest finding an administrator who is experienced, knowledgeable, and supportive of the study. I would advise the student to be prepared to spend a lot of time and efforts in conducting, analyzing, and reporting the study. The student should be prepared for any unforeseen problems or setbacks, and not to be discouraged if it happens.

10. You are embarking on a great journey. Enjoy the process and be engaged, always ask for help, always ask clarifying questions to your professors and/or cohort members and value the members of your cohort. All of you can be a stronger cohort by working together and respecting and valuing each other strengths and weaknesses. This program will make you a more knowledgeable and stronger leader. You will change. I have.

11. Choose activities that will benefit you when you choose your long term project. I would also advise you to try and survey your own school. There are many standards that can be covered when choosing activities and projects for your portfolio. This would also be a good tool to plan your long term project.

12. Planning is a key to the fieldwork activities, having definite times and dates scheduled and not allowing your daily life change them. Procrastinating is your enemy - don’t wait until the last minute. Always communicate with your group and find ways to assist each other in reaching goals.

13. The weeks pass by rapidly and before you know it you have to submit all your fieldwork time and you think you will remember everything. You might have artifacts with dates and times that will jog your memory and this will help but all your time needs to be tracked. Use a notebook, a calendar, or whatever you rely on to track the hours that you spend, the dates that you spend and all the time that you spend on your fieldwork or you will be lost at the end of the semester.

14. The advice I will provide new EDAD students is to select one particular skill that they would like to improve on. Once the skill has been selected then activities can be designed accordingly.

15. Try to do a variety of activities to address the different standards. I would say, to look for opportunities and get involved. They should meet with their supervisor often. I would also recommend to constantly reflect on their fieldwork. Think about what they are learning and how they can better their learning experiences. Try to think outside the box and enjoy the experiences.
16. Stay organized and schedule different meetings in a timely manner. Some of the fieldwork activities required a lot of extra time and so it is important to pace yourself.

Suggestions for Additional Fieldwork Activities for EDAD 5161: Fieldwork in Educational Leadership
(Please keep in mind that these activities are only SUGGESTIONS.)

a. Act on a mission of the school as a standards-based educational system.
b. Coordinate school programs, plans, and activities to ensure integration, articulation, and consistency with the vision.
c. Design and execute a project at your school site where you assume the role of change agent.
d. Develop a strategy to sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.
e. Engage in professional and personal development.
f. Facilitate constructive conversations about how to improve student learning and achievement.
g. 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.
h. Identify and address barriers to accomplishing the vision by facilitating a group discussion.
i. Identify four procedures that might work to reduce conflict between a teacher and his/her students.
j. Work finding resources to implement and attain the vision for all students.
k. Prepare a training session on research and learning theories and models in relation to planned change.
l. Utilize technology to foster effective and timely communication to all members of the school community.
m. Work with the staff on improving problems of parking, pupil traffic, vandalism, property destruction, and etc.

Advice from Peers for EDAD 5162: Fieldwork in Research and Data Assessment

1. Choose a topic that will benefit the school and is interesting to the school community. Data can be overwhelming, but if the interest is there, then it is easier to sort through all the numbers and to do all the analyses necessary to look at the results.

2. This fieldwork (presenting technological tools/apps to English Dept) was very intriguing because it seemed as though all the elements that I analyzed were essential and intertwined to ensure student success. I would advise novice students to map out the best sequence order to see how all the programs supplement each other. For example, I regret not analyzing the assessments prior to observing the various programs that are implemented at our school site.
3. The advice I can give a novice EDAD student who will be doing the same fieldwork activities is to identify specific programs that are technology based in their school setting. Break down the data and focus on specific trends and patterns, work collaboratively with the supervisor and teachers to develop a school-wide plan that can benefit everyone and follow up weekly with progress on using the technology programs and data collection.

4. If I was to redo these activities (The fieldwork activities I participated in were in the analyzing of test results for an individual teacher using a computer) the one thing I would do differently is give myself more time to read and internalize the vast amount of data that is available to teachers to guide their instruction.

5. My advice would be to take it one step at a time. It may seem overwhelming at first, but it all falls into place.

Suggestions for Additional Fieldwork Activities for EDAD 5162: Fieldwork in Research and Data Assessment

(Please keep in mind that these activities are only SUGGESTIONS.)

a. Analyze the data from multiple measures of student learning and relevant qualitative indicators.

b. Develop a plan for school-wide use of new technology.

c. Use technology to manage multiple types of databases within a school.

d. Utilize technological tools to manage and evaluate instructional programs.

e. Utilize multiple assessment measures to evaluate student learning.

Advice from Peers for EDAD 5163: Fieldwork in Pluralism, Collaboration, and Social Justice

1. Try to make the fieldwork relevant for your school. Sometimes the fieldwork does not feel like it will help the school or the students, but they have to make it their own. They should think about how this will help the students and the community and it will energize them to do what is best for the students. If the fieldwork is done right, then the people who will benefit will be the students and the community.

2. Learn about the different kinds of community groups that exist. Especially to choose a community agency that they feel a connection with and that other school personnel would join in or help support. The community group should have something to offer students in terms of interest or academic help.

3. The best advice I could give to novice EDAD students regarding this fieldwork is to really be aware of the role that community plays in educating a child. Although it might seem somewhat removed from actual instruction, community support, community engagement, and community outreach are vital components to obtaining the resources necessary to support your school and academic environment. For example, tonight, the Pasadena Educational Foundation gave out 132 Teacher Grants totaling $70,000 thanks to community donations. This means that 132 Pasadena Unified teachers will spend a little less out of their own pockets on their students this year. Community support is key.
4. I would advise novice students to explore the many different programs their school district offers that involve community, culture, social justice, etc. There are many different programs being offered throughout the school district and many vary by local districts and schools but they are specific to the needs in their immediate school communities.

5. For any student taking this course in the future, I would advise you to allow extra time with the community agency activity. Because you are working with another entity, it is important to be cognizant of their time. Depending on the agency, they may be extremely busy and may not be able to meet you within your timeframe. Also, discuss this activity with your supervisor ahead of time. They may have ideas for engaging with agencies in the area.

Suggestions for Additional Fieldwork Activities for EDAD 5163: Fieldwork in Pluralism, Collaboration, and Social Justice

(Please keep in mind that these activities are only SUGGESTIONS.)

- a. Communicate information about the school through a variety of media and modes.
- b. Develop a plan to utilize community and parent groups to assess the climate of the school.
- c. Develop a series of guidelines for fostering desirable school-community relations, including suggestions for implementing each guideline in the school-community where you are working.
- d. Develop a student council.
- e. Develop an inventory of community agencies that could be of assistance to your school and/or students and their families.
- f. Develop necessary disaster plans and communicate these plans to the school community.
- g. Develop, with group support, a problem solving approach that is appropriate to a difficulty at your school site.
- h. Identify the major Socio-economic groups within your school district. Identify projected changes in population in your school district within the next five to ten years.
- i. Interview various groups of diverse family and community members to find out their goals and aspirations.
- j. Develop a two-way communication system between the school and diverse community groups.
- k. Lead a group to study the dropout problems in your school or district.
- l. Make a presentation before your PTA or a comparable group.
- m. Mobilize and leverage community support services for the equitable success of all students.
- n. Prepare news release for significant aspects of the regular school program.
- o. Represent the school in a community organization.
- p. Speak on school affairs before a citizens’ group.
- q. Use the influence of diversity to improve teaching and learning.
Advice from Peers for EDAD 5164: Fieldwork in School Law

1. Learn from those who have gone before. Don’t just talk to new administrators, but the older ones, too. Also it is important to talk with all the teachers on a campus. They all have valuable information that will assist you as you become a future leader in the field of education. I would also suggest reading up on special education law.

2. Do the activities in a timely manner in order to be able to evaluate a need for more hours in that area. For example, I would like to shadow more students with disabilities and observe more special education classes on my own time to better understand the special education program. Also, I would advise students to challenge themselves in selecting new activities that will broaden their knowledge.

3. Start early and spend at least five hours per week learning about your school. Talk to deans, APSC, special education teachers, and ask these people to share what they are doing with you. This will help tie together what you are doing in your school law classes with what is happening at school. In order to help you with the Special Education Elementary, talk to your AP in charge of special education. Take advantage of the opportunity to talk to as many staff members as possible including support personnel.

4. If I were to do the fieldwork again, I would definitely work towards asking the Board members a question. There is a process in place for the people in the public to ask questions; however, it is very intimidating for me to stand in front of all of those important people and ask a question. If I had the opportunity to do it over, I would definitely feel that pushing myself to ask a question would be beneficial to my self-improvement.

5. For any student taking this course in the future, if you are not in the field of special education, I would advise that you begin working with someone in your special education department to begin shadowing a student immediately. Working with students with disabilities is always a great experience. If you can shadow a special education teacher while they work through an IEP process, from beginning through the end, that will also be something that would be very beneficial for you.

Suggestions for Additional Fieldwork Activities for EDAD 5164: Fieldwork in School Law
(Please keep in mind that these activities are only SUGGESTIONS.)

a. Assist in Kindergarten registration.
b. Assist parents of new students in the completion of the necessary forms for registration.
c. Attend an expulsion meeting.
d. Collect evidence that demonstrates your ability to protect the rights and confidentiality of students and staff.
e. Complete student and employee accident reports.
f. Conduct a safety inspection of the campus.
g. Conduct an inspection with the Head Custodian of the classroom and grounds.
h. Design a brochure concerning information on district/school policy.
i. Design a program to deal with truancy and absences in your school.

j. Develop practical guidelines on working with certificated and classified staff with disabilities.

k. Develop and schedule security for adequate and continuous supervision of students during school day.

l. Develop policy and practices at the school site to ascertain student needs.

m. Examine school facility on safety and maintenance issues in light of legal and policy requirements.

n. Hear and handle parents with complaints.

o. Manage legal and contractual agreements and records to assure a professional and secure work environment for students and staff.

p. Observe or participate in a parent conference regarding the suspension of a student.

q. Participate in collective bargaining/negotiation activities and review relevant legal issues.

r. Participate in personnel selection process.

s. Participate in the investigation and reporting of school accidents.

t. Participate in the review of the monthly attendance record forms.

u. Prepare a teacher’s or a student’s legal guide under the supervision of a credentialed administrator.

v. Prepare an “estimated enrollment” report.

w. Prepare the necessary forms, papers, etc., for the transfer of a student to another school.

x. Protect the rights and confidentiality of students and staff.

y. Provide disciplinary action on matters requiring administrative intervention.

z. Receive, interview and place new students.

Suggestions for Additional Fieldwork Activities for EDAD 5165: Fieldwork in Instructional Leadership

(Please keep in mind that these activities are only SUGGESTIONS.)

a. Assist in the establishment, evaluation or improvement of some specialized program such as work experience, vocational education, summer school, credit by exam, etc. Visit and analyze classroom instruction.

b. Assist with the school program of aptitude and achievement testing. Discuss different ways the data could be reported to teachers and administrators.

c. Carry out supervision of special events such as assemblies and athletic events.

d. Complete needs assessment plan for in-service training.

e. Conduct a teacher staff meeting on a key topic.

f. Conduct supervisorial conference with teacher.

g. Coordinate special performances, displays, etc., for Public Schools Week/Open House.

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

i. Demonstrate knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades.
j. Design a long-term professional development for all staff to improve the learning of all students relative to state-adopted academic performance standards.
k. Develop a detailed plan for the orientation of new teachers in a school.
l. Develop a handbook for substitute teachers containing a lesson plan model and all pertinent information necessary to ensure continuity of a classroom program.
m. Develop a plan to support the use of state-adopted learning materials and a wide array of learning strategies to support student learning.
n. Develop a plan to support the use of technology in instruction and learning.
o. Develop and produce, with teacher, parent and student participation where appropriate, a series of special school programs such as assemblies and back-to-school night.
p. Participate in decision making process through involvement in the assessment of educational needs, the definition of goals, planning of the educational program, and evaluation of the school and its academic effectiveness.
q. Participate in the process of textbook selection and planning use of the selected text.
r. Prepare principal’s bulletin to teachers.
s. Prepare the book inventory and requisition for state adopted texts.
t. Supervise teacher through classroom visitation.
u. Supervise the maintenance of accurate records relating to student progress and exit from school.
v. Use research and site-based data to design, implement, support, evaluate and improve instructional programs and to drive professional development of staff.
w. Utilize multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused on improving the learning of all students.
x. Utilize technological tools to manage and evaluate instructional programs.
y. Visit County School offices and review programs offered.
z. Work with students, teachers, and administrators to plan, initiate and schedule a cross-age tutoring program.

Advice from Peers for EDAD 5166: Fieldwork in School Management

1. There are many familiar day-to-day activities in my current work site that fall under school management that I could have completed. But to have an experience in which I could take full advantage of the opportunity to learn something different I had to work in a new environment. I would advise someone to work in a different school setting and experience what it takes to manage a different environment. Working outside of your school site also allows one to step into a leadership role and make decisions without worrying about existing day-to-day relationships.

Suggestions for Additional Fieldwork Activities for EDAD 5166: Fieldwork in School Management

(Please keep in mind that these activities are only SUGGESTIONS.)

a. Assign teachers to rooms, classes and activities.
b. Diagnose staff problems at your school site. Indicate several strategies for improving each problem you identify.
c. Design a brochure concerning information on district/school policy.
d. Design questions for interviews for a teacher, custodian, and instructional aide.
e. Develop a detailed plan for the orientation of new teachers in a school.
f. Interview and evaluate prospective teachers.
g. Participate in collective bargaining/negotiation activities and review relevant legal issues.
h. Participate in personnel selection process.
i. Plan with and provide leadership for in-service meetings with student teachers.
j. Plan, coordinate and evaluate in-service teacher program.
k. Review and make a presentation on local school responsibilities for plant administration.
l. Review and make a presentation on the job descriptions of the various classified positions in school.
m. Review the school’s current handbook and make recommendations for its improvement.
n. Screen confidential papers of teacher candidates.
o. Study procedures, benefits, and problems associated with auxiliary services (e.g., library, cafeteria, nurse, attendance, welfare, transportation).
p. Work with specialized support personnel on a case (nurse, psychologist, resource teacher, etc.)

Advice from Peers for EDAD 5167: Fieldwork in School Finance

1. Find a site supervisor who is willing to sit down and teach you about how the budget is allocated. I think the school finance is a tedious process and requires a good site administrator to take you through it. If your administrator does not have time for you, change the supervisor right away.

2. Be proactive, use your time wisely, ask question when in doubt, take every opportunity to learn, be a team player, and be flexible. Also when dealing with the budget, take time to understand all the categorical programs and understand all the restriction attached to them.

3. Really focus on the different categorical and supplementary budgets your school site has. The funds allow for some flexibility in what you can purchase at a school and many times make the difference between making it through the school year with enough supplies and equipment and running out of money.

4. Organization and time management is definitely important in order to carry out daily tasks along with conducting fieldwork hours. Definitely plan ahead and schedule appointments with others ahead of time. As future leaders we must practice organization and must learn how to plan ahead in order to provide appropriate and effective services to students, staff, and faculty.

5. Since we are not the administrators yet, we don’t have a lot of chance to learn about the school finance system. Through this class and the fieldwork, it opens the door for us. They should use the opportunity to ask as many questions as
they can. The more you ask, the better you will learn about the school finance system.

6. If I had to improve my fieldwork, I would try to do more fieldwork in the area of fundraising. I was not able to do as much fundraising as I did last year.

7. Engage yourself in as many budget activities as possible. You will find it rewarding and useful in the near future. It helps to have someone to show you step by step the budget process. Don’t be afraid to ask questions and take plenty of notes. Participate in district budget trainings and become familiar with the budget process. I would also advise you to participate and engage in fundraising because there is always a need for extra money at the school level. Furthermore, I would encourage you to write or co-write a grant to enhance their skills as a future administrator.

8. My recommendation is to be proactive and ask for additional responsibilities. Once you have proven yourself, the floodgates will open and you will have an abundance of fieldwork to learn from and a large selection of artifacts to include in your portfolio.

9. When it comes to finance, I recommend you to seek district office personnel as a supervisor. Not everyone can have unfettered access to their superintendent, but you should find an individual in the business services department. I believe even the limited amount of time with experts in school finance will be more worthwhile than unlimited time with site supervisors who have limited knowledge of the nuances of school budget. I believe if I was under the mentorship of my principal, I would not have had the same growth in this topic, even though he too is an excellent mentor.

10. Get involved in this on-going process at the beginning of the school year. It will take more than 20 hours to get a grasp!

Suggestions for Additional Fieldwork Activities for EDAD 5167: Fieldwork in School Finance

(Please keep in mind that these activities are only SUGGESTIONS.)

a. Assist in determining needed repairs, room conversions or additions.

b. Assist in facilitating purchase orders.

c. Assume responsibility for the supervision of the student-body funds.

d. Complete application for and follow through on the use of the school facility.

e. Conduct an inspection with the Head Custodian of the classroom and grounds.

f. Conduct an inventory of instructional supplies and equipment.

g. Conduct inspection with the Fire Marshall during a fire drill.

h. Develop a plan for appropriate staff and community involvement in the budget process at your school site.

i. Develop preliminary budget information and make recommendations for review by the principal’s council.

j. Identify and obtain resources to implement and attain the vision for all students.

k. Plan and implement one strategy for improving your site level budget development process.

l. Prepare and “walk through” a supply request to the district office.
m. Prepare the necessary district forms requesting repairs and/or maintenance.

n. Process applications for the Free Lunch Program.

o. Review and discuss procedures with administrator regarding keys.

p. Review and discuss the effectiveness of resources purchased through categorical funds.

q. Review and make a presentation on the administrative and financial operation of the cafeteria.

r. Review budgets for any existing programs of differential pay (e.g., coaching, drama, music)

s. Review certificated and classified time sheets for the month.

t. Walk through custodial maintenance inspection with custodian.

u. Work with key teachers and parents to raise funds for a special school or district needs such as microcomputers or music an art experience that have been reduced due to budget cuts.

v. Work with the budget of the school and/or the district budget (e.g., both operational and capital outlay expenditures).
### XIII. Glossary of Acronyms

<table>
<thead>
<tr>
<th>No.</th>
<th>Acronym</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>ASC</td>
<td>Administrative Services Credential</td>
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<tr>
<td>2.</td>
<td>BOSS</td>
<td>Business Organization &amp; Support System</td>
</tr>
<tr>
<td>3.</td>
<td>BTS</td>
<td>Business Tools for Schools</td>
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<tr>
<td>4.</td>
<td>CACE</td>
<td>California Administrator Content Expectations</td>
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<tr>
<td>5.</td>
<td>CAEP</td>
<td>Council for the Accreditation of Educator Preparation (formally known as NCATE).</td>
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<tr>
<td>6.</td>
<td>CAPE</td>
<td>California Administrator Performance Expectations</td>
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<td>7.</td>
<td>CBEST</td>
<td>California Basic Educational Skills Test</td>
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<td>8.</td>
<td>CCOE</td>
<td>Charter College of Education</td>
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<td>9.</td>
<td>CCR</td>
<td>Coordinated Compliance Review</td>
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<tr>
<td>10.</td>
<td>CTC</td>
<td>California Commission on Teacher Credentialing</td>
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<tr>
<td>11.</td>
<td>CEAC</td>
<td>Compensatory Education Advisory Council</td>
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<td>12.</td>
<td>CELDT</td>
<td>California English Language Development Test</td>
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<td>13.</td>
<td>COA</td>
<td>California Commission on Accreditation</td>
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<td>14.</td>
<td>CPACE</td>
<td>California Preliminary Administrative Credential Examination</td>
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<td>15.</td>
<td>CPSEL</td>
<td>California Professional Standards for Educational Leaders</td>
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<td>16.</td>
<td>CST</td>
<td>California Standards Tests</td>
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<td>17.</td>
<td>Cal State LA</td>
<td>California State University, Los Angeles</td>
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<tr>
<td>18.</td>
<td>CAT/6</td>
<td>Sixth Edition Survey</td>
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<tr>
<td>19.</td>
<td>EDAD</td>
<td>Educational Administration</td>
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<td>20.</td>
<td>ELAC</td>
<td>English Language Advisory Council</td>
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<tr>
<td>21.</td>
<td>ELD</td>
<td>English Language Development</td>
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<td>22.</td>
<td>ELL</td>
<td>English Language Learner</td>
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<td>23.</td>
<td>ETS</td>
<td>Educational Testing Service</td>
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<tr>
<td>24.</td>
<td>IDMS</td>
<td>Integrated Database Management System</td>
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<tr>
<td>25.</td>
<td>IEP</td>
<td>Individualized Education Program</td>
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<tr>
<td>26.</td>
<td>NCATE</td>
<td>National Council on Accreditation of Teacher Education</td>
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<tr>
<td>27.</td>
<td>OARS</td>
<td>Online Assessment Reporting System</td>
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<tr>
<td>28.</td>
<td>OSS</td>
<td>Office for Student Services</td>
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<td>29.</td>
<td>PTA</td>
<td>Parent Teacher Association</td>
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<td>30.</td>
<td>SARB</td>
<td>School Attendance Review Boards</td>
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<td>31.</td>
<td>SARC</td>
<td>School Accountability Report Card</td>
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<td>32.</td>
<td>SIS</td>
<td>Student Information System</td>
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<td>33.</td>
<td>SLLA</td>
<td>School Leaders Licensure Assessment</td>
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<td>34.</td>
<td>SpEd</td>
<td>Special Education</td>
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<td>35.</td>
<td>SPSA</td>
<td>Single Plan for Student Achievement</td>
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<td>36.</td>
<td>SSC</td>
<td>School Site Council</td>
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<td>37.</td>
<td>SST</td>
<td>Student Success Team</td>
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<tr>
<td>38.</td>
<td>WASSC</td>
<td>Western Alliance for the Study of School Climate</td>
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